

INTENT:

The aim of teaching and learning Geography is to develop the knowledge, skills, concepts, values, and attitudes through an approach that sees Geography as an integral part of the whole school curriculum. We aim to ensure all students leave with the essential and necessary Geography skills needed for all further education and employment opportunities. Geography seeks to develop a sense of place and helps students make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface. Geography is a multifaceted discipline, and we endeavour to provide our pupils with every opportunity to become well-rounded and highly skilled Geographers through a fluid curriculum, broadly aligned to the National Curriculum, that has human, physical and environmental Geography at its core. The curriculum has been designed around a 5 to 7-year progression through to GCSE, A-level and beyond.

We are passionate in our support of the school's overarching vision; for students to be ACE. We focus on Achievement, supporting students to make rapid progress from each starting point; on Care, encouraging students to lead happy, safe and successful lives; and on Excellence, supporting students to be truly aspirational and to achieve more than they first thought possible.

Years 7 to 9

Year 7

- **Term 1 – The UK:** Students can describe **what geography is**, its importance and how it is categorised. Students can begin to demonstrate a range of geographical skills associated with maps, such as the use of four and six-figure grid references, compass directions, scale bars, contours and spot height. Students will be able to confidently use an atlas in a variety of ways and be able to identify and use a range of map types. To achieve this, students will focus on key elements of **the UK**, including its countries and capital cities, physical features, population structure and the weather and climate.
- **Term 2 – Our Planet:** Students will be able to explain **the origins of Earth**, through investigating the Big Bang, the Geological Timescale, the evolution of humans, our migration across the planet. Students will also begin to investigate **geology** and the importance of rocks to **both human and physical geography**.
- **Term 3 - Africa:** Students can describe the **physical and human Geography of Africa**. This includes a brief history of the continent, countries that make up Africa, population structure, climate patterns, biomes, physical features and human development. The four countries that make up the **Horn of Africa** are studied as a specific focus.
- **Term 4 – Rivers and Hydrology:** Students can describe the **global hydrological cycle**, through focussing on the key processes and features that occur in **rivers** and the wider **drainage basin**. This includes understanding the long profile of a river, processes of erosion, transportation and deposition, the formation of landforms found along rivers, and causes and management of river flooding with specific examples.
- **Term 5 - Population and Migration:** Students can describe and explain **world population**, population change, population density, issues surrounding population growth and subsequent management strategies of population through using key geographic elements such as population pyramids and the demographic transition model. Students will also investigate types, causes, and impacts of **migration**.
- **Term 6 – Geographical Enquiry:** Students will develop their **fieldwork** and a wide range of other skills through a unit based on **Geographical enquiry**. This will involve writing a research question and hypotheses based on the school site. This will include fieldwork safety and ethics, methodology writing, data collection, a range of data presentation techniques, data analysis and writing conclusions.

Year 8

- **Term 1 – Weather and Climate Change:** Students are confident in describing the difference between **weather and climate** and how both are measured, presented and read. Students can explain elements of weather such as rainfall, anticyclones and depressions, microclimates, and tropical storms. Students can explain the climate and weather of the UK and describe details of a **tropical storm case study**. Students will also begin to investigate the **changing climate**.
- **Term 2 - Asia:** Students can describe **the physical and human geography of Asia**. This includes the countries that make up Asia, population structure, biomes, physical features and human development. This will be achieved through studying **key case studies** including the Three Gorges Dam, One Child Policy and the economic development of India.
- **Term 3 – Biomes and Ecosystems:** Students will develop their knowledge of **global environments** through investigating a wide range of **biomes and ecosystems**, including coral reefs, savannah, and hot deserts. Students will be able to describe the **global distribution** and climate of each biome, as well as key characteristics, food chains and trophic levels, adaptations of plants and animals, and threats to each region. This unit will include a GSCE-style **issue evaluation based on tropical rainforests**.
- **Term 4 – Globalisation:** This unit will introduce **how the world is interconnected**. We will investigate where our **clothes and food** come from, and issues associated with these. The idea of '**global commons**' will be introduced and explored. We will also look at **how countries communicate, trade and deal with conflict**.
- **Term 5 – Cold Environments and Glaciology:** Students will be able to describe the nature and distribution of **cold environments**, with a focus on glaciated regions within and outside of the UK and the key processes associated with **glaciology**. Will examine the **fragility of cold environments** and the **impact of human activity**. Students will be able to link this knowledge to the previous units on environmental regions and climate.
- **Term 6 – Resources and Sustainability:** Students will explore **natural resources**, supply and demand, and **sustainability**. Students will investigate **food, water and energy**, and the contrasting issues with these resources across the globe. This unit will also include a GSCE-style **issue evaluation based on water stress**.

Year 9

- **Term 1 and 2 – Global Hazards:** Students will investigate theories associated with **plate tectonics** and tectonic activity. Students will be able to explain the structure of the Earth, continental drift, types of crust, types of plate boundaries and the associated hazards with each. Students will also explore **hydrological and weather hazards**, linking to previous learning. Case studies of tectonic and hydrometeorological hazards will be investigated including social, economic, environmental and political impacts, short- and long-term responses, and hazard risk management.
- **Term 3 – International Development:** Students will be able to describe **international development**, through studying **the Development Gap**, development indicators and stages of development. Students will use several contrasting case studies and investigate international aid.
- **Term 4 - Urbanisation:** Students will develop their knowledge of the process of **urbanisation**, including factors effecting the rate of urbanisation, social and economic opportunities of urbanisation, informal settlements and other challenges associated with urbanisation, and sustainable urban development. This unit will also include a GSCE-style **issue evaluation based on urbanisation**.
- **Term 5 and 6 – Coastal Environments:** Students will be able to describe key features surrounding **coastal environments**, including sources of energy at the coast, waves and tides, key coastal processes, landforms and landscapes of erosion and deposition, sea level change and coastal management. Coastal processes and coastal management will be investigated through the use of **case studies in the UK**.

Year 10 and 11

Year 10 and 11 will follow the **AQA GCSE Geography (8035) Specification**. The structure of Geography in years 7 to 9 has been designed to provide students with the core knowledge and skills, as outlined in the progress map, to progress successfully to GCSE Geography. The units to be taught are as follows:

Physical Geography

- *The Challenge of Natural Hazards* – natural hazards, tectonic hazards, weather hazards and climate change – Year 11
- *The Living World* – ecosystems, tropical rainforests, and cold environments – Year 10
- *Physical Landscapes in the UK* – coastal landscapes and river landscapes – Year 10

Human Geography

- *Urban Issues and Challenges* – population, urban growth, urban change and urban sustainability – Year 10
- *The Changing Economic World* – global variations, global development gap, rapid economic development, the economy of the UK – Year 11
- *The Challenges of Resource Management* – resource management, food resources and strategies – Year 10

Geographical Applications

- *Issue Evaluation* – Year 11
- *Fieldwork* – Year 10 and 11

Year 12 and 13

Year 12 and 13 will follow the **AQA A Level Geography (7037) Specification**. The units at taught at Key Stage 5 Geography have been chosen to both broaden and deepen the knowledge, skills and appreciation of Geography. The units taught are as follows:

Physical Geography

- *Hazards* – concept of a hazard, plate tectonics, volcanic, seismic and storm hazards, fires in nature, case studies – Year 13
- *Water and Carbon Cycles* – the cycles as natural systems, water, carbon climate and life on earth, qualitative and quantitative skills, case studies – Year 12
- *Coastal Systems and Landscapes* – coasts as natural systems, systems and processes, coastal landscape development, coastal management, quantitative and qualitative skills, case studies – Year 12

Human Geography

- *Changing Places* – the nature and importance of places, relationships, connections, meaning and representation, qualitative and quantitative skills, place studies – Year 12
- *Global Systems and Global Governance* – global systems, international trade and access to markets, global governance, the global commons, Antarctica as a global common, globalisation critique and qualitative and quantitative skills – Year 13
- *Population and the Environment* – environment, health and wellbeing, population change, population ecology and application to human populations, global population futures, case studies – Year 12

Geographical Fieldwork Investigation

- Students will undertake an independent investigation that incorporates a significant element of fieldwork. There will be an opportunity for four full days of human and physical fieldwork in Year 13. Students will then work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates the required fieldwork knowledge, skills and understanding.

Skillsbuilder

Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Teamwork	Term 3				
Leadership					Term 1
Creativity					
Problem Solving			Term 5		
Listening				Term 2	
Presenting		Term 4			

IMPLEMENTATION:

A **Progress Map** has been created to outline the key knowledge and skills that students will develop throughout Years 7 to 9. This will be implemented by teachers to aid students in predicting and tracking their own progress through the curriculum. The long- and mid-term schemes of learning have also been designed to outline how and what is taught in Geography to ensure the intent of our curriculum is delivered effectively across each stage of the students' learning.

Our schemes of learning include:

Long-Term overviews:

- Topic outline summarising key content
- Clear links to prior learning
- Clear links to the National Curriculum/Exam Specification

Medium term plans:

- Root enquiry and key enquiry questions/titles
- Key knowledge, skills and understanding (delivered through *know, apply, extend* learning objectives)
- Duration of content and units
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (*DIRT – Dedicated Improvement and Reflection Time*)
- SMSC links
- Literacy and Numeracy embedded into taught content
- Opportunities to extend learning (delivered through *Excellence Challenges* alongside main activities)
- Skillsbuilder
- Differentiation and homework opportunities

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and the Geography Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

INTERNAL EXAMINATION RESULTS

Students undertake key assessments against GCSE success criteria in each year group; either termly or per unit at GCSE and A-Level. On each occasion, teaching staff evaluate the impact of the curriculum by assessing student progress against stated learning objectives. Formal exams are conducted at the end of each year, plus mock exams for GCSE and A-level cohorts offering a further opportunity to assess student progress and make judgements about the impact of the taught curriculum.

EXTERNAL EXAMINATION RESULTS

At GCSE and A-Level, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

ENTERPRISE SKILLS

In line with the whole school drive on skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

WORK REVIEWS

We learn from the three annual work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department and faculty wide meetings throughout the year.

IMPACT

STUDENT SURVEYS

The Geography department survey's students in all year groups annually, seeking student feedback on the effectiveness of the taught units from a learner point of view and harvesting student voice to ensure the curriculum is kept lively, engaging and relative.

MODERATION

Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible (and appropriate) opportunities for external moderation with other high performing schools are sought.

DESTINATIONS

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.