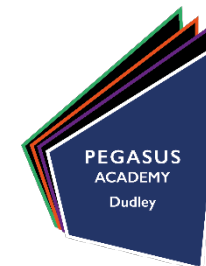


Pegasus Academy

Statement of Curriculum Intent – Geography

2025/26



Our aim is to develop learners' understanding of the world providing a broad and balanced knowledge of place and begin to explore relationships between the human and physical environments. It is our belief that teaching our learners how to think like a geographer, will allow them to become informed citizens that will make choices in their lives that contribute to a future that is socially, economically, and environmentally sustainable. This is demonstrated through our diverse curriculum which enables learners to develop transferable skills to apply them in a variety of contexts. Our curriculum is underpinned by the desire to expose learners to the current global challenges to give the best opportunities for all, regardless of background, upbringing, and culture.

How will this be achieved in our curriculum?

Skills and knowledge are developed in our curriculum allows for learning progression, with incremental steps towards the endpoint. This is done by structuring each unit of work from year 7 to year 11. Learners investigate the human and physical causes of challenges, before developing an understanding of the problems and issues created. Finally, learners investigate how issues and challenges can be managed and are exposed to the current solutions available, to reduce the impact of these.

Country studies are used throughout Key Stage 3, developing learners' sense of place and time. The country studies challenge learners by investigating places they are unlikely to have visited and have heard little about. Studying places creates an aspirant culture that will inspire learners to want to travel and see more of the wider world. During Year 9 we start to introduce key foundations to GCSE through key skills and terminology. Learners are introduced to the key idea of sustainability in Year 9 throughout all modules of study. At Key Stage 4, the main the 'Physical' modules are covered in Year 10, with the larger, more challenging, literacy heavy 'Human' units until Year 11 where pupils are more skilled at writing well balanced and argued answers.

How does assessment fit in?

Regular assessment for learning (AfL) ensures that teachers can respond quickly to help learners identify their strengths and weaknesses to support learning, using low stakes questions and DNA activities including elements of retrieval and recall. Learners do weekly exam questions so they get regular exposure to key exam command words and can practice writing using the correct structures and timings. Detailed feedback is provided so learners can see what they need to do to improve. Demonstrate and connect activities allow learners to take next steps and complete Green for Growth work.

At the end of each scheme of work learners complete a summative assessment testing knowledge and skills. In Year 9 assessment is qualitative, based on levels ladders; that show application of knowledge and understanding and not just recall of facts. GCSE assessment is regular and ongoing to ensure learners are making progress. Assessments are based on AQA published papers and grades are awarded in line with published grade boundaries. Assessments are used to inform the revision/Upgrade plan in Year 11 to help revisit and address gaps in knowledge and understanding.