

What is your curriculum statement for each key stage?

KS3- Students will study a range of Human and Physical themes throughout Year 7 whilst developing a range of key geographical skills. All students will study: • Weather and Climate (Focus on the British Isles) · Natural Resources (Focus on Tropical Rainforests and Water) · Settlement · Fieldwork Opportunity · Geography Students will study a range of Human and Physical themes throughout Year 8 whilst developing a range of key geographical skills. All students will study: · Population and Migration · Tectonics (Focus on earthquakes, volcanoes and tsunamis) · Tourism (Global to local scales)

Students will study a range of Human and Physical themes throughout Year 9 whilst developing a range of key geographical skills. All students will study: · The Coastal Environment · Development and Globalisation · Extreme Environments (Focus on polar and desert regions) · Climate Change

KS4- GCSE Geography will study the following topics as part of the AQA specification: The Challenge of Natural Hazards (Tectonics, Weather and Climate Change) · The Changing Economic World · Challenge of Resource Management (Focus on Water) · Urban Issues and Challenges · Fieldwork Opportunity – Students will study the characteristics of a local river and how they change with distance downstream. · Students will continue to student various Human and Physical themes from the AQA specification: · River Landscapes in the UK continues from Year 10 · Glacial Landscapes in the UK · The Living World (Ecosystems, tropical rainforests and cold environments) · Geographical Issues Evaluation (Pre-release material) · Fieldwork Opportunity

Curriculum rationale September 2018

Faculty: Geography Lead: C

Tarpey KS5- Geography Students will study the AQA specification which comprises of 3 components: · Component 1: Physical Geography (Water and Carbon Cycles/Glacial Systems and Landscapes) · Component 2: Human Geography (Population and the Environment/Changing Places) · Component 3: Independent Geographical Investigation (Planning Phase)

Fieldwork opportunities in a range of human and physical settings (Hydrology study, socio-economic inequalities study, glacial evidence investigation) In Year 13 students will continue to study the range of Human and Physical themes which are started in Year 12. They will also complete a 4000 word investigation based on a fieldwork study they have planned and conducted independently. · Component 1: Physical Geography (Glacial Systems and Landscapes/Hazards) · Component 2: Human Geography (Changing Places/Global Systems and Global Governance) · Component 3: Independent Geographical Investigation (Completion)

How does learning develop through each key stage?

"Geography is both science and art" - H.C. Darby, 1962

Geography is the study of the Earth; the landforms, physical processes and human systems. It helps us to understand the amazing world we live in. Studying Geography is important as it provides us with knowledge of our planet that has helped shape our history and will continue to shape our lives in the future. It is a link with physical and social sciences, helping us to make informed decisions for both our planet and its inhabitants, viewed from different perspectives. Geographers develop their knowledge of places and environments, as well as their understanding of the diversity of different societies and cultures. This helps them to become responsible global citizens who understand how people and environments interact. If you watch or read the news, you will find that the most important issues facing the world are geography-related, so by studying geography we are learning about issues that will actually affect our own lives.

What principles guide your decision making? What is distinctive about your curriculum?

Our principles encourage awareness of the present through a study of different societies, both in time and place. Help pupils to develop a geographical knowledge and understanding. Introduce pupils to geographical enquiry, practical fieldwork and mapping skills (including digital mapping). Encourage pupils to think critically and to assess evidence. Help pupils develop a sense of identity through learning about their own lives and our relationship with other places. Develop socially responsible and informed attitudes.

Curriculum rationale September 2018

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Tarpey How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

Geography at Archbishop Blanch School should help pupils to:

- Develop a strong interest in, and help them identify with their own environment and have an understanding of the wider world as their place within it. Appreciate the variety of physical and human conditions on the earth's surface and recognise the interaction between them
- Understand how change can result from physical and human processes.
- Realise that others may hold different beliefs, attitudes and values to their own which are equally valid.
- Encourage sensitivity towards others and develop an understanding of an empathy towards the nature of multi-cultural and multiethnic societies.
- Gain a fuller understanding of controversial issues, allowing them the opportunity to make and communicate their own informed judgements.
- Have respect for their natural and built environment.
- Build upon existing geographical knowledge, introducing new concepts as appropriate.
- Acquire a wide range of geographical and other skills.
- Develop an

enquiry approach towards their work, allowing them to extend their intellectual skills through problem solving and fieldwork. · Enjoy learning and inquiring about their world.

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

We believe that Geography should encourage all students to challenge prejudicial views, ignorance and intolerance and provide invaluable learning tools that can enhance a student's understanding of themselves and other people. We aim to always create a safe environment where students feel comfortable about taking risks and are happy to meet challenges. The Geography department aims to meet the needs of all students and we acknowledge that students learn most effectively through a variety of media, including aural, visual and written and that, therefore, the teaching staff should employ a broad range of teaching strategies to appeal to the different types of learner.

Geography subjects explore and examine issues important to human societies. In doing so they investigate issues using different media and methods, analysing and interpreting information critically, forming and communicating reasoned judgements based on evidence. They will value an exploration of culture and ideas from the widest sources including literature, music, and art. Creativity will be nurtured and critical sophistication developed, whilst instilling confidence in the means of expression. The skills and understanding nurtured on Humanities can equip young people to play an active well informed role in the community, and prepare them for further education in the world of work in a rich range of fields.

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Tarpey What impact does your curriculum have on the learners at Archbishop Blanch?

The aim of the Geography department is to develop in students a real interest in the subject which we believe are of central importance to understanding the world and our place in it. The Geography department acknowledges the human basis of the learning experience. It focuses on the human dimension of the curriculum, that area which deals with people and their interaction with their environment, in its historical, geographical, cultural, social, moral and spiritual dimensions. We aim to develop in students the skills, enthusiasm and understanding necessary to become life-long learners, and to foster an open-mindedness towards other people and cultures, as well as a sense of responsibility to the world around us. We believe the subject has the power to improve every individual's quality of life in a spiritual and intellectual sense, as well as helping develop many skills which are vital in the modern working world. We also believe Geography is

uniquely crucial to the well-being of our local community, our national society and the global population as a whole; only with an understanding of our environments, climate, and historical roots, can the human race advance in a sustainable, peaceful and successful manner. We have high expectations of all students and, above all, want all students to enjoy their education.

What are your assessments for this academic year?

Term 1 Term 2 Term 3 Term 4 Term 5 Term 6 Year 7 Assessment based around geographical skills using exam style questions 20 marks Assessment based on settlement and urbanisation using exam style questions 20 marks Assessment based on rivers using exam style questions 20 marks Assessment based around fantastic places and geographical skills using exam style questions 20 marks Assessment based on weather and climate using exam style questions 20 marks Assessment based on coasts using exam style questions 20 marks Year 8 Assessment based around Africa using exam style questions 20 marks Assessment based on changing populations using exam style questions 20 marks Assessment based on glaciation using exam style questions 20 marks Assessment based around the fashion industry and fair trade using exam style questions 20 marks Assessment based on tourism using exam style questions 20 marks Assessment based on will we ever know enough about earthquakes and volcanoes? using exam style questions 20 marks Year 9 Assessment based on will we ever know enough about earthquakes and volcanoes? using exam style questions 20 marks Assessment based on urban issues and challenges using exam style questions 20 marks Assessment based on Living world –Biomes using exam style questions 20 marks Assessment based on resource management using exam style questions 20 marks Assessment based on issue evaluation paper 3. Assessment based on climate change using exam style questions 20 marks Year 10 The challenge of natural hazards SAMS 1 PAPER 1 Q1- 1 mark Q2- 2 marks Physical landscapes – Rivers SAMS 1 PAPER 1 Q1- 1mark Q3- 1 mark Physical landscapes – SAMS 1 PAPER 1 glaciation Urban issues SAMS 1 PAPER 2 Q1- 2marks Q2- 2 marks Q4 – 6 marks Issue evaluation SAMS 1 PAPER 3 MOCK

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Tarpey Q4 – 6 marks Q7 – 4 marks Q9 – 9 marks + 3 spag Total 26 Q4- 1 mark Q5- 1 mark Q6 – 4 marks Q7- 6 marks Total 14 Q1- 1 mark Q2- 1 mark Q4- 2 marks Q5 – 4 marks Q6- 6 marks Total 14 Q8- 9 marks + 3spag Total 22 Year 11 Changing Economic world SAMS PAPER 1 PAPER 2 Q1- 2 marks Q3- 4 marks Q5- 4 marks Q10 – 9 marks Total 19 Physical landscapes – SAMS 1 PAPER 1 glaciation Q1- 1 mark Q2- 1 mark Q4- 2 marks Q5 – 4 marks Q6- 6 marks Total 14 Living world SAMS 1 paper 1 Q1-1 mark Q2- 2 marks Q4 – 6 marks Q9- 9 marks Total 18 Mock The challenge of Resource management SAMS PAPER 1 PAPER 2 Q1- 1 mark Q2- 2 marks Q5- 6 marks Q6- 3 marks Q4- 6 marks Total 18 Year 12 Sample questions coastal systems and landscapes and water and carbon cycle Sample questions coastal systems and landscapes and water and carbon cycle Sample questions coastal systems and landscapes and water and carbon cycle Sample questions global systems and governance and population and the environment Sample questions global

systems and governance and population and the environment Mock Year 13 Sample questions ecosystems under stress and population and the environment Sample questions ecosystems under stress and changing places Sample questions ecosystems under stress and changing places

Mock

Full paper

Curriculum rationale September 2018  
Tarpey Long Term Plan:

Faculty: Geography Lead: C

HT1 7 weeks HT2 8 weeks HT3 6 weeks HT4 6 weeks HT5 5 weeks HT6 7 weeks  
External assessment 7 Topic 1- Our place in the world, what is a geographer? (including some map skills, GIS digi maps)

10 lessons with assessment

Topic 2- Settlement and urbanisation

12 lessons with assessment

Topic 3- Rivers

9 lessons with assessment

Topic 4- Fantastic Places including map skills

**9 lessons with assessment**

**Topic 5- Weather and Climate**

**7 lessons with assessment**

**Topic 6- Coasts**

**10 lessons with assessment**

**8 Topic 1- Africa**

**10 lessons with assessment**

**Topic 2- How are Populations changing? – Russia, china and India 12 lessons with assessment**

**Topic 3- Glaciation**

9 lessons with assessment

Topic 4- Fashion industry, globalisation and fair trade

9 lessons with assessment

Topic 5- Tourism including a middle east case study

7 lessons with assessment

Topic 6- Will we ever know enough about earthquakes and volcanoes? Focus volcanoes (including GIS)

10 lessons with assessment

9

Topic 1- Will we ever know enough about earthquakes and volcanoes? Focus earthquakes

Topic 2- Urban issues and challenges including sustainability (GCSE spec modified)

Topic 3-living world: Biomes and ecosystems including tropical rainforests, cold environments and hot deserts (GCSE spec modified)

Topic 4- Is the earth running out of natural resources? Resource management – food, water, energy – use of plastics focus

Topic 5- Issue evaluation and skills

Topic 6- Tectonic hazards Climate change

10 AQA Paper 1 physical geography Complete natural hazards (3 classes at various stages of the specification. Start or recap River landscapes in the UK and fieldwork preparation

Paper 3 geographical application and skills Fieldwork write up 10 lessons Rivers

Complete natural hazards (3 classes at various stages of the specification. River landscapes in the UK 10 lessons

paper 2: human geography – urban issues and challenges 15 lessons

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Paper 3 geographical application and skills- issue evaluations and fieldwork 12 lessons  
Human Fieldwork

Revision approx. 15 lessons. Write up course work - Mock week

Curriculum rationale September 2018

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Tarpey 11 AQA Paper 3- geographical application and skills 4 lessons completion of fieldwork write up Paper 2 human geography- changing economic world 4 lessons, UK economy 8.5 lessons Assessment ½ lesson Paper 1 physical geography- glacial landscapes in the UK 12 lessons. The Living world- Ecosystems 3 lessons, rainforests 4 lessons Mock week Paper 1 physical geography, Rainforests 3 lessons cold environments 8 lessons 1 lesson assessment. Paper 2 human geography – the challenge of resource management- 3 lessons Paper 2 human geography – the challenge of resource management- 6 lessons Food management 6 lessons. Paper 3 geographical application and skills: Prerelease 3 lessons.

Paper 3 geographical application and skills: Prerelease 3 lessons Revision

12 10 lessons over two week timetable

RC 5 lessons Water and carbon cycles,

CT 5 lessons Coastal systems and landscapes

RC 5 lessons Water and carbon cycles,

CT 5 lessons Coastal systems and landscapes

RC 5 lessons Changing places

CT 1 lesson Coastal systems and landscapes

RC 5 lessons lessons Changing places

CT 5 lessons Population and the environment

RC 5 lessons lessons Changing places & ecosystems under stress

CT 5 lessons Population and the environment

RC 5 lessons Fieldwork

4 days of fieldwork to take place this term

CT 5 lessons Population and the environment & fieldwork

13 Based on same lesson split

RC 3 lessons Ecosystems under stress 2 lessons fieldwork

CT 5 lesson Population and the environment

RC 3 lessons Ecosystems under stress 2 lessons fieldwork

CT 5 lesson Global Systems and Global Governance

RC 3 lessons Ecosystems under stress 2 lessons fieldwork

CT 5 lessons Global Systems and Global Governance

RC 5 lessons Ecosystems under stress revision

CT 5 lessons Global Systems and Global Governance and revision

Revision