

Geography & Politics Faculty

Intent

At Fulston Manor School, we believe that both Geography and Politics are essential in helping students make sense of the world they live in and their role within it. These subjects provide students with the knowledge, skills, and critical understanding to become active, informed, and responsible global citizens.

Geography is a wide and varied subject that offers something for every student. It allows learners to explore the complexity of the natural and human world, from local environments to global systems. Our curriculum follows the national curriculum framework, focusing on places, human and physical geography, and the development of key geographical skills. Students gain a deeper understanding of the interdependence between people and places, and the importance of sustainability in our fragile environment. They develop skills in numeracy, literacy, and fieldwork – collecting, analysing and presenting data – as well as writing at length to explain patterns and processes.

Politics, as a discipline, empowers students to understand the structures and dynamics of power, government, and decision-making both in the UK and globally. Our curriculum encourages students to engage critically with political systems, ideologies, and current affairs, fostering debate and developing evaluative thinking. Students are taught to question, argue, and assess the impact of political decisions on society, enhancing their awareness of citizenship and democracy. Through the study of Politics, they become better equipped to play an active role in public life and contribute positively to society.

Together, Geography and Politics enable students to understand the ever-changing world, connect local and global issues, and build the confidence to challenge injustice, respond to global challenges, and shape a fairer future.



Ethos

Everybody Matters, Everybody Succeeds, Everybody Helps

Impact

The aims and learning outcomes of this curriculum is to enable students to develop the ability to:

- Develop and extend their knowledge of locations, places, environments and processes, at different scales (including global) within differing social, political and cultural contexts
- Think like a Geographer: Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts
- Develop and extend their competence in a range of skills, inside and outside the classroom, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources
- Study like a Geographer: Develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real-world context and to contemporary situations and issues
- Develop well-evidenced arguments, drawing on their geographical knowledge and understanding
- Demonstrate a deeper understanding of aerial, sub-aerial and subterranean processes across our planet, evaluate the impact of these on people and assess the best ways for us to interact with these processes.
- Build on skills that allow them to study these processes in the field and use the data they collect to draw conclusions about the conditions of the areas studied and evaluate their own skills.
- Analyse the distribution of our key resources, assess the impact on quality of life and explain how we can use these resources sustainably for a growing population.
- Demonstrate an understanding of how our population is changing through growth and migration and the impacts this has on rural and urban areas across the world.

Key Priorities

- To review and implement curriculum changes with a view to ensuring suitable diversity across the curriculum
- Where new staff are within the department, ensure that induction and ongoing support is in place

Fulston Manor Learning Journey

