Curriculum Principles At Dixons Unity, we are united behind the common purpose of empowering young people from all cultures and backgrounds to improve their life chances and develop a lifelong love of learning which enriches the local community. Our curriculum is designed and delivered to work towards achieving this aim. By the end of their journey through Dixons Unity Academy, a student in Geography will: Understand a wide range of geographical concepts, analyse social questions, environmental issues and real-world solutions. Develop a sense of place to help them interpret the world and to understand the complex interaction between human and physical processes on the planet. Students will learn about places that are outside of their own experience, they will develop their understanding of the world’s diversity of environments, peoples, cultures and economies. Students will develop a global ‘open mindedness’ so that they can challenge stereotypes and contribute to the development of key ideas and concepts. Our uniting sentence is: The Geography department provided students with a deep understanding and sense of awe at the complex human and physical interactions that have shaped and continue to shape the planet. The department gave students the confidence to take action to mitigate the problems of the present for the benefit of future generations. In order to truly appreciate the subject and develop a deep schema, Geography has been sequenced with the following rationale: We aim to provide students with the ability to access the powerful knowledge that will enable students to think about the world from an informed position and provide solutions to some of the problems the world faces. We aim to: Provide students with powerful ways of analysing, explaining and understanding the world and for students to engage in debates about important issues at local, national and global levels. Geography takes students beyond their own experience. This knowledge of the world contributes strongly to students’ general knowledge. We believe that both substantive knowledge (geography facts) and procedural knowledge (skills and processes) are both essential in the study of Geography. At KS3 it is assumed that students will not have experienced discrete geography lessons in primary school and therefore will arrive at Dixons Unity with a limited knowledge of the world. As a result, KS3 will address basic geographical skills including how to use an atlas, map skills (direction, distance and scale) and using grid references on Ordnance Survey maps. Students will start to develop their knowledge of major global, regional and local landmarks, countries and physical features through regular practice in the form of map and atlas activities. This content will be spaced throughout Year 7 and 8 so knowledge will be embedded for a large majority of students by the time they begin GCSE Geography. Students studying Geography in Year 7 and 8 will begin to identify synoptic links between topics, such as the link between overpopulation and habitat loss, or climate change. Lessons will address common misconceptions and stereotypes, for example by ensuring that students are aware of the rapid economic development in the African continent through the ‘What is it really like in Africa?’ topic in Dynamic Countries. Specialist Geography students follow the AQA GCSE curriculum from Year 9. Although we work towards giving our students the best possible opportunities in life through success at GCSE, our curriculum goes beyond what is examinable. With the awareness that this may be the last formal education of geography, we want students to leave with all essential and necessary geographical skills needed for future education, employment and global citizenship. We encourage debate and discussion of key ideas, written and analytical skills through ‘to what extent’ questions at GCSE and issue evaluation in non-specialist and KS3 courses. Throughout the five-year plan we build on analytical and critical thinking skills using a range of data sets and infographics (NC), with the most in-depth exploration of the enquiry sequence being through the GCSE fieldtrip. Non-Specialist Geography students will study places in greater depth throughout Year 9 (India, China and Africa) and will be encouraged to develop clear opinions on key geographical issues such as climate change and ‘Should roads be built through Tropical Rainforests?’ Students will develop knowledge that will enhance their role as global citizens. Our Geography curriculum addresses Social Disadvantage through: Keeping aspiration on track by encouraging students to understand their role as a global citizen, for example by making informed choices on what they buy through an awareness of fast fashion and food miles Introducing a range of country examples in lessons that develop a breadth of knowledge of physical and human phenomena across the world Teaching students how to think, speak and write like a geographer to develop oracy and quality of written communication. These skills, along with key geographical skills, provide our students with the building blocks to understand key discussion in the discipline. Our curriculum is inspired by and linked to the newest thinking in geography through reference and inspiration from books and research, such as Factfulness (Hans Rosling), Poverty Safari (Darren McGarvey) and The Almighty Dollar (Dharshini David). Of course, we engage our students in global issues, but also inspire them to think about much more local and high impact issues particularly to our student demographic, such as urban change and social/economic/environmental disparities. (this needs rewording, but do you know what I mean? Trying to get across that some topics are very relevant to our students) Providing opportunities to develop powerful geographical knowledge, such as development, changing landscapes and the resource crisis, delivered through schemes of work Increasing the number of cultural experiences and fieldtrip opportunities to inspire awe and wonder, for example to Malham Cove in the Yorkshire Dales National Park. We are highly ambitious for our students and encourage all students to choose to continue their study of Geography at GCSE, A Level and at Degree level, as we hope to inspire a love and joy of learning about the dynamic world around them, and their place within it. Our curriculum in Geography supports the personal development of students by: Students will learn about different cultures and about difficult contemporary challenges of climate change, the development gap, the impact of globalisation and sustainability. Geography is a naturally powerful and transformative discipline; students learn to understand the world around them, which transforms the way they see it. This enables our students to confidently approach life after school whether that be in social situations, employment or further study. We aim for our students to be empowered by the ability to critique and analyse data, news, media and literature. Our geography curriculum supports the personal development of students by giving them such an understanding of the ever-changing world, societies and economies that they can confidently debate and fact find in a world where ‘fake news’ and social media are often taken as truth. A powerful and balanced provision of both physical geography and human geography enables students to draw links between the two sub-disciplines and provides them with a rich knowledge of the deeply connected physical and human world. Throughout the 5 years students are encouraged to speak like geographers by consistently discussing environmental, social and economic approaches; soon seeing that not one of the three come without impacts on the other two. By the end of our curriculum, whether that be the end of year 9 or 11, we aim to have secured their curiosity and fascination (NS) about the world through inspiring awe and wonder with a focus on developing wellinformed, naturally critical and analytical way of thinking. Our belief is that homework should consist of purposeful and deliberate practice and interleaved revision of what is taught in lessons. This knowledge is secured and applied through metacognitive quizzing and low-stakes tests Homework is based on the use of Knowledge Organisers and low stakes quizzing. The Learn Now will quiz students on content from the previous lesson, the previous cycle and the previous year so that there is interleaving and a major focus on retrieval practice. Opportunities are built into the curriculum to make links to the world of work in support of our careers advice and guidance that all students receive: Geography is a recognized academic subject respected by universities and employers. Geography graduates are employed in occupations as diverse as marketing, advertising, law, sales, finance, education, environmental awareness, civil service, the Foreign Office, the travel industry and journalism. Throughout the five years we discuss careers in geography, this is seen on the lesson slides, this supports our students in seeing geography outside of the classroom and into their future. The world of work that our students will face will have to revolve around a better understanding of the environment, more so than any generation before; throughout the curriculum we dive into topical issues that are only going to become more prominent in industry such as renewable energy, climate change, changing economies, resource management and quaternary sector business. Opportunities to build an understanding of the social, moral, spiritual and ethical issues are explored through: Studying geography will stimulate curiosity, interest and enjoyment in Geography and empower students to reflect and act on the challenging issues of our world including climate change, overpopulation and globalisation. Students will be encouraged to consider the moral issues surrounding climate change (individual responsibility, causes and solutions, being a sustainable citizen). We will aim to inspire students to take a proactive approach to learning outside of lessons and help them to understand that geography is everywhere and its relevance to their everyday life. (2 x fieldwork, independent learning tasks, discussions around the media and geography in the news, We will encourage students to understand their role in society by considering different viewpoints, values and attitudes that are different from their own. For example, issue evaluation topics throughout, such as developing the rainforest (Y9NSP), building on greenbelt land (GCSE YR10) or using gapminder.com to assess disparities in lifestyles, require an absence of ignorance to understand different and opposing viewpoints in order to make informed decisions. We will invite guest speakers, such as Geography Ambassadors trained by the Royal Geographical Society, to introduce students to the benefits of studying geography, widening their perception of the subject and encouraging them to pursue geography beyond Year 8. We will support students in their moral and spiritual development, and actively promote fundamental British values throughout the Geography curriculum including democracy, the rule of law, individual liberty, and mutual respect and tolerance. Through KS3 and 4 students study case studies including Africa, China and India (NC) extending and updating their locational and place knowledge as well as understanding similarities and differences (comparing being a key command word used in GCSE in particular) between places and systems. (NC) We will promote British values and spiritual, moral, social and cultural development (SMSC). The main link between British values and Geography is through the promotion of ‘tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures’. Students will be exposed to a range of cultures through case study examples and online videos from both developed and developing countries. Topics such as climate change, resource management, and studies of varying levels of development enable our students to assess the world in its entirety, to see past political borders, develop a sense of place and appreciate the world’s current issues as a global responsibility