



Longridge High School

Curriculum Intent Geography



THE BAY
LEARNING TRUST

1. Vision & Purpose

- The geography curriculum helps pupils to understand the world's people, places, and environments, and the connections between them.
- We aim to inspire awe, curiosity, and critical understanding of a pupil's own place in the world, empowering pupils to become thoughtful global citizens, know their values, rights and responsibilities so they can appreciate and contribute to world.

2. Ambition for All Learners

- The subject nurtures ambition by inspiring pupils to see themselves as global citizens with the capacity to make a difference.
- All pupils, regardless of background, are entitled to access a broad and challenging Geography curriculum.
- We champion inclusion and accessibility, ensuring all pupils can engage meaningfully with geographical content and fieldwork.

3. Knowledge & Skills Development

Pupils will:

- Cultivate geographical thinking by exploring the dynamic relationships between people, places, and environments.
- Develop contextual knowledge of globally significant locations, including their physical and human characteristics.
- Empower pupils with analytical skills interpreting maps, fieldwork techniques, data collection and analysis, and spatial patterns to make informed decisions.
- Strengthen decision-making, problem-solving, and critical thinking by evaluating real-world case studies.
- Foster environmental and social responsibility through exploration of sustainability, inequality, and global interdependence.
- Build cultural capital by connecting local experiences to global contexts, broadening pupils' horizons and empathy.
- Support literacy and oracy through extended writing, debate, and critical discussion of real-world issues.

4. Sequencing & Progression

- **KS3:** provides a broad introduction, covering a balance of physical and human geography, local, national, and international contexts. It builds essential skills (mapwork, enquiry, basic fieldwork). There is a focus on improving numeracy skills, so pupils are ready for their KS4 curriculum.
- **KS4:** builds on foundations with greater depth, aligned to GCSE specification, focusing on core themes (e.g., Hazards, Physical Environments, Living World, Urban Environments, Economics, Resource Management).
- The curriculum is sequenced so concepts are revisited with increasing complexity, ensuring knowledge is secure and cumulative.

5. Literacy, Oracy & Vocabulary

- Geographical literacy empowers pupils to interpret the world and articulate their place within it.
- Introduce key geographical terms systematically (e.g. erosion, sustainability, globalisation), the application of these and revisiting them across key stages.
- We encourage debate and discussion on ethical and environmental issues (e.g. climate justice, migration, urbanisation).
- Pupils develop extended writing in assessments, case study analysis, and justifying arguments with key evidence.

6. Enrichment & Cultural Capital

- Fieldwork opportunities give pupils first-hand experience of geographical enquiry (local area, rivers, coasts, urban studies). At KS3 pupils undertake fieldwork on site and at KS4 pupils visit River Wyre and also visit Lancaster City Centre.
- The department participates in competitions to develop pupil awareness of current and global issues.

7. Cross-Curricular Links & Real-World Relevance

- Links with Science (climate, ecosystems, natural hazards), Maths (data, statistics, graphs), History (migration, conflicts, development).
- Real-world relevance: equips pupils to understand challenges such as climate change, resource use, inequality, and sustainable development.
- Careers links with environmental science, planning, sustainability, international relations, travel/tourism, and research.

8. Safeguarding & Online Safety

- Safe practice taught during fieldwork, including risk assessments and responsible behaviour.
- Discussions on evidence and source reliability and avoiding misinformation.
- We ensure emotional safety with sensitive topics such as natural disasters, migration, conflict zones, and global inequality. Pupils are supported to express opinions respectfully and reflect on ethical dilemmas without personal distress.

9. Assessment & Impact

- Formative assessment through knowledge quizzes, mapwork tasks, data interpretation, and application through in lesson 'Demonstrate Tasks.'
- Summative assessment using extended responses, case study questions, and GCSE-style exam practice.
- Impact measured through exam outcomes, progression in skills and knowledge, and engagement with enrichment (fieldwork participation, geography clubs).