|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Geography** | | | | | | | | | |
| **Key Stage 4:**  AQA | | | | | **Key Stage 5:**  OCR | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 3 lessons per week | | 3 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **A.Hall** | | Curriculum Leader | | | **T. Sargeant** | | | Teacher  Vice-Principal | |
| **T. Coleman** | | Teacher | | | **A. Danquah** | | | Teacher | |
| **G. Marzano** | | Teacher | | | **J. Kristiannsen** | | | Intervention Group Teacher | |

**Intent: what are we trying to achieve with our curriculum?**

It is our intent to teach Geography in a context that will stimulate students’ curiosity about the ‘physical’ and ‘natural’ world around them. We intend to help students make sense of their surroundings and gain a better appreciation and understanding of human and physical conditions on the earth’s surface and extend their knowledge and curiosity beyond their immediate environment and their own experiences using real world examples

Through using images, personal experiences, maps, blogs, newspaper articles and text-based sources we intend to challenge perceptions and stereotypes of the world we live in that social media, Internet and often textbooks portray.

Our students will learn about the world’s diversity of environments, people, cultures and economies while our overriding intent is that our students will be equipped with the skills and knowledge be successful global citizens. We want our students to appreciate the ever-evolving nature of Geography as an academic discipline and its application to the ‘real’ world.

It is our intent that learning Geography will also develop major skill areas including independent fieldwork and enquiry skills that can be applied to a number of contexts and subjects enabling students to problem solve and link to their relevant careers.

**Implementation: how do we deliver our curriculum?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | What is a Geographer? | World Development | River Landscapes | The World of Work (1) | The World of Work (2) | Geographical Enquiry – School based enquiry |
| **Year 8** | Coasts | Tectonics | Population and Migration | Ecosystems (1) | Ecosystems (2) | Geographical Enquiry - Greenwich |
| **Year 9** | Climate Change | Life in a Newly-Emerging Economy | Energy | Issues of Urbanisation in the UK (1) | Issues of Urbanisation in the UK (2) | Revision and Examinations |
| **Year 10** | Living within the Physical Environment | Living within the Physical Environment | Living within the Physical Environment | Living within the Physical Environment | Living within the Physical Environment | Geographical Applications- Fieldwork |
| **Year 11** | Challenges of living within the Human Environment | Challenges of living within the Human Environment | Challenges of living within the Human Environment | Challenges of living within the Human Environment  & Issue Evaluation | Revision | Public Examinations |
| **Year 12** | Human Interactions – -Migration  -Changing Spaces  -Physical Landscapes; Coastal Environments | Human Interactions – Migration/Powers & Borders  -Changing Spaces:  -Physical Landscapes; Coastal Environments | Human Interactions – -Powers & Borders and  -Changing Spaces: Making Places  -Geographical Debates: Hazards | Human Interactions – -Powers & Borders  -Changing Spaces:  -Making Places  -Geographical Debates: Hazards | Geographical Debates: Hazards  -Geographical Skills (Fieldwork) (1) | Geographical Debates: Hazards  Geographical Skills (Fieldwork)  Independent Investigation |
| **Year 13** | -Independent Investigation  -Earth’s Life Support Systems | Earth’s Life Support Systems | Geographical Debates – Climate Change (1) | Geographical Debates – Climate Change (2) | Revision | Public Examinations |

The Geography curriculum at Key Stage 3 builds skill and knowledge foundations that are then developed further at Key Stage 4 and 5 in order to prepare students for academic success.

**Year 7:** Student experiences of Geography at primary school are wide and varied. Consequently, the Year 7 curriculum is structured initially with the first taught unit to solidify and provide the essential key map skills that are then applied to different topics throughout the rest of the year including ‘**River Landscapes’**. The first topic taught ‘**What is a Geographer?’** requiresstudents to understand the 3 cornerstones ofgeography- physical, human and environmental ( Social, Economic and Environmental) which are then continually referred to and built upon throughout the KS3, 4&5 topics. Students are also taught about concepts at a range of scales, ranging from a local area (school grounds) enquiry to global scale concepts of Development

**Year 8**: This builds on the map skills learnt in Year 7 through ‘**Coastal Landscapes’** as well as looking at real world examples at a variety of scales from the local and regional (European) in **Population & Migration** to the global during the **Tectonic Hazards**.

**Year 9**: Topics again incorporate map skills in ‘**Energy**’ topic using global and local scale examples and development of global and local sustainability responsibilities in ‘**Climate Change’** and ‘**Life in a Newly Emerging Economy’.**

**By the end of KS3 students will have a core of extensive geographical knowledge and vocabulary and will routinely be able to communicate this demonstrating their spatial awareness and be able to carry out and ask complex geographical questions having developed a curiosity and fascination to find out about the world and its people.**

**Year 10 & 11:** Paper 1: Living with the Physical Environment; Paper 2: Challenges in the Human Environment

**Year 11:** Paper 3: Evaluation (released 12 weeks before the exam in mid-March), requiring

* understanding of pre-release material and Fieldwork (planning, data collection, analysis and application of fieldwork skills in two contrasting locations)
* physical geography & human geography – Impact of Tourism on the environment at Walton-on-Naze & impact of hard engineering (groynes) on the beach at Walton-on-Naze

**Year 12**: Migration, Hazards & Changing Spaces: Making Places. Exploration of a wide variety of theories and application to examples at a variety of scales (local, national, regional and international).

**Year 13**: Independent investigation, where students are required to plan, collect data, present, analyse, conclude and evaluate. Continual exploration and evaluation of a wide range of theories in Climate Change topic. Development and evaluation of synoptic links between topics and Case Studies learnt

**In Geography, the curriculum will:**

* Ensure progress for every student through differentiation, scaffolding, clear lesson objectives and outcomes
* Use a Do Now activity to allow for interleaving of knowledge recall from a variety of time scales at the start of each lesson
* Maximise the opportunity for Assessment for Learning, and peer and self-marking opportunities and feedback
* Foster the students’ passion for Geography, making it relevant and relatable to real world scenarios at a variety of different scales – local to global
* Develop and model high level written responses as well as verbal contributions
* Promote Geographical literacy and numeracy that is relatable and relevant across the curriculum
* Promote literacy in Geography through use of longer answer responses
* Use interleaving strategies to enhance knowledge retention and subject recall
* Use of retrieval practice to facilitate knowledge retention and equip students to be independent learners
* Embed opportunities for assessment through mini unit assessments as per Curriculum Area marking policy, with modular/ unit assessments to highlight performance in key areas (skill and knowledge-based)
* Regularly update Case Studies and examples used to track world events e.g. Typhoon Hagibis

**Impact: what difference is our curriculum making to pupils?**

* Have an extensive use of geographical vocabulary prompted by glossary sheets which filters into both oracy/conversation and written form
* Have a clear understanding of the fieldwork process and how each step of the enquiry interlinks with one another especially at KS5 in the Independent NEA
* Write fluently and critically when analysing Case Studies
* Be challenged to think critically about the world they live in and to understand their own role and responsibility within the world in relation to sustainability
* Be challenged in lessons through knowledge acquisition and application to skills and written structures
* Students will be able to plan, review and evaluate their own learning and those of others using AfL grids
* Accept constructive criticism in the form of teacher feedback and act upon it
* Make progress in line with their MTGs and personal targets
* Meet and exceed all the expectations of the Behaviour For Learning policy
* Support others in their learning
* Leave Geography at GCSE with a highly valuable knowledge base but also a set of highly desirable transferable skills relevant to future career aspirations whether within the geographical field or not
* Leave GCSE Geography with an awe and wonder of the world and use their knowledge to understand the world we live in
* Increase uptake of A-level Geography, whether at Bacon’s College or other FE providers

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**