

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">Geography:</p>
<p>BE RESPECTED Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<ul style="list-style-type: none"> ● Geographical vocabulary is used throughout KS 3 and 4. ● Texts such as articles , diaries, non-fiction texts are used as resources. ● TA's enable SEN students to access texts which are challenging ● Students will be able to use ordnance survey maps with 5 key map skills (direction, symbols, scale, grid references, relief interpretation) ● Students will be able to read and interpret a variety of geographical graphs. ● Students will be able to discuss a 'conflict' issue e.g. quarry expansion; volcanic eruption evacuation plan. ● Students will be able to describe and explain the formation of key landscape features using specialist vocabulary and sequencing.. ● Students will be able to incorporate specialist vocabulary. ● Skills for life (numeracy and literacy as well as specific geographical skills) will be included such as using Digimaps, atlases and information leaflets.
<p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer</p>	<ul style="list-style-type: none"> ● Assessments build on key geographical skills and concepts. KS3 assessments include skills questions that link to the GCSE skills paper. ● Assessments will provide challenge for all. ● OCR exam builder to ensure students experience all styles of exam questions. ● Use of peer marking and DIRT time incorporated into all topics. ● Students learn in the local environment in - Ruskin museum and Coppermines trip with year 7, limestone Ingleton caves trip, village fieldwork with year 8, mountain rescue visit with OL in year 9, navigation day and D of E expedition, rivers fieldwork in year 10.

	<p>to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i></p>	<ul style="list-style-type: none"> • Geography embraces the study of other countries e.g. Brazil, China, India and ensures that students are immersed into learning about different cultures, religions and traditions
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<ul style="list-style-type: none"> • Students learn how to conduct an enquiry through fieldwork investigations helping them to become independent learners. • Students learn how to evaluate effectiveness of human activity in the landscape e.g. coastal defenses at St Bees • Students will be able to give opinions on "geography in the news" topics e.g. Thirlmere zipwire, 4x4 vehicles in the LDNP, second homes. • Students will be able to read and use a range of maps at different scales. • Students will be able to interpret a variety of graphs e.g. climate graphs • Students will develop an enquiring mind when looking at landscapes - "why is that there, how was that formed etc."
<p>BE YOU Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.</p>	<ul style="list-style-type: none"> • Students to develop knowledge of Cumbria (year7) with map knowledge, village study of Coniston. Case-studies at GCSE are local where relevant e.g. Barrow for economic decline, energy coast, Lancaster city study. • Gaps in map knowledge are addressed by frequent reference to maps in students' planners. • Unique context of location used in outdoor learning lessons and D of E - also supports geography curriculum • Field trips help to widen horizons. • Pupil premium and disadvantaged students will be prioritised for quality verbal feedback. • Students will be taught through a spiral curriculum to be discerning with information and will be helped to become critical thinkers. • Geography study will be linked to future career opportunities e.g. ecologist, flooding engineer, national park warden.

