



GEOGRAPHY

Curriculum Intent

At Stonehenge School we aim to provide a high-quality geography education which inspires in pupils a curiosity and fascination about the world and its people. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, we aim to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.

We want students to 'think like a geographer' using an enquiry approach through understanding the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts

We want students to study like a geographer by developing and extending competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses .

Finally we want students to apply geographical knowledge, understanding, skills and approaches to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding. We wish students to realise Geography is relevant in all contexts of our lives in the 21st century.



Curriculum Rationale

Through our rich and varied curriculum at Key Stage 3, we hope that as many students as possible will continue their study of geography throughout Key Stage 4 and into Key Stage 5. For that reason, the concepts that underpin our Key Stage 3 curriculum are taken from the GCSE and A-Level Geography specifications - helping us to envisage the 5 year curriculum of our students.

Threshold Concepts

Sustainability Processes (Systems) **Development** Interdependence
Resilience Globalisation **Risk** Place (at different scales) **Change (Dynamic world)** Inequality