

INTENT: A powerful, knowledge-rich curriculum

By the end of their education, a student of Geography at Dixons Fazakerley Academy:

- Will be passionate and enjoy the study of Geography as it will be clear to them that it is a subject that is extremely relevant to their lives. The curriculum identifies a breadth of content and ensures that they learn this in depth, so they access a high-quality geographical education that incorporates knowledge from the physical and human world. Students will also develop a greater awareness of people and the environment and the relationships between them.
- Will know 'where's where' and this will develop their sense of place and contribute to their understanding of geographical processes. Over time students will remember more locational knowledge and become more fluent in identifying specific locations. Place knowledge will be prioritised as it brings meaning to locations and the processes studied. Students will link knowledge to places that they are already familiar with and this will support them in connecting different aspects of geography. Increasing knowledge of human and physical processes will allow students to describe and explain different environments and develop an appreciation of the interconnectedness of our planet.
- Will have an understanding of the increasingly complex world that has developed through physical and human processes and interactions and how that understanding contributes to their own personal development whilst also supporting them in fostering a deeper engagement with the world around them.
- Will be skilled at using a wide range of sophisticated geographical terminology and vocabulary to demonstrate their knowledge and understanding of the world. The student's geographical education will build year on year as they develop their expertise so that they become better geographers as they progress through the curriculum.
- Will be proficient in carrying out fieldwork, enquiry and decision making exercises because they are secure in the prior knowledge that they need for these. The enquiry approach supports the development of student's disciplinary knowledge and increases their capacity to recognise and ask geographical questions. Students will have the knowledge and skills to collect geographical data through fieldwork, analyse, and present the data that they have collected and then make conclusions and evaluations in relation to the initial aims and hypotheses.
- Will be aware that the knowledge and skills they acquire through the study of Geography can help them succeed no matter what path they choose beyond their formal education, and can assist in equipping them suitably as they enter the next stage of their education, employment and training.

Our unifying 'sentence' is:

"The Geography department ensured that all pupils acquired the knowledge necessary for them to have a deep understanding of the ever-changing processes that shape the human and physical world in which they live".

In order to deliver a powerful, knowledge-rich curriculum we have selected knowledge by:

- Considering, debating and making decisions regarding the threshold concepts and powerful knowledge within the discipline of Geography. This has included consulting a range of texts and identifying the core ideas and concepts from a variety of places and environments around the world.
- Making decisions about which countries and regions our students should be exposed to and considering the foundational knowledge that is needed in terms of building students' schema both during their study at Dixons Fazakerley Academy and during further study at Key Stage 5 and beyond. This will then open students' ability to explore the world and Geography as a discipline.
- Codifying the substantive and disciplinary knowledge that is taught across the curriculum. Geographical expertise is built on substantive geographical knowledge. It draws from a breadth of concepts and gives students the knowledge they need to appreciate the domain of Geography. They understand how common concepts draw together different aspects of the subject.
- Selecting a range of exemplars, case studies and individuals who embody the best that has been thought and said as well as those who have fundamentally changed the discipline of Geography and the direction of the world. This multiplicity of voices and texts enables students to make connections between topics with increasing complexity and nuance throughout the curriculum. Examples are carefully selected so students are able to compare and contrast whilst events and locations are chosen carefully to exemplify specific aspects of Geography.
- Teaching staff are the adjudicators of curriculum content and select it judiciously. Good subject knowledge is used to do this and takes into account how pupils build their geographical knowledge over time. Teachers break down the content into component parts. When selecting content we take into account what students need based on their prior knowledge and experience.

- Teachers use the Geographical Association, Royal Geographical Society and the Dixons Academies Trust cross cutting team to discuss the curriculum and reflect on it continuously. Teachers stay up to date by reading the latest journal articles from 'Teaching Geography' and 'Geography' and by reading books that continually update their subject knowledge.

The threshold concepts in our subject are:

- **Place:** the word is used in reference to a location, such as a physical environment, a locality or a particular region. The term can be used for locations at any geographic scale. Having a 'sense of place' means having knowledge and understanding about that place for example to describe where it is and the physical and human characteristics of it. This is important because a place is a specific point or area on the Earth's surface that is identified and distinguished by its physical and human characteristics. It is defined by its environmental features, including topography, climate, and natural resources, as well as its human-made features such as buildings, infrastructure, and culture. Places have significance and meaning for the people who inhabit them and the cultures they create, and they can be understood through the concept of place identity, which reflects the unique qualities and character of a particular location. The study of place in geography is significant for understanding human patterns as well as for examining issues related to development, sustainability and social and environmental impacts.
- **Space:** in Geography, space refers to the physical and conceptual dimensions in which phenomena occur and are understood in relation to each other. It is the area, distance or region in which events, and processes take place. Spaces can be physical, social, cultural, or environmental. A physical space refers to the area or region that includes natural landscapes and their physical features. A social space refers to the way people occupy and use space, including patterns of movement, interaction and communication. A cultural space refers to the shared values, customs, and behaviours that shape the activities and relationships of a group of people and an environmental space refers to the ecosystems or habitats and the natural world. The study of space in geography is important to understand the spatial dimensions of social, economic and environmental phenomena.
- **Scale:** in Geography, scale refers to the size or level of detail of a specific phenomenon or process being studied. It is the degree to which something is reduced or enlarged and the implications for the way we see and understand the world around us. There are different scales in Geography, including:
 1. **Local scale:** This is the smallest scale, usually referring to a specific site, area or community.
 2. **Regional scale:** This scale refers to a larger geographic area, usually consisting of multiple towns or cities or even entire countries that share similar environmental features or cultural characteristics.
 3. **National scale:** This scale refers to an entire country
 4. **Global scale:** This is the largest scale used in geography, referring to the entire world and its features and patterns of human and physical geography.
- The study of scale in Geography is important, as it allows geographers to analyse, compare and contrast patterns and processes across different scales and understand how spatial relationships and interactions operate.
- **Interdependence:** in Geography, interdependence refers to the mutual reliance and interconnectedness between different regions, countries, or systems. It recognises that no place or entity exists in isolation and that various factors and processes are interconnected, creating a complex web of relationships.
- Interdependence in Geography can be observed in various aspects:
 1. **Economic interdependence:** This refers to the reliance of countries or regions on each other for the exchange of goods, services, and resources.
 2. **Environmental interdependence:** This refers to the interconnectedness and interrelatedness of ecosystems and the environment. Changes or disturbances in one area can have cascading effects on other areas, such as climate change and pollution.
 3. **Social and cultural interdependence:** This refers to the interconnectedness between societies, cultures, and individuals.
 4. **Political interdependence:** This refers to the interconnections and relationships between different political entities, such as nations, states, or regions.
- Understanding interdependence in Geography is crucial for comprehending the complexities of global and local dynamics and it emphasizes the need for cooperation and sustainable management of resources and processes. It highlights that actions or events in one place can have far-reaching consequences in other parts of the world, promoting the idea of a globally connected and interdependent world.

- Physical and human processes: physical and human processes are two key components of Geography that help explain different phenomena in the world. Physical processes refer to the natural processes that act on the Earth's surface, such as geomorphological (landform) processes, climatic processes, hydrological processes and ecological processes. Human processes, on the other hand, refer to the ways in which people interact with the physical environment and with each other, including economic, social, cultural, and political processes. Examples of human processes include agriculture, industrialization, urbanization, migration, globalisation and tourism.
- The study of physical and human processes in Geography allows us to understand how various patterns and phenomena emerge, change, and evolve over time. Physical processes explain how natural features and resources are formed, shaped and modified. Human processes explain how human activities interact with the environment, influencing social, economic, and cultural development.
- Geographers examine the ways in which physical and human processes are interrelated, and how the two interact with each other to create complex phenomena. For example, physical processes such as climate change can have significant impacts on human societies, while human activities such as deforestation can influence the environment.
- Environmental impact: environmental impact in Geography refers to the effects that human activities have on the environment and the natural systems that support life on Earth. It concerns the ways in which humans interact with the environment and the consequences that result from these interactions. Positive environmental impacts are those that improve or enhance the environment while negative ones are those that reduce or degrade the natural environment.
- Examples of human activities that have negative environmental impacts include:
 1. Pollution of air, water, and soil.
 2. Deforestation and habitat destruction, which leads to loss of biodiversity, soil erosion, and negative ecosystem impacts.
 3. Overuse of natural resources which can deplete resources and cause conflict.
 4. Climate change, which is caused by the release of greenhouse gases into the atmosphere, mainly by human activities such as burning of fossil fuels, agriculture, and deforestation.
 5. Land use and urbanization, which can result in loss of agricultural land, fragmentation of natural habitats, and impacts for natural systems.
- The study of environmental impact is important in geography for several reasons:
 1. Understanding the relationship between human activities and the environment: Geography helps us understand the complex interactions between humans and the environment. By studying environmental impact, we can identify how human activities and decisions affect the natural systems, and how changes in the environment, in turn, influence human societies.
 2. Promoting sustainable development: Geography plays a crucial role in promoting sustainable development, which aims to meet the needs of the present without compromising the ability of future generations to meet their own needs. By studying and assessing environmental impact, geographers can identify strategies to minimize the negative impacts of human activities on the environment, while promoting practices that are sustainable.
 3. Managing natural resources: Geography helps in the management and conservation of natural resources. By understanding the environmental impact of actions, geographers can understand strategies for sustainable resource management.
 4. Disaster management. By studying the environmental impact of natural hazards and human activities, geographers can contribute to the assessment and management of risks associated with disasters. This involves identifying areas prone to hazards, understanding how human activities exacerbate or mitigate the impacts of disasters and developing strategies for disaster preparedness, response, and recovery.
- Overall, the study of environmental impact in geography helps us understand the dynamic relationship between humans and the environment, and provides insights and solutions to promote sustainable development and conservation of natural resources
- Sustainable development: sustainable development in Geography refers to the concept of meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves balancing economic, social, and environmental concerns to ensure that development is sustainable over the long-term. Sustainable development also involves minimizing negative environmental impacts associated with economic activities and promoting positive social and environmental impacts.

- Geography plays an important role in promoting sustainable development by studying and understanding the relationships and interactions between humans and the environment. Geographers identify and analyse the impacts of human activities on the environment and develop strategies to manage these impacts sustainably. This includes promoting renewable energy sources, identifying areas for conservation, advocating for sustainable land use practices and promoting equitable development.
- Cultural awareness and diversity: cultural awareness and diversity in Geography refer to the recognition, respect, and appreciation of different cultural practices, beliefs, and lifestyles that exist in different regions of the world. It is an understanding and appreciation of the unique social and cultural characteristics of different groups of people, including their customs, traditions, and values.
- Geography plays an important role in promoting cultural awareness and diversity as it helps us understand how and why cultural practices and beliefs differ among different regions of the world. By studying cultural geography, we can better appreciate the diversity and complexity of human cultures and better understand the ways in which cultural practices and beliefs shape and are shaped by the environment.
- Cultural awareness and diversity are essential to promoting tolerance, respecting human rights, and promoting social and economic development that is inclusive and equitable. By recognising and respecting cultural diversity, we can work towards a world where all people are treated with respect and dignity, irrespective of their cultural background.

In order to achieve a true understanding of geography, topics have been intelligently sequenced based on the following rationale:

- Working with our partner primary schools, the Key Stage 3 curriculum is ambitious from the beginning. Our topic choices have been carefully selected in light of our feeder schools' curricula to ensure we do not unnecessarily repeat topics.
- Each year, students are taught a range of topics that enable them to develop an appreciation of Geography both over and within time. In each of these topics, powerful knowledge has been carefully selected and sequenced to tell the story of geography. This unlocks the powerful nature of our subject whilst developing our students' ability to think critically and consider a range of viewpoints.
- Some topics clearly need to be covered before others since they are foundational in nature and help unlock students understanding of more complex topics and ideas. Geographical principles are introduced and studied in order to create a foundation on which learning can take place. As principles are mastered, students are then exposed to concepts that require a deeper knowledge of such principles. The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Pupils are increasingly able to apply generalisations to understand the world around them.
- Geography is a subject that deals heavily with applying the knowledge of important principles and concepts to different contexts. At Dixons Fazakerley Academy, we ensure that all pupils are given the opportunity to demonstrate their substantive and disciplinary knowledge in numerous ways and in various geographical situations.
- Interleaving of principles and concepts is a cornerstone of the Dixons Fazakerley Academy curriculum. Students will have regular re-exposure to knowledge that has been taught throughout each key stage, meaning that learning is embedded in the long-term memory. Students are supported to see the connections between different geographical concepts and ideas and they are constantly revisited, evaluated and updated so that our curriculum continues to develop.
- Teachers revisit content taught previously to introduce new, more complex knowledge and deepen students' understanding. Over time, the curricular goals become increasingly challenging. For example, they increase in complexity, consider more variables and make multiple comparisons whilst requiring an application of more abstract ideas.
- When introducing new component knowledge, teachers make sure that students can relate this to what they already know so that they can build a strong schema and therefore remember more. Teachers emphasize this interconnectedness between different forms of knowledge. This supports students in developing their geographical thinking.
- The disciplinary and pedagogical requirements of Geography have been interwoven throughout the curriculum so that students are continually developing expertise in these areas. As students' knowledge of Geography develops, they are given opportunities to apply this new understanding to their own writing.
- The curriculum is designed to allow pupils to see that Geography is a dynamic subject where thinking and viewpoints change. To develop disciplinary knowledge, long term plans allow pupils to take holistic view of the content studied, establish whether the geographical questions posed, the methods used, and the answers found are valid. This supports students in recognising the interconnectedness of different geographical contexts and appreciate what it means to be a Geographer. Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated.

- The curriculum ensures that older students can take a broader view, generalise and critique models that represent specific processes. Students' procedural knowledge allows them to gather, analyse, present and interpret spatial information and are then able to identify patterns and trends. As a result, they have the specific skills to represent and interpret geographical data. These skills are integrated into the curriculum so that students understand their application. This supports students' fluency and accuracy.
- Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports students to understand the interplay between them.
- Most importantly, the Geography curriculum at Dixons Fazakerley Academy is under constant review. As the world constantly changes and the demands and expectations on young people continuously increase, it is important that students are educated in a way that allows them to meet these expectations. For that reason, the Geography curriculum will always be tailored to reflect these changes and ensure that pupils are given the education to which they are entitled.

The geography curriculum will address social disadvantage and actively seeks to tell the stories of the marginalised by:

- Geography gives students rapid exposure to powerful knowledge that they may fail to encounter in their everyday lives, something which can provide pupils with real purpose in the ever-changing modern world. Geography also contributes towards the development of cultural capital through exposure and familiarity with geographical concepts, processes and cultures from around the world that have shaped it into what it is today.
- Beck et al. identified the word gap that negatively affects those from disadvantaged backgrounds. Within our curriculum, we have clearly identified explicit vocabulary instruction, which is taught in a structured and coherent way and tested through recall activities. We also embed success criteria of our writing tasks. This approach ensures that students are continually equipped with the vital 'tier 2' and 'tier 3' vocabulary that they need to be successful within their geography education and beyond school. Literacy is the key to education and a successful life and Geography is a significant vehicle in promoting this. The subject depends on frequent application of tier two and three terminology which can inspire and challenge students to engage with challenging and exciting materials about planet Earth.
- Using a range of strategies such as the Frayer model, explicit teaching of vocabulary and 'Rigorous Reading' approaches, we ensure students develop as readers from the first day through to their last. Students will read a wide range of carefully selected material that varies in complexity, but which has clear connections to each other exposing students to accessing the joy of academic study. Reading in class is a blend of whole class and individual reading embedded at carefully selected points. The 'Rigorous Reading' strategy used across the school ensures that students read in every lesson and have clear accountability for their reading, which teachers identify and act upon responsively at all times.
- Our approach to teaching writing is clearly mapped and sequenced throughout the curriculum, developing in complexity and enabling all students to be equipped with the tools to communicate effectively. Using a blend of bespoke approaches and strategies from the '*Writing Revolution*', students are supported to develop their geographical writing. To demonstrate the efficacy and importance of writing we have built in opportunities to write to real audiences.
- Our curriculum is designed to build students' cultural capital by teaching a wide range of important topics and concepts and by exposing students to a wide variety of challenging texts to take students beyond their own everyday experiences. Students also access a wide-ranging extra-curricular offer with a variety of fieldwork experiences, outside speakers and competitions. Every student will complete a range of writing activities, challenges and competitions that are voluntary for our students, but which all have clearly defined audiences for the students to be heard. By giving students live audiences to interact with, we demonstrate the importance of competent communication and empower students to recognise that they have a voice that is valuable within society.
- When selecting case studies and examples we take great care in having accurate representation, avoiding portraying a single story, ensuring sufficient depth of understanding, reflecting the dynamic nature of Geography, supporting an interconnected view of the world, broadening students' knowledge of the world and fostering a sense of place.

We fully believe geography can contribute to the personal development of students at Dixons Fazakerley Academy by:

- Geography as a subject requires pupils to think outside of their own frames of reference. This can greatly aid in pupils' own personal development. We want pupils to be lifelong learners that understand the world is forever adapting and changing and we are part of that process.
- Every topic includes many chances to provide written responses to a range of topics and ideas. Alongside their written reflections are opportunities for discussion and debate which empowers every student to have a voice on a range of topics.
- At Dixons Fazakerley Academy, we want pupils to be able to thrive in a rewarding career and have a happy and purposeful life. To that end, Geography contributes significantly as an academic subject which creates a plethora of opportunities post-GCSE. We make students aware of these opportunities throughout our curriculum including our careers spotlights.

- The knowledge gained from the study of Geography can be a contributory factor towards tolerance and acceptance in modern society. As we expose students to diverse and varied experiences students begin to build up the tools needed in order to become positive global citizens.

At KS3 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- We have a clear programme of visitors and visits linked to careers linked to geography and the world. For example, we have fieldwork in Key Stage 3 and Key Stage 4, and a range of competitions from the Geographical Association and Royal Geographical Society. We also welcome outside speakers from the University of Liverpool, Liverpool John Moore's University and Edge Hill University.
- Our Geography extra-curricular club includes a variety of activities relating to knowledge of the world and engaging with the world.
- Throughout all key stages, students will encounter a wide-range range of vocations and careers through our careers programme which is sequenced in line with what we are delivering via our curriculum. Each topic taught has a 'careers spotlight', where students will explore professions linked to that particular unit of work.

We teach beyond the requirements of the National Curriculum by:

- Ensuring that our choice of topics, case studies and examples is global and covers a range of places whilst appreciating the diversity of our planet. We teach human, physical and environmental processes from different countries and continents.
- The department offers fieldwork and extra-curricular opportunities that can allow pupils to develop the knowledge they have acquired in the classroom beyond that environment.
- Encouraging independent research fosters curiosity, autonomy, and a sense of ownership over learning. One way of encouraging independent research in geography is through encouraging submission to competitions of professional organisations such as the Royal Geography Society and the Geographical Association.