



## **Curriculum Overview**

# **Geography**

## **Subject Leader**

**Mr J Haines**

# Intent

## Key stage 3

Geography serves vital goals. Many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective. Thinking and decision making with geography helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global setting. Using maps and mediated images of people and place, numerical data and graphical modes of communication, and getting to grips with the geographic information systems (GIS) that underpin our lives, make geographers skillful and employable. At the same time, studying the beauty of Earth and the awesome power of Earth-shaping forces can fascinate, inspire and take us out of ourselves.

The curriculum builds on prior learning from KS2 by drawing together a range of first experiences of a geographical curriculum, the Key stage 3 allows students to demonstrate knowledge, re-visit and consolidate skills throughout all topics.

The curriculum sequences knowledge and skills cumulatively focussing on a spiral of understanding gathering depth and detail of concepts and then putting into context to exemplify models with real world examples

### **Main Aim of Geography**

#### Purpose of Curriculum

- Develop their locational knowledge of a wide range of countries including the physical and human characteristics i.e. Biome and level of development
- Be able to identify similarities and differences between countries and the reasons for those.
- Physical and human geographical processes and how they interact
- Geographical skills and fieldwork that underpin being a successful geographer

# Implementation

## Key stage 3

KS3 has been sequenced to allow core concepts to be introduced and then reinforced and developed in preparation for learning at KS4 and GCSE or for wider application for those students not studying the subject.

Some of the topics taught at Key stage 3 whilst not directly linked to the GCSE help prepare students as active UK citizens and give them awareness of some of the major topical and geographical issues facing the world in the 21st Century such as climate change, marine plastics or global conflict.

Topics taught in year 9 are-

1. Africa
2. Oceans
3. Asia
4. Middle East

Human ideas such as globalisation, development as well as processes such as migration that account for inequality locally, nationally or internationally between countries.

The last category of concepts explore the interaction between humans and the physical world such as landscape change, mitigation, adaptation and sustainability.

Each topic introduces the concepts and core processes then exemplifies the topic using real world current case studies. The mid topic assessment is usually an extended question that allows students to demonstrate their understanding of the core concept within the topic. Then the topic concludes with an assessment that looks at the content, skills and case studies from the term mapped against the level tower.

- A detailed locational framework exploring a range of different case studies and located examples.
- Natural Landscapes (Coastal zones, the impact of Rivers and Glaciation on different landscapes as well as a study of other biomes and ecosystems)
- Human Landscapes such as settlement and the processes which cause them to change over time
- An understanding of systems, models and processes at a range of different scales
- How Humans can manage and adapt to physical changes in the world

Revisiting skills throughout KS3 scaffolds these concepts for students that may struggle more with these complex concepts at KS4. This also assists with memory as spacing and interleaving helps students to remember concepts in long term memory.

KS3 end of topic assessments draw on skills and concepts covered in previous years. Revision is modelled to prepare KS3 for KS4. Students reflect on how effective their revision has been after geography topic assessments building on the concept of revision (in Geography and in general).

Assessment of KS3 focuses on using key geographical terminology accurately, practising key skills, shorter answers looking at processes and extended writing that assess or evaluate relevant information.

High challenge concepts delivered early on to maintain a high level of challenge for HAP students. Regular change in topics increases interest in the subject and maintains challenge level.

HAP students are challenged in extension questions in class which focus on making links across place and time (one of the most highly accredited skills at GCSE).

SEND provision tailored to student needs using student information packs and focusing on clear and mutual relationship of trust and communication.

# Intent

## Key stage 4

The curriculum prepares for next stages and employment, this exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The curriculum sequences knowledge and skills cumulatively starting with local scale building towards an international. Fieldwork is covered at the same time as the topics being taught in year 10. The DME Component 3 sits at the end of year 11 and looks for synoptic links.

Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learners' target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries

The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the AQA specification in preparation for Exams, Sixth Form and life after school.

# Implementation

## Key stage 4

Lessons will have core knowledge recaps at start and revision schedules will ensure core content covered early within the Programme of Study are revisited regularly.

As key ideas are covered, lesson structure allows core processes to be explored and then tested with exam technique building on command words such as assess and evaluate.

This exam technique and use of command words builds on exam skills integrated into the whole KS3 programme of study

All topics will have a 40 mark assessment in line with the exam, over time these assessments will build and recap on previous topics to represent a full 90 min component exam revisiting and retesting knowledge.

Students sit an end of year exam at the end of year 10, including all of the key ideas they have covered throughout the year. They will sit two mocks in year 11, in December and February.

As well as mini assessments to assess their understanding of the most recently taught unit and exam technique, they also have a 'snowballing' effect with their mock exams, with those big assessment points to aim for when they must revise everything they have been taught so far. The final taught Paper 3 Geographical Issues is assessed through 2 x end of unit assessments and one full 'walking talking mock' in May before their exams.

## Allocated curriculum time

	Y9	Y10	Y11
Fortnightly lesson allocation	2	6	5

# Year 9

Term	Unit
1	<p><b><u>Africa</u></b></p> <p>Between 1 and 2 million years ago the first humans appeared in Africa and eventually spread around the world. Africa is the second largest continent in the world by area and population; home to 1,2 billion people in 54 countries, speaking 1,500 languages. The continent is often viewed in a stereotypical way. You will begin with studying the climate and biomes of this vast continent. You will learn about the challenges people face with desertification, drought and famine as well as learn how these challenges are being overcome. By this you will discover how the continent is changing and that traditional views of the population are outdated. Finally, you will learn how the demands of the 'rich' north have impacted the lives of people in Africa through the exploitation of resources.</p>
2	<p><b><u>Oceans</u></b></p> <p>This topic will develop your understanding of life in our oceans. You will consider how life has adapted to the conditions in the oceans and how movement of tectonic plates creates deep ocean trenches and hazards, such as tsunamis. You will learn about how the sea erodes the land and how this creates landforms, such as stacks and stumps. You will investigate how issues such as climate change and plastic pollution affect oceans, and how we can solve these issues.</p>
3&4	<p><b><u>Asia</u></b></p> <p>Asia is world's largest continent by area and population. It is made up of 48 countries and has a diverse physical landscape and people from different cultures and religions. Dynamic changes have taken place in Asia in the past 50 years. The population has grown to over 4.3 billion people-over half the world's population. More than half of this population is found in just two countries-India and China. Cities are also growing rapidly in many Asian countries. In this unit you will investigate Asia's transformation and its changing relationship with the rest of the world</p>
5&6	<p><b><u>Middle East</u></b></p> <p>In this unit we will explore the region of the Middle East, located across the three continents of Africa, Europe and Asia and comprising 17 countries. We will explore the climate and landscape of the region and consider how these impact the people living there, such as access to fresh water and the ability to grow food. We will consider how the extraction of oil in the region has led to great leaps in development for the Middle East resulting in greater cultural diversity and changes to population structure. We will explore how cities like Dubai seek to become more sustainable whilst also maintaining the lifestyles they have become accustomed to due to developing economies. And finally, we will explore how the Middle East is becoming more involved in international sporting events.</p>

## GCSE

### Geography GCSE - AQA Specification

Our specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### Paper 1: Living with the physical environment

#### What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

#### How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

### Paper 2: Challenges in the human environment

#### What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

#### How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

### Paper 3: Geographical applications

What's assessed 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

#### How it's assessed

- Written exam: 1 hour 30 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

Each paper is taught using a range of contemporary case studies that are designed to exemplify specific ideas within each topic. Ongoing assessment, homework and in class exam technique; supported by a range of revision activities and optional revision sessions will support students for the rigours of the GCSEs ensuring they can reach their full potential.

#### **Supporting your Child**

Throughout the year a range of activities and links to revision homeworks will be placed on class charts, in addition the links below will access additional material to support revision.

<p>FROG Geography department area with links to</p> <ul style="list-style-type: none"><li>• Knowledge Organisers</li><li>• Glossary and Key Terms</li><li>• Revision Worksheets</li><li>• Case Studies</li></ul>	<p>BBC Bitesize - Geography AQA This website has an overview of the whole course as well as past papers</p>	<p>AQA Revision Guide (these are available on Parent Pay in Year 10)</p>
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# Year 10 Geography GCSE

Term	Unit
1	3.1.1 Natural hazards 3.1.1.2 Plate tectonics 3.1.1.2 Tectonic hazards (effects/responses/management) 3.1.1.3 Global atmospheric circulation
2	3.1.1.3 Weather hazards (tropical storms) 3.1.1.3 UK weather hazards 3.1.1.4 Climate change 3.1.1.4 Climate change (impacts & management)
3	3.2.1 Global urbanisation 3.2.1 LIC/NEE urban opportunities & challenges 3.2.2 UK development patterns & inequalities
4	3.2.1 UK urban opportunities & challenges 3.2.1 Urban sustainability
5	3.1.2.1 Ecosystems & biomes 3.1.2.2 Tropical rainforests 3.1.2.2 Deforestation 3.1.2.2 Tropical rainforests sustainable management 3.1.2.4 Cold environments 3.1.2.4 Cold environments (development & protection)
6	Bristol Investigation and Fieldwork write-Up

# Year 11

Term	Unit
1	3.1.3.1 UK geology & landscapes 3.1.3.2 Coastal processes & landforms 3.1.3.2 Coastal management Coastal Investigation and Fieldwork write-up- Swanage trip
2	3.1.3.3 River processes & landforms 3.1.3.3 River flood management
3	3.2.2 Global variations in development  3.2.2 Reducing the development gap  3.2.2 LIC/NEE development and change
4	3.2.3.1 Global food, water & energy resources 3.2.3.1 UK food, water & energy resources 3.2.3.4 Energy supply & insecurity
5	3.3.1 Issue evaluation