

Curriculum Aims and Purpose

Our curriculum is based on developing a passion for the world around us. We aim to ensure students develop a wide knowledge of what different places are like (human & physical geography) from the local area to across the globe. We want students to appreciate the similarities & differences that exist between places, be aware of challenges faced across the globe, & know sustainable strategies can help overcome these. We aim for students to become well-rounded global citizens who understand core geographical issues & have an awareness about a variety of human, physical and environmental issues and interactions which extends far beyond their immediate experience. Lastly, we aim to give students the confidence to be able to make informed decisions, challenge perspectives and ask geographical questions. We have enhanced the national curriculum and designed topics which gives students breadth and depth about local, national & global geographical issues. Topics are interleaved throughout to highlight how human actions impact physical geography and how people, places & decisions are all interdependent.

The geography curriculum enables students to develop many transferable skills alongside promoting an awareness about a variety of human, physical and environmental issues and interactions which extends far beyond their immediate experiences. A wide range of geographical issues are introduced which promotes a deeper understanding of the world we live in. Throughout Key Stage 3 and beyond, students are expected to demonstrate their knowledge and understanding of topics studied alongside applying a variety of skills to investigate and evaluate geographical issues and questions. Students are taught topics at Key Stage 3 which directly link into GCSE topics studied, covering the range of skills needed for success. Geographical knowledge, skills and understanding are built upon each year, with each topic drawing upon content taught previously to allow a progression throughout the years.

The knowledge, understanding & skills taught in Geography link to a wide range of job opportunities in numerous industries. Geographers learn the importance of spatial understanding, are able to analyse & interpret a wide range of sources, consider different viewpoints, predict future challenges & understand implications of decisions that are made. Careers in transport, conservation, international relations, tourism, urban planning, GIS, market research & disaster planning are just a small number of jobs where geographer's valuable transferable skills are sought after.

How our Curriculum inducts students into the discipline of the subject:

We aim to inspire students to have a sense of awe & wonder about the world around them. We educate students to become geographers who have a wide knowledge of what different places are like from the local area to across the globe. Students can explain why the features of these places exist by looking at the role of processes and decision making. We teach different perspective to enable students to understand the challenges that people and nature face now and, in the future, with a strong focus on sustainability and how future challenges could be mitigated & overcome. We aim to ensure students understand the links between places & features, Lastly, we ensure students are equipped with a range of skills to help investigate geographical ideas in different places and have the confidence to make decisions and judgements.

Year 7 Overview

Students are introduced to core geographical concepts in year 7. Students learn how physical, human & environmental geography are inter-related alongside learning a range of key geographical skills which will become embedded throughout KS3 & into KS4.

Half Term	Focus
1	<ul style="list-style-type: none">• On-site fieldwork study – Hypothesis, risk assessments, data collection, data presentation, analysis & evaluation• Map skills – Grid references, OS maps, height, the use of photographs in geography, types of maps
2	<ul style="list-style-type: none">• Map skills - Grid references, OS maps, height, the use of photographs in geography, types of maps.• Weather, climate & ice – Factors influencing climate, climate change, the water cycle, types of rain, impact of glaciation on the UK.
3	<ul style="list-style-type: none">• Weather, climate & ice - Factors influencing climate, climate change, the water cycle, types of rain, impact of glaciation on the UK.• Planet Earth – Ecosystems, air pressure, global biomes, flora & fauna adaptations
4	<ul style="list-style-type: none">• Planet Earth – Ecosystems, air pressure, global biomes, flora & fauna adaptations• Sustainability – Types of energy, recycling & reusing, importance of tropical rainforests, palm oil
5	<ul style="list-style-type: none">• Sustainability - Types of energy, recycling & reusing, importance of tropical rainforests, palm oil• Development- Measuring development, UK development, impact of physical geography, poverty, sustainable development
6	<ul style="list-style-type: none">• Development - Measuring development, UK development, impact of physical geography, poverty, sustainable development.

Homework

Students' complete homework using carousel learning, focused on core knowledge & keywords of prior learning.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Assessment

Students complete three assessments each year. Assessment 1 includes only content covered to date; assessments 2 & 3 include an element of prior knowledge / topics.

Year 8 Overview

Students build on their knowledge of human & physical geography, alongside studying how our actions impact & alter the environment. Students study two regions of the world in-depth during year 8, Asia & Africa.

Half Term	Focus
1	<ul style="list-style-type: none">• Population – Where do people live, how is population changing, why do people migrate, what are the impacts of migration, ageing populations.• Climate Change – Evidence of climate change, the carbon cycle, natural & human causes, impacts of climate change, adaptations & mitigation methods,
2	<ul style="list-style-type: none">• Climate Change – Evidence of climate change, the carbon cycle, natural & human causes, impacts of climate change, adaptations & mitigation methods.• Restless Earth – The structure of the earth, causes of tectonic activity, impacts of tectonic activity, reducing the impacts of tectonic activity.
3	<ul style="list-style-type: none">• Restless Earth – The structure of the earth, causes of tectonic activity, impacts of tectonic activity, reducing the impacts of tectonic activity.• Asia – An in-depth study of the continent
4	<ul style="list-style-type: none">• Asia – An in-depth study of the continent• UK economy – Changes to the UK economy, the importance of technology, and changes in the local economy.
5	<ul style="list-style-type: none">• UK economy – Changes to the UK economy, the importance of technology, and changes in the local economy• Africa - An in-depth study of the continent.
6	<ul style="list-style-type: none">• Africa - An in-depth study of the continent.• Local fieldwork investigation

Homework

Students' complete homework using carousel learning, focused on core knowledge & keywords of prior learning.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Assessment

Students complete three assessments each year. Each assessment includes an element of prior knowledge from previous years / content taught earlier in the year.

Year 9 Overview

In year 9, students continue to build upon their knowledge of human & physical geography, study interconnections around the world & how our actions are linked to a constantly evolving world.

Half Term	Focus
1	<ul style="list-style-type: none">• Rivers & coasts – Landforms created by erosion & deposition, coastal management, flooding.
2	<ul style="list-style-type: none">• Rivers & coasts - Landforms created by erosion & deposition, coastal management, flooding.• Globalisation – Containerisation, TNCs, fast fashion, e-waste
3	<ul style="list-style-type: none">• Globalisation - Containerisation, TNCs, fast fashion, e-waste• UK challenges – Regional differences, resource challenges, reducing inequality.
4	<ul style="list-style-type: none">• UK challenges - Regional differences, resource challenges, reducing inequality.• The Middle East - An in-depth study of the region.
5	<ul style="list-style-type: none">• The Middle East - An in-depth study of the region.• Future of Planet Earth – What are the risks & how can these be managed?
6	<ul style="list-style-type: none">• Future of Planet Earth – What are the risks & how can these be managed?• Local fieldwork investigation

Homework

Students' complete homework using carousel learning, focused on core knowledge & keywords of prior learning.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Assessment

Students complete three assessments each year. Each assessment includes an element of prior knowledge from previous years / content taught earlier in the year.

Year 10 Overview

Begin the AQA GCSE Geography course.

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Half Term	Focus
1	<ul style="list-style-type: none">• Changing Economic World – Global variations in economic development and strategies to reduce the development gap.
2	<ul style="list-style-type: none">• Challenge of Natural Hazards – Evidence, causes, impacts & management of climate change.• The Living World – An overview of global ecosystems•
3	<ul style="list-style-type: none">• The Living World – Tropical rainforests & hot deserts
4	<ul style="list-style-type: none">• The Living World – Tropical rainforests & hot deserts• Challenge of Resource Management – Global inequalities in resource consumption, changing demands for food, water, and energy
5	<ul style="list-style-type: none">• Challenge of Resource Management - Global inequalities in resource consumption, changing demands for food, water, and energy.• Challenge of Natural Hazards – Causes, impacts and management of tectonic hazards & extreme weather events.
6	<ul style="list-style-type: none">• Challenge of Natural Hazards – Causes, impacts and management of tectonic hazards & extreme weather events.

Homework

A mix of carousel learning to recap prior knowledge & written exam questions.

Useful resources:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<https://www.internetgeography.net/aqa-gcse-geography/>

Assessment

Synoptic and end of topic assessments.

One mock exam in June/July.

Year 11 Overview

Continue the AQA GCSE Geography course.

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Half Term	Focus
1	<ul style="list-style-type: none">• Physical landscapes in the UK – River & coastal landscapes including the processes that shape them and how they are managed.• Fieldwork – Students will complete two geographical enquiries, covering both human and physical geography (e.g. a river study & urban changes)
2	<ul style="list-style-type: none">• Physical landscapes in the UK – River & coastal landscapes including the processes that shape them and how they are managed
3	<ul style="list-style-type: none">• Physical landscapes in the UK – River & coastal landscapes including the processes that shape them and how they are managed.• Changing Economic World – UK economic change, how this will affect employment changes & regional growth. Economic development in India.
4	<ul style="list-style-type: none">• Urban Issues & Challenges – Studying contrasting urban change in Nottingham & Mumbai.• Revision for GCSE exams
5	<ul style="list-style-type: none">• Issue evaluation (paper 3) - Preparation using the resource booklet, which is provided 12 weeks before the exam for paper 3.• Revision for GCSE exams
6	<ul style="list-style-type: none">• Revision for GCSE exams

Homework

A mix of carousel learning to recap prior knowledge & written exam questions.

Useful resources:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<https://www.internetgeography.net/aqa-gcse-geography/>

Assessment

Synoptic and end of topic assessments.

Mock exam in January