

OCL Geography Curriculum: Statement of Intent (SOI)

Purpose of study

The Oasis Geography Curriculum will equip students with a balanced understanding of the physical and human world, as well as an appreciation of how interdependent systems are. It improves student knowledge of key geographical processes and how human actions impact on these processes. Crucially it will give students the knowledge and skills to become active global citizens and enable them to confidently identify and respond to the complex current issues our planet faces. Students will have opportunities to engage and excel geographical skills through fieldtrips so they are able to personally experience the geography taught in lessons, as well as engaging in GIS.

We value character, competence, and community in our curriculum:

- **Character:** the curriculum’s fundamental aim is to instil a love of learning about the world around us for all students. In Oasis we celebrate diversity, and the curriculum therefore explores and celebrates a range of global places, cultures, and traditions. Across all Key Stages, a wide range of places are covered such as across Africa, Europe, Asia, Australasia, and the Middle East. These places are studied from a range of different perspectives, including the natural hazards that occur there, the weather hazards, the social and economic development, and the future threats these places might experience. We also study the improvements and sustainable strategies used in these places, giving students a well-rounded view of a variety of locations. This relies on the curriculum drawing on accurate, up to date representations of places and cultures in an ever-changing world and how changing socio-economic circumstances impact on quality of life and well-being. Students will be developed holistically, encouraged to become the best versions of themselves by emphasising their role to better understand how their actions impact on others and the wider environment.
- **Competence:** The Oasis Geography curriculum is an academic and rigorous curriculum, which places a large emphasis on knowledge. It is designed to ensure the very best outcomes for students using the latest research in cognitive science. Central to the curriculum are three core strands:
 - **Knowledgeable students:** We want our students to be curious learners who can apply their knowledge to the real world. To do this, we guide students’ education in Geography by providing frequent opportunities for retrieval practice and ensuring students are given enough opportunities to practice content taught.
 - **Knowledgeable teachers:** We want to ensure that all teachers are confident in their subject knowledge and feel secure in taking ownership of their lessons by differentiating lessons for the needs of the specific students they teach. We help teachers achieve this through designing lessons and resources that ensure subject matter can be delivered clearly, as well as providing plenty of opportunities for teachers to access CPD.
 - **Knowledgeable leaders:** We want to enable our curriculum leaders to be experts in curriculum delivery – able to develop the pedagogy of their teams through effective CPD, observations and feedback. We also want to ensure that they are confident in tracking the progress of their students, identifying gaps in knowledge and underachievement.



The Oasis Geography curriculum gives students the skills to use this knowledge to think deeply about key Geographical concepts and processes. Central to the curriculum is the application of this knowledge to answer complex questions developing skills of critical thinking, analysis and evaluation. Furthermore, students will develop geographical skills, gaining confidence in interpreting information from maps, graphs, data, and photographs. It will ensure students aspire and take the next steps in their education and personal challenges.

- **Community:** the curriculum will help students to understand local, national and global communities. Fundamentally students will be encouraged to study the interconnected nature of our world and look at their role in an ever changing planet. We want Oasis students to be global citizens. The curriculum fosters this through the provision of opportunities for students to act and become active members of society, championing for sustainable change. For example, students at KS3 are given the opportunity to investigate sustainability in their school. We also want our students to have meaningful experiences and see Geography in action through multiple opportunities for human and physical fieldtrips across KS3 and KS4, where they can collect and interpret primary data, as well as analyse secondary data.

Core concepts in OCL Geography:

Concept:	Definition:
Place and space	Space (locational knowledge) and place (geographical imaginations) embedded through understanding the interactions between places and the networks created by flows of people.
Scale	Exploring geography through different lenses at local, national and global levels.
Physical and human processes	Understanding a sequence of events that occur in the natural world (physical processes) and the activities that lead to change in societies (human processes) and how they sometimes interact with each other.
Environmental impact and sustainable development	Growing awareness of environmental consequences while meeting the needs of people today without harming the needs of the future.
Interdependence	Interconnections explore how people and natural events in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
Cultural awareness	The promotion of cultural diversity by being empathetic towards those from other cultures.

OCL Geography Curriculum end points:

Through our carefully sequenced and ambitious curriculum we intend that our varied and diverse geographical education provision will achieve these outcomes:

Concept:	End point:
Place and space	To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us.
Scale	To be able to understand geography through a variety of different lenses; considering local, national and global scales.
Physical and human processes	To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems.
Environmental impact and sustainable development	To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future.
Interdependence	To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales
Cultural awareness	To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Through the end points referenced above, we also endeavour to develop students' character, competence and sense of community. In doing so, we also aim:

To provide students opportunities to experience Geography in action through:

- Multiple opportunities to undertake fieldwork studies in contrasting locations.
- Working with representatives across Oasis Global hubs in Mozambique, India and South Africa

To enable all students to develop their character, confidence and identity through Geography, evidenced by:

- A lifelong love of Geography and the world they live in
- An awareness of their place in the world and a belief that they can implement the change they want to see
- Resilience to learn and apply knowledge, as well as take feedback and reflect effectively
- Empathy, sensitivity, understanding and openness to global cultures and traditions
- Confidence, collaboration and leadership skills
- An understanding of Geography's role in shaping individuals, culture and communities. This also considers how socio-economic circumstances can impact on quality of life and how these change as countries develop, in an ever-changing world