



**Curriculum Statement**

At Yate Academy, we are committed to providing students with a comprehensive, forward-thinking, and ambitious Geography curriculum, one that is rich in both knowledge and skill development. Our curriculum is designed to ignite curiosity and foster a deep sense of wonder about the world, preparing students for future academic pursuits or career opportunities. We are dedicated to ensuring that our Geography students graduate with not only a solid understanding of physical and human processes but also a keen awareness of how these elements interact. The curriculum offers students access to powerful knowledge that extends beyond everyday experience, encouraging them to think critically and innovatively about the world around them.

Ultimately, our goal is to empower students to become informed global citizens, equipped with the cultural literacy needed to lead by example and inspire others to follow in their footsteps.

	Year 7	Year 8	Year 9
Term 1	Geographical Skills - Maps	Geographical Skills-	Geographical Skills/ Global Resources
Term 2	Development	Tectonic Hazards	Ecosystems Under Threat
Term 3	Rivers	Urban Change	Coasts
Term 4	Weather and Climate	Climate Change	Economic Geography
Term 5	Population	Ecosystems	Global waterways
Term 6	Microclimates fieldwork	Glaciation	Sustainable Living

	Year 10	Year 11
Term 1	Resources/Food	Coasts and Fieldwork (Porthcawl)
Term 2	Hazards- Tectonics	Rivers
Term 3	Hazards - Weather and Climate	Ecosystems Under Threat
Term 4	Economic Geography	Paper 3- skills and Pre-release
Term 5	Urban Environments	
Term 6	Urban Environments and Fieldwork (Bristol)	

	Year 12		Year 13	
Term 1	Changing Places	Water and Carbon Cycles	Global Systems and Governance	Non- Examined Assessment /Coasts
Term 2	Changing Places	Water and Carbon Cycles	Global Systems and Governance	Resource Security
Term 3	Hazards	Water and Carbon Cycles	Resource Security	
Term 4	Hazards /Mocks	Revision/ Mocks	Resource Security/ Revision	
Term 5	Hazards	Coasts	Revision / Exams	
Term 6	Coasts and Non- Examined Assessment			

## Curriculum Impact - How do you know students know more and remember more as a result of your curriculum?

We are confident that, through the content of the curriculum and the manner in which it is delivered, Geography will have a profoundly positive impact on pupils' understanding of the complexities of the world and their own significant role within it. The effectiveness of this impact will be evaluated through several key measures:

- **Rigorous and Accessible Assessment:** Formal assessments will be conducted twice annually, supplemented by weekly questions, extended writing tasks, and terminal examinations at Key Stages 4 and 5. Continuous assessment will also take place through teacher monitoring of classwork and pupil engagement in discussions. The outcomes of these assessments will be thoroughly analysed and discussed within the department to inform targeted interventions and the provision of additional support where necessary.
- **Pupil Voice:** We are committed to understanding pupils' perspectives on their learning experiences and the progress they are making. Feedback will also inform how we can further support their learning and adapt our curriculum to better meet their needs and sustain their interest. These discussions will also consider pupils' attitudes and behaviours—both positive and negative—and the department will respond in accordance with the Academy's policies on rewards and sanctions.
- **Learning Walks, Drop-Down Investigations (DDIs), and Work Scrutiny:** These will be employed to ensure consistent delivery of high-quality teaching and learning across the department.
- **Destination Data at Key Transition Points:** We will track and analyse pupil progression from Key Stage 3 to GCSE, from GCSE to A Level, and from A Level to higher education, employment, or training.