



## **Curriculum Intent for Geography at St Joseph's College**

### **Vision:**

The curriculum vision for geography at St Joseph's College is to spark a lifelong curiosity and fascination about our planet. It strives to offer ambitious breadth and depth of powerful knowledge, skills and critical thinking, providing students with the tools to understand and navigate a complex and rapidly changing world. Our curriculum is a discipline that makes a vital contribution in helping all young people learn about their world and complex interactions and interconnections between both human and physical processes and underpins a lifelong 'conversation' about Earth as the home of humankind and all species.

### **Purpose and aims of study:**

Our curriculum is ambitious and follows the structure and guidance from the National Curriculum for geography. It has been designed and evolved to build on student's skills and knowledge by sequencing topics and lessons that allow effective long term learning to occur. Powerful knowledge has been at the heart of our planning so we can work with our students to foster a learning environment and culture that allows progress for all.

The aims of our geography curriculum are:

- Build strong place knowledge on a local and global scale.
- Develop knowledge of different human and physical geographical processes and their interdependence. How these connected processes affect and change places socially, economically and environmentally.
- Develop competent use of a range of geographical skills allowing them to become effective interpreters, analysts and communicators.

Research underpins our practice:

- **Substantive knowledge** sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:
  - locational knowledge
  - place knowledge
  - human and physical processes (the geography community also includes 'environmental' as part of this)
  - geographical skills.
- **Disciplinary knowledge** considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.