

Key Stage 3&4 Geography Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the geography curriculum is taught following the 2013 National Curriculum.

For pupils at Key Stage 4 who are dual enrolled, we will follow the exam boards being followed by them in their community school. At our Bayswater site, where pupils are sole registered, we follow the OCR B GCSE Geography syllabus.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Geography to the level and pace specific to each learner. For all areas of the Geography curriculum, we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To inspire in pupils a curiosity and fascination about the world and its people.
- To help pupils gain 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.
- To help pupils to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To equip pupils in geographical skills needed to:
 - collect, analyse, and communicate with a range of data,
 - interpret a range of sources of geographical information,
 - communicate geographical information in a variety of ways.

Implementation

- The geography curriculum is planned in half termly topics designed to meet the requirements of the National Curriculum and to engage the pupils' quest for learning.
- Delivery of the geography curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the geography curriculum (see Geography Curriculum Progression Map) and take note of this when preparing lessons
- Teachers change and adapt their planning, taking into account pupils' individual learning plan (ILP) targets, any recommendations or requirements from EHCPs, any other information from students' home schools (if we are not their home school) and their own knowledge of how to effectively support pupils.
- Where possible prior learning is considered and opportunities for revision of facts and geographical understanding are built into lessons.
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Children are engaged, curious and resilient in Geography lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can extend their locational knowledge, understand geographical similarities, differences and links between places, understand the key processes in human and physical geographies and how they interact.
- Children are able to work on their analytical skills by using building on their geographical skills through enquiry and fieldwork.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Geography we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In History, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).