

Geography

Intent

KS3

With the aim to introduce students to new elements of geography that will not necessarily have been addressed in primary years, taking their knowledge of the subject to a much higher level and finer detail – studying Geography as a standalone subject. Y7 is the foundation year for plugging the gaps from KS2.

Coverage includes all basic human and physical elements of the curriculum and introducing them to the ability to use case studies to apply their new found knowledge.

Through the use of case of studies as well as bringing a creative element to their learning – building volcanoes, miniature landscapes and exploring the world through the use of geographical information systems as a mapping tool.

KS3 Geography also aims to develop foundation written skills in order to develop an understanding of GCSE style assessment.

KS4

The curriculum design is set with the intent to cover all GCSE topics assessing throughout the 2 years. Coverage with the use of key case studies and fieldwork. The most recent cohort have begun their GCSE in February of Y9 in order to comfortably cover all content.

What do we want them to learn? – All AQA exam syllabus content. Key exam technique, particularly when addressing exam questions and referring to key sources that relate to subject matter. E.g. the use of both 'figure 1 and case study that you have learnt'.

We want them to become independent learners that will use geographical skills and knowledge from wider reading and up to date case studies/facts that will enhance their geographical understanding and allow them to use further information within exam question – i.e. not just using the case studies covered within lesson time.

They need to be able to assess their own work and have a good knowledge of how to improve and develop their own work – being made accountable for their learning.

KS5

Intent - A level specification in geography should encourage students to gain enjoyment, satisfaction and a sense of achievement as they

develop their knowledge and understanding of the subject. We follow the AQA curriculum.

The AQA curriculum enables students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students should grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

Implementation

- Lower School
 - Yr. 7 and Yr. 9: 3x1 hour lessons a fortnight
 - Yr8: 4x1 hour lessons a fortnight
- Upper School
 - GCSE: 5x1 hour lessons a fortnight
 - A Level (Yr12): 9x1 hour lessons a fortnight
 - A Level (Yr13): 8x1 hour lessons a fortnight

KS3

Delivery – providing creative, up to date and inspiring material that engages pupils to want to learn more. Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.

Assessments are conducted at the end of each term to monitor progress (dependent on topic completion) and formative assessment is conducting throughout lessons, particularly the use of probing questioning and allows for progress of both students and lesson planning.

Curriculum is delivered on a year by year basis allowing for an update of contextual knowledge of the location of globally significant places, events and processes. Students need to define physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Students must be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS4

Delivery - with the use resource booklets made within the department, students are encouraged to complete and use to practise and develop skills – each topic has a standalone booklet, so that work is clearly grouped into topics. Emphasis is put onto being organised with note taking, and completing all practice work as subscribed.

Teaching – to allow a sufficient development of independent learning and self-assessment, with an emphasis on a teacher lead approach to learning. Students must be able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Summative assessments are conducted throughout the terms at the end of each topic, mid topic assessments are also conducted during larger topics, or topics that students find more challenging.

Formative assessment is a key part of daily pedagogy primarily with the use of questioning and self and peer assessment of exam questions throughout the topics.

KS5

Curriculum is delivered through both human and physical topics throughout the two-year period with the Non-Examined Assessment beginning at the end of Y12 and being written at the beginning of Y13.

As each topic is taught in sections, be it human or physical, students at this stage must be able to make geographical connections or synopticity between each topic, realising their relevance- particularly when answering 20 mark questions – marks are given for all round subject knowledge and depth of analysis. Students must be able to demonstrate both the ability to do this, as well as show their broad understanding of the topics as a whole – they must be able to think like a geographer!

We only teach to the A Level. Not to AS as this would require a bespoke curriculum offer.

Impact

KS3

Impact – to encourage students to build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field over time. Skills developed should include using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs and use Geographical Information Systems (GIS) to view, analyse and interpret places and data, work that

will be revisited from primary school work, but developed to allow for an easier transition into KS4.

KS4

Progress is shown with a focus on exam questions, summative and formative assessment. Skills that aim to address these exam questions are developed over time and through practise papers and questions.

Each student should be able to reflect more widely on both human and physical geographical elements. They should have further developed their exam technique as well as show an ability to take ownership for their development. There should also be a focus on students finding areas that they find particularly interesting, preparing them for further study within KS5 and university.

With the aim to focus on increased amount of independent work to allow for an easy transition into KS5. Develop a good all round knowledge of the subject matter, both human and physical that inspires students to learn. Progress Evidenced in results.

KS5

Progress is monitored throughout the course with the use of multiple exam questions, mid-end of unit tests and mock exams.

Students must build their knowledge and skills that have been acquired in KS3. KS4 and KS5 to successfully complete their exams at the end of year 13. We aim to inspire and engage students to encourage them to use their knowledge to impart on their potential university life and future careers. Progress Evidenced in results. Year on year we regularly have students going on to read Geography at University.