

Chelsea Academy: Geography

What is our Curriculum Intent?

“To inspire and promote Geographical thinking both within and beyond the classroom by encouraging students to perceive the world around them through a geographical lense, creating passionate informed and responsible world citizens.”

The Geography department recognise the value of an effective curriculum and interwoven cultural capital opportunities in creating responsible, informed and self-assured individuals that are able to utilise their learning once they leave Chelsea Academy.

How does our Curriculum meet the Academy's Curriculum Core Principles?

The Geography Curriculum is anchored in our Christian Values:

Joy- Through an engaging diversified and contemporary curriculum students have the ability to understand how different countries operate, celebrate and overcome challenges. Our curriculum is reflective of the diversity of our cohort and explores the intertwining of physical and human Geography across a plethora of different cities and countries in the world. As a department, we believe our reflective and ever-changing lessons bring joy to those who study Geography.

Servant Leadership - Students are encouraged to have an awareness of ongoing global issues and their ways in which their personal geographies connect them to many of these global issues, for example, climatic change we are experiencing in the Anthropocene. The department aims to teach our students what their role is in ensuring a sustainable future on a local, national and global scale. Through our diverse curriculum, we also build a culture of tolerance and respect toward other cultures and traditions that our students can disseminate toward their peers.

Charity - Students learn about bottom-up development projects within LIC's (Low Income Countries) and MIC's (Middle Income Countries) in which different NGOs (non-governmental organisations) work to improve the standard of living of those most at risk in society, for example, environmental refugees. Understanding how work is being done to close the development gap on global and national scales can help encourage students to see how they can help reduce inequality and create equity on a local scale, within the networks they frequent.

Perseverance - Through building thought-provoking lessons, students are encouraged to be reflective and resilient learners and think critically about the topics that we teach. Students use knowledge shared by the teacher and built upon by their classmates to complete work independently and within paired and group settings, having to display perseverance and durability in their learning.

The Geography Curriculum is fully inclusive and celebrates diversity:

The Geography department ensures that we show a variety of cities, countries, cultures and traditions throughout our Key Stages. The Geography department constantly identifies opportunities to diversify our curriculum, reflecting the ever-changing subject that Geography is. Throughout the curriculum we present a range of different countries, and by extension cultures, through factual knowledge, encompassing the history and current Geography of those locations. Including historical and geographical context within our lessons ensures the Geography department is not presenting a 'single story narrative' and rather, presenting a combination of cultural literacy and powerful knowledge to our students.

The Geography Curriculum develops students' ability to be resilient, reflective, resourceful and responsible learners:

The Geography Curriculum aims to not only allow academic success within the subject, but enables students to access valuable opportunities of cultural capital and encourages students to think Geographically both within and beyond the classroom. We believe our curriculum incites curiosity, builds confidence and encourages critical-thinking skills that create responsible, informed and self-assured individuals that are able to utilise their learning once they leave Chelsea Academy. This begins with our enquiry based approach at KS3, which students answer as they travel through their module. We hope our Geography students are able to carry their Geographical teaching with them once they leave Chelsea Academy and recognise how their own personal Geographies shape their experiences and how they interact with the world and people around them.

The Geography Curriculum provides Pathways for Academic Success:

The Geography Department is committed to the development of aspirational young people that can flourish in an ever-changing world, committed to not only academic success but to providing students with cultural capital opportunities and understanding. Our students are taught cross-curricular skills within Geography, such as source interpretation, extended writing skills, research and presentation skills and mathematical skills. Our students get to experience a range of topics at KS3 and KS4 which allows them to understand the synopticity between human and physical Geography and other subjects that they study at GCSE and A-Level.

The Geography Curriculum prepares Students Beyond Knowledge and skills to be Successful in tomorrow's World:

The Geography Curriculum aims to educate our young people about contemporary global issues, whilst enabling them to learn the physical and historical processes that have taken place in the past to give context to these events. Through learning about many contemporary global issues, such as rapid urbanisation, we also explore the challenges that they create, for example, environmental degradation. Once students understand the causes and consequences at hand, they are able to evaluate the success of solutions and responses that are being used in the world today. Through assessing the usefulness of such responses, students are thinking critically and expressing their own judgement, skills that prepare them well for their journey beyond Chelsea Academy.

What are we trying to achieve at KS3?

The Geography Department has developed a knowledge rich KS3 curriculum, building a smooth transition from primary to secondary schools whilst implementing skills and foundational knowledge necessary for KS4. Through building an appropriately challenging transition between KS2 and KS3 our curriculum acts as a primary receptive, and allows students the ability to learn foundational geographical understanding that is needed to underpin core knowledge for the journey to GCSE. The KS3 curriculum builds in Geographical techniques that help build a resilient and reflective learner. For example, we ensure the use of low-stakes retrieval, exam technique practice and literacy and oracy skills are present in our lessons.

What is studied at KS3?

	Year 7	Year 8	Year 9
Autumn HT1	What is a Geographer?	What is Development?	How is the African Continent Overcoming its Physical Challenges?
Autumn HT2	What is Weather and Climate?	How Hazardous is our Planet?	What Socio-economic change is occurring in the African Continent?
Spring HT3	Will our Resources run out?	How many is too many?	How has Ice shaped our Past and how will it shape our Future?
Spring HT4	How Responsible are you?	What Challenges do our Cities face?	How do Physical and Human Geography factors influence the

			Middle East?
Summer HT5	Is Russia's Geography a Curse or a Benefit?	How has Asia's Geography shaped the continent?	What is the Future of our Planet?
Summer HT6	What happens at the UK's Coast?	How has Asia's Geography shaped the continent?	Fieldwork/ GCSE Preparation

What are we trying to achieve at KS4?

At KS4 we strive to ensure that students make outstanding progress and that our results put us in the top 10% of schools nationally. Throughout the course students explore various locations, processes and environments at local, national and global scales. Students understand how human and physical Geography are intertwined and use their contextual knowledge of different locations to understand their current day Geography. Students access a range of skills such as interpretation, analysis and evaluation within their exam specification. Students are taught a range of techniques for investigating geographical issues across the three main units of the Edexcel B specification; Global Geographical Issues, UK Geographical Issues and People and Environmental Issues.

What are we trying to achieve at KS5?

At KS5 we strive to ensure that students reach their full potential and that our A-Level results put us in the top 10% of schools nationally. We teach students to engage critically with contemporary world issues and apply their own geographical knowledge, understanding and skills learned through all key stages to view the world around them through a geographical lens, preparing them to succeed in their chosen pathway. Students are taught using an issues-based approach to studying geography; sub-topics include, Consequences of Globalisation, Solutions to Water Insecurity and a study of how humans have altered the natural Carbon Cycle.

What makes our curriculum offer unique?

Our KS3 curriculum has been redeveloped in 2022, offering contemporary case studies and a reflective insight into how best to prepare our KS3 students for an appropriately challenging transition from KS2 and to KS4. Furthermore, Chelsea Academy takes full advantage of our unique central London location and the surrounding businesses that offer an insight into everyday Geographical potential. We have links with and offer educational visits to/from Chelsea and Battersea power stations, Westfield, the Kings Road and Chelsea Football Club, and the Chelsea Physic Garden. Furthermore, our students have attended talks from businesses such as Goldman Sachs (with a focus on sustainable energy), Energy Wise, and Greenpeace.