



## **Curriculum Overview – GEOGRAPHY**

Studying Geography allows students to have a much deeper and fuller understanding of the changing world in which they live. At KS3 we aim to incite curiosity in our geography students about the world around them, and provide them with the learning tools to enquire into and explore their surrounding and wider environments. The learners' journey starts in Year 7, where the scheme of work initially builds on previous learning at KS2, by consolidating map skills and the students' geographical place in the world. The sequence of learning into Year 8 will allow students to extend their spatial awareness of a range of countries, providing an appreciation of the human and physical interactions in continents such as Africa. Principle geographical knowledge, such as the appreciation of physical processes and their ability to shape landscapes, gives students a fundamental understanding of content to be covered in Year 10.

At the start of Year 9, learners focus on the most current topical global issues that challenge them to become more aware that there is a global dimension to every aspect of our lives. Students are empowered to investigate how the decisions that we make on a daily basis have a global impact. Through a variety of class debates, pupils are challenged to become more effective citizens, who may perhaps in the future contribute to solving the issues that affect the world. Learners at Pates are encouraged to apply their learnt knowledge, understanding, and skills, both inside, and outside of the classroom. A range of fieldwork trips facilitates such research skills, where students conduct independent investigations into both the human and natural realms. By the end of KS3, most students will have developed a core geographical understanding of the diversity of environments, cultures, and economies in order to create socially aware global citizens.

Students follow the AQA GCSE course; studying a broad mix of topics, combining both the human and physical elements of the syllabus. Students are encouraged to make synoptic links between the three main components: Living with the physical environment, Challenges in the human environment, and Geographical applications, in order to realise the multi-disciplinary nature of geography. The scheme of work is structured to ensure that geographical skills are embedded across the three main components, complementing numerical and graphical skills covered around the same time as the Maths Department. We go beyond the exam syllabus by offering a degree of flexibility, so that learners can play a role in their journey towards becoming highly skilled geographers. Further to this, students are encouraged to make use of current affairs to enrich their development of knowledge and wider understanding of the world in which they reside. The sequence of learning will allow students to apply their knowledge of

physical processes and human concepts in the field, as the curriculum is enriched by a residential field trip run by the Field Studies Council in North Wales.

Studying Geography at A Level allows students to develop a high order of knowledge and understanding, whilst investigating and exploring topics that are at the forefront of 21<sup>st</sup> century thinking. Learners will develop a variety of geographical skills, which will help broaden and deepen their knowledge, and will approach their studies in a more self-directed manner than previously experienced at GCSE. Areas of study are sequenced with the intent that knowledge and understanding of places, environments, concepts, processes, interactions, and change, at a variety of scales, can be retrieved and consolidated throughout the course.

Learners in Year 12 will be the first to pioneer the AQA A Level Geography course, which is comprised of three elements – physical geography, human geography and a fieldwork investigation. Both the human and physical topics studied in Year 12 provide the building blocks for students to complete an independent investigation for the Non-Examined Assessment (NEA), which is a coursework component of between 3,000 – 4,000 words. This Geography fieldwork investigation is facilitated through a 5-day residential trip to Nettlecombe Court at the start of Year 13.

In Year 13 students follow the Cambridge Pre-U exam board, studying topics such as Meteorological Hazards which allows students to transfer and consolidate knowledge of key environments, processes and systems previously learnt in the Atmospheric Environment unit. Opportunities for research-based enquiry learning are offered in both the physical and human topics, providing the transferrable skills necessary for success in higher education and future careers.

### Key Stage 3

Year 7	Year 8	Year 9
Introduction: What is Geography? <i>Baseline Assessment</i>	Rivers and Flooding- <i>Investigation in Blackpool Brook</i>	Global Issues
Amazing Places	Population and Migration	
Population & Migration- <i>Coronation Square Investigation</i>	Weather and Climate- <i>Micro climate Investigation</i>	
Physical Landscapes in the UK	International Development	
Tectonic Hazards	Africa	
Russia	Young Geographer of the Year	
Young Geographer of the Year		

## Key Stage 4 – GCSE Exam Board: AQA

Year 9	Year 10	Year 11
<b>The Living World</b>	<b>The Changing Economic World</b>	<b>The Challenge of Natural Hazards</b>
Ecosystems	The Development Gap	Tectonic Hazards
Tropical Rainforest	Nigeria – A Newly Emerging Economy	Weather Hazards
Cold Environments	The Changing UK Economy	Climate Change
<b>Urban Issues and Challenges</b>	<b>Physical Landscapes in the UK</b>	<b>The Challenge of Resource Management</b>
Challenges in the Urban Environment	Coastal Landscapes	Managing Resources
Urban change in India	Glacial Landscapes	Water Management
Urban change in the UK	<b>Geographical Application and Skills – Residential fieldwork in North Wales</b>	<b>Geographical Application and Skills – Issues Evaluation</b>
Urban Sustainability		
<b>Supra-curricular</b>		
Fieldtrip to Bristol		

## Key Stage 5 – A Level/Pre U Exam Board: Y12 - AQA and Y13- Cambridge Pre-U

Year 12	Year 13
Water and Carbon Cycles	Research topic: Ecosystems Investigation- <i>Residential fieldwork in Pembrokeshire</i>
Global Systems and Global Governance	Provision of Food
Coastal Systems and Landscapes	Meteorological Hazards
Changing Places- <i>Local fieldwork investigation in Cheltenham</i>	Hot Arid and Semi-Arid Environments
	Synoptic region (Multiple Hazards and Issues)