

Geography

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

	Leadership	Self-awareness	Resilience	Independence
<p>Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence.</p>	<p>There are many opportunities for leadership skills to be developed, especially through fieldwork. There are a range of fieldwork opportunities including the woodland study in yr7, River study in yr10 and a week of fieldwork in yr12. The different fieldwork tasks, both on the school site, off and on residential trip allow students to develop a range of different skills as well as self-awareness.</p>	<p>With Geography being a subject that involves critical thinking, it means that self-awareness is also embedded. To critically evaluate impacts and responses to events in the world it is important that student can reflect on their own emotions, responses, actions and behaviours. There are ample opportunities within Geography for this from Geographical enquires such as the impact on the oceans enquiry in year 7 to the way students are given regular tasks to</p>	<p>The study of different parts of the world means that students are often exposed to what life is like for less fortunate people and how resilient they are when faced with big challenges in their life such as those related to climate change and natural hazards. Topics that include this are throughout all year groups from yr7 with environmental refugees, 10 with development in Ethiopia and yr13 Hazard vulnerability. This often links to ideas of how as students they can be</p>	<p>The nature of the Geographical Enquiry sections within most topics provides opportunities for independent learning. These enquiries are covered in most units and require students to problem solve issues that people in the UK and other parts of the world are dealing with daily. Learners become more independent as each enquiry progresses but also encourages students to show independence in what they do each day. At A-Level students have</p>

		reflect on their own progress after assessment, which also gives scope for building their resilience	more resilient. This is also done through creating a classroom ethos that encourages students to become more resilient, allowing them to give things another go at tasks, challenges, enquiries and ask questions in a way to build resilience but also to build independence.	an independent study that they must undertake, which further develops their skills.
Recognising diversity and encouraging empowerment strengthens our community .	Diversity	Empowerment		Community
	Geography studies many cultures around the world as part of located studies and therefore explores and celebrates diversity. When looking at the reasons of migration, birth rates and employment structure there are always links to diversity and the celebration of it as well as the understanding that there is persecution due to. The study of different topics such as development in Years 8 and 10 and the UK's role in conflict in Year 11 means students understand diversity through compassion to	With such a diverse range of places studied around the world, there are opportunities to empower student to take responsibility for their own actions with regard to protecting cultures, people and the environment. This is also promoted through the CG Green Team which provides students with the resources to tackle issues that are harming the planet, in the process developing independent and empowered students. There is also a range of topics that look at the empowerment of women and how it makes a difference to	Spatial awareness is essential in Geography and therefore develops a sense of community. This is developed as part of the worldwide community tackling global issues through topics such as climate change in all key stages, a national community through studies of the UK to local area studies and the school community linked through the CG Green Team.	

	action. As part of different studies of cultures empowerment is also promoted.	cultures and economies. To celebrate this empowerment, as well as diversity, the Year 7 scheme of work links to the all-female boat crew that have studied ocean pollution as they travelled the world with Exppedition as a worldwide community.			
Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers .	Enrichment	Confident	Inquisitive	Creative	Critical thinkers
	Being a subject that studies the world, we also provide students an opportunity to study different cultures and environments first hand. The reason for the residential A Level trip out of area, in places such as Snowdonia, North Wales has been to experience different environments and people, there are trips to Iceland and planned trips to	A good Geographer is a confident one. The nature of the Geographical enquiry aspects of the topics allows student to develop analytical skills (something used a lot at A-Level) that teach them to be confident about what their findings. This is increased and developed throughout the key stages with most at A level. With a level of confidence related to	A good Geographer is also an inquisitive one. To study different parts of the world from Australia to Japan, Russia, the Poles, the Amazon, Deserts and the Oceans the is a need to be inquisitive. This is what Geography is about, which in turn develops creative learners.	To study a range of places and cultures around the world and to do this through maps, photos and graphs a Geographer needs to be a creative learner. These different geographical contexts allow students to think creatively and use ingenuity when making links and connections to the many natural and human worlds. Not on does this	Critical thinking is fundamental to Geography as being introduced to now topics, environment, and people as it allows student to make better sense of information knowledge and ideas by examining evidence, considering alternate solutions and learning fact from opinion. This in turn develops geographical understanding and

	Norway. This travel, which includes some remote supervision also helps with student confidence.	supporting their findings they become more inquisitive.		stimulate creative thinking it also stimulates critical thinking.	the ability to reach supported conclusions, Geographers also develop as open thinkers considering the ethical issues that underpin Geographical changes locally, regionally, nationally and globally.
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