

Subject: Geography

Geography Lead: Amy Patterson

Exam Board: AQA

Qualification type: GCSE

Intent

Principles of the Geography Curriculum

The United Curriculum for Geography is built upon the core United Curriculum principles available **here**.

The geography curriculum aims to inspire curiosity in pupils about the world and its people, developing a passion for the subject and the fascination to explore relevant, topical issues further. Geography provides pupils with a knowledge of natural and human environments through a broad and varied curriculum and a deep understanding of the Earth's physical and human processes. The geography curriculum prepares students for each stage of their academic journey, but also the world beyond the classroom by ensuring that they are able to think like geographers, using geographical knowledge to make sense of the world around them.

We also aim to develop character values within the students through teaching about diverse cultures and topical issues that require a tolerant approach to investigating contrasting opinions. With the issue of sustainability more significant in our world than ever, and a key thread throughout geographical topics, students learn to respect the importance of the world we live in and the need to protect it.

The rationale behind the sequencing of lessons:

A strong geography curriculum will include the development of knowledge and key skills including the use of maps, numerical and statistical skills and fieldwork opportunities. This is developed throughout Key Stage 3 to Key Stage 5, building on prior learning in each stage. The geography curriculum takes a thematic approach to introduce pupils to a variety of places, concepts, processes and issues, using up to date case studies as examples of what is happening in the world. The curriculum has been carefully sequenced to ensure the progression of knowledge. See below for some examples:

Year 7:

- We begin Year 7 with a topic on Geographical Skills. This enables students to develop the skills that are required later in the year and throughout the geography curriculum. These skills include the use of a range of types of map, data, grid references and graphs and figures.
- We also study development as a topic early in Year 7. This introduces important ideas and concepts for later topics such as flooding (Y7) and tectonics (Y8) where students

will make links between development levels of a country and the impacts/responses to a range of hazards.

Year 8

- We begin Year 8 with tectonics, which encourages students to make links back to development as we look at a range of contrasting case studies of tectonic hazards and their impacts.
- We also look at coasts in Year 8, which builds upon some of the processes that students studied in their Year 7 rivers topic, including the ideas of erosion, transportation and deposition for example. It also allows students to have some understanding of the impact of the sea on the coastline, linking to the climate change topic that is studied in Year 9, allowing students to consider the impacts of sea level rise on natural and human processes.

Year 9

- The first topic of Year 9 is climate change, not only a current geographical issue, but this topic also allows students to draw upon a range of prior learning including development and rivers from Year 7 and coasts, population and weather and climate from Year 8. It allows students to consider how impacts may vary depending on the common weather patterns in a country or its population density for example.

Throughout the KS3 curriculum, there are links to the later KS4 and KS5 curriculum, preparing students for the next stage. For those who do not continue with Geography post KS3, they have gained a broad understanding of the earth's processes and the relevance of this to them as global citizens.

Implementation

In Key Stage 4 the Geography curriculum is implemented as follows:

Year 10

Term 1: Rivers • Urban Issues and Challenges • Case study: Rio de Janeiro • Urban Issues and Challenges

Term 2: Case Study: Birmingham • Human Fieldwork: Birmingham

Term 3: • Physical Fieldwork: Coasts • Resource Management and Water

Year 11

Term 1: Changing Economic World: Development • Hazards (Tectonics, Weather, Climate Change)

Term 2: • Changing Economic World • Case study: Nigeria • Economic change in the UK •

Term 3: Preparation for GCSE examinations.

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.