



Without
geography,
you're
nowhere.

Subject: Geography

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| How does Geography develop: | |
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| Respect | Students learn how to respect the environment that we live in, the varied cultures that exist and the different viewpoints that are apparent. |
| Courage | Students show courage by offering their own viewpoints and understanding that each and every person can make a difference to local, regional, national and global issues. |
| Community | Students study how different communities from around the world work together, both locally and globally, in order to help themselves and the environment to survive, adapt and flourish. |
| Wisdom | Students show wisdom in understanding that the world is a complex place that requires humans to work in harmony with the environment and each other. |

Key Stage 3 Geography - Intention Statement:

The intent of our KS3 Geography curriculum is to capture and encourage our students' curiosity and wonder about the World around them and the role they play in its sustainable future. This is achieved by exposing them to a diverse Geographical curriculum that both enhances their cultural capital and provides them with a solid foundation of topics to prepare them for their studies in KS4.

Intention Overview:

| Curriculum Knowledge | |
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| <p>In Year 7 students start with a curriculum around the continents of the world (Places & People). Within these continent studies, students learn about a number of physical and human geography aspects. Each continent/unit begins with a lesson to embed students location knowledge of continents, countries and key locations within them. In Year 8 students focus on topics surrounding Geographical Processes. These include natural hazards, physical landscapes, cold environments, urbanisation, development and fieldwork. In Year 9 students cover Geographical Issues, including population, resources and then a series of 3 hazards units (tectonic, atmospheric & climate change) in order to prepare students for their GCSE course.</p> | |
| Essential Skills to Develop | |
| <p>Subject Specific Skills</p> <p><u>Atlas skills</u>: Regular use for locations, population and physical landscapes.</p> <p><u>Cartographic skills</u>: The first unit in Y7 is based around map skills and these are embedded throughout all KS3 units.</p> <p><u>Numeracy skills</u>: Numeracy skills are embedded throughout the KS3 curriculum and the skill starters.</p> <p><u>Extended writing</u>: KS3 students regularly complete extended writing.</p> <p><u>Interpretation of source</u>: KS3 students use a variety of sources to describe/analyse geographical features & processes.</p> | <p>Supportive Learning Skills and Attributes</p> <p><u>Numeracy</u>: Statistical calculations, frequent use of a number of graph types including the suitability of certain graph types for certain data sets. Incorporated into skills starters.</p> <p><u>Literacy</u>: Frequent use of textual sources.</p> <p><u>Forming an argument and decision making</u>: Longer written responses, particularly 6 or 9 mark questions.</p> <p><u>Independence, resilience and responsibility</u>: These are encouraged in KS3 lessons through open-ended questioning, opinion and decision making and the use of challenge tasks.</p> |
| Cultural Capital (opportunities and experiences) | |
| <ul style="list-style-type: none"> KS3 Geography has been designed to expose students to a very wide range of people and places (Y7), geographical processes (Y8), and geographical issues (Y9). All of these topics have a healthy mix of physical/human geography, local/national/global scales, and differing cultures/environments, which combined give them the foundations to become well rounded World citizens. Students are encouraged to be deep thinkers and to form their own opinions about issues e.g: Hong Kong and China's relationship. Students are exposed to as much video footage and accounts of unknown and contrasting places as possible. British values are developed through lessons around democracy (Brexit) and examining the role of government on development and quality of life in countries. Respect and diversity are promoted through teaching about unfamiliar places, cultures and beliefs and students' use of appropriate language is encouraged. Students will hopefully have the opportunity to do some fieldwork in Y8 outside of their local area linked to the topics from Y8. All of these opportunities and experiences show how we have high aspirations for our students' personal development. | |

Implementation:

- All the KS3 Geography MTPs/resources are stored on the central Google Team drive and follow the TEEP model.
- All units at KS3 have a corresponding 'Learning Journey' and follow the 'Teach, Test, Therapy' format.
- All units at KS3 have a corresponding 'Knowledge Organiser' and 'Knowledge Geogger', which are used for homework.
- Students complete termly tests consisting of GCSE-style exam questions relating to current and previous units of study.
- Each KS3 unit has 3 corresponding skills starters.
- Each KS3 MTP incorporates a revision lesson prior to the termly tests and a therapy lesson afterwards.

Measuring Impact:

- Students are assessed informally in lessons (WCF).
- Students complete the formal End of Unit tests covering all learning (FAR marked). Students then act on feedback given (DIRT).
- Knowledge tests are completed at the end of each unit (cumulative).
- Data collection data for each year group is collected, along with ATL scores and a RAGP rating for knowledge quizzes.
- Our KS3 curriculum adheres to the National Curriculum, covering geographical concepts at local, regional, national and international scales.

Key Stage 4 GCSE Geography - Intention Statement:

The intent of our KS4 Geography curriculum is to further foster curiosity and wonder about the World around them and the role they play in its sustainable future. This is achieved by building on their KS3 studies with a carefully thought-out balance of physical and human topics throughout Y10 & Y11, ensuring topics are taught in an order that allows effective prior and future links to be made, as well as providing them with an understanding of a range of topics to prepare them for their studies in KS5.

Intention Overview:

| Curriculum Knowledge | |
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| <p>AQA GCSE Geography was selected as it offers students the opportunity to study both physical and human geography as well as develop geographical skills. Our KS3 curriculum provides students with the foundations of knowledge needed for this specification.</p> <p><u>Paper 1 (Living with the Physical Environment)</u>: The Challenges of Natural Hazards including tectonic, weather and climate change; The Living World including tropical rainforests and hot deserts; and Physical Landscapes in the UK including coastal and river landscapes.</p> <p><u>Paper 2 (Challenges in the Human Environment)</u>: Urban Issues and Challenges, including Rio De Janeiro and UK case studies; The Changing Economic World including Nigeria and UK case studies; and The Challenge of Resource Management including a global energy study.</p> <p><u>Paper 3 (Geographical Applications)</u>: Split between a decision-making exercise based on pre-released material, analysing unseen fieldwork and their own fieldwork enquiry.</p> | |
| Essential Skills to Develop | |
| Subject Specific Skills Consolidation & mastery of skills taught in KS3: <u>Fieldwork</u> : Experience and application of Human & Physical fieldwork. <u>Case Studies</u> : The need to exemplify geographical knowledge through case studies/named examples. <u>Cartographic skills</u> : OS map reading, aerial photographic analysis. <u>Atlas skills</u> : Global distributions and locational studies. <u>Synoptic Links</u> : Form synoptic links between Papers 1 & 2. <u>Evaluating</u> : Developing judgements based upon reasoned evidence and evaluating the importance of people/events and the world. | Supportive Learning Skills and Attributes <u>Maths skills (including graphical and statistical)</u> : Use of data and graphs including types of sampling and types of data. <u>Literacy</u> : Frequent use of textual sources. <u>Extended writing</u> : Development of command words, such as 'to what extent' in all units. Forming an argument and decision making in longer written responses, particularly 6 or 9 mark questions. <u>Independence, resilience and responsibility</u> : These are encouraged in KS4 lessons through open-ended questioning, opinion and the use of challenge tasks. Revision and recall skills are also vital. |
| Cultural Capital (opportunities and experiences) | |
| <ul style="list-style-type: none">• KS4 Geography follows the AQA specification, which builds on the foundations gained in KS3. However, we do ensure we study a variety of places, people and cultures that are different to those studied in KS3 so that students are further exposed.• Students have the opportunity to do some fieldwork at Bridlington linked to the topic of coasts.• Studying other countries - to encourage students to understand about diversity in the world and the impact that can have on them. Also, the impact the UK has had on other countries, such as colonialism and charitable aid.• Decision Making Exercises - to help students understand that what may benefit one group of people may not benefit all.• Challenging conceptions - E.g. Do people in favelas have a poor quality of life? How do government decisions affect local areas?• Geography supports the development of British Values and develops young people with a knowledge of their place in the world. Democracy - How should the world's resources be shared and why aren't they? Individual liberty - What are the impact of TNCs on child labour? Respect and diversity - Global migration and what are the impacts of migrants on the UK?• All of these opportunities and experiences show how we have high aspirations for our students' personal development. | |

Implementation:

- All the KS4 Geography MTPs/resources are stored on the central Google Team drive and follow the TEEP model.
- All units at KS4 have a corresponding 'Learning Journey' and follow the 'Teach, Test, Therapy' format.
- All units at KS4 have a corresponding 'Knowledge Organiser' and 'Knowledge Geogger', which are used for homework.
- Seneca Learning assignments are also set alternately alongside the Knowledge Organisers.
- Students complete End of Unit Tests consisting of past GCSE exam questions relating to current and previous topics.
- Students complete regular PPEs consisting of full GCSE papers, where possible.
- Each KS4 MTP incorporates a revision lesson prior to the End of Unit Test and a therapy lesson afterwards.

Measuring Impact:

- Students are assessed informally in lessons (WCF).
- Students complete the formal End of Unit tests and PPEs covering all learning (FAR marked). Students then act on feedback given (DIRT).
- Students are provided with an up-to-date PLC following PPEs.
- Data collection data for each year group is collected, along with ATL scores.
- Our KS4 curriculum adheres to the AQA specification, therefore fully preparing students for their Y11 summer exams.

Key Stage 5 AS & A-Level Geography - Intention Statement:

The intent of our KS5 Geography curriculum is to enhance their curiosity and wonder about the World around them and the role they play in its sustainable future. This is achieved by building on their KS4 studies with a balance of physical and human topics throughout Y12 & Y13, ensuring topics are taught in an order that allows effective prior and future links to be made, as well as providing them with a very deep understanding in these topics to prepare them for their future studies or destinations.

Intention Overview:

| Curriculum Knowledge | |
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| <p>AQA AS and A-Level Geography was selected as it offers students the opportunity to study both physical and human geography as well as further develop their geographical skills. Our KS4 curriculum links to this specification very well and provides students with the foundations required.</p> <p>AS Level: <u>Component 1 (Physical Geography and People and the Environment):</u> Coastal Systems & Landscapes; and Hazards. <u>Component 2 (Human Geography and Geography Fieldwork Investigation):</u> Changing Places; and Fieldwork.</p> <p>A-Level: <u>Component 1 (Physical Geography):</u> Water & Carbon Cycles; Coastal Systems & Landscapes; and Hazards. <u>Component 2 (Human Geography):</u> Global Systems & Global Governance; Changing Places; and Population & The Environment. <u>Component 3 (Geography Fieldwork Investigation):</u> Non-Exam Assessment (NEA).</p> | |
| Essential Skills to Develop | |
| <p>Subject Specific Skills</p> <p>Consolidation & mastery of skills taught in KS3 & KS4: <u>Fieldwork:</u> Experience and application of Human & Physical fieldwork. <u>Case Studies:</u> The need to exemplify geographical knowledge and understanding through in depth case studies. <u>Cartographic skills:</u> OS map reading, aerial photographic analysis. <u>Atlas skills:</u> Global distributions and locational studies. <u>Synoptic Links:</u> Form synoptic links between all the papers. <u>Evaluating:</u> Developing judgements based upon reasoned evidence and evaluating the importance of people/events and the world.</p> | <p>Supportive Learning Skills and Attributes</p> <p><u>Maths skills (including graphical and statistical):</u> Use of data and graphs including types of sampling and types of data. <u>Literacy:</u> Frequent use of textual sources, including academic papers. <u>Extended writing:</u> Development of command words, such as 'to what extent', and forming an argument, particularly in 20 mark questions. <u>Independence, resilience and responsibility:</u> These are expected in KS5 lessons through open-ended questioning, opinion and the use of challenge tasks. Revision and recall skills are also expected as a minimum throughout the course</p> |
| Cultural Capital (opportunities and experiences) | |
| <ul style="list-style-type: none">● KS5 Geography follows the AQA specification, which builds on the foundations gained in KS3 and KS4. However, we do ensure we study a variety of places, people and cultures that are different to those studied in KS3 and KS4 so that students are further exposed.● Students have the opportunity to do some fieldwork of their own choice linked to Unit 3.● Studying other countries - students expected to understand about diversity in the world and the impact that can have on them.● Decision Making Exercises - to help students understand that what may benefit one group of people may not benefit all.● Challenging conceptions - E.g. Do people in favelas have a poor quality of life? How do government decisions affect local areas?● Geography supports the development of British Values and develops young people with a knowledge of their place in the world.● Exposure to degree level materials and readings prepares them for their future destinations.● All of these opportunities and experiences show how we have high aspirations for our students' personal development. | |

Implementation:

- The AS and A-Level courses are co-taught. Topics studied in Y12 prepare students for AS exams and then these are revisited and re-examined in Y13, as well as the extra topics needed for the A-Level exams.
- All the KS5 Geography MTPs/resources are stored on the central Google Team drive and follow the TEEP model.
- All units at KS5 have a corresponding 'Learning Journey' and follow the 'Teach, Test, Therapy' format.
- All units at KS5 use regular 'Key Term Geoggers' to assess students' knowledge of the many keywords in the course.
- Students complete End of Unit Tests consisting of past GCSE exam questions relating to current topics.
- Students complete regular PPEs consisting of full AS or A-Level papers, where possible.
- Each KS5 MTP incorporates a revision lesson prior to the End of Unit Test and a therapy lesson afterwards.

Measuring Impact:

- Students are assessed informally in lessons (WCF).
- Students complete the formal End of Unit tests and PPEs covering all learning (FAR marked). Students then act on feedback given (DIRT).
- Students are provided with an up-to-date PLC following PPEs.
- Data collection data for each year group is collected, along with ATL scores.
- Our KS5 curriculum adheres to the AQA specification, therefore fully preparing students for their Y12 & Y13 summer exams.

Key Stage 5 BTEC Travel and Tourism - Intention Statement:

The intent of our KS5 BTEC Travel and Tourism curriculum is to further build on students' knowledge and understanding of places/cultures and foster curiosity and wonder about the Travel and Tourism industry. This is achieved through a balance of both short-haul and long-haul destinations providing them with an understanding of different places and preparing them for their future studies or destinations.

Intention Overview:

| Curriculum Knowledge | |
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| <p>Students follow the BTEC Level 3 Subsidiary Diploma in Travel and Tourism. NB: This will change for Y12 (Sept 2021) as the new course will then run.</p> <p>The current course covers 6 units of study. Students are able to complete 3 units and drop the subject into Y13 whilst still achieving a qualification (3 unit certificate). Students study 2 optional units and 4 compulsory. These units involve domestic and long-haul travel, working in the travel and tourism industry and the business structure of the travel and tourism industry.</p> <p>The new course from Sept 2021 is the BTEC National Level 3 Extended Certificate - 3 mandatory units and 1 optional.</p> | |
| Essential Skills to Develop | |
| Subject Specific Skills <p><u>Map skills:</u> Students use maps at a variety of different scales to locate features and locations, show trading blocs and calculate time zones.</p> <p><u>Use of sources:</u> Students use a variety of sources such as websites, brochures, reviews and academic journals. Students also compile bibliographies of sources used.</p> <p><u>Presentation skills:</u> Students create presentations and use presentation skills for a number of roleplays.</p> <p><u>Extended writing:</u> Students undertake very extensive writing as part of their assignments.</p> | Supportive Learning Skills and Attributes <p><u>Numeracy:</u> Statistical calculations, frequent use of a number of graph types including the suitability of certain graph types for certain data sets.</p> <p><u>Literacy:</u> Frequent use of textual sources, news reports and travel literature.</p> <p><u>Independence, resilience and responsibility:</u> Students work independently on assignments and feedback is verbal during these assignments. These skills are expected as a minimum throughout the course.</p> |
| Cultural Capital (opportunities and experiences) | |
| <ul style="list-style-type: none">• Students are encouraged to be deep thinkers and to form their own opinions about issues.• British values are developed through lessons and assignments around travel restrictions, the impact of Brexit and individual government policies surrounding the Travel and Tourism Industry.• Respect and diversity are promoted through teaching about unfamiliar places, cultures and beliefs and students' use of appropriate language is encouraged.• Employment opportunities in the Travel and Tourism industry are frequently explored.• All of these opportunities and experiences show how we have high aspirations for our students' personal development. | |

Implementation:

- Assessment plan for all units with dates of hand out, completion, marking and feedback scheduled.
- Assignment briefs in place for each unit and individual assignments, broken down into chunked tasks.
- NTI system used with a 15 day resubmission rule adhered to.
- All assignments and guidance posted on Google Classroom where students can also submit their work.

Measuring Impact:

- Each unit is split into smaller assignments so that students receive regular feedback.
- Students identified after each ALP's published post-data collections. Students are then given additional support and guidance.
- All units on the current course are internally assessed.
- The new course will involve an examination and a set task, marked externally.