

## GEOGRAPHY DEPARTMENT CURRICULUM STATEMENT

---

### INTENT:

The teaching and learning of Geography aims to develop 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 and physical Geography at its core.

We are passionate in our support of the school's overarching vision; for students to be ACE. We focus on Attainment, 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.

### Curriculum Intent: Geography

#### **Key Stage 3**

##### **Year 7**

- **Term 1:** Students can describe what geography is, its importance and how it is categorised. Students can 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.
- **Term 1:** Students can describe and explain key elements of the UK, including its countries and capital cities, physical features, population structure and the weather and climate.
- **Term 2:** Students can describe the global hydrological cycle, and the key processes occurring in a 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 3:** 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.
- **Term 4:** Students will be able to describe the types and formation of rocks and soils that make up our planet, the rock cycle, the geology of the UK, and explain the formation and weathering of key geological features.
- **Term 5:** Students can describe the physical and human Geography of Africa. This includes the history and 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 6:** Students will develop their fieldwork and data presentation skills through a unit based on Geographical enquiry. This will include writing hypotheses, fieldwork safety and ethics, methodology writing, data collection through a range of methods, data analysis and writing conclusions.

##### **Year 8**

- **Term 1:** Students are confident in describing the difference between weather and climate and how both are measured 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.
- **Term 2:** Students will be able to describe international development, through studying the Development Gap, development indicators and stages of development. Students will use Singapore and Malawi as contrasting case studies.

- **Term 3:** Students will develop their knowledge of global environments through investigating three biomes: tropical rainforests, polar regions, 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.
- **Term 4:** 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 5:** Students will be able to describe what economic activity is, types of employment, global employment structures and how global employment changes over time. Students will also be able to describe what a natural resource is, and explain threats surrounding natural resources. This includes water, food, fossil fuels and electricity with the threats surrounding each, including desertification, world hunger and fracking.
- **Term 6:** Students will be able to explain natural and anthropogenic changes to the climate. Environmental threats such as sea level rise, desertification and increasing quantity and severity of weather events will be investigated, as well as focus on oceans and coral reefs, and polar regions and glaciers.

## Year 9

- **Term 1 and 2:** Students will be able to describe the theory of 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. Case studies of tectonic hazards will be investigated including social, economic, environmental and political impacts, short- and long-term responses, and hazard risk management.
- **Term 3 and 4:** Students can describe and explain the 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, and the process of urbanisation including slums and sustainable urban development.
- **Term 5 and 6:** Students will be able to describe key features surrounding coastal environments, including sources of energy at the coast, key processes, landforms of erosion and deposition, sea level change and coastal management. Coastal processes and coastal management will be investigated through the use of case studies.

## Key Stage 4

Key stage 4 will follow the AQA GCSE Specification (8035). The units to be taught are as follows:

### Physical Geography

- *The challenge of natural hazards* – natural hazards, tectonic hazards, weather hazards and climate change
- *The living world* – ecosystems, tropical rainforests and cold environments
- *Physical landscapes in the UK* – coastal landscapes and river landscapes

### Human Geography

- *Urban issues and challenges* – population, urban growth, urban change and urban sustainability
- *The changing economic world* – global variations, global development gap, rapid economic development, the economy of the UK
- *The challenges of resource management* – resource management, food resources and strategies

### Geographical Applications

- *Issue evaluation*
- *Fieldwork*

## Key Stage 5

Key Stage 5 will follow the AQA A Level Specification (7037). 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
- *Water and Carbon Cycles* – the cycles as natural systems, water, carbon climate and life on earth, qualitative and quantitative skills, case studies
- *Coastal Systems and Landscapes* – coasts as natural systems, systems and processes, coastal landscape development, coastal management, quantitative and qualitative skills, case studies

### Human Geography

- *Changing Places* – the nature and importance of places, relationships, connections, meaning and representation, qualitative and quantitative skills, place studies
- *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
- *Population and the Environment* – environment, health and wellbeing, population change, population ecology and application to human populations, global population futures, case studies

### Geographical Fieldwork Investigation

- Students will undertake an independent investigation that incorporates a significant element of fieldwork. Students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

### Enterprise Skills

Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Teamwork	Term 3+6				
Leadership					tbc
Creativity					
Problem Solving		Term 3+5			
Listening				tbc	
Presenting			Term 2+4		

---

### **IMPLEMENTATION:**

---

A progress map has been created to outline key knowledge and skills demonstrated by the students throughout Key Stage 3, to predict and track students' progress through the curriculum. The schemes of learning have also been designed to outline what is taught in Geography to ensure the intent of our curriculum is delivered across each Key Stage.

Our schemes of learning include:

#### **Long term overviews:**

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)

- Topic outline summarising key content

**Medium term plans:**

- Root enquiry and key enquiry questions
- 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)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation 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 three key assessments against GCSE success criteria in each year 7-9. At KS4 and 5, assessments are termly. 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, offering a further opportunity to assess student progress and make judgements about the impact of the taught curriculum.

**EXTERNAL EXAMINATION RESULTS**

At KS4 and 5, 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 Enterprise 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.

**IMPACT**

**WORK REVIEWS**

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

**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.

Read the department annual Curriculum Impact Report for more information