



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. Since then the school has grown significantly and now has over 2,000 students on roll, including 300+ Post 16. The school has an excellent reputation and is consistently oversubscribed.

In November 2016, Walton High expanded onto a second campus that is two and half miles away from the Walnut Tree Campus at Brooklands. The Brooklands campus opened with 270 students across Years 7 – 9 and now has 636 students in Year 7 – 11 growing to 1,500 students, including 300 Post-16, by 2022.

When both campuses are at capacity, Walton High will be the largest secondary school in the country.

A single system of governance, organisation, leadership and management operates across both campuses.

In 2011 the Governors of Walton High founded Milton Keynes Education Trust with the following aims:

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

The schools that are currently part of Milton Keynes Education Trust are:

- New Chapter Primary School, Coffee Hall, Milton Keynes
- Heronsgate School, Walnut Tree, Milton Keynes
- Kents Hill Infant School, Milton Keynes

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The creation of the multi-academy trust has enabled more cross phase working and the schools within the partnership have pooled resources to provide additional educational services to support children's learning, e.g. Educational Psychologist and Education Welfare Officer and Speech and Language Therapist.

WALTON HIGH'S APPROACH TO LEARNING AND TEACHING

Walton High is committed to making personalised learning a reality. Our flexible and varied curriculum is an essential foundation for this, providing as it does personal learning pathways which are challenging, relevant and significant.

Personalised learning and teaching is a commitment to ensuring **all learners** reach or exceed expectation, fulfil early promise and develop latent potential. At the heart of personalisation is the expectation of participation, fulfilment and success. Personalised learning sets ambitious objectives, challenging personal targets, rapid intervention to keep students on trajectory, and vigorous assessment to check and maintain progress.

Core components of personalised learning are:

Assessment for Learning - the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there;

Developing students' capacity to learn - by building the confidence and capacity of the learner and developing personal skills and strategies to enable self-management and self-direction;

Teaching and Learning strategies that actively engage and challenge learners - Walton High's approach to lesson planning ensures all the key elements of outstanding learning are considered.



TEACHER OF GEOGRAPHY – MKET MPR

Walton High is seeking to appoint a well-qualified and enthusiastic teacher to join our Geography Curriculum Area.

THE GEOGRAPHY DEPARTMENT

The Geography Curriculum Area has a strong reputation amongst staff and students with a consistently high take up at GCSE and A-level. All Geography classrooms are fitted with Promethean interactive panels and we possess a wide range of resources and stimulus material. This includes class sets of specification-specific textbooks for GCSE and A-level, though we encourage the development and use of a diverse range of resources to inspire students and encourage student-centred teaching and learning of a high quality. In September 2012, the Department was awarded the Geographical Association's *Secondary Quality Geography Mark* (SQGM) in recognition of our work. Our reapplication was successful in June 2015 and June 2018 and we will now hold the award until 2021.

The Geography Team devotes much time to the sharing of teaching and learning ideas and best practice. We are continuously reviewing our schemes of work with the view of fully engaging our learners in relevant, interesting geographies. You will be encouraged to contribute fully to such developments, and we look forward to benefiting from your own experiences and interests.

We are an extremely forward-looking Curriculum Area and as such are finding opportunities to incorporate GIS into our courses. We place a strong emphasis on fieldwork since we feel that these opportunities are an essential part of a student's geographical education. Currently we run a number of Advanced Learning Days (ALDs), examples of which include Year 8 students attending Kew Gardens to learn about plant adaptations and Year 10 students completing physical and human fieldwork in Hunstanton. We also take Year 11 students to Birmingham to develop an important GCSE case study.

Post-16 students complete a residential to North Wales and a day trip to study redevelopment and the concept of 'place' in London. We also ran a very successful Post-16 fieldtrip to Iceland in April 2016 and we intend to run a similar opportunity in the future (please take a look at the article and photographs on the Walton High website).





KEY STAGE 3 GEOGRAPHY

All students study the Humanities as separate subjects in Key Stage 3 in mixed-ability groups. In Geography each student receives three 1 hour lessons every fortnight and a single homework of 30 minutes. The KS3 Geography programme takes into consideration the recent changes to the National Curriculum. Students study 6 term-long units titled:

Year 7

- Unit 1: Linked Places**
- Unit 2: Landscape Change**
- Unit 3: Unequal Places**

Year 8

- Unit 4: Threatened Places**
- Unit 5: Dangerous Places**
- Unit 6: Changing Places**

Key Stage 4 Geography

Geography has proven to be a popular option at GCSE with eight classes currently studying the subject in Year 9 (6 at the Walnut Tree Campus and 2 at Brooklands), seven in Year 10 (6 at the Walnut Tree Campus and 1 at Brooklands) and nine in Year 11 (7 at Walnut Tree and 2 at Brooklands). Geography GCSE is taught over four one-hour lessons every fortnight in mixed-ability classes and students are set a 45 minute piece of homework every week.

We follow the AQA Specification

Paper 1: Living with the physical environment

- The challenge of natural hazards
- The living world
- Physical landscapes of the UK

Paper 2: Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Paper 3: Geographical applications

- Issue evaluation
- Fieldwork
- Geographical skills





Key Stage 5 Geography – A LEVEL GEOGRAPHY (AQA)

We currently have one Year 12 and one Year 13 teaching group. Our chosen specification ensures a wide coverage and good balance of physical and human topics. We are committed to providing a varied, comprehensive and quality experience for our A-level students. Every year a significant number of students leave to take up places on courses in Geography and closely-related subjects.

We follow the AQA specification

Physical Geography:

- Hazards (tectonics, tropical storms and wildfires)
- The water and carbon cycles
- Glacial systems and landscapes

Human Geography:

- Global systems and global governance
- Changing places
- Contemporary urban environments

Exams make up **80%** of the assessment:

Component 1: Physical Geography (2h 30m)

Component 2: Human Geography (2h 30m)

Coursework makes up **20%** of the assessment:

Component 3: Geography Fieldwork Investigation.

The coursework is a **3,000-4,000 word report** based on fieldwork students have undertaken.

If you have a passion for teaching, a real interest in Geography and are attracted by the prospect of working in a stimulating environment where there are high expectations for all, your application would be most welcome.

Chris Watson - Subject Leader for Geography (Walnut Tree Campus)

Kay Alexander – Assistant Subject Leader for Geography (Brooklands Campus)

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