

Newbridge Learning Community

Geography Curriculum 2025–2026

Intent

At Newbridge Learning Community, our Geography curriculum aims to inspire pupils to understand how people, places, and environments are interconnected, and to recognise the importance of sustainable development for the future of our planet.

We uphold British Values and foster knowledge, respect, and appreciation of diverse cultures through the study of Geography. Our goal is for every student to develop a 'curiosity and fascination about the world and its people that will remain with them for the rest of their lives' (National Curriculum).

Through engaging and relevant learning experiences, we encourage pupils to become responsible global citizens who understand the relationships and interactions between human and physical environments. Pupils build awareness of geographical issues locally, nationally, and globally, enabling them to think critically about the modern world.

We aim to develop resilient, confident learners equipped with transferable skills for the future. Students use a broad range of geographical techniques and analytical skills, learn to evaluate evidence, and construct well-supported arguments leading to balanced and reasoned conclusions.

Reflecting School Context

- Geography is taught with high expectations and adapted to each pupil's starting point.
- Year 7 begins with the consolidation of core geographical knowledge, differentiated to meet individual needs.
- As pupils progress through Key Stage 3, they explore more complex geographical concepts and processes in line with the National Curriculum.

Clarity of Objectives

- Curriculum intent and objectives are outlined in the departmental policy, available to staff, governors, and on the school website.
- Learning objectives are clearly introduced at the start of each topic and lesson, both verbally and visually where appropriate.

Alignment with National Policy

- The Geography curriculum follows the National Curriculum for England.
- British Values—including democracy, the rule of law, individual liberty, and mutual respect and tolerance—are embedded throughout Geography lessons.

Implementation

In Key Stage 3, Geography is taught once a week for a 45-minute lesson. The curriculum draws primarily from Oxford University Press: Geog.1, Geog.2, and Geog.3 textbooks. At Key Stage 4, Geography is offered as an option subject and taught for three 45-minute lessons per week, leading to GCSE accreditation.

Lessons typically follow a three-part structure—starter, main activity, and plenary—providing structure and predictability that supports our learners. Current affairs are regularly used to contextualise learning and promote discussion of contemporary geographical issues. Fieldwork enables pupils to apply their knowledge and develop skills in investigation, analysis, evaluation, and communication.

Curriculum Content

Key Stage 3 Topics:

Our Planet and Mapping, Rivers, Weather and Climate, Glaciation and Landscapes, Climate Change, Ecosystems and Rainforests, Population and Industry, Coasts, India (Development and Change), Global Development, Earthquakes and Volcanoes, Cities and Urbanisation, Energy Resources, World Biomes, and Locational Knowledge.

Key Stage 4 Topics (GCSE):

Landscapes and Physical Processes, Rural–Urban Links, Weather, Climate and Ecosystems, Development and Resource Issues, Fieldwork and Geographical Enquiry, Tectonic Landscapes and Hazards, Coastal Processes and Erosion, and Social and Environmental Challenges.

Resources and Cross-Curricular Links

A wide range of resources is used, including textbooks, artefacts, maps, films, games, music, puzzles, and educational visits. SEN support materials—such as coloured overlays, fidget tools, writing aids, and whiteboards—ensure equitable access to learning.

Geography supports literacy, numeracy, ICT, enquiry, and problem-solving skills. Links are made with Science (e.g. tectonics), Maths (data handling), and PSHE (cultural understanding and global citizenship).

Differentiation and Progression

Lessons are adapted to remove barriers to learning and meet SEMH needs. Differentiated resources and teaching approaches enable all pupils to access the curriculum. Feedback—both verbal and written—is tailored to individual needs, supported by visual praise (stickers, stamps) for accessibility. Classroom displays feature key vocabulary and visuals to

reinforce learning. Learning progresses from foundational concepts to complex applications, with regular review and retrieval practice to strengthen long-term understanding.

Impact

Pupil progress is monitored through continuous teacher assessment, pupil voice, and end-of-topic assessments. Most pupils make three to four steps of progress per year. At Key Stage 4, pupils complete practice GCSE questions and papers to prepare for examination requirements.

Preparation for Future Learning and Life

Success in GCSE Geography supports access to further education and vocational pathways. Pupils develop skills in ICT, literacy, numeracy, and critical thinking. Geography fosters communication, debate, and analytical writing, helping pupils become confident, articulate young adults ready for future challenges.

Assessment and Evaluation

Formative assessment is continuous through teacher questioning and feedback. Summative assessment occurs at the end of each unit in KS3, and exam-style questions are embedded in KS4 lessons. Teachers track engagement, confidence, and attainment, ensuring that all learners—including disadvantaged and lower-attaining pupils—make measurable progress.

Evidence of Learning and Retention

Assessment data, pupil work, and classroom dialogue demonstrate strong knowledge retention. Regular lesson recaps, active questioning, and pupil reflections confirm understanding. Positive engagement and behaviour in Geography lessons reflect secure learning and enjoyment of the subject.