

OCL Geography Curriculum: Statement of Intent (SOI)

Purpose of study

The Oasis Geography curriculum equips students with a balanced and ambitious understanding of the physical and human world, and how these systems are interconnected across time and space. It develops students' knowledge of key geographical processes and the ways in which human actions influence, and are influenced by, the environment.

Our curriculum is carefully sequenced so that students build from foundational geographical knowledge at Key Stage 3 towards increasingly complex analysis and evaluation at Key Stage 4. Students' progress from describing patterns and identifying relationships, to explaining processes, analysing interconnections and ultimately evaluating strategies and making informed judgements about future geographical challenges.

Crucially, the curriculum enables students to become active, informed global citizens who can confidently engage with the complex issues facing our planet. Students are provided with opportunities to experience geography beyond the classroom through fieldwork and the use of GIS, allowing them to collect, interpret and evaluate real-world data.

Students routinely work across **local, national and global scales**, enabling them to compare places, understand interconnections and apply knowledge in a wide range of geographical contexts.

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

- **Character.** The curriculum aims to instill a lifelong curiosity and appreciation for the world. It exposes students to a diverse range of places, cultures and environments across all continents, allowing them to develop empathy and cultural awareness. Students explore how different communities experience geographical processes, including development, hazards and environmental change, and consider how these experiences vary depending on place and context. By engaging with real-world issues such as climate change, inequality and sustainability, students are encouraged to reflect on their own role in shaping the future and to understand the impact of their actions on others and the wider environment.
- **Competence.** The Oasis Geography curriculum is academically rigorous and knowledge-rich, ensuring students develop secure substantive and disciplinary understanding. Central to the curriculum is the development of **disciplinary geographical thinking**, where students progressively:
 - Describe geographical patterns and distributions
 - explain processes and relationships
 - analyse connections between human and physical systems
 - evaluate evidence and make justified decisions about complex issues



Students are explicitly taught to weigh evidence, consider different stakeholder perspectives and justify decisions about geographical challenges, particularly at Key Stage 4. Knowledge is carefully sequenced and revisited to ensure long-term retention, with frequent opportunities for retrieval and application. Students develop confidence in using maps, graphs, data and fieldwork evidence to support their learning, progressing from simple interpretation to critical evaluation of complex sources. Fieldwork is integral to the curriculum and follows a clear progression: students move from basic observation and data collection at Key Stage 3 to independently planning, conducting and evaluating geographical enquiries at Key Stage 4.

- **Community.** The curriculum supports students in understanding their place within local, national and global communities. It emphasises the interconnected nature of the modern world, exploring how actions in one place can have far-reaching impacts elsewhere. Students are given meaningful opportunities to engage with geographical issues in their own communities, such as sustainability investigations, while also developing an understanding of global challenges. Through fieldwork and wider curriculum experiences, students learn to apply their knowledge in real-world contexts and take an active role in promoting sustainable change.

Curriculum Progression

Our curriculum is structured to ensure clear and coherent progression across Key Stages. At Key Stage 3, students develop core knowledge of physical and human processes, beginning by describing patterns and identifying relationships between places and environments. As they progress through KS3, students increasingly explain processes and analyse how geographical systems are interconnected across different scales. By Key Stage 4, students apply their knowledge to unfamiliar contexts, interpret and evaluate a wide range of geographical evidence, and construct well-justified arguments about global issues. Key Stage 3 provides the essential substantive and disciplinary foundations required for success at GCSE, where students demonstrate synoptic understanding and advanced evaluative thinking.

Core concepts in OCL Geography and their end points.

Core concept	To include	Year 11 End point.
Place and space		Students can use secure locational knowledge and case study evidence to analyse how and why places change over time and at different scales and make informed judgements about future outcomes.
Physical processes	<i>Geomorphological</i>	Students can explain and evaluate how geomorphological processes shape landscapes over time, analyse how human activity influences change, and make evidence-based judgements about the effectiveness of management strategies.
	<i>Atmospheric</i>	Students can explain and evaluate atmospheric processes and climate systems, analyse the impacts of weather and climate change at different scales, and make justified judgements about mitigation and adaptation strategies.
	<i>Tectonic</i>	Students can explain and evaluate tectonic processes and associated hazards, analyse how impacts vary with development and make justified judgements about risk management and future resilience.
	<i>Ecosystems</i>	Students can explain and evaluate how ecosystems function and respond to change, analyse the impacts of human activity and global pressures, and make reasoned judgements about the sustainability of management strategies.
Human processes	<i>Demographic and settlement processes</i>	Students can explain and evaluate demographic change and settlement patterns, analyse how migration and urbanisation shape places and people, and make justified judgements about sustainable strategies for future population challenges.
	<i>Development</i>	Students can explain and evaluate patterns of global development, analyse the causes and consequences of inequality, and make evidence-based judgements about the effectiveness of strategies to reduce the development gap.
	<i>Economic Change</i>	Students can explain and evaluate how economic activity and globalisation shape places, analyse the impacts on people and environments at different scales, and justify sustainable economic pathways for the future.
Environmental impact and sustainable development		Students can evaluate how human activity alters physical systems, and justify sustainable strategies to manage environmental change and ensure future resilience
Interdependence		Students can evaluate how human activity alters physical systems, and justify sustainable strategies to manage environmental change and ensure future resilience
Cultural Awareness		Students can evaluate how cultural perspectives and stakeholder viewpoints influence geographical decisions, and construct balanced, well-justified arguments about complex issues.
Fieldwork, maps and geographical skills	<i>Locational skills</i>	Students can accurately locate places at multiple scales, analyse spatial patterns and relationships, and use location precisely to support geographical explanations and justified judgements
	<i>Cartographic skills (maps)</i>	Students can independently interpret and evaluate a range of maps (including OS and GIS), analyse spatial patterns and distributions, and use map evidence effectively to support explanations and reasoned judgements.
	<i>Graphical skills (Charts/graphs)</i>	Students can interpret and evaluate a wide range of graphical data, identify patterns, trends and anomalies, and use this evidence to explain processes and support substantiated conclusions
	<i>Numerical/statistical skills</i>	Students can apply appropriate numerical and statistical techniques to analyse geographical data, interpret results critically, and use quantitative evidence to support justified arguments.
	<i>Analysis</i>	Students can analyse complex geographical data and evidence to identify patterns, relationships and processes, making connections across different topics, scales and case studies.
	<i>Evaluation</i>	Students can critically evaluate geographical evidence, arguments and strategies, and construct balanced, well-supported judgements about impacts, decisions and future outcomes.
	<i>Fieldwork</i>	Students can independently design, carry out and evaluate a geographical enquiry, including selecting appropriate methods, analysing data, drawing evidence-based conclusions and justifying decisions about reliability and future action.

