

Intent:

Key Stage 3 (Year 7 and 8)

In line with the national curriculum for Key Stage Three geography, we intend our students to build a deep understanding of locational and place knowledge, human and physical processes and geographical skills. Each of these four interrelated forms of substantive knowledge are embedded into each topic taught across the key stage, allowing repetition to build fluency of skills and content. The primary focus of our Key Stage Three curriculum is to inspire in pupils a curiosity and fascination about the world and its people. In Years 7 and 8 the curriculum builds upon locational and place knowledge, human and physical geography and geographical skills taught at KS2 level. Each of these key components of the curriculum is built into each topic taught, allowing for repetition to build fluency of skills and content, whilst overcoming cumulative dysfluency.

Transition to Key Stage 4 (Year 9)

Our Year 9 curriculum is ambitious and challenging for all geography students, as we intend for all pupils to begin to learn the GCSE curriculum. Within this, students will re-visit and deepen their understanding of key aspects of the national curriculum developed at Key Stage Three. Some aspects of the national curriculum are re-visited in greater depth in Year 9 due to the complex nature of the topic. This means a greater extent of prior knowledge is required to access the unit to a high level of challenge, making it most suitable to study in Year 9 to avoid disfluency. Across Year 9, all pupils will engage with core concepts and case study application across all GCSE topics in Paper 1 (The Physical Environment) and Paper 2 (The Human Environment). Core concepts and substantive knowledge and skills are carefully selected to meet the core principle of pupils developing an appreciation of the interconnectivity between human and physical processes and gain a meaningful understanding of the complex interplay between human and natural phenomena.

Key Stage 4 (Year 10 and 11)

In KS4 pupils complete the Edexcel A specification and complete three exams: Paper 1 – The Physical Environment, Paper 2- The Human Environment and Paper 3- Fieldwork and UK challenges. The sequencing of topics within the papers are carefully chosen to ensure the fundamental geographic concepts are re-visited first to develop fluency and make connections between topics that help our pupils to know more, remember more and be able to do more. In order to meet Edexcel's intentions for the curriculum the Geography department aims to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Key Stage 5

At KS5 the Geography department has the following intentions for our pupils based upon the AQA AS and A Level curriculum.

1. Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.
2. Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts.
3. Recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today.
4. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts.
5. Gain understanding of specialised concepts relevant to the core and non-core content. These include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds.
6. Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.
7. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies

8. Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
9. Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
10. Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>An Unequal World (Part 1) Within this topic, students will learn that development occurs at different rates leading to disparities within and between countries. Through the lens of Tanzania, pupils will explore the impacts of a country's development level leading to urban and rural challenges.</p> <p>Skills: Interpretation of choropleth maps to identify global trends and patterns of development.</p> <p>Use of aerial photographs to identify key characteristics of areas.</p> <p>Links to National Curriculum: Locational knowledge and spatial awareness of international development. Place knowledge that investigates the human and physical geography of a region in Africa.</p>	<p>An Unequal World (Part 2) Building on themes from Part 1, pupils will evaluate strategies to promote development in Tanzania and globally.</p> <p>Assessment: Pupils will complete an assessment with opportunities to develop extended writing from the Unequal World topic.</p> <p>Skills: Interpretation of choropleth maps to identify global trends and patterns of development.</p> <p>Use of aerial photographs to identify key characteristics of areas.</p> <p>Links to National Curriculum: Locational knowledge and spatial awareness of international development. Place knowledge that investigates the human and physical geography of a region in Africa.</p>	<p>Climate Change (Part 1) Through this topic, pupils will investigate causes of the enhanced greenhouse effect and the impacts of climate change on weather systems.</p> <p>Skills: Analysing past climatic data records to identify key trends and anomalies.</p> <p>Analysis and interpretation of geographical sources to reach judgements</p> <p>Links to National Curriculum: Timescales including changes in climate from past to present. Human activity relies on effective functioning of natural systems</p> <p>Spatial scales and temporal scales</p>	<p>Climate Change (Part 2) Pupil's will learn about how climate change is leading to droughts and wildfires in California, USA and flooding in Bangladesh to assess the future of climate change on people and the environment.</p> <p>Assessment: Pupils will complete an assessment with opportunity for extended writing from Unequal World and Climate Change.</p> <p>Skills: Analysing past climatic data records to identify key trends and anomalies. Analysis and interpretation of geographical sources to reach judgements</p> <p>Links to National Curriculum: Geological timescales including changes in climate from past to present. Human and physical interactions</p> <p>Spatial scales and temporal scales of resources and how they have changed globally.</p>	<p>Our Living World This unit will develop students understanding of global biomes, how our environment and humans are interdependent developing a greater understanding of the interconnectedness of ecosystems and humans</p> <p>Skills Interpretation of climate graphs to shows changes in weather and climate.</p> <p>Maps and atlases to locate different biomes globally.</p> <p>Analysis of geographical sources to draw conclusions</p> <p>Links to National Curriculum Human and physical processes interact and influence landscapes, environments and the climate. Human activity relies on effective functioning of natural systems</p>	<p>The Middle East This unit is designed to synthesise pupils' understanding of human and physical processes and their interdependence through a major world region and how this has created challenges for people and the environment.</p> <p>Skills Interpret and analyse geographical sources including GIS, maps, satellite images and contemporary current affairs to reach judgements and conclusions supported by evidence</p> <p>Interpret graphs and population statistics Calculate percentage increase OR calculate net migration</p> <p>Assessment: Pupils will complete an assessment which includes topics from across the year.</p> <p>Links to National Curriculum Locational knowledge and spatial awareness of the worlds' countries including their environmental regions</p> <p>Geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia.</p>

Hazardous Earth

Students will develop a global view of plate tectonics and the localised events that occur on these boundaries. As well as a greater understanding of the interacting human and physical world through exploring the impacts of earthquakes and volcanic eruptions with named case studies.

Skills

Interpret photographs and diagrams

Interpret geological timescales

Interpret and analyse geographical sources to reach judgements and conclusions

Links to National Curriculum:

Physical geography relating to geological timescales and plate tectonics.

Human activity determining outcomes of physical events. Geographical theories (Theory of plate tectonics)

Population Pressures (Part 1)

The topic aims to broaden pupils understanding of the challenges facing the UK as a result of urbanisation and population increase. The topic is split into two units in order to compare and contrast the challenges and solutions in London with a city in a developing country.

Assessment

Pupils will complete an assessment with an opportunity for extended writing, covering Hazardous Earth and unit 1 of Population Pressures.

Skills

Interpret and analyse geographical sources to reach judgements and conclusions

Interpret graphs and population statistics
Calculate percentage increase and calculate net migration

Links to National Curriculum:

Population and urbanisation in countries of contrasting development levels
International development
Human geography of a region within Africa and Europe

Population Pressures (Part 2)

By contrasting urban processes and challenges in London with Lagos in Nigeria, pupils will develop an understanding of why different cities are urbanising at different rates and that the impacts of this differ depending on location in the world.

Skills

Interpret and analyse geographical sources to reach judgements and conclusions

Interpret graphs and population statistics
Calculate percentage increase and calculate net migration

Links to National Curriculum:

Population and urbanisation in countries of contrasting development levels
International development
Human geography of a region within Africa and Europe

Resource Challenges

Through focusing on the uses and challenges of natural resources (minerals, food, water and energy) pupils develop an understanding of the impacts of international supply chains and resource extraction on people and the environment.

Assessment

Pupils will complete an assessment with an opportunity for extended writing, covering Population Pressures and Resource Challenges

Skills

Interpret and analyse geographical sources including maps, satellite images and contemporary current affairs to reach judgements and conclusions supported by evidence

Links to National Curriculum

The use of natural resources and how their extraction can create challenges for people and the environment

Spatial scales and temporal scales of resources and how they have changed globally.

Global Superpowers

In this topic, students will explore the role of 'superpowers' over time and the rise of powerful nations. Students will develop a global view of power and how it constantly evolves and changes based on historical, physical and contemporary issues. This topic will provide students the opportunity to study the BRIC countries and their role in today's global world as well as reach a judgement on what countries exist as superpowers today.

Skills

Analyse and interpret data, maps, and articles to determine the hard and soft power of countries with superpower potential. Have an awareness of changing superpowers overtime from a bipolar to multipolar world.

Links to National Curriculum

Study of China and Russia. Interdependence of human and physical geography. Economic sectors and trade

Fieldwork Investigation

Pupils will follow the geographical enquiry process to investigate changes in microclimate around the school site. Pupils will plan the investigation, collect and analyse data to reach and evaluate conclusions supported by evidence.

Assessment

Pupils will complete an assessment with an opportunity for extended writing. This will be designed to assess pupils' ability to apply their understanding to new contexts in both human and physical geography.

Skills

Using and recording data accurately.

Analysis and evaluation of primary and secondary data. Using geographical equipment

Links to National Curriculum

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Pupils begin to study the core themes of GCSE geography starting with a focus on Paper 2 as human processes such as development underpin all the GCSE topics.

Global Development – Paper 2

Pupils will build on their KS3 knowledge of the global process of development and associated changes to the economy and demographics of a country (KS3 topic: An Unequal World). Through a detailed exploration of India as a case study, pupils study the causes and consequences of rapid development.

Assessment: Teachers will assess pupil's written work and skills through weekly homework including GCSE style questions (1,2,3,4 and 8 markers). They will sit a GCSE Global Development topic test.

Weather Hazards and Climate Change – Paper 1

This topic requires pupils to extrapolate knowledge from the previous topic to analyse the varying impacts of tropical cyclones and droughts around the world. The topic builds on pupils past knowledge of climate change causes and impacts (KS3 Topic: Climate Change). Pupils will deepen their understanding of the atmosphere operating as a global system through atmospheric and ocean circulation. Droughts and tropical cyclones are both studied with a focus on a assessing the impacts in developing and developed countries in order to answer 8-mark questions.

Links to prior learning in Year 9 - Global development (economic and demographic characteristics of developing, emerging and developed countries)

Assessment: 55-minute assessment with GCSE style questions on Global Development and Weather Hazards. Questions include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.

Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of ecosystems introduced in Year 7 'Our Living World' Topic and application of atmospheric circulation learnt last topic to global biome distribution. Pupils will study the characteristics of tropical rainforests and deciduous woodlands in depth through studying case studies (Epping Forest, UK and Monteverde Cloud Forest, Costa Rica).

Assessment: Pupils will not sit a formal assessment in half term 3. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 9

Changing Cities – Paper 2

Pupils revisit the process of urbanisation and population change in cities learnt in KS3 topics (An Unequal World + Population Pressures) through an in depth study of urban processes in London and Sao Paulo. This topic will deepen the pupils understanding of the influence of development on urbanisation causes and consequences through studying two cities within countries of contrasting development levels.

Assessment: 55 minute assessment with GCSE style questions on Weather Hazards and Ecosystems (Paper1). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.

UK Landscapes – Paper 1

The series of two lessons gives an overview of geomorphological and sub-aerial processes such as weathering, mass movement and erosion which are vital components in understanding composites such as river or coastal landscape formation (topics to follow). Pupils also learn geographic skills related to physical geography.

Coastal Landscapes and Processes – Paper 1

Pupils will deepen their understanding of the role of coastal management and the consequences of engineering strategies along the Holderness Coast.

Links to prior learning in Year 9 – Changing Landscapes (geomorphological and sub-aerial processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes).

Assessment: Pupils will not sit a formal assessment in half term 5. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 9.

River Landscapes and Processes – Paper 1

This topic focuses on developing the skills to interpret a range of figures (Inc. flood risk maps, photographs, hydrographs) to ensure pupils can answer 8 mark GCSE questions in this unit. They will deepen their understanding of river management and processes.

Assessment: 55-minute assessment with GCSE style questions on Changing Landscapes, Coastal and River processes and landscapes (Paper1).

<p>10 (Early Entry)</p>	<p>Pupils in sets 10GG1 and 10GG2 will have the opportunity to sit the GCSE early at the end of Year 10. Therefore, the course is designed to ensure full coverage of Paper 1, 2 and 3 to prepare pupils for success at GCSE.</p> <p>Weather Hazards and Climate Change – Paper 1 Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 9. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers.</p> <p>Ecosystems, Biodiversity and Management – Paper 1 Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions. Assessment: No formal assessment will take place. Students will be assessed in homework testing GCSE skills and exam questions.</p>	<p>Changing Landscapes – Paper 1 Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units.</p> <p>Coastal Landscapes and processes – Paper 1</p> <p>River Landscapes and Processes – Paper 1</p> <p>Assessment: 1 hour 30 minutes on questions and skills from Paper 1.</p>	<p>Global Development – Paper 2 This topic is re-visited to build on the human concepts and processes learnt in Year 9. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills.</p> <p>Resource Management – Paper 2 Energy Resource Management (Paper 2) builds upon the Natural Resources KS3 topic providing a greater range of strategies to promote sustainable development in both the UK and China. This is taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers. Assessment: 1 hour 30 minutes on combined questions from Paper 2 and 1 replicating GCSE questions.</p>	<p>Changing Cities – Paper 2 Pupils revisit the processes or urbanisation, migration and deindustrialisation learnt previously in Year 9. Skills such as 6 figure grid referencing and interpretation of figures are developed further through embedding such skills into the in-depth study of London and Sao Paulo.</p> <p>Urban Fieldwork – Paper 3 Pupils will conduct an investigation on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3.</p> <p>Rivers Fieldwork – Paper 3 Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop Paper 3 exam skills.</p> <p>Assessment: 1.5-hour assessment with Paper 2 and 3 GCSE style questions.</p>	<p>UK Challenges – Paper 3 This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics studied earlier in the year. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions.</p> <p>Assessment: Pupils will sit full mocks for Paper 1,2 and 3 in preparation for GCSE examinations.</p>	<p>Revision and exam skills for Paper 2 and 3 Teachers will use regular assessments to identify key aspects of Paper 2 and 3 to focus lesson time in best preparing pupils for their upcoming Paper 2 and 3 examination.</p>
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Pupils deepen the foundational knowledge of GCSE content taught in Year 9 with a focus on application of knowledge and higher level 'assessment' of geographical themes to achieve in 8 markers. Starting with Paper 2 as human processes such as development and population change underpin all the GCSE topics.

Global Development – Paper 2

Pupils will build on their Year 9 knowledge of uneven global development and the causes and consequences of rapid development in India.

Application of concepts such as economic and demographic change are developed through practicing questions on unfamiliar contexts. This greater prepares pupils for a high proportion of application questions in Paper 2.

Assessment: Global Development topic test. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers).

Weather Hazards and Climate Change – Paper 1

Following the start of Paper 2 topics, pupils will move on to study the Paper 1 physical geography topics. The first is Weather Hazards and Climate Change that builds on pupils' foundational knowledge from the topic in Year 9. Through revisiting this topic in Year 10, pupils can focus on developing higher-level skills such as application of knowledge to unfamiliar locational examples and an increased amount of time to practice 8 marker skills.

Topic is taught first (from Paper 1) as atmospheric processes and climate change provide fundamental knowledge to the understanding of the rest of Paper 1 topics.

Resource Management – Paper 2

This topic revisits the changing global energy demand and consumption previously learnt in Year 9. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

Links to prior learning in Year 10 – Changing Cities (rates of population growth and urbanisation), Global development (economic and demographic characteristics of developing, emerging and developed countries)

Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions as the Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics.

Links to prior learning in Year 10 – Global development (influence of development on ecosystems management), Resource Management (biotic and abiotic factors), Weather Hazards and Climate Change (role of atmospheric circulation in biome distribution)

Assessment: 55-minute assessment with GCSE style questions on Resource Management and Weather Hazards and Climate Change. Question include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.

Changing Cities – Paper 2

Pupils revisit the processes or urbanisation, migration and deindustrialisation learnt previously in Year 9. Skills such as 6 figure grid referencing and interpretation of figures are developed further through embedding such skills into the in-depth study of London and Sao Paulo

Assessment: 55-minute assessment with GCSE style questions on Ecosystems, Resource Management and Changing Cities (Paper 1 and 2). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.

Coastal Landscapes and Processes – Paper 1

Pupils' revisit coastal processes and management techniques that shape the UK's coastal landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.

Links to prior learning in Year 10 – Changing Landscapes (geomorphological and sub-aerial processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes).

River Landscapes and Processes – Paper 1

Pupils revisit river processes and management techniques that shape the UK's river landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.

This unit will also set the basis for fieldwork taking place in the start next half term, enabling students to apply the theory and case studies learned in lessons to the world around them.

Assessment: Pupils will not sit a formal assessment in half term 5. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 10.

Rivers Fieldwork – Paper 3

Year 10 will undertake a rivers fieldwork investigation on the changing characteristics downstream at the River Chess, Amersham. Following the data collection, pupils apply their graphical and mathematical skills from Paper 1 and 2 topics to present and analyse their data. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar contexts.

Assessment: Pupils will complete an end of topic assessment on Rivers fieldwork. Throughout the term, teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1, 2 and 3 topics studied in Year 10.

		Assessment: 55-minute assessment with GCSE style questions on Global Development and WHCC. Question include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.				
11	<p>Weather Hazards and Climate Change – Paper 1 Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 10. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers.</p> <p>Ecosystems, Biodiversity and Management – Paper 1 Pupils will build upon their knowledge of global biome distribution learnt in Year 10 and apply knowledge from atmospheric processes taught in Weather Hazards. The Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics, therefore a focus in Year 11 to apply knowledge from across the topic to answer synoptic 8 markers.</p> <p>Assessment: 1-hour assessment on Weather Hazards and Climate Change with GCSE questions and 8 markers.</p>	<p>Changing Landscapes – Paper 1 Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units.</p> <p>Coastal Landscapes and processes – Paper 1</p> <p>River Landscapes and Processes – Paper 1</p> <p>Assessment: Pupils will sit an assessment on Paper 1 topics – Weather hazards and Climate Change, Ecosystems, Biodiversity and Management and Coastal Landscapes. Past paper GCSE questions will be used including 1,2,3,4 and 8 markers.</p>	<p>Global Development – Paper 2 This topic is re-visited to build on the human concepts and processes learnt in Year 9 and 10. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills.</p> <p>Resource Management – Paper 2 Energy Resource Management is a synoptic unit. This topic revisits the changing global energy demand and consumption previously learnt in Year 10. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables</p>	<p>Urban Fieldwork – Paper 3 Pupils will investigate on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3.</p> <p>Rivers Fieldwork – Paper 3 Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 11 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop</p> <p>UK Challenges – Paper 3 This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9 and 10. The</p>	<p>Exam skills and revision Using regular assessment of Paper 1, 2 and 3 content teachers will identify key aspects of the course to focus revision and high level exam skills such as 8 markers in preparation for summer exams.</p> <p>Assessment: Pupils will sit Paper 1, Paper 2 and Paper 3 mocks, marked by the class teacher and feedback given during lesson time.</p>	

			<p>pupils to practice ‘assessing’ and ‘evaluating’ factors to achieve in 8 markers.</p> <p>Changing Cities – Paper 2 Pupils will re-visit this topic having studied the core concepts in Year 10 with a focus on engaging with ‘assess’ and ‘evaluate’ 8 mark questions.</p> <p>Assessment: Pupils will sit a 1-hour 30 min assessment on Paper 1 and Paper 2 topics.</p>	<p>topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions.</p> <p>Assessment: Pupils will sit an assessment on Paper 3 topics – Weather hazards and Climate Change, Ecosystems, Biodiversity and Management and Coastal Landscapes. Past paper GCSE questions will be used including 1,2,3,4 and 8 markers.</p>		
12	<p>Coastal systems and landscapes – study of physical processes and human factors including tides, waves, deposition, transportation and erosion. Formation of coastal landforms. Processes of sea level change and landforms created. Study of the challenges and sustainable management of Holderness, UK and Sundarbans, Bangladesh.</p> <p>Coastal geographical investigations – completion of a coastal investigation involving a residential trip. Pupils learning to design an investigation to collect primary data. Development of skills in collecting quantitative and qualitative data; analysing data using statistical tests; and</p>	<p>Hazards – physical processes which create tectonic plate movement leading to volcanic eruptions, earthquakes, and tsunamis. Study of case study events to interpret impacts and responses across different spatial and temporal scales, including Japan, Haiti, Montserrat, and the Philippines. Formation of tropical storms and factors leading to the formation and spread of wildfires. Study of case study events to interpret impacts and responses across different spatial and temporal scales, including USA and the Philippines.</p> <p>Skills - interpreting maps and quantitative sources. Quantitative analysis including calculating Spearman’s Rank,</p>	<p>Changing Places – factors which create place meaning and sense of place: flows of people and investment, historical connections, government regeneration policies, and changes over time. Focus on two contrasting locations: Wembley Park and Detroit, USA. Application of interpreting unfamiliar qualitative sources such as articles, photographs, maps, and fiction writing to deepen understanding of constructing place identity. Synthesis of knowledge to prepare for possible cross-over with Hazards topic.</p> <p>Skills - interpreting maps and quantitative sources to understand characteristics of</p>	<p>Local place geographical investigations – completion of an investigation in Wembley Park. Pupils developing their ability to design an investigation to collect primary data. Development of skills in collecting quantitative and qualitative data; analysing data using statistical tests; and interpreting results. Deepening skills developed in GCSE urban fieldwork.</p> <p>Skills – designing data collection sheets including surveys and questionnaires. Collecting secondary data to support investigation.</p> <p>Assessment - assessment week providing a mark and equivalent grade.</p>	<p>Exam preparation – pupils will work on content revision and practicing quantitative skills in preparation for the AS level exams: Paper 1 and Paper 2.</p> <p>Skills - interpreting maps and quantitative sources. Calculating central tendencies, distribution (interquartile range and standard deviation).</p> <p>Practising interpretation of qualitative sources, data, and complex graphs and charts.</p> <p>External examinations: AQA AS Level Geography Marks: 80 marks each Length: 1 ½ hours each</p>	<p>After AS examinations</p> <p>Contemporary Urban Environments – introduction to processes impacting urbanisation and contemporary urban processes including regeneration and gentrification. Sustainability and liveability of cities with a focus on London.</p>

	<p>interpreting results. Deepening skills developed in GCSE rivers fieldwork.</p> <p>Skills - interpreting data, cartographical sources, graphs and charts, and statistical tests for analysis.</p> <p>Assessment - End of topic test (40 minutes). Weekly homework (40 marks) and independent study tasks.</p> <p>Relevant Geo Factsheets (on school Drive / class Teams) 269 – Erosion and Coastal Landforms 145 – Coastal Deposition 359 – Coastal Fieldwork 1</p>	<p>central tendencies, and standard deviation.</p> <p>Assessment - assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study.</p> <p>Relevant Geo Factsheets 394 – Volcanic Impacts 407 – Plate Tectonics</p>	<p>unfamiliar places. Using qualitative and artistic sources to determine how sense of place is constructed.</p> <p>Assessment - assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study.</p> <p>Relevant Geo Factsheets 401 – Community Groups 273 – Rebranding in Liverpool</p>	<p>Continuous assessment through homework and independent study.</p> <p>Relevant Geo Factsheets 354 - Surveys in Fieldwork 374 – Research Fieldwork and</p>	
13	<p>NEA – pupils complete their independent fieldwork investigation. Focus on analysis and interpretation of data, forming conclusions and evaluating the enquiry process.</p> <p>Contemporary urban environments – synthesising understanding of global cities and their socio-economic and environmental challenges. Study of inequality, segregation, and environmental issues such as pollution and dereliction with a focus upon case studies of London and Johannesburg. This topic develops upon GCSE knowledge of Changing Cities.</p> <p>Skills – interpreting maps and quantitative sources to understand changes in urban areas. Using qualitative and</p>	<p>Water and carbon cycles - developing upon AS physical topics to deepen understanding of systems through application of water and carbon cycles. Understanding of how water and carbon cycles interact in tropical rainforests. Challenges of climate change and the strategies to manage this build upon GCSE content from Weather Hazards and Climate Change.</p> <p>Global systems and global governance - synthesising human factors and interactions to create the modern globalised world. Role of global systems to manage global commons including Antarctica and promote development which develops understanding from GCSE</p>	<p>Coastal systems and landscapes –focus on deepening understanding on coastal systems, human activities, temporal changes, and case studies (Holderness and the Sundarbans), with particular focus upon synthesis across the topic to construct rational arguments. This deepens understanding and applies knowledge from year 12 (AS) to more challenging A-Level exam skills. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance.</p> <p>Hazards - focus on deepening understanding on formation, impacts, and responses to tectonic</p>	<p>Changing places - This is deepens understanding of factors which influence and change sense of place and place identity. Applies knowledge from year 12 (AS) to more challenging A-Level exam skills such as utilising unfamiliar qualitative sources into an argument. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance.</p> <p>Contemporary urban environments – revising processes, concepts, and changes in urban environments. Application of knowledge to quantitative and qualitative figures to deepen understanding. Emphasis on answering 9-mark</p>	<p>Exam preparation – pupils will work on key quantitative skills, exam writing skills, and knowledge retrieval in preparation for the A-Level exams: Paper 1 (human geography) and Paper 2 (human geography).</p> <p>Skills – interpreting maps and quantitative sources. Calculating central tendencies, distribution (interquartile range and standard deviation). Practising interpretation of qualitative sources, data, and complex graphs and charts.</p> <p>External examinations - AQA A-Level Geography Marks: 120 each Length: 2 ½ hours each</p>

<p>artistic sources which are unfamiliar and require application to prior knowledge to develop an argument.</p> <p>Assessment – Assessment week one will include an 2 hour 5 minute exam on Coasts and Hazards (previous year 12 topics) prior to starting the Contemporary Urban Environments topic. Weekly homework (40 marks) and independent study tasks.</p> <p>Relevant Geo Factsheets (on school R Drive / class Teams) 411 – Sustainable Cities 04 – Urban Waste Management</p>	<p>content is built upon from the topic of Global Development.</p> <p>Skills – interpreting complex graphs and charts (including circular graphs), using quantitative and qualitative sources to understand changes in globalisation.</p> <p>Assessment – assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study. Both Water and Carbon Cycles and Global Systems and Governance have cross-over with other human and physical topics.</p> <p>Relevant Geo Factsheets 422 – Flooding along the River Severn 342 – Introduction to the Carbon Cycle 392 – Managing the Polar Arctic 415 – Switched off from Globalisation</p>	<p>hazards (volcanoes, earthquakes and tsunamis), tropical storms, and wildfires. This deepens understanding and applies knowledge from year 12 (AS) to challenging A-Level exam skills. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance.</p> <p>Water and carbon cycles - revising processes, concepts, and changes in both the water and carbon cycles, and how these processes are impacted by human behaviour. Synthesis of knowledge to prepare for possible cross-over with Global Systems and Governance, and Contemporary Urban Environments.</p> <p>Skills – interpreting maps and quantitative sources. Calculating statistical tests: Spearman’s Rank, Chi Square, Mann Whitney U test, and Student t test.</p> <p>Assessment – assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study</p> <p>Relevant Geo Factsheets 129 – Lithology 403 – Jurassic Coast 409 – Risk of volcanic eruptions</p>	<p>questions using unfamiliar figures to apply to knowledge. Synthesis of knowledge to prepare for possible cross-over with Water and Carbon Cycles.</p> <p>Global systems and governance – revising processes, concepts, and global changes in the interconnections of the modern world. Synthesis of knowledge to other human and physical topics to prepare for 20-mark questions which cross-over the themes within this topic (e.g. factors of globalisation). Application of knowledge to quantitative figures including circular graphs and statistical analysis.</p> <p>Skills – interpreting maps and quantitative sources. Calculating central tendencies, distribution (interquartile range and standard deviation), and interpreting a variety of graphs and charts.</p> <p>Relevant Geo Factsheets 417 – Are we in an Era of De-Globalisation? 386 – The Paris Agreement</p>		
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Enrichment Opportunities:

- In Key Stage Three, pupils have the opportunity to create a Geographical enquiry question which they then investigate and collect data for using geographical fieldwork equipment. In Key Stage Four pupils visit river landscapes to investigate physical processes (Epping Forest or River Chess) and an urban area to study regeneration (Stratford, East London).
- At Key Stage Five, pupils have a three-day residential trip to South Wales focusing on Geography fieldwork skills, coastal geomorphology and urban processes. In Key Stage Five pupils also have the option to join the 'Geography Society' which discusses a range of 21st century challenges such as climate change and migration.
- A range of clubs are offered by the department including KS3 Humanities Club which offers pupils a greater awareness of how physical geography is interconnected with human activity both past and present through the exploration of the geographical, historical and cultural characteristics of a country. An orienting club engages pupils with the skills of map reading and navigation and 'Global Geographers' highlights the key issues facing our planet today with opportunities to reach solutions.
- An Iceland Residential trip is run every other year for Year 9 and 10 students to engage with core physical geography concepts.
- Pupils in Key Stage Four are offered the 'Geoscience Club' which explores physical geographical processes and geology which shape our contemporary world.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every half term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.