

Geography should inspire pupils to ask questions about the world they live in and their role within it. Places are studied, at a variety of different scales, by looking at the human and physical processes that shape and change them. Geographical skills are developed to enhance and deepen geographical thinking, enabling learners to analyse and form conclusions about a range of issues and processes that affect people, the environment and the natural landscape. Pupils should develop their Geography learning beyond the classroom, to help them make sense of the world they live in and to support the geographical knowledge, understanding and skills they have acquired in the classroom, so they can think like a geographer.

At **KS3**, and beyond, the intent of the Geography curriculum is to inspire pupils to ask questions about the world they live in, the human and physical processes that shape and change it and ultimately their role in the modern world. Pupils are supported in developing both their geographical skills and their geographical thinking within and beyond the classroom, to help them to make sense of the world they live in. The synoptic nature of the Geography curriculum provides pupils with the opportunity to become more confident in analysing information from a variety of sources to form conclusions about a range of issues and processes that affect people, the environment and the natural landscape at a variety of scales and across a range of places. Through the enquiry-based approach to lessons, pupils are also given the opportunity to question, investigate and critically analyse key concepts such as sustainability and interdependence through topics such as 'Oceans', 'Globalisation', 'Climate Change' and 'The Geography of Health' to allow pupils the chance to draw upon their own experiences of life in modern Britain and the wider world to consider the social, moral, cultural and ethical issues associated with their actions and the impacts these have over space and time.

At **KS4**, pupils further develop their geographical thinking and their geographical skills they began to cultivate at KS3 to deepen their geographical understanding of key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) with a higher level of independence. The AQA specification provides pupils in Year 10 and 11 with the opportunity to regularly question how physical processes (Paper 1) and human processes (social, economic and political factors) (Paper 2) play a key role in shaping and changing places at a variety of scales. In both Year 10 and 11, pupils gain an awareness and build confidence in applying their knowledge to GCSE questions through regular practice questions and discussion; use of modelled answers; and application of this knowledge to a new context. Paper 3 in particular allows pupils to 'think like geographers' and to investigate the world around them. As part of this, pupils are required to complete both a human and physical fieldwork investigation. They are then asked to demonstrate an understanding of their findings and methods, whilst also showing an understanding of fieldwork processes in general. Pupils are encouraged to develop their synopticity through the 'issue evaluation' part of Paper 3, which provides pupils with a variety of unseen sources which they will have to interpret and to which they apply their geographical understanding and skills.

At **KS5**, pupils continue to increasingly develop their independence in preparation for further education and later life. There is an emphasis on pupils 'thinking like a geographer' as they mature in their geographical thinking and use of geographical skills that they have fostered since KS3. They continue to extend their geographical understanding of the key concepts (place, scale, space, interdependence, human and physical processes and sustainability) underpinning geography, whilst growing in confidence making synoptic links between these. The AQA curriculum allows pupils to continue to investigate the human and physical processes shaping a variety of places on a variety of scales in greater depth. The independence of pupils is developed through the expectation to 'read-around' the subject; research a variety of real-life examples independently; and look for opportunities to apply their deepened knowledge to their classroom learning. This will enhance pupils' ability to discuss, critically evaluate and take into further consideration the social, moral, cultural and ethical issues associated with global and individual actions over space and time.

This independence also facilitates the opportunity for pupils to put their learning into practice and complete an individual fieldwork investigation through a Non-Examined Assessment (NEA), which underpins the knowledge, understanding, skills and level of independence in research required by further education and employers. These valuable transferrable skills that A Level Geography offers can be applied to their future educational and career choices, whatever they may be.

Year 7		Year 8		Year 9		Year 10	Year 11	Year 12	Year 13
Main teacher	Second Teacher	Main Teacher	Second Teacher	Main teacher	Second Teacher				
<p><b>OS Map Skills</b> If I want to go on a hike, what skills might I need to read a map?</p> <p><b>Population</b> Are there too many people on Planet Earth?</p> <p><b>Ecosystems</b> Should we put our oceans first?</p> <p><b>Resources</b> Consumption How can we stop ourselves from running out of resources?</p> <p><b>Earning a Living?</b> How might where I live impact the type of job I might have in future?</p>	<p><b>Weather and climate</b> What should I know about the weather?</p> <p><b>Coasts</b> What happens when the land meets the sea?</p> <p><b>Volcanoes/Earth's Structure</b> Would life exist without volcanoes?</p>	<p><b>International development</b> What is development and how can we make it more equal?</p> <p><b>Globalisation</b> What is the link between my jeans and a country's development?</p> <p><b>Ecosystems/Food</b> Is our need for food damaging Antarctica or tropical rainforests more?</p> <p><b>Tourism</b> Is there a darker side to tourism?</p> <p><b>GIS Maps</b> Are maps and satellite images becoming even more useful at helping us to learn about places?</p>	<p><b>Extreme weather</b> Can we prepare for extreme weather?</p> <p><b>Earthquakes</b> Can we ever know enough about earthquakes to live safely?</p> <p><b>Rivers</b> How important are river processes in shaping our World?</p>	<p><b>Natural Hazards</b> Can we ever know enough about earthquakes and volcanoes to live safely?</p> <p><b>Geography of health</b> Can we survive the next great epidemic?</p> <p><b>Glaciation</b> Are glaciers melting going to affect me?</p> <p><b>Africa in Focus</b> Is Africa a 'prisoner' of geography?</p>	<p><b>Urban World</b> Is the human jungle becoming the World's biggest ecosystem?</p> <p><b>Waste</b> How wasteful is our world?</p> <p><b>Rivers</b> How important are river processes in shaping our World?</p>	<p><b>Paper 1: Living with the physical environment</b></p> <ul style="list-style-type: none"> <li>Section A - The challenge of natural hazards</li> <li>Section B - The living world (including hot deserts)</li> <li>Section C - Physical landscapes of the U.K.</li> </ul> <p><b>Paper 2: Challenges in the human environment</b></p> <ul style="list-style-type: none"> <li>Section A - Urban issues and challenges</li> </ul> <p><b>Paper 3: Geographical applications</b></p> <ul style="list-style-type: none"> <li>Section B - Geographical skills and fieldwork (Covid-19 regulations dependent)</li> </ul>	<p><b>Paper 2: Challenges in the human environment</b> Section B - The changing economic world Section C - The challenge of resource management</p> <p><b>Paper 3: Geographical applications</b> Section A - Issue evaluation (preparation for exam 12 weeks prior)</p> <p><b>Section B -</b> Geographical skills and fieldwork</p> <p><b>Revision of Papers 1 and 2 for GCSE Examinations</b></p>	<p><b>Component 1: Physical Geography (Teacher 1)</b></p> <ul style="list-style-type: none"> <li>Section B - Coastal systems and landscapes</li> <li>Section C - Hazards</li> </ul> <p><b>Component 2: Human Geography (Teacher 2)</b></p> <ul style="list-style-type: none"> <li>Section A - Global governance</li> <li>Section B - Changing Places</li> </ul> <p><b>Geographical Skills</b></p> <p><b>Component 3: Geography fieldwork investigation</b></p>	<p><b>Component 1: Physical Geography (continued)</b></p> <ul style="list-style-type: none"> <li>Section A - Water and carbon cycles</li> </ul> <p><b>Component 2: Human Geography</b></p> <ul style="list-style-type: none"> <li>Section C - Contemporary urban environments</li> </ul> <p><b>Geographical Skills (continued)</b></p> <p><b>Component 3: Geography fieldwork investigation (continued)</b></p> <p><b>Revision of all Units for A-Level examinations</b></p>

### **Assessments KS3**

- Summative assessments at the end of each topic in the form of examinations, MS Teams Multiple choice knowledge assessments, extended writing tasks against given mark schemes (Termly)
- End of year Geography exams.
- A range of AFL techniques such as class recap quizzes area also used to assess pupil learning in KS3 Geography.

### **Assessments KS4**

- End of unit summative assessments (termly)
- Mock examination
- Exam resits for those not meeting good progress targets
- A range of AFL techniques such as class recap quizzes area also used to assess pupil learning in KS4 Geography.

### **Assessments KS5**

- Termly essay assessments
  - Termly topic examinations
  - Mock examinations
- A range of AFL techniques such as class recap quizzes area also used to assess pupil learning in KS5 Geography.

<p>Concepts</p>	<p>Place: Develop an understanding of the characteristics of places; what shapes them and how they change over time. Understand how people connect to them and the diversity that exists within them.</p> <p>Scale: Understand the world by looking at issues and processes at different scales e.g local or global</p> <p>Space: Understand the distribution of our natural environment and people across our world and how they relate to each other.</p> <p>Interdependence: Understand how people and places connect and how they rely on each other</p> <p>Human and physical processes: Understand how the natural environment and people shape places through their actions.</p> <p>Sustainability: Understanding actions that meet the needs of the present without reducing the ability of future generations to meet their needs.</p>
<p>Skills</p>	<p><b>Geographical thinking:</b> think like a geographer by developing skills in evaluation, applying knowledge, and decision-making; asking and responding to questions, analysing and thinking critically.</p> <p><b>Geographical skills:</b> Working like a geographer by developing cartographical, statistical, numerical and graphical skills Pupils should also be able to use geographical information systems (GIS) and qualitative and quantitative to investigate places.</p>

