



# Holy Trinity School

A Church of England Secondary School



## Geography Curriculum Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.
- Whilst acknowledging the importance of academic success the curriculum will not bow down to the demands of governments for results, nor allow itself to become just an exam factory, rather serving the needs of our students.



**We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:**

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.



## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.



### **Whole School Learning Principles:**

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".



### Subject Intent Statement:

The Geography curriculum is designed to cultivate students who can *think like geographers, with empathy*. This means nurturing learners who not only understand the physical and human processes shaping our world but also appreciate the lived experiences of people across diverse contexts. The curriculum is underpinned by six interwoven themes: globalisation, interdependence, inequality, resources, sustainability, and development. These themes guide the progression of knowledge and skills, ensuring students develop a nuanced, compassionate, and critical understanding of the world.

Our curriculum is designed to reflect our diverse community. Pupils explore a range of diverse environments and participate in fieldwork opportunities to expand their cultural capital and develop their social knowledge.

The curriculum builds towards several key end points:

1. **Conceptual Mastery:** Students will understand and apply core geographical concepts such as place, space, scale, and environment.
2. **Empathetic Thinking:** Students will demonstrate the ability to consider multiple perspectives, especially those of marginalised or vulnerable communities.
3. **Analytical Skills:** Students will interpret data, maps, and case studies to draw informed conclusions.
4. **Sustainable Citizenship:** Students will be equipped to make responsible decisions about sustainability and development in their own lives.

**Preparation for Further Study and Careers:** Students will be aware of geography-related pathways and careers, including urban planning, environmental science, and humanitarian work.

Consensus is achieved through collaborative curriculum planning meetings, where staff engage in professional dialogue, share research, and review student work. We use national curriculum guidance, exam board specifications, and educational research to align on the essential knowledge and skills. Regular moderation and joint planning sessions ensure consistency and shared understanding. As two members of the staff are Accredited AQA examiners we regularly pass the skills gained in this training between us.

We communicate end points to parents and students through:

- **Curriculum maps** shared with students and parents.
- **Knowledge organisers** that outline key vocabulary, concepts, and case studies.
- **Assessment objectives** that clearly define success criteria.
- **Specification PLCs** that clearly outline the knowledge needed for every topic.

To ensure students gain and secure knowledge and skills, we use different key elements of the schools curriculum non-negotiables including:





- **Interleaving:** mixing topics and skills to strengthen memory and connections.
- **Retrieval practice:** regular low-stakes quizzes and knowledge checks.
- **Case study diversity:** using global and local examples to deepen understanding and empathy.

The curriculum is structured to build from foundational knowledge in Key Stage 3 (e.g., map skills, weather, and climate) to more complex issues in Key Stage 4 and 5 (e.g., global governance, climate justice). Each unit builds on prior learning, with clear links between topics to reinforce understanding and support long-term retention.

We address typical gaps by:

- Embedding **literacy strategies** to support students with low reading ages.
- Using **scaffolded tasks** and **tiered vocabulary** to ensure accessibility.
- Providing **targeted interventions** and **pre-teaching** for disadvantaged students.
- Incorporating **local geography** to make learning relevant and relatable.

The curriculum enriches students' cultural capital by immersing them in the exploration of diverse cultures, traditions, and landscapes, fostering a deeper appreciation for the world's rich variety. It actively engages learners with pressing global issues such as migration, conflict, and climate change, encouraging them to think critically about the interconnectedness of our world through the eyes of empathy. Enrichment opportunities, including fieldwork, further enhance students' experiences beyond the classroom. Additionally, the curriculum promotes analytical thinking about media, politics, and global narratives, empowering students to question and understand the world around them with a thoughtful and informed perspective.

We explicitly link curriculum content to careers by integrating real-world relevance into students' learning experiences. This includes the use of case studies featuring professionals working in geography-related fields, which help students see the practical applications of their studies. Career spotlights are embedded within lessons and displayed around the learning environment to raise awareness of diverse pathways. We also collaborate closely with the careers team to provide tailored guidance on post-16 options, ensuring students are informed about future opportunities. Additionally, fieldwork activities are designed to mirror real-world geographical investigations, giving students hands-on experience that reflects the work of industry professionals.

To ensure all students succeed regardless of their background, we implement a range of inclusive strategies that support equitable learning. Tasks are differentiated and adaptive teaching methods are employed to meet the diverse needs of learners. Our curriculum celebrates a variety of voices and perspectives through thoughtfully selected case studies, helping students see themselves reflected in their learning. We use data to identify and support underperforming groups, ensuring targeted interventions are in place where needed. Above all, we



foster a classroom culture built on high expectations and mutual respect, where every student is encouraged to thrive and reach their full potential.

Our next steps for development include:

- Deepening staff expertise through CPD on curriculum design and cognitive science. 2 members of the staff are accredited AQA examiners and regularly hold moderation meetings with the rest of the department.
- Expanding our use of digital tools for retrieval and assessment, including the use of AI for further testing.
- We are undertaking further development of our curriculum including looking at stretch and challenge in KS4, the development of a new specification at KS5 and the interleaving of topics at KS3.
- Development of our new member of staff as a Geography specialist, including training from outside the school.

The curriculum supports the school's ambition to provide every student with a direct experience of Jesus every day by embedding Christian values such as stewardship, compassion, and justice throughout the learning experience. Geography lessons encourage students to reflect on moral and ethical issues, including environmental responsibility and social inequality, fostering a deeper understanding of their role in the world. Opportunities for spiritual development and personal reflection are thoughtfully integrated into classroom activities, allowing students to connect their learning with their faith. Additionally, the curriculum highlights the vital work of faith-based organisations in humanitarian and development efforts, demonstrating how Christian principles are lived out in service to others.

Curriculum Aim:

- The overall curriculum aim of the Geography team is to deliver a broad curriculum that allows students to master key geographical conceptions and apply them to case study events.
- In addition, we want learners to be enthused and engaged by their learning, inspiring them to develop both their geographical knowledge and skills, thus allowing them to reach their potential.
- Finally, we want learners to gain empathy and compassion for the world around them and its inhabitants by understanding the impact that Geographical processes and events have on people and the landscape.

Curriculum Principles:

- The curriculum is designed to meet the requirements of the national curriculum for Geography.
- The Geography curriculum is underpinned by 6 key geographical themes: sustainability, development, globalisation, inequality, interdependence, and resources. Pupils study these key themes through a multitude of topics which enables them to explore the





interactions and impacts of people and place, both at a local and global scale.

#### Key Stage 3:

- Years 7 is designated as the 'Preparation stage'.
- The curriculum in Year 7, 8 and 9 is designed around the 6 key themes to prepare students for studying the GCSE curriculum in Year 10 and 11.
- Timescales and topic groupings are designed to allow pupils to create new knowledge and build on previous knowledge. This variation and depth can be used to ensure students have the opportunity to explore and understand key geographical concepts.
- At the end of Year 7 students should be able to demonstrate the key skills needed to study geography, for example, grid references.
- At the end of Year 8 students should be confident in explaining geographical processes and have a basic understanding of the 6 key themes.
- At the end of Year 9 pupils will have developed their understanding of the 6 key themes and be able to evaluate geographical events and theories to form conclusions about the world around them.

#### Key Stage 4:

- Following AQA's GCSE specification we aim to deepen geographical understanding of the 6 key themes explored in KS3, applying knowledge to global and local case studies.
- Pupils study both human and physical geography topics which allows them to understand the world around them, applying classroom knowledge to current events
- Through a variety of topics, pupils are encouraged to understand their role in society, by considering different viewpoints, values and attitudes
- Topics of study include climate change, poverty, deprivation, global shifts in economic power and the sustainability of resources

#### Key Stage 5:

- The A Level course follows the AQA exam specification in year 13 as this has a balanced approach to studying both human and physical content and develops understanding of the interrelationships between the two. In September 2025 our year 12 cohort will follow the Edexcel specification which allows for a broader study of Geographical events



and processes and a greater focus on the relationship between Human and Physical Geography.

- We deliver content to expand geographical understanding, challenge misconceptions and develop analytical and evaluation skills.
- When teaching A Level geography, we endeavour to provide our pupils with the knowledge, skills and attitude valued by higher education institutions and employers.



## Curriculum Overview for Year 7:

Term	Topic	Focus of topic
1 and 2	What skills do I need to become a Geographer?	<ul style="list-style-type: none"> <li>• Reading OS maps</li> <li>• Interpreting bar and climate graphs</li> <li>• Introduction to the skills of Geography</li> </ul>
3 and 4	Should Tudeley Village be built?	<ul style="list-style-type: none"> <li>• Knowledge of shareholders</li> <li>• Understanding of social, economic and environmental impacts</li> <li>• Evaluation of the benefits and challenges of a housing development in the United Kingdom</li> </ul>
5 and 6	<p>How does water impact the landscape of the United Kingdom?</p> <p>How has the landscape around Crawley changed?</p>	<ul style="list-style-type: none"> <li>• Know physical geography of UK</li> <li>• Explore different aspects of the water cycle</li> <li>• Explore different features of the water cycle</li> <li>• Explore why certain areas have flooding</li> <li>• Identify changes to the area of Crawley</li> </ul>



## Curriculum Overview for Year 8:

Term	Topic	Focus of topic
1 / 2	Is Africa developed?	<ul style="list-style-type: none"> <li>• Climate and landscape of Africa</li> <li>• Factors demonstrating development</li> <li>• Contrasting areas of Africa</li> </ul>
2 / 3	Why does weather change and how does this impact people?	<ul style="list-style-type: none"> <li>• Types of clouds</li> <li>• Difference between weather and climate</li> <li>• Microclimate investigation around school site</li> <li>• Impacts of weather on people e.g. hurricanes</li> </ul>
4	Is climate change important?	<ul style="list-style-type: none"> <li>• What are the causes of climate change?</li> <li>• How does climate change impact people?</li> <li>• Should we change our actions because of climate change?</li> </ul>
5	How is Asia being transformed?	<ul style="list-style-type: none"> <li>• Climates and landscapes within Asia</li> <li>• Why is the population in Asia so diverse?</li> <li>• How does India rely on glaciers?</li> <li>• How are people adapted to life in the mountains?</li> </ul>
6	What are the impacts of the geography of Russia?	<ul style="list-style-type: none"> <li>• Climate and landscapes of Russia</li> <li>• Distribution of the population of Russia</li> <li>• Economic development in Russia and environmental impacts</li> </ul>



		<ul style="list-style-type: none"><li>• GIS to explore Russia's geography</li></ul>
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## Curriculum Overview for Year 9:

Term	Topic	Focus of topic
1 / 2	How has globalisation impacted development in China?	<ul style="list-style-type: none"> <li>• Climate and landscape of China</li> <li>• Growth of manufacturing and impacts</li> <li>• Rural to urban migration</li> <li>• Impacts of tourism</li> <li>• Sustainability in meeting resource demands in China</li> </ul>
2 / 3	How do tectonic hazards impact both people and place?	<ul style="list-style-type: none"> <li>• Earth's structure and plate movement</li> <li>• Causes, impacts and responses of volcanoes</li> <li>• Comparison of two differently developed areas who have had volcanic activity</li> <li>• How sustainability can be achieved using hazards</li> </ul>
4	Does global inequality exist?	<ul style="list-style-type: none"> <li>• Causes, impacts, responses to global inequality</li> <li>• Link between resources and inequality</li> <li>• Impacts of globalisation on inequality</li> <li>• Comparison and evaluation of differing locations</li> </ul>
6	START OF GCSE – LIVING WORLD TOPIC	<ul style="list-style-type: none"> <li>• Global biomes</li> <li>• Local ecosystems</li> <li>• Tropical rainforests</li> <li>• Hot deserts</li> </ul>





### Curriculum Overview for Year 10:

Term	Topic
Autumn Term (12 weeks)	Urban Living Coasts
Spring Term (12 weeks)	Resource Management Rivers
Summer Term (12 weeks)	Rivers continued Fieldwork Leftover lessons: revision / catch up <i>(If all completed with substantial number of lessons left, hazards to be started)</i>

### Curriculum Overview for Year 11:

Term	Topic
Autumn Term (12 weeks)	Hazards
Spring Term (12 weeks)	Changing Economic World
Summer Term (4 weeks)	Paper 3 Pre-release and Skills <i>Revision once all topics completed</i>



### Curriculum Overview for Year 12 September 2025:

Term	KLE Topic	GSA Topic
Autumn Term 2025 (12 weeks)	Tectonic Hazards	
Spring Term 2026 (12 weeks)	Coastal Systems and Landscapes	
Summer Term 2026 (12 weeks)	Fieldwork and NEA	
Autumn Term 2026 (12 weeks)	The water cycle and water Insecurity and NEA	
Spring Term 2027 (12 weeks)	The Carbon cycle and Energy security	
Summer Term 2027 (12 weeks)	Revision	

### Curriculum Overview for Year 13 2025:

Term	KLE Topic	GSA Topic
Autumn Term (12 weeks)	Hazards and NEA	
Spring Term (12 weeks)	Hazards and NEA Synoptic links with all topics	
Summer Term (6 weeks)	Revision	Revision

### Subject Assessment Reporting and Recording:

- KS3 – marking 1 piece of work at mid point during unit of work and marking 1 assessment piece of work at end of unit. No marking of notes by teacher.
- KS4 – marking 1 extended exam question (4+marks) at mid point during unit of work and marking 1 assessment piece of work at end of unit. No marking of notes by teacher.
- KS5 – termly folder check to monitor pupil notes, no marking of notes. Marking of all work in assessment book (at least 2 exam questions per term).

