

Intent

The Geography curriculum at James Brindley Academy is ambitious and takes its role of expanding the world beyond the pupils vista seriously. As a result, there is **high aspirational** challenge interwoven throughout all key stages. The subject, in its very nature, provides an **inclusive** curriculum that acknowledges cultural, social and economic differences that exist at the different scales of local, national and international. We commit to ensuring that all young people are able to access the curriculum in identifying and breaking down the barriers that could impact on their progress. We are mindful of providing a focussed, **nurturing** learning environment in order to **keep our students safe** and empower them to develop an array of skills such as analysis, evaluation and the ability to look beyond their own environment. These vital skills will transfer to a multitude of career pathways and support our young people to act responsibly as global citizens in order to make positive decisions towards the society in which they live today.

Implementation

The Geography curriculum has been designed around the key concepts of location and place, cause, impact, systems, processes and management, planning and decision-making. These concepts are embedded throughout an ambitious three-year curriculum at KS3 and developed upon further if undertaken at GCSE. We are mindful of meeting young people where they are at on their journey of geographical understanding and creating opportunities to fill gaps in knowledge that may have occurred.

We are keen to ensure that the young people recognise their place in the world, as well as their impact now and in the future. We aim to foster an acceptance of different types of people across different lands and cultures and we encourage the young people to empathise with others by assessing the difficulties that they face due to their location or their situation. Practical learning is implemented whenever possible in order to consolidate the learning of some very big concepts and ideas.

Specifically tailored schemes of work support the delivery of lessons across the academy and allow students to have access to a vast array of resources irrespective of which course they may follow. **The Thrive model** is used across all centres to provide a **nurturing** environment for all students. This allows us to enable our young people's engagement and make adaptations to meet the needs of students with a range of diverse and complex needs.

Impact

In learning the subject of Geography, young people will be encouraged to be curious, to question, to think critically. Some pupils will undertake the subject further to KS4 and will build on the foundations provided during KS3 and attainment is measured by the respective qualifications taken and progress tracked over time following baseline assessments. Regardless of where their end point is, we aim to foster a curiosity into the past whilst encouraging the young people to look to the future and consider how they can contribute positively to shaping the world in which they live.