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# ● Meadowhead School Academy Trust

a member of  
**The Meadowhead Community Learning Trust**



## Teacher of Geography



# Humanities

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## Introduction

Meadowhead places great importance upon its Humanities provision. History and Geography are well established in the school.

At KS3 all students experience Humanities KS3, which includes History and Geography. These subjects are taught as discrete subjects for two hours a week.

At KS4 Geography and History are offered as GCSE options with students starting their options in Year 10 where Geography is offered for 2 or 3 hours a week. A-level Geography and History are offered as an option for Post-16 students for 5 hours a week.

## The Teaching Staff

The Geography department currently comprises of 7 members of teaching staff, including the Head of Geography, Ms Hannah Cook.

Academic success within a supportive environment is considered to be the basic work of the faculty. Staff are encouraged to work collaboratively in order to enable students to be successful in their outcomes.

There are regular formal meetings as timetabled in the school calendar. Staff also meet informally to encourage the sharing of ideas and the development of resources.

## Accommodation and Resources

Geography is based on a humanities wing on the upper floor of the school. Geography teaching takes place in fully equipped rooms, each having an interactive board and a visualiser. All resources are on a shared drive and the faculty places an emphasis on collaborative planning. Sixth form lessons are taught in the purpose built sixth form centre.

## Extra-Curricular Activities

The department encourages a range and variety of trips, including compulsory fieldwork visits at KS4 & KS5 as well as enrichment visits at all key stages. These visits include day trips to locations like Castleton, or longer visits abroad to Italy and Iceland. The department is also committed to providing enrichment opportunities and experiences for all students, including visits to Sheffield University Geography department and after school support.

## The Future

The faculty is constantly reviewing performance and is always striving to ensure that students fulfil their potential in all aspects of Geography. The development of an engaging, well sequenced KS3 curriculum, which excites students as well as providing a firm foundation for further study has been a recent focus for the department. The impact of this has been evident in the high uptake of students at GCSE and A level, with the subject being a popular choice at options with 8 teaching groups in the current Y10 and nearly 40 students studying Geography at A-Level. Current development priorities include the broader provision of fieldwork opportunities across the

curriculum and a review of current assessment methods. We are looking for enthusiastic, innovative teachers who are committed to a collaborative, cooperative approach both within the faculty and the classroom.

## **The Current Curriculum – Geography**

The Key Stage 3 curriculum has been redesigned to ensure a coherent and well sequenced learning experience that encourages the development of core knowledge and skills that builds on prior learning. Each unit studied is developed around the interrogation of a fertile question and clear identification of the core disciplinary and procedural knowledge that students require the fertile question. In lessons, students build up the knowledge and understanding needed to confidently address the fertile question culminating in students completing a piece of work that showcases their understanding and response to the fertile question. Retrieval practice, knowledge recall, vocabulary acquisition and extended writing skills are also firmly embedded into each unit.

In Year 7 Geography begins with a unit that is designed to equip them with knowledge and understanding of the fundamental spheres that make up planet earth and the interactions between them. These are then revisited throughout KS3. The remaining Y7 units are planned to provide a foundation for further study. These include topics on the lithosphere, development, the hydrosphere and population.

In Year 8 students study topics that are designed to build on the knowledge, skills and understanding covered in Year 7. This starts with a unit on the atmosphere, before moving on to study units on earning a living in the UK, feeding the world, Africa and sustainable cities.

The current course in Year 9 follows a similar structure to Year 7 and 8. The first unit covers tectonic hazards before undertaking a unit on emerging powers, with a focus on SE Asia. Following this, students study marine ecosystems, the Middle East, climate change and the cryosphere.

In Years 10 and 11 students study the AQA specification for 2 or 3 hours a week. Currently students have the opportunity to take part in two FW opportunities to a local river and urban area. GCSE students also have the opportunity to take part in foreign-based field trip to the Bay of Naples or Sicily.

In Years 12 and 13 students study the Edexcel Specification. Students are taught by 2 teachers for 5 hours a week. The course covers several current geographical issues and builds on the knowledge and understanding developed at GCSE. There is a strong fieldwork and research element in two of the units and students have to complete an independent study on a topic of their choice. Currently, students undertake a residential fieldwork experience in Y12 to Cumbria and also have the opportunity to take part in an optional Iceland trip. In addition day visits and links with local universities are incorporated wherever possible, or where it enhances student learning.

In all key stages formative assessment is embedded throughout the schemes of learning and lessons. Summative assessment occurs during the twice yearly assessment week that are distributed across the academic year. Students in KS4 and KS5 also undertake regular summative assessments in line with the school assessment policy.

# Completing your Application

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Every individual has potential and is, therefore, capable of achievement. It is the school's task to present the fullest possible range of opportunities so that each individual may discover just where their talents lie. It is inevitable, therefore, that the school opens those opportunities to all and makes no assumptions based on gender, nationality, race, ability, disability or creed.

## **Meadowhead Equal Opportunities Statement**

Interviews for main scale posts will usually be conducted by:

- the Head
- a member of the senior leadership team
- the person to whom the successful applicant will be directly responsible.

For posts of additional responsibility and certainly those at TLR 1b or higher, there will be at least one representative from the Governors' appointments panel.

Applicants who are not called for interview are thanked for the time, thought and effort that they have put into their application. Due to high costs involved the school is unable to acknowledge this via individual replies.