

Curriculum Intention:

We develop a greater understanding of the wider world, empowering individuals to travel and explore. We engage, inspire and challenge learners to become informed global citizens. A desire for lifelong learning will help to produce leaders in more sustainable working environments.

Foundation Intention	YEAR 9 Core Curriculum knowledge covered
<p>The foundation year follows the Oxford University Press Geog. 3 student text book. This is backed up by a college subscription to Kerboodle. This allows students access to an ‘online’ version of the text book as well as assessments linked to each section in the book. It is important to lay a foundation of knowledge that embraces an appreciation of the UK and the wider world. Students are taught numerous geographical skills such as mapping techniques, graphical skills and the ability to create annotated diagrams. They are encouraged to describe patterns and explain the processes associated with the creation of both the physical and human features of the world.</p>	<p>The specification delivered consolidates and extends knowledge of the world’s major countries and their physical and human features. Students understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they become aware of increasingly complex geographical systems in the world around them. They develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way students will continue to enrich their locational knowledge and spatial and environmental understanding.</p>
KS4 Intention	KS4 Curriculum knowledge covered
<p>Students study the OCR Geography B (Geography for enquiring minds) curriculum. This GCSE in Geography encourages students to ‘think like geographers’ by developing an enquiry approach to contemporary topics of study. This qualification integrates fieldwork and geographical skills into the content and assessments giving a holistic approach to the subject.</p> <p>Skills learnt in the foundation year are built on, and students are encouraged to evaluate patterns and processes.</p> <p>The Oxford University Press textbook is backed up by an online version on Kerboodle.</p>	<p>The OCR specification is taught in a sequence that suits Scarborough UTC. At the end of year 9 students are introduced to plate tectonics with a focus on the command words ‘describe’ and ‘explain’. As the students move into year 10 they cover topic 4 ‘Sustaining Ecosystems’ where geographical ideas and concepts can be gradually introduced and embedded. The ‘Distinctive Landscapes’ topic is taught during the summer in Year 10 and field work is completed on the North Yorkshire Coast. ‘Urban Futures’ is taught at the start of year 11 with a subsequent field trip to York to investigate retail patterns.</p>

KS5 Intention	KS5 curriculum knowledge covered
<p>The specification covered for A' Level environmental science follows the AQA Scheme of work. This specification covers all aspects of environmental science with a focus on a spiraling curriculum that revisits topics in different contexts. Environmental science is a rapidly developing area of study where many future jobs have yet to be created. Students are encouraged to consider local, national and global issues through a detailed understanding of problems and solutions. Case studies are used to bring topics to life and hands on learning is strongly encouraged through partnerships with 'Ryevitalise' (a subsidiary of the North York Moors National Park) and the 'Yorkshire Marine Nature Partnership'.</p>	<p>The AQA specification is taught in the sequence that is recommended by the exam board. Students are explicitly reminded that the need for independent study is vastly more necessary than for GCSE. The specification leads to a large variety of post 18 degree courses and apprenticeships.</p> <p>Fieldwork and subsequent data analysis are key skills that mirror those needed for future scientific investigation in many different disciplines. Links to future employment are referred to as often as possible and students are strongly encouraged to consider employment with in the expanding environmental science sectors.</p>
<p>Mutually beneficial curriculum connections</p>	
<p>Geography and Environmental Science are both subjects where cross curriculum links embrace many different subjects.</p> <p>Maths is explored in many different formats particularly with reference to the presentation and manipulation of data sets.</p> <p>English is vital to the production of comprehensive, well written answers to questions. Marginalisation and urbanization are both covered as part of the English curriculum, and are revisited in geography.</p> <p>Human geography topics are relevant to both history and Personal development and students are strongly encouraged to empathise with those in poorer countries, or those that have suffered due to social, economic or environmental disasters.</p> <p>Science is explored in many different topics – such as electricity production, biomes throughout the globe.</p> <p>Engineering may be explored through the development of new technologies such as hydro-electric production and the rapidly developing area of wind power.</p> <p>Computer science is referred to in different contexts, particularly the growing quaternary sector of employment.</p> <p>Health and sociology topics underpin students understanding of hot topics such as water stress and health issues in different areas of the globe.</p>	

How and where specifically this subject 's curriculum contributes to the 'wider' development of learners?			
Subject Specific Skills	Wider Learning Skills	Personal attributes support learning	Preparation for adult life
Students are taught skills that enable them to further understand the world around them. Throughout the key stages these skills are developed and enhanced. Key words are introduced throughout, revised and embedded.	The bigger picture is introduced at the beginning of each lesson, allowing students to develop sequential links between topics and other subjects. Metacognition and memory skills are developed through active engagement and challenge. This develops the ability to tackle more complex problems.	Collaborative learning, group work investigations and practical delivery as well as fieldwork develops the students' key skills. Students are encouraged to formulate hypotheses, predictions and scientifically investigate validity based on primary and secondary evidence.	Links to the growing geography and environmental science industry are promoted with reference to different employment sectors.
Cultural Capital	Disciplinary Literacy	British Values	Promotes equality objectives.
The curriculum is broadened and enriched through a number of trips and visits. Year 9 are introduced to river fieldwork that links to the KS4 curriculum. Year 10 visit the coast as part of their 'Distinctive Landscape' studies. Year 11 visit York to study retail patterns. Year 12 and 13 complete fieldwork on the river Rye, North York Moors and Bempton bird observatory.	Tier three vocabulary is introduced throughout the key stages. 'Speak like a scholar' is integral to answering key questions. As students move into KS4 the acronyms 'BUSY' and 'PEEL' are introduced to help answer questions. 'Everyone reads in class' is used in every lesson and KS4 students use 'Skim, Scan, Retrieve, Analyse' to help them understand texts. 'Say it in five' and appropriate scaffolding is used to help students build well-structured answers.	The five British Values are integral throughout geography topics. The foundation curriculum refers to the UK and British Isles and this is built upon during KS4, particularly during the topic the 'UK in the 21 st Century'. The multi-cultural nature of Britain is explored throughout, with particular emphasis on the need for tolerance of different religions and beliefs.	Curiosity in the locality, the rest of the country and the world encourages a passion for geographical theories. Students are encouraged to embrace examples that recognize and respect the development of human and physical geography theories. The value of geography across the socio-economic and political world is promoted at all times.

Implementing the Curriculum:

- The curriculum is fully mapped and shared on the SUTC ‘shared’ area.
- Each lesson is planned using the ‘UTC Way’ and following a structure that is easy for students to recognize and follow.
- Home-works are created using two online platforms – Kerboodle and Seneca. My Child At School is used to post these home-works on a weekly basis.
- In the foundation year students complete worksheets that they keep in a folder as well as following a structured workbook. In KS4 physical geography notes are written in green exercise books, and human geography in blue. In KS5 notes are organized in a folder.
- Any teacher marking is completed in purple pen, student corrections and feedback, in green.
- Low stakes assessment occurs in every lesson – often DiN tasks encourage students to locate places in the UK and the rest of the World.
- Summative assessment is completed at the end of topics. Students receive a printed feedback sheet as well as completing their own feedback in green pen.
- Scaffolding is used to promote well structured answers and students are encouraged to use appropriate tier three vocabulary.

Measuring the impact of the curriculum:

- The curriculum is continually being updated and tweaked to improve teaching and learning.
- Pupil progress is continually tracked using Bromcom. Standardised assessments are taken by students at the end of topics.
- Skills and geographical thinking is promoted and these are tracked and revisited throughout the key stages.
- A yearly subject enquiry with a member of the SMT allows for further development where necessary.
- Progress has been difficult to monitor in the past twenty-four months due to Covid 19 – a better understanding will be formed with exam results in the next two years.
- Internal assessments are reliable – data is continually monitored.
- Advice is taken from the SENDCO and PP students are closely monitored. This allows intervention to be informed and well targeted.