

Subject: Geography

Head of Department: Miss Grace Still

Curriculum Intent

The geography curriculum instils curiosity and fascination about the world. It ensures all learners deepen their understanding of both physical and human geography and the interaction between them.

Our learner-centred approach facilitates pupils to extend their understanding and enables young geographers to connect new knowledge with existing knowledge. The national curriculum is used as a framework to make sure the curriculum is carefully planned. Students are exposed to globally significant places and are able to make links and understand the differences and similarities of a variety of places such as the UK, Africa, Asia, Russia and the Middle East. Including a wide range of places in the curriculum results in students developing fluency in applying their knowledge and skills in a variety of contexts.

The geography department contributes to Riverside's EWC by offering a variety of trips and visits to both near and far places. This enables students to connect their knowledge with their local area and develop a sense of place. These opportunities allow young geographers to utilise the skills they've learnt in the classroom in real-life contexts. The curriculum guarantees all students have a detailed understanding of threshold concepts which produces life-long geographers, which are well-equipped with skills for their future careers.

Year 7 Topics

- Autumn Term 1 – Amazing Places and geographical skills
- Autumn Term 2 – Population and settlement
- Spring Term 1 – Hazards
- Spring Term 2 – Wonderful Water
- Summer Term 1 – Weather and climate
- Summer Term 2 – Ecosystems and Biomes

Year 8 Topics

- Autumn Term 1 – Development
- Autumn Term 2 – Africa

- Spring Term 1 – Resources and sustainability
- Spring Term 2 – Russia
- Summer Term 1 – Globalisation
- Summer Term 2 – Climate change

Year 9 Topics

- Autumn Term 1 – UK in the 21st century
- Autumn Term 2 – Landscapes
- Spring Term 1 – Dynamic Development
- Spring Term 2 – Tectonic Hazards
- Summer Term 1 – Urbanisation
- Summer Term 2- Urbanisation

Year 10 topics

- Autumn Term 1 – Atmospheric hazards
- Autumn Term 2 – Changing Climates
- Spring Term 1 – Resources
- Spring Term 2 – Resources and food security
- Summer Term 1 – Ecosystems and Biomes
- Summer Term 2- Fieldwork

Year 11 topics

- Autumn Term 1 – Polar and Tropical environments
- Autumn Term 2 – Decision making exercise
- Spring Term 1 – Decision making exercise
- Spring Term 2 – Decision making exercise
- Summer Term 1 – Revision techniques

GCSE Specification Details and Assessment:

OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) specification

<https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/>

Assessment is through terminal examinations. Students will be guided and supported towards their target grades by teacher marking and feedback. Students use stimulus material provided by teachers and prescribed by the exam board to help them respond to all types of exam questions.

There are 3 papers that will be sat at the end of year 11, these include:

- Our Natural World (01) - a written paper, worth 70 marks. (1 hour 15 minutes) 35% of the GCSE
- People and Society (02) - a written paper, worth 70 marks. (1 hour 15 minutes) 35% of the GCSE
- Geographical exploration (03) - a written paper, worth 60 marks. (1 hour 30 minutes) 30% of the GCSE

Key Stage 5 Overview

At Riverside School we have chosen the AQA A-level Geography Specification. This exciting two year course builds on students' Geography knowledge and introduces new concepts and topics to students. Students will study current world affairs whilst stimulating their investigative and analytical skills.

Students will be introduced to and building upon existing knowledge of geographical skills. Students will understand the nature of using different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'.

Year 12 Topics

- Autumn Term – Resource Security (Human geography) *and* Water and Carbon (Physical geography)
- Spring Term – Changing place (Human geography) *and* Coastal systems (Physical geography)
- Summer Term – Changing Place (Human geography) *and* Coastal systems and landscapes (Physical Geography) *and* Fieldwork introduction

Year 13 Topics

- Autumn Term – Global systems and global governance (Human geography) *and* Hazards (Physical Geography) *and* Non Examination Assessment
- Spring Term – Non Examination Assessment. Revision and Exam Practice

Specification and Assessment

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance>

- Component 1: Physical geography is assessed through one 2 hour 30 minute exam which is worth 120 marks and makes up 40% of the A-level.

- Component 2: Human geography is assessed through one 2 hour 30 minute exam which is worth 120 marks and makes up 40% of the A-level
- Component 3: Non Examination Assessment (NEA) is assessed through a written report approximately 3000-4000 words. This is worth 60 marks and 20% of the A-level.

SMSC

Geography is a subject that naturally explores spiritual, moral, social and cultural development. For example, Social education in geography involves the study of real people in different societies. Students are able to study their own locality and compare it with others in the world- allowing them to strengthen their sense of identity and community.

Students are able to study the culture of real life people and places- allowing them to recognise similarities and differences between cultures.

Moral education in Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example plastics in the oceans or natural disasters or aid.

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