Curriculum Information Geography

What I learn about in the curriculum…

Year		Topics	How does this build on from previous learning?	The key concepts we cover
7	Autumn 1	**What skills does a good geographer have?** We learn about the different types of geography and the key skills required such as grid references, contour lines and map symbols to make a good geographer.	Our introductory knowledge and skills based topic builds on the requirements set out in the KS2 Geography national curriculum. These skills are the foundational pillars of the KS3 and KS4 curriculum.	Geographical Skills, Space and place, Development, Globalisation, Population and culture, Physical processes and landscapes, Sustainability, Risk
	Autumn 2	**What skills does a good geographer have?** We learn about the different types of geography and the key skills required such as grid references, contour lines and map symbols to make a good geographer.		
	Spring 1	**What is our island home like?** We examine which countries make up the UK and how diverse it is. We also look at why some places in the UK are more densely populated than others.	We build on knowledge and skills from autumn term by applying this to student's familiar place of the UK that students will have studied during KS2.	
	Spring 2	**How do we use our planet as a resource?** We learn about current issues, such as the sustainability of natural resources and the implications of over exploitation of these for future generations.	Here students revisit knowledge on the distribution of natural resources including energy, food, minerals and water that they have studied in KS2. We introduce our key concept of sustainability and how this applies to the management of resources.	

	Summer 1	**How are we affected by weather and climate?** We look at the difference between weather and climate, how it is measured and the impact it can have on people.	During this topic we build on student's vocabulary and expose them to more complex terminology and knowledge. This will provide the foundational knowledge when looking at complex knowledge such as biomes, access to water, flooding and levels of development. During this topic students will build on their knowledge of globes, maps and atlases a key skill taught in year 7. They will also develop geographical information through numerical and quantitative skills by drawing and analysing climate graphs.	
	Summer 2	**How are we affected by weather and climate?** We look at the difference between weather and climate, how it is measured and the impact it can have on people.		
8	Autumn 1	**How does water shape the land?** We learn why rivers and coasts are so important to people, the physical processes that shape the land and the threat they pose to people who live near them. We examine ways in which these natural processes can be managed in a sustainable way.	We build on knowledge previously taught in year 7 on the topic of geology and weather and climate and how this link to **physical processes** shaping the land. We revisit the idea of **sustainability** taught in resources and examine how this can be applied to the management of coasts and rivers. We revisit the concept of **risk** first introduced in the weather and climate topic in year 7.	Geographical Skills, Space and place, Development, Globalisation, Population and culture, Physical processes and landscapes, Sustainability, Risk
	Autumn 2	**What is development?** We learn about inequalities that exist in the world this could include access to technology or the difference in gender rights, how these inequalities can be measured and some of the sustainable solutions to reducing that development gap.	Students build on the concept of **development** inequalities that they have examined during their previous topics such as unequal access to resources and the impacts that flooding can have different parts of the world. In this topic we expect students to build on that prior knowledge and be able to understand some of the root causes of these inequalities as well as **sustainable** strategies to try and reduce the development gap. We expect students to be able to explain other ways in which development can be measured including access to resources, and start to understand the importance of **globalisation**. Students will have the opportunity to revisit the skill such as interpretation of geographical data, maps and photographs.	
	Spring 1	**One planet, many people, how are populations changing?** We explore big questions like 'Can we control population size?' Is the current growth of population sustainable and what have individual countries done to tackle the population problem?	This topic builds upon knowledge students have studied when investigating our island home and apply those skills learnt and are expected to have a more reinforces understanding of the concept. They develop their understanding of what population is by looking a global perspective rather than a familiar place. They build on the key concept of **sustainability** and discuss whether	

	Spring 2	**One planet, many people, how are populations changing?** We explore big questions like 'Can we control population size?' Is the current growth of population sustainable and what have individual countries done to tackle the population problem?	population growth is sustainable and apply their pre-existing knowledge to ways in which countries around the world have responded to that sustainability challenge. Students will have the opportunity to revisit the skill such as interpretation of geographical data, maps and photographs. As well as applying these skills using real life data.	
	Summer 1	**Is the geography of Russia a curse or benefit?** We examine Russia's climate and population or assess whether its geography is more of a blessing or a curse.	During this topic students are asked to build on their knowledge of concepts from across their learning journey. For example, they will use their understanding of weather and climate in order to explain the climate of Russia and the biomes across the country. They will examine how the physical characteristics and processes operating in Russia affect its levels of development including the impact on the population including population distribution. Students will also build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.	
	Summer 2	**Why is the Middle East an important world region?** We examine the physical geography of the region for example its biomes and natural landscapes as well as the human geography of the area including inequalities, its economy and the different people that live in that region.	The study of the Middle East re-examines key concepts such as development, physical process and landforms, climate and sustainability. However, the scale of the area adds an extra complexity for students understanding. This is also a region that many students are unfamiliar with and therefore requires more application of the skills and knowledge they have developed. Students will also build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.	

9	Autumn 1	**What are the opportunities and challenges facing Africa?** We learn about various opportunities and challenges that the continent of Africa faces and challenge the issues created of a single story.	This topic extends students locational knowledge and deepens their spatial awareness of the world. Students develop greater competence in using geographical knowledge to enable them to explore a distant place. They will be challenged to use their disciplinary knowledge of 'thinking like a geographer to challenge misconceptions and understand the processes that give rise to key physical and human geographical features of the world. Students will also build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.	Geographical Skills, Space and place, Development, Globalisation, Population and culture, Physical processes and landscapes, Sustainability, Risk
	Autumn 2	**Can we ever know enough about Earthquakes volcanoes to live safely?** We learn about the structure of the Earth and what happens at plate boundaries. We look at the risks of volcanoes, earthquakes and tropical storms	This topic begins by revisiting knowledge and understanding of the geosphere initially introduced in year and how this then creates **risk** for **populations**. Students will use their knowledge of development to examine why that **risk** is higher in some parts of the world than others and how the role of **globalisation** can support those at highest risk.	
	Spring 1	**Is our planet in peril?** We study some of the major environmental issues facing the next generation including the causes, evidence and consequences of climate change	This real-world relevant topic gives students the opportunity to bring together all they have learnt during lessons. It will give them the chance to really think like a geographer by examining evidence, exploring solutions to some of the world's biggest challenges. Students will build upon prior knowledge of weather and climate, biomes**, sustainability, population, risk** and **globalisation** to evaluate issues that will affect their generation.	
	Spring 2	**Is our planet in peril?** We study some of the major environmental issues facing the next generation including the causes, evidence and consequences of climate change		

	Summer 1	**How is Asia being transformed?** We focus on the importance of newly emerging countries, such as China and India.	This topic enables student to apply, evaluate and analyse, through the use of detailed place-based exemplars the key concept **of physical processes and landforms** as well as human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources previously covered in year 8. Students will also build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.	
	Summer 2	**How does Ice change land?** We learn how ice has shaped the land in the past, the features this forms and how to recognise these features on the landscape.	During this topic students will revisit the **physical process and the landforms** it creates and will be expected to explain the interrelationship between the human and physical world.	
10	Autumn 1	**What is the living world?** We study how ecosystems operate and the interrelationship that exist. We then focus on two contrasting biomes and the opportunities and challenges that they provide. Students are encouraged to suggest solutions on how these fragile ecosystems can be managed.	During this topic students will combine their knowledge from KS3 to and gain understanding of the interactions between people and environments. They will develop and extend their knowledge of locations, places, environments and processes, including the issue of deforestation studied previously and the impact of desertification. They will revisit some geographical location such as the Sahel in Africa to demonstrate their understanding of key **physical process**. They will revisit the concept of **sustainability** which had been embeded at KS3 to look how this can apply to fragile environments such as Rainforests and deserts.	Geographical Skills, Space and place, Development, Globalisation, Population and culture, Physical processes and landscapes, Sustainability, Risk
	Autumn 2	**What is the living world?** We study how ecosystems operate and the interrelationship that exist. We then focus on two contrasting biomes and the opportunities and challenges that they provide. Students are encouraged to suggest solutions on how these fragile ecosystems can be managed.		

	Spring 1	**What opportunities and challenges do urban areas create?** We study the process of urbanisation and how this varies between HICs and LICs. The opportunities and challenges that urbanisation creates and how urban areas can be made more sustainable.	The topic of urban issues and challenges develops students understanding push and pull factors previously covered in KS3. They develop this prior knowledge by applying it to real world examples. We revisit the concept of **sustainability** and how this can be applied to urban areas. We look at **population** and how this unevenly distributed across the globe and how this can increase the process or urbanisation. The concept of **development** and **physical processes** is also re-examined as a cause of migration.	
	Spring 2	**What opportunities and challenges do urban areas create?** We study the process of urbanisation and how this varies between HICs and LICs. The opportunities and challenges that urbanisation creates and how urban areas can be made more sustainable.		
	Summer 1	**What are the challenges of living with natural hazards?** Students will gain an understanding of how earths process shape the earth and the risks associated with this. We study the impact of earthquake, tropical storms and extreme weather events.	When studying natural hazards, we revisit prior knowledge from KS3 including the **physical processes and features** that occur as a result of tectonic activity. This links with another key concept of **risk** and how this can increase or decrease due to levels of **development** and the characteristics of the **population and the cultures** of a specific place. We also look at the role of aid as a consequence of **globalisation**. We also revisit the **physical process** of winds and air pressure and their role in the formation of tropical storms and weather hazards.	
	Summer 2	**What are the challenges of living with natural hazards?** Students will gain an understanding of how earths process shape the earth and the risks associated with this. We study the impact of earthquake, tropical storms and extreme weather events.		

11	Autumn 1	**How has the economic world changed?** We study how countries around the world can be classified based on their economy. The impact of trade and aid on countries. We examine the role of Transnational companies in high- and low-income countries.	By studying the complexities of the economic world, students further understand their place in the world which they previously studied in year 7. The concept of **globalisation** including trade, aid and the role of transnational companies is revisited. Students develop their ideas by evaluating the advantages and disadvantages of real-world issues and whether solutions are **sustainable**.	Geographical Skills, Space and place, Development, Globalisation, Population and culture, Physical processes and landscapes, Sustainability, Risk
	Autumn 2	**How has the economic world changed?** We study how countries around the world can be classified based on their economy. The impact of trade and aid on countries. We examine the role of Transnational companies in high- and low-income countries.		
	Spring 1	**What shapes the physical landscape of the UK?** We examine how the UK's landscape has been shaped by erosion, transportation and deposition and the landforms that it creates. We look at ways that these two areas can provide a risk to people and how they are managed.	Students will have the opportunity to revisit prior knowledge and terminology from KS3 and further develop their understanding using more complex models. They will have the opportunity to apply this knowledge in the field further developing those geographical skills already learnt. Knowledge of **physical processes and landforms** such as erosion, waterfalls, meanders, caves, arches and stacks will be enhanced. They will also have the chance to demonstrate their understanding of **sustainability** when evaluating the advantages and disadvantages of hard and soft engineering strategies.	
	Spring 2	**What shapes the physical landscape of the UK?** We examine how the UK's landscape has been shaped by erosion, transportation and deposition and the landforms that it creates. We look at ways that these two areas can provide a risk to people and how they are managed.		

	Summer 1	**What are the challenges of managing resources?** We examine how resources such as food, water and energy are not evenly distributed across the world and the consequences of this. Our main in-depth focus is on water access and sustainability.	The management of resources builds on a range of topics from KS3 including earths spheres in year 7, population change in year 8 and issues such as climate change and renewable energy in year 9. We build on concepts such as carbon footprint and **sustainability**. **Throughout KS4 students to extend their Locational Knowledge and develop competence in Maps, Fieldwork and Geographical Skills introduced throughout KS3.**	

	Information
Personal Development within the Curriculum	Students are consistently asked to challenge their own views of the world and their place within it. They are challenged to come up with creative solutions to some of the major issues we face in society. We develop their empathy by examining lives of others who are less fortunate than them and introduce them to other cultures that they may never have experience outside of the classroom.
Extra Curricular Opportunities	Students in Geography are encouraged to join the school Eco club ad become eco ambassadors Year 7 take part in the flag for Antarctica competition

Assessment	**Key Stage 3** • Students are regularly assessed on key subject knowledge, subject specific skills and our core concepts. This includes the ability to recall and apply key geographical vocabulary. • Students are also assessed on extended writing skills which assess student's ability to assess, evaluate and justify during independent extended written pieces. • KS3 is assessed through both formative and summative assessment. • Students begin every lesson with a 'do now' retrieval activity which assesses prior knowledge through low stake quizzing and recall tasks. • Teachers constantly assess student progress via live marking in lessons and address any misconceptions that students have. • In KS3 students undertake regular diagnostic quizzes which assess students understanding of the explicit knowledge needed to reach those key end points. • Each half term students complete an extended piece of writing which is assessed by teachers and students receive personalised feedback to improve their learning. • Informal assessment occurs every lesson **Key Stage 4** Title of course studied: AQA GCSE Geography **Paper 1 - Living with the physical environment** • Living World • Challenge of Natural hazards • Physical landscapes in the UK **Paper 2 – Challenges in the human environment** • Economic World • Urban issues and challenges • Resource Management **Paper 3 – Geographical Applications** • Pre-release material • Fieldwork
Qualification Information	https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF

Ways to Support your Child in this subject	• Encourage your child to revisit knowledge taught in class on a regular basis. • Make use of the knowledge organisers available to them. • Websites such as BBC Bitesize can be used to support learning and provide some wider reading around the subject. • Complete homework on time and to a good standard. • At GCSE complete past papers under timed conditions. These can be accessed form the AQA website or from their classroom teacher. • Prepare a revision plan early including making flashcards and revision materials from the very beginning of the course. • Seneca learning has some very useful resources for both KS3 and KS4 Geography