

CURRICULUM OVERVIEW

SUBJECT: GEOGRAPHY

INTENT

Our aim is to deliver a wide and varied curriculum and provide students with the knowledge they need to place local, national and global events in context and evaluate them critically. We try to stimulate an appreciation of the variety of landscapes throughout the world and to open students' eyes to the beauty of landscape features and environments. We aim to provide students with a solid foundation on which to build their futures, and effectively equip them with the knowledge, skills and understanding that they need to integrate and be successful in an increasingly demanding world. It builds on students' own experiences to investigate places at all scales, from the personal to the global. Geography inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

IMPLEMENTATION

Students will develop skills in questioning, investigation and learn how to think critically about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential part of Geography and students will learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information.

Our department delivers units on human and physical geography. Units include Africa, Ecosystems, Development, Globalisation, Middle East and China, Population, Rivers, Weather and Climate, AQA GCSE Geography (Ecosystems, Urban Issues and Challenges, UK Landscapes and Coasts, Changing Economic World, Resources, Hazards - Climate Change and Field Work – Rivers/London) and AQA A level Geography (1. *Physical Geography* - Section A: Water and Carbon Cycles; Section B: Coastal Systems; Section C: Hazards. 2. *Human Geography* - Section A: Global systems and global governance; Section B: Changing places; Section C: Resource security. 3. *Geography Fieldwork Investigation*)

We understand that our young people come to us under challenging circumstances and may have gaps in their schooling which impact their knowledge and skills. We therefore firstly aim to reengage them with geography in our school classroom by providing a safe and supportive environment for them to study and then individualise their Geography curriculum dependent on their individual circumstances.

IMPACT

Students will leave the school with a deep and sustained understanding of contemporary Britain and the wider world. They will be able to communicate ideas with confidence and will be critical thinkers, able to reflect and consider multiple viewpoints. This will be reflected in national examination results and the progression shown by the individual learners. Geography students will feel prepared for the next transition into education or employment and will have confidence in the subject, having embedded, developed and applied skills learned from KS3 to KS5.

KS3

Students are taught Geography in mixed ability key stage groups and have 1x 50 minute lesson per week. In Key stage 3 work is adapted and personalised to meet the needs of each individual students and there is a focus on literacy skills through the Geography curriculum. We aim to provide students with a broad and balanced geographical education, closely following the National Curriculum, that inspires an active curiosity of our dynamic world and one that is challenging, current and relevant to students' lives. Our primary focus is to develop and extend students' locational knowledge and key geographical skills whilst also increasing their ability to think critically, follow lines of enquiry, make decisions and become independent, resilient learners. We want students to feel confident in asking questions about the world around them and be able to appreciate the wonders of our planet.

PROGRESSION:

- Skills for progression to Key Stage 4: Developing analytical skills, understanding more advanced inference, deeper interpretation skills.
- Gatsby benchmark 4: GCSE Geography (foundation skills) and "new" GCSEs such as Psychology and Sociology which require developing a balanced argument and understanding different interpretations.

KS4

In Years 10 and 11, students are taught in mixed ability groups. Students will have up to 2x60 minute lessons per week. We follow the AQA GCSE syllabus with units which include:

- Paper 1: Living with the physical environment: 1) The challenge of natural hazards. 2) The living world 3) Physical landscapes in the UK. 4) Geographical skills.
- Paper 2: Challenges in the human environment: 1) Urban issues and challenges. 2) The challenges of resource management. 3) Geographical skills.
- Paper 3: Geographical applications: 1) Issue evaluation. 2) Fieldwork. 3) Geographical skills.

PROGRESSION

- Skills for progression to KS5: Ordnance Survey maps: use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic. Use and understand coordinates – four and six-figure grid references. Use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales. Use and understand gradient, contour and spot height. Infer numerical and statistical information to support navigational routes. Analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.
- Gatsby benchmark 4: A level Geography (Skills learnt in GCSE) and careers such as Teacher, academic, GIS analyst, journalist, tour guide, management consultant, strategy advisor.

KS5: We teach the AQA syllabus 7036 and 7037 for AS and A-level Geography

AS level:

- Component 1: Physical geography and people and the environment: Section A: Water and Carbon Cycles; Section B: Contemporary urban environments. (50%)
- Component 2: Human geography and geography fieldwork investigation: Section A: Changing Places; Section B: Geography fieldwork investigation and geographical skills. (50%)

A-level:

- Component 1: Physical geography: Section A: Water and Carbon Cycles; Section B: Coastal systems. Section C: Hazards. (40%)
- Component 2: Human geography: Section A: Global systems and global governance; Section B: Changing places; Section C: Resource security (40%)
- Component 3: Geography Fieldwork Investigation – Essay 3,000-4,000 words (20%)

PROGRESSION

- Skills for progression onto education employment or training: Summarising, interpreting data, analytical skills, interpretation and inference skills.

- Gatsby benchmark 4: A degree in Geography at university and careers such as Teacher, academic, GIS analyst, journalist, tour guide, management consultant, strategy advisor.

CULTURAL CAPITAL

- Geography lends itself to cultural capital very well. trips and guest Trips and guest speakers can enrich the students with greater knowledge.
- The curriculum naturally lends itself to videos of many places around the world to enrich the students' knowledge of global locations and issues (e.g. Position of people in society, the environment and morality, the use of natural resources and how the world is changing.
- Naturally, Geography is a subject that examines cultures from all around the world and there is a comparison to students' own cultures in order to continue building their sense of place throughout all key stages.

LITERACY:

Within all classes, literacy is promoted and there is a consistency across the school. Literacy skills are embedded within the Geography curriculum. All subjects have the same word of the week so that developing vocabulary is a whole school approach. Vocabulary selected are used across the curriculum to introduce, recap knowledge and further develop understanding of these terms. Teachers all use a yellow highlighter to highlight literacy errors in students work and a target is written in their exercise books or discussed. All classrooms have dictionaries and thesauruses to support with developing reading and writing skills

BRITISH VALUES:

British values are embedded within the Geography curriculum. Many of the issues linked to the environment or Human Geography involves respect for the environment, tolerance of other people from different backgrounds or cultures. Geography explains consistently how the elements we have in common are always far greater than the small differences between us. Decision making exercises which are part of Geography enable students to show integrity to make the correct choices and justify why this is. Government and different ways that countries operate are also taught, as well as the wealth gap and the compassion that should be shown for others who live in far more difficult circumstances than ourselves both in the UK and abroad.

LINKS TO SMSC:

The Geography curriculum incorporates spiritual, moral, social and cultural features.

SPIRITUAL – The study of Geography is promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Students reflect on the long and short term impacts noting the rights and wrongs linking into the value of justice. The value of stewardship is covered looking at reduce, reuse and recycle.

MORAL – Moral issues are a vital part of many of the topics covered in Geography. We look at how the development of cities have put pressure on wildlife and the rural-urban fringe. At GCSE we cover the issues of an ever increasing population and the different approaches taken by countries to tackle the problem. Examples include the one child policy in China, the education of women in India and the aging population in the UK. We explore issues of poverty and the development of shanty towns and the issue of food miles and the moral dilemma of importing food and the consequences of it on global warming.

SOCIAL – Social issues are common themes within Geography. At KS3 we study the causes of migration and tackle the issue of immigration in the UK and students look at the views of asylum seekers and refugees to develop compassion. Year 8 complete a project on global warming with an emphasis on how they can make a difference by making small changes to their lifestyles. At GCSE social impacts are studied in detail from natural disasters to meeting the increasing demand for water. Students also develop leadership and teamwork both in the classroom and on field work visits.

CULTURAL – Understanding different cultures is an important part of Geography. We look at how different cultures and beliefs can impact on issues such as birth control. Students look at the development of settlement within the United Kingdom and the importance of leisure and tourism and how shifts in culture have impacted on tourism. At GCSE students look at different places such as Brazil, India and China and are introduced to their customs and traditions allowing students to develop their humility and an understanding of the world as a global community.

Specific examples of Spiritual, Moral Social and Cultural Develop in Geography include:

- Studying the needs of a settlement and deciding on the best location.
- Analysing the effectiveness of the one child policy in China, giving their views and suggesting alternative methods to combat the issue of increasing populations.
- Using case studies of natural disasters to understand the social and cultural impacts.
- The moral issue of fair trade and food miles putting profit before others and the environment.

IT

Students will have good access to technology in the geography classroom, through students' use of tablets or via electronic classroom displays such as digital projectors and smartboards. This enables access to a wide range of media – photos, maps, video, diagrams, animations – which can be displayed in the classroom and used interactively by both the teacher and students. Technology provides a platform for students to present their information to the class or for everyone to give an answer or 'vote'. Social media can bring others' ideas into the classroom. The multimedia classroom is also supported by 'virtual learning environments' (VLEs) which students can access at home with resources to support teaching and learning. Teachers (and students) may carry tablets for use in the classroom and in the field. With the use of 'apps' these can be sophisticated technological gadgets – cameras, GPS tracking devices, compasses, scanners and recorders which can help students acquire and evidence new skills using modern technology.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	What is a Geographer?	How do we use our planet as a natural resource?	What is an economy – from local to global?	What is weather and climate?	How does climate change affect our lives?	Settlements and Whetstone Fieldwork
Y8	Why are rivers important?	What is development?	Population and Migration	Coasts – what happens when land meets the sea?	Asia – how is Asia being transformed?	What role is Antarctica playing in our world?
Y9	Earthquakes and Tsunamis – can we know enough to live safely?	Africa – challenges and opportunities	The Geography of Crime	World Tourism	Why is the Middle East an important world region?	What is the future of our planet?
Y10	Unit 1: The Challenge of Natural Hazards Tectonic Hazards	Unit 1: The Challenge of Natural Hazards Weather Hazards Climate Change	Unit 1: Living with the Physical Environment Section B – Question 2, The Living World - Ecosystems Tropical	Unit 1: Living with the Physical Environment Section B – Question 2, The Living World Ecosystems - Hot deserts	Unit 1 – Living with the Physical Environment Section B – Question 2, The Living World, Hot deserts (finish)	Unit 1 – Living with the Physical Environment Section C – Physical landscapes in the UK Question 3, Coastal landscapes (finish)

			Rainforests		Section C – Physical landscapes in the UK Question 3, Coastal landscapes	Question 4, River landscapes MOCK EXAM
Y11	Unit 2 – Challenges in the human environment Section A – Urban issues and challenges The urban world	(cont..) Section A – Urban issues and challenges The urban world Section B – The Changing Economic World, The development gap. Nigeria: a newly emerging economy	Section B – The Changing Economic World, Continue - Nigeria: a newly emerging economy The changing UK economy	Unit 2: Section B – The Changing Economic World, The changing UK economy (finish) Section C – Resource Management Section C – Water Management Begin Pre-Release lessons	Pre-Release lessons Section C – Water Management REVISION EXAMS	EXAMS