

## CURRICULUM SUBJECT: GEOGRAPHY

### SUBJECT CONTACT: J PETERS

“Geography is knowledge, knowledge is power, therefore, Geography is POWER.”

### CURRICULUM INTENT

Why is it important that pupils at Vale of York study Geography?

*A high-quality Geography education should inspire pupils, curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. We ensure we equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth’s key processes. As students 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 framework and approaches that explain how the earth’s features at different scales are shaped, interconnected and change over time.*

### CURRICULUM STATEMENT

*At KS3: To develop a love of learning in students that extends beyond school and into the world around them.*

*At KS4: The purpose of GCSE Geography is to engage students in the world around them and allow them to be aware of their place within it.*

## CURRICULUM SEQUENCE

Key Stage 3:

	Year 7	Year 8	Year 9
Curriculum time (pf)	3	4	3
Curriculum framework	<i>National Curriculum</i>	<i>National Curriculum</i>	<i>National Curriculum</i>
Core knowledge & understanding covered	<p><i>Intro to Geography</i>  <i>Weather and Climate</i>  <i>Ecosystems</i>  <i>Population</i>  <i>Settlement</i>  <i>Local Area Fieldwork</i>  <i>Climate Change</i></p>	<p><i>The Middle East</i>  <i>Geology</i>  <i>Glaciation</i>  <i>Development</i>  <i>Rivers and flooding</i>  <i>Coasts and Oceans</i>  <i>Globalisation</i></p>	<p><i>Geographical Information Systems</i>  <i>Russia</i>  <i>Urban Issues and Challenges</i>  <i>Africa</i>  <i>The UK's Resources</i>  <i>Plate Tectonics and Natural Hazards</i></p>
Subject specific skills	<p><i>Cartographic Skills – introduced in Y7 and then used in all units.</i>  <i>Atlas skills – introduced in Y7 and then used in all units.</i>  <i>Numeracy skills including graphical and statistical skills – use of data and graphs in most units.</i>  <i>Literacy including extended writing – introduction to command words such as explain, justify and to what extent in all units and used within assessed tasks.</i>  <i>Linking factors</i>  <i>Developing judgements</i></p>		
Personal attributes evolved that support learning	<p><i>Independent study through homework and project work</i>  <i>Resilience - I might not be able to do it now but I will be able to soon attitude</i>  <i>Team work - fieldwork tasks and group activities</i>  <i>Decision Making - judging information and ideas from the world around you</i>  <i>Confidence - it's okay to get it wrong attitude</i></p>		

<b>Disciplinary Literacy</b>	<p><i>Geography is literacy heavy with many new words being learnt every lesson. Spelling and meaning testing check knowledge and understanding which allows students to be confident in their knowledge and understanding of vocabulary.</i></p> <p><i>Key words sheets in KS3 enable students to refer back to words when they are unsure.</i></p>
------------------------------	--

Key Stage 4:

	Year 10	Year 11
<b>Curriculum time (pf)</b>	5	5
<b>Curriculum framework</b>	<p><i>AQA GCSE Geography was selected as it offers students the opportunity to study both physical and human geography as well as develop geographical skills. It builds upon and is taught in a similar way to our KS3 curriculum.</i></p> <p><i>Paper 1 – Living with the physical environment – Natural Hazards including tectonic, weather and climate change; Ecosystems including tropical rainforests and cold environments or hot deserts; and Physical Landscapes in the UK including coastal and river landscapes.</i></p> <p><i>Paper 2 – Challenges in the human environment – Urban issues and challenges, the changing economic world; and the challenge of resource management.</i></p> <p><i>Paper 3 – Geographical Applications and skills – including a decision-making exercise based on pre-released material, analysing unseen fieldwork and their own fieldwork.</i></p>	
<b>Core knowledge &amp; understanding covered</b>	<p><i>Urban Issues and Challenges</i></p> <p><i>The Challenge of Natural Hazards</i></p> <p><i>The Challenge of Resource Management</i></p> <p><i>Fieldwork to Leeds</i></p> <p><i>Fieldwork to Hornsea</i></p>	<p><i>The Living World</i></p> <p><i>The Changing Economic World</i></p> <p><i>The Changing UK Landscape focused on Rivers and Coasts</i></p>
	<p><b><u><a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance</a></u></b></p>	
<b>Subject specific skills</b>	<p><i>Cartographic Skills - use and interpretation of maps</i></p> <p><i>Graphical Skills - use and interpretation of different graphs</i></p> <p><i>Numerical Skills</i></p> <p><i>Statistical Skills - correlation and probability</i></p>	

	<p><i>Use of quantitative and qualitative data - using different types of surveys and data</i></p> <p><i>Formulate enquiry and argument - evaluate and assess information about different geographical topics</i></p> <p><i>Literacy including extended writing – increase in confidence when using command words such as explain, justify and to what extent in all units and used within assessed tasks.</i></p>
<p><b>Personal attributes evolved that support learning</b></p>	<p><i>Independent study through homework and project work</i></p> <p><i>Resilience - Try, try and try again attitude</i></p> <p><i>Team work - fieldwork tasks and group activities</i></p> <p><i>Decision Making - judging information and ideas from the world around you</i></p> <p><i>Confidence - it's okay to get it wrong attitude</i></p>

## CURRICULUM OPPORTUNITIES

Key Stage 3:

	Year 7	Year 8	Year 9
<p><b>Within the formal curriculum</b></p>	<p><i>Year 7 is all about understanding how we live and gaining vital geographical skills. In the summer term we take the entire Year 7 cohort to Helmsley in the North Yorkshire Moors. They are then given the opportunity to test out the theories they have learnt during the spring term...and may even get the chance to have a quick ice cream! Students also undertake field work in their local community learning how to complete geographical surveys, present their information and draw conclusions from it.</i></p> <p><i>In Year 8 students study rivers and flooding. In conjunction with BAM students visit the flood defences along the Ings and complete a workshop on how the city is protected.</i></p> <p><i>In Year 9 an optional residential field trip is offered to those students considering taking Geography at GCSE level. As part of the GCSE students look at the UK's energy resources so we take them to DRAX Power Station to look at how alternative fuels are being used to generate electricity for the Yorkshire region.</i></p>		

<b>Links to other curriculum areas</b>	<p><i>Our main curriculum links are with Science and Mathematics.</i></p> <p><i>Statistical and graphical skills are taught in both Mathematics and Geography. Geography uses the same methods and language as Mathematics to ensure students are able to see the link between the two areas.</i></p> <p><i>Science covers some elements of the Geography curriculum such as the structure of small scale ecosystems, biodiversity, adaptation and human interference,, the causes and effects of climate change and how to mitigate and adapt to it.</i></p>
<b>Preparation for adult life</b>	<p><i>All units at KS3 start with an information sheet that places the unit of work within the context of what they are studying that year, the context of the GCSE and the context of employment in the wider world.</i></p> <p><i>Specific careers are referenced throughout the course</i></p>

## CURRICULUM IMPLEMENTATION

*As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.*

### Curriculum delivery:

*In Geography students learn in a variety of different ways. By combining a range of tasks and activities all learning types are catered for, such as visual, auditory, kinesthetic and reading/writing learners.*

### Homework:

	Frequency	Expected time to complete	Completion notes and handing in	What to do if stuck
7	<i>Once a fortnight</i>	<i>30-60 minutes</i>	<p><i>Filling in sections from their knowledge organiser for the unit they are currently learning.</i></p> <p><i>Homework is handed in during lesson time and students are given 2 weeks to complete it.</i></p>	<p><i>Ask your teacher.</i></p> <p><i>Go to homework club.</i></p>
8				
9				

10	Once a week	60 minutes	<i>Students will be given tasks to create revision resources based on the lessons they have been taught this week.</i>	<i>Ask your teacher. Go to homework club. Attend P6 sessions</i>
11			<i>Students will be issued a set of exam practice questions to complete.</i>	

## SUPPORTING YOUR CHILD

*Geography is about the world in which your child is being raised and therefore by keeping your child up to date with current affairs you will help them with their learning. Having a world map on the wall and chatting about places they have heard of will improve their spatial awareness.*

	Resources to support your child	Relevance - How it helps
<b>Key Stage 3</b>	<i>BBC Bitesize</i>	<i>Covers all topics studied inline with the National Curriculum</i>
<b>Exam courses</b>	<i>Internet Geography</i>  <i>BBC Bitesize</i>  <i>YouTube - Geography Hawks</i>	<i>Specific resources for all AQA units taught including case studies.</i> <i>Covers all units taught for the AQA GCSE course.</i> <i>Short videos that cover all AQA GCSE lessons</i>

## WIDER INTEREST

Here is a list of organisations or resources that your child can access if they wish to dive deeper into this subject area.

<https://geography.org.uk/GA-York--District-Branch/> - The York branch of the Geographical Association has activities and lectures that students can attend in their own time.

<https://www.hoddereducation.co.uk/subjects/geography/products/14-16/wideworld-magazine> - Wideworld magazine is aimed at GCSE students and contains plenty of information and help to be successful in the GCSE course.