

GEOGRAPHY CURRICULUM OVERVIEW



A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. This is done with reference to the set of skills and knowledge defined by the GA and the RGS that informed the development on the National Curriculum and the new exam specifications introduced for summer 2018 examination. The Scheme of Work (SOW) is designed to develop students' knowledge, understanding and skills through the implementation of planned programmes of study to deliver the impact we intend (especially in accordance with exam criteria expectations).

The scheme of work has been developed to allow measurable and cognitive progression towards the end-points determined by the department and exam boards. Testing, internally through planned assessments and exams, and externally by exam boards, informs the direction and progression towards the realisation of the intent.

Clear end-points in the curriculum have been identified towards which the SOW builds so that staff and students know how to reach those end points through learning pathways specifically designed by the department following GA and RGS guidelines from subject specialists about the content and pedagogical intent that the department staff are aware of and eminently able to deliver. Staff are supported by in-house and CPD training to ensure this.

The scheme of work is designed to stretch and challenge students of a very high ability range. Link between 'knowledge gap' and disadvantage, cultural background and gender. Stretch and Challenge is ensured through appropriate enrichment activities to extend the Scheme of work beyond the agreed parameters of delivering the knowledge and skills so that all pupils can take advantage of opportunities, responsibilities and experiences. This will affect their performances in school and later in life irrespective of background and any social disadvantage.

The scheme of work recognises and values the delivery of cultural capital students need to succeed in life based on the national curriculum definition of 'cultural capital'

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

This is achieved through multiple fieldwork opportunities at each key stage.

The potential of geography as a destination is emphasised at all Key Stages and especially at transfer points (talks to Year 9 and 11 students during option choices as well as open evening etc.).

KS3 GEOGRAPHY CURRICULUM



	Year 7	Year 8	Year 9 (GCSE CONTENT)
Autumn Term 1	Ordnance survey map skills	River landforms & processes.	The challenge of natural hazards (Tectonic hazards)
Autumn Term 2	Ordnance survey map skills.	Investigative geography; measuring river flow (including Hogsmill investigation).	The challenge of natural hazards (Tectonic hazards)
Spring Term 1	Investigative geography and mapping data (including school urban traffic investigation)	Weather, weather recording and climate.	Urban Issues and Challenges
Spring Term 2	Settlement site & situation	Climate change; cause & effect.	Urban Issues and Challenges
Summer Term 1	Urban patterns & new homes debate.	Development indicators.	Introduction into The Living World: Tropical Rainforests
Summer Term 2	A study of India	A study of Russia	The challenge of natural hazards (climate change)

KS4 GEOGRAPHY CURRICULUM



	Year 10	Year 11
Autumn Term 1	Coastal landscapes in the UK	Resource Management
Autumn Term 2	The living world: Ecosystems	Urban issues and challenges
Spring Term 1	The changing economic world	The challenge of natural hazards (TECTONIC HAZARDS)
Spring Term 2	The Changing Economic World	The challenge of natural hazards (WEATHER HAZARDS)
Summer Term 1	River landscapes in the UK	Issue evaluation from pre-release document
Summer Term 2	Fieldwork (Tillingbourne)	

KS5 GEOGRAPHY CURRICULUM



	Year 12	Year 13
Autumn Term 1	<p>Coastal systems and landscapes Coasts as natural systems and processes</p> <p>Contemporary urban environments Urban climate and drainage</p>	<p>Geography fieldwork investigation Investigation requirements</p> <p>Water and carbon cycles Water, carbon, climate and life on Earth</p> <p>Changing places Meaning and representation, Quantitative and qualitative skills Place studies</p>
Autumn Term 2	<p>Coastal systems and landscapes Coastal landscape development and case studies</p> <p>Contemporary urban environments Urbanisation, urban forms and social and economic issues</p>	<p>Hazards Concept in a geographical context and plate tectonics</p> <p>Global systems and global governance Globalisation and Global systems</p>
Spring Term 1	<p>Coastal systems and landscapes Coastal management and case studies Quantitative and qualitative skills</p> <p>Contemporary urban environments Urban waste and its disposal Other contemporary urban environmental issues</p>	<p>Hazards Volcanic and seismic hazards</p> <p>Global systems and global governance International trade and access to markets Global governance and The 'global commons'</p>
Spring Term 2	<p>Water and carbon cycles Water and carbon cycles as natural systems</p> <p>Changing places The nature and importance of places</p>	<p>Hazards Fires in nature Case studies</p> <p>Global systems and global governance Antarctica as a global common, globalisation critique and skills</p>
Summer Term 1	<p>Water and carbon cycles The water cycle and The carbon cycle</p> <p>Changing places Relationships and connections and place studies</p>	<p>REVISION</p>

Summer Term 2	Consolidating knowledge, enrichment and progression activities	Consolidating knowledge, enrichment and progression activities	
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