



Curriculum Rationale

Department of Geography

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

Our Vision/Intent



Our vision is to offer an up-to-date, relevant and issue-based curriculum with sustainability at the core. The programme is designed to promote curiosity and wonder about the world in which we live, aiming to create knowledgeable, skillful and responsible citizens that care about the future of our planet. The Geographical outcome of learning for our students is to be able to apply knowledge and conceptual understanding to new settings; to think geographically about the changing world. Our aim is that children become critical learners through enquiry and problem-solving activities, preparing them for life in the 21st century.

Our aims:

- To stimulate interest, enjoyment and a sense of wonder about the world's places and environments. We want to fascinate and inspire our pupils about the beauty of the earth and the power of earth shaping forces
- To provide essential knowledge that allows pupils need to be educated citizens, allowing them to make informed choices. In a changing world, pupils need to be equipped with knowledge of modern day contemporary challenges and sustainable futures, within the local area and global world.
- To provide a broad and rich curriculum that equips pupils with the knowledge and cultural capital that they need to succeed in life.
- To encourage students to develop a range of knowledge and skills that will provide a foundation for future study and a preparation for employment or higher education
- To ensure pupils are skilful, and can use maps, images, data, GIS and graphical modes of communication making them employable
- To develop contextual knowledge of the location of globally significant places –including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To explain how places change over time and how the physical landscapes is shaped by natural processes and human activity.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To introduce and explain how people and their environment interact, and how economies, societies and environments are interconnected.
- To incorporate an active enquiry approach to investigation (that encourages questioning and critical thinking) such that students become confident learning inside and outside the classroom.
- develop contextual knowledge of the location of globally significant places –including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes g students live safe, healthy lives
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

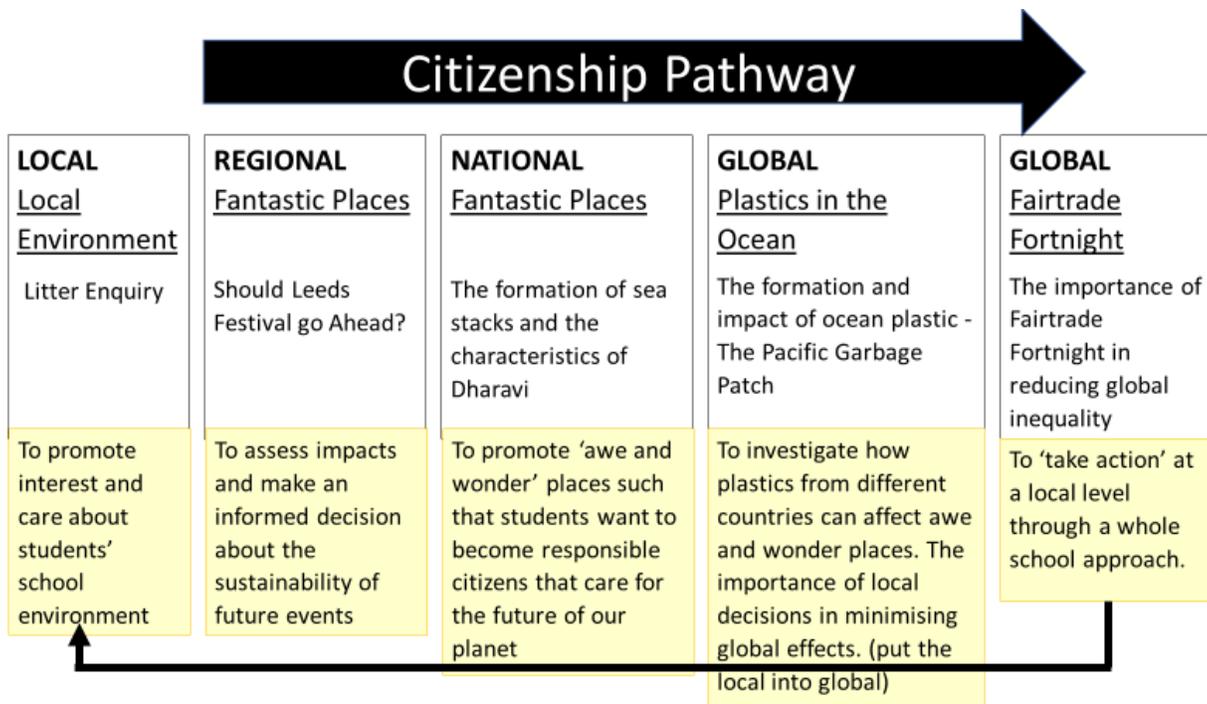
The Principles which Underpin our Curriculum

We have designed a curriculum that explicitly connects and sequences key ideas to develop the retention of essential geographical knowledge, understanding, skills and application. The curriculum has been structured with **three clear pathways** all underpinned by our vision of **sustainability**, aiming to creating knowledgeable, skilful and responsible citizens that care about the future of our planet.

- Citizenship Pathway
- Skills and Enquiry Pathway
- Place Knowledge

Citizenship Pathway

'Awe and wonder' topics have been introduced at the start of the year to raise interest and care about the world in which we live, promoting a strong sense of citizenship.' Students learn about a range of natural environments for example rainforests and coastal landscapes, so they gain an appreciation of the world. They learn about the Impacts of human activity in varying contexts to form deep understanding of how actions can impact people and place and learn of the importance of sustainability and taking action. Examples include climate change, plastics in the ocean and Fairtrade. Modern and relevant issue-based examples are used to promote the importance of geography in today's world.



Locational Knowledge Pathway:

Locational knowledge has been carefully sequenced to build from local to global environments (as emphasised in the Citizenship pathway above). Locational Knowledge is taught as an integral part of lessons, with case study examples in addition to separate one hour 'Location' lessons. For example, Year 7 pupils will extend locational knowledge and deepen their spatial awareness through dedicated lessons on the UK and Europe. This will be supported with 'Scavenger Hunt homework's. The depth of case study examples deepen over time so Year 9 students gather a strong sense of place in fewer areas.

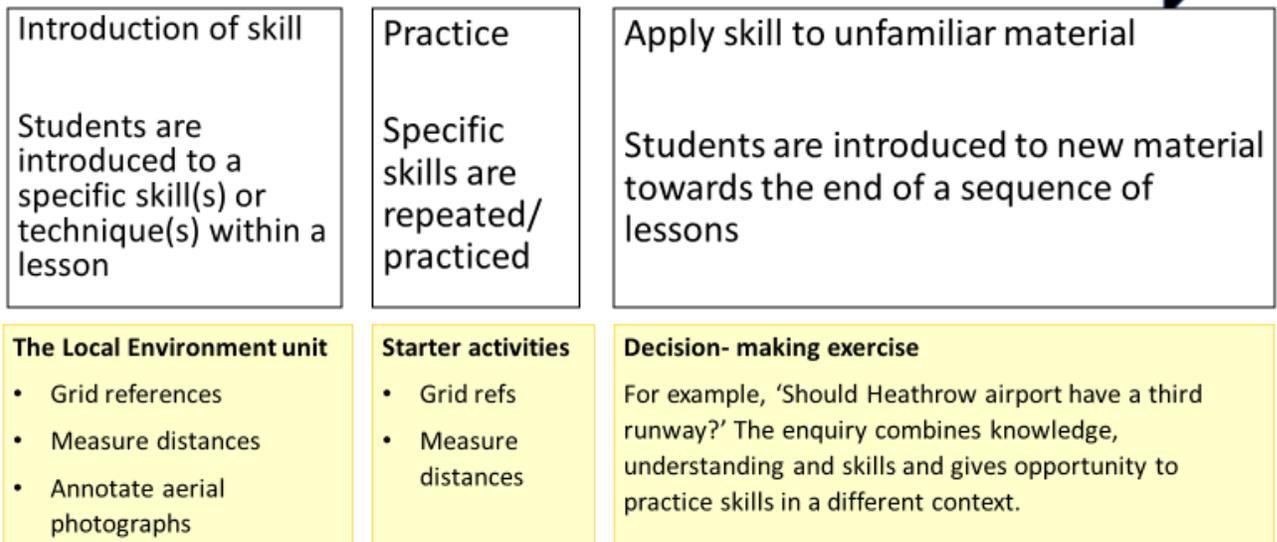
Skills Pathway:

The cumulative development of key geographical skills and techniques have been carefully sequenced throughout KS3. Skills are taught as an integral part of lessons in addition to separate one hour ‘Skill Focus’ lessons, and demanding synoptic exercises.

- ‘Skill Focus’ lessons are planned throughout the year to allow time for practice and repetition leading to further accuracy; this approach prepares them for the demands of synoptic exercises as pupils in both key stages will apply geographical knowledge, understanding, and skills to real world contexts, including fieldwork, contemporary situations and issues at stages later in the year (See DME section). KS3 has been sequenced this way to support retention of knowledge and skills taught in Year 7. Through regular use of synoptic exercises students are challenged to think more geographically as they draw together their retained knowledge, understanding and skills in unfamiliar contexts. Students are also given opportunity to write critically as they evaluate sources.
- ‘Guided ‘enquiry-based’ learning/Decision Making Exercises (DME’s) have been planned throughout the key stage as part of our ‘issue-based’ curriculum. Through ‘real context’ problem solving students develop their geographical knowledge, fully supporting the importance of geography in today’s world, whilst practicing geographical, independent and critical thinking skills. Overall, students are given opportunity to take action, enabling them to become responsible citizens that support sustainable futures.’

The cumulative development of key geographical skills have been carefully sequenced throughout KS3 to show progression?

Skills and Techniques Pathway for Progression



Decision Making Exercises and Fieldwork

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------------------------|---|--|---|--|--|
| DME | <p>The UK Economy: Should Heathrow airport have a 3rd runway?</p> <p>Fantastic Places: Should Leeds Festival go ahead next year?</p> | Energy in the UK: Should Hinkley Point C be built? | <p>Issue Evaluation: Should the proposed road development in the Peruvian Amazon go ahead?</p> <p>(AQA pre-release materials)</p> | <p>Issue Evaluation: Should a reservoir be built in Abingdon?</p> <p>(AQA pre-release materials)</p> | <p>Paper 3 Summer Exam Issue Evaluation</p> <p>(AQA pre-release materials issued in March)</p> |
| Fieldwork/ Fieldwork Enquiry | <p>Microclimate Enquiry: Where is the most suitable location to place a picnic bench in school? School grounds</p> <p>Litter enquiry in the school grounds</p> | Home work: Independent data collection | <p>Fieldwork Enquiry: The Holderness Coastline. 'That hard engineering is controlling longshore drift in Hornsea'</p> <p>School Grounds: That the four components of an ecosystem are present in school</p> | Fieldwork Enquiry: 'That regeneration has improved environmental quality in the CBD of Manchester ' | |

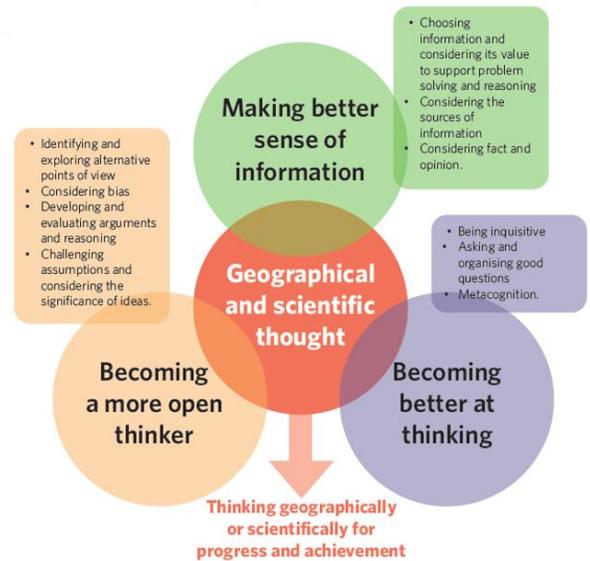
Knowledge acquisition:

The transfer of knowledge to long-term memory has been supported through a variety of revision and assessment strategies. Revision has been carefully planned with a variety of strategies that supports independence, including dedicated revision lessons using PIXL strategies, Seneca, AQA resources and WAGOLL's. The department uses revision clocks, mind maps, flash cards, reduce and transform both in class and at home, 'Memory Geogger' Homework booklets and Knowledge booster quizzes. At GCSE, a students' revision journey is collated in a high-quality scrapbook to emphasise the importance of revision and raise attainment. Long term retention of knowledge and skills are supported at KS3 through a programme of carefully sequenced topics that build on previous knowledge. Guided revision techniques are planned, where students are supported through a wide range of revision techniques prior to assessment points throughout the year and this bridges the gap by preparing students for the demands at GCSE.

Careers thread: Each unit of work has a link to careers.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|---|--|--|
| <p>The relevance of geography (Start of Year 7) UK</p> <p>Economic Activity. Careers link to primary, secondary, tertiary and quaternary sectors.</p> | <p>Careers link to urban planning Inherent links throughout the topics</p> | <p>Fieldwork Careers linked to coastal management</p> | <p>Inherent links to careers throughout the course</p> | <p>Inherent links to careers throughout the course</p> |

- ⊕ The geography department has adopted a combination of research methods including Critical Thinking, Tom Sheringham’s strands using Roseshine’s Theory, The Literacy Project, PIXL
- ⊕ The Geographical Associations ‘A Different View’ manifesto provided the necessary theory to re-examine the purpose of geography and consider why it was so important to us as a department.
- ⊕ The Geographical Associations research towards critical thinking has also been adopted to enable our students to become better at thinking by developing their ability to ask good questions and reflect on their learning. This is crucial if we are to strengthen curiosity and the first stages of investigations. Critical thinking will support our students in making better sense of information, knowledge and ideas, such as by examining evidence, learning to distinguish fact from opinion and considering alternative solutions to problems. This is essential for our students to build understanding and reach informed conclusions. This model supports students in becoming more open thinkers by challenging assumptions through discussion and debate and considering the ethical issues in a changing world. This will enable our students to evaluate and become more autonomous learners, able to think through and reach their own well-founded opinions, based on evidence – which in turn helps make them become more resilient to others’ opinions, which fully supports our school vision of building resilience.



- ⊕ The Literacy Project is heavily research driven and has been instrumental in the development of literacy in our department. It is drawn from, amongst others, ‘The wasted years’ Ofsted report on KS3, and ‘Why Closing the Word Gap Matters’ Oxford Language Report. The English and Geography department have linked together to undertake research and development in the teaching and delivery of literacy across the curriculum. Our research has supported us in developing teaching sequences that incorporate literacy devices, skills and strategies to impact upon written responses. Our aim is to develop increased fluency in writing, more formal written structure and deeper comprehension and understanding of sources; this will better prepare our students for the literacy demands of GCSE, future learning and employment
- ⊕ The geography department has integrated Tom Sheringham’s principles, taken from Roseshine’s theory into the curriculum in line with whole school. This will provide consistency as students develop key strands across a range of subjects, including sequencing concepts and modelling, questioning and reviewing material. Roseshine based his principles on research on how the brain acquires and uses new information, research on the classroom practices of those teachers whose students show the highest gains and findings from studies that taught learning strategies to students. It is through these methods that we can support students learning.

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- ⊕ As a PIXL school, we have adopted many of the strategies in supporting our students to retain knowledge and think deeper. PiXL Revisit is particular strategy for revision that we have implemented due to the increased complexity and content of the newly reformed GCSE exams; effective revisiting is essential if our students are to achieve academic success. The newly reformed exams mean that students will have to recall greater amounts of facts and knowledge quickly. While rote learning and regurgitating content doesn't lead to deep thinking, we know that firstly the information needs to go in, through memorisation of key facts. Fundamental knowledge needs to be embedded, even imprinted on the minds of students to facilitate quick and easy recall. Next students need to deepen their knowledge through higher-order thinking as information learned and processed through higher-order thinking processes is remembered longer and more clearly than information that is processed through lower-order, rote memorisation. (PIXL 2018) Finally, students need to retrieve, demonstrate, apply and test their learning. PiXL Revisit is a simple revisiting method that ensures students are preparing for external exams in an effective way.
- ⊕ Our research models are interlinked and enhance the geography curriculum as they support our students in becoming knowledgeable and skilful so they can successfully apply their knowledge and conceptual understanding to new settings, preparing them well for life in the 21st century.

Key Stage Three

| | Term 1 Sept -Oct (8 weeks) 12 lessons | Term 2 Nov - Dec (7 weeks) 10 lessons | Term 3 Jan - Feb (6 weeks) 9 lessons | Term 4 Feb - Mar (7 weeks) 10 lessons | Term 5 Apr - May (4 weeks) 6 lessons | Term 6 June -July (7 weeks) 10 lessons | | |
|---------------|--|--|--|--|---|---|--|--|
| Year 7 | The Local Environment  8 Lessons Mini Fieldwork | Fantastic Places  7 Lessons | Plastics in the Ocean  4 lessons Citizenship | The UK (10 lessons) Economic Activity → Landscape Processes → National Parks  5 lessons 5 lessons 3 lessons British Values and Careers Heathrow Airport DME | | Rivers  6 lessons | Population  6 lessons British Values | Microclimates  4 Lesson Fieldwork DME |
| Year 8 | Climate Change  4 Lessons | Can the Earth Cope? (Ecosystems, rainforests and endangered animals)  12 Lessons Citizenship | Urbanisation  6 Lessons Kirklees Planning DME | Weather Hazards in the UK  8 Lessons | Is there an Energy Crisis in the UK?  8 Lessons Hinkley Point C Enquiry | Development  8 Lessons Careers | Africa V Asia  8 Lessons Independent Research | |
| Year 9 | Coastal Environments  12 lessons | Urban Change 1 Rio de Janeiro  12 lessons Citizenship | Natural Hazards Tectonics  12 lessons | Urban Change 2 Manchester  12 lessons British Values and Careers | Coastal Environments Physical Fieldwork & skills  12 lessons Fieldwork DME | GCSE Issue Evaluation Road Building in the Amazon (Synoptic) | | |

KS3 follows the National Curriculum and is taught in sets over three hours per fortnight.

The breadth of knowledge offered in Year 7 is wide, with nine short units all underpinned by sustainability. The sequence has been carefully designed to build on pupils' locational knowledge from local to global environments. Key ideas are interlinked through physical and human topics, allowing pupils to fully understand the processes and interactions within and between them, such that pupils want to become responsible citizens.

The breadth of knowledge in Year 8 is also wide, but with six larger sized units. This allows further depth of key processes introduced in Year 7, through the use of detailed place exemplars. Climate Change is introduced at the start of the year; subsequent units are tied together with this common thread, allowing further investigation of the complexity of this modern-day global challenge.

In Year 9 there are five large topics, allowing students to deeply explore key ideas and geographical links. The emphasis on concepts and pathways has been further strengthened by challenging students to think more geographically by drawing together all their knowledge, understanding and skills, including carrying out a more complex and increasingly independent geographical field work enquiry thus preparing students for GCSE.

'Awe and wonder topics have been introduced at the start of the year to raise interest and care about the world in which we live, whilst promoting a strong sense of citizenship.'

'Guided 'Enquiry-based' learning/Decision Making Exercises (DME's) have been planned throughout the key stage as part of our 'issue-based' curriculum. Through 'real context' problem solving students develop their geographical knowledge, fully supporting the importance of geography in today's world, whilst practicing geographical, independent and critical thinking skills. Overall, students are given opportunity to take action, enabling them to become responsible citizens that support sustainable futures.'

Cross Curricular opportunities

Geography can nourish and enrich a whole life of learning: The opportunities available both in the geography curriculum and wider opportunities in school promote cultural capital; developing students self-awareness, cultural awareness, improving command of language so that they are equipped to succeed beyond school and 'hold their own' in different social situations.

Cultural capital in Geography (closing the gap)

- the geography curriculum has been designed to broaden horizons and engender an understanding of contemporary issues in Britain, Europe and the world.
- Field visits are central to geography at SNHS. The breadth and depth of geographical understanding is enhanced through a range of fieldwork enquiries in variety of humans and physical environments including the school grounds, the local area, the Holderness coastline, Manchester CBD and Iceland.
- Enrichment opportunities include Fairtrade club and Fairtrade Fortnight
- Further opportunities involving overseas trips e.g. Iceland
- Links with other agencies: Fairtrade, Traidcraft, The GA, Kirklees Councils, LIDL.

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- **Fairtrade Fortnight:** Promoting SMSC through whole school. Pupils will learn about trade and Fairtrade, and will promote Fairtrade during Fairtrade Fortnight through links across school and the community.
- **The Literacy Project:** Urban Change has been planned with a strong literacy focus, embedding strategies from Kirklees Councils 'Literacy Project'. The unit will promote oracy, reading, comprehension and tiered vocabulary. Links with the literacy coordinator.
- **Reading for Pleasure:**

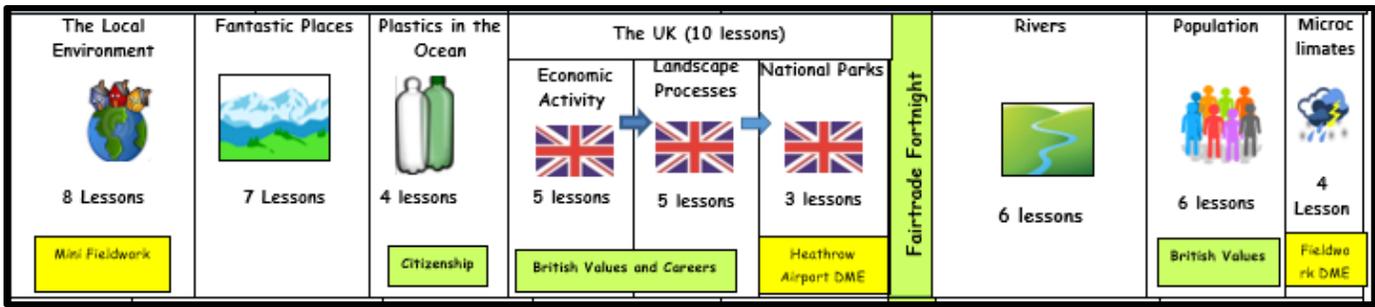
The geography department promotes a love of reading through a 'suggested' reading programme, targeted at KS3 in the first instance. A collection of 21 geography themed novels have been carefully selected to link in with the programme of study, further enhancing a pupils experience of a topic. Pupils in Year 7 and 8 have the opportunity to loan or buy a copy of a novel for each topic taught.

A small geography library is located in SG3, with displays and further promotion in other geography classrooms.

A geography reading club has been established, giving pupils further opportunity to discuss chapters, promoting SMSC and culture capital. The fortnightly reading club has links with the school library and the local bookshop in Lindley.

| Topic | Suggested reading |
|--------------------------|---|
| Fantastic Places | The Polar Bear Explorers Club – Alex Bell Arctic Adventure – Willard Price |
| Plastics in the Ocean | Song of the Dolphin Boy – Elizabeth Laird Izzy's River – Holly Webb |
| The UK Economic Activity | Street Child – Berlie Doherty |
| River Landscapes | The City of Secret Rivers – Jacob Sager Weinstein |
| Population | The Boy at the Back of the Class – Onjali Q. Rauf Boy Giant - Michael Morpurgo |

| Topic | Suggested Novel |
|---|--|
| Climate Change | Earth Heroes – Lily Dyu Greta's Story - Valentina Camerini |
| Can the Earth Cope? (Ecosystems, rainforests and endangered Species) | Journey to the River Sea – Eva Ibbotson Amazon Adventure – Willard Price Operation Rhino – Lauren St John |
| Tectonic Activity | Running Wild – Michael Morpurgo Pompeii My Story – Sue Reid Tracks of the Tiger – Bear Grylls Volcano Adventure – Willard Price |
| Urbanisation and Development | The RIVER and the BOOK – Alison Croggon Trash – Andy Mulligan Earth Heroes – Lily Dyu |
| Africa and Asia | When the Mountains Roared – Jess Butterworth Warrior Boy – Virginia Clay |

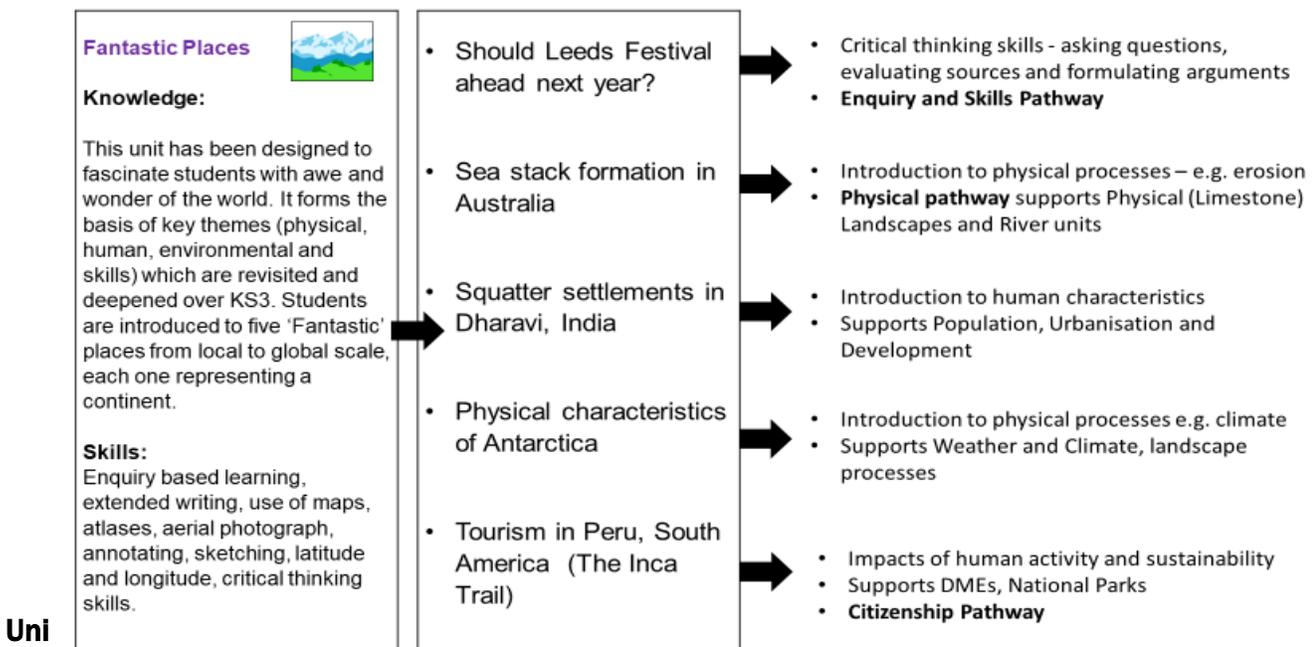


Unit 1: The Local Environment introduces pupils to a local investigation, using subject specific skills. Pupils are introduced to field work skills through a guided mini enquiry; they collect data around school on litter and present their findings. **Citizenship:** Promotes interest and care about their school and local area. Transition topic.

Unit 2: Fantastic Places will build on the previous topic by widening the scale from local to global, incorporating different types of geography that prepares pupils for future topics. Pupils are introduced to a range of place-based exemplars, one in each continent to introduce different elements of geography, creating that awe and wonder about the world in which we live. Through the use of these exemplars, pupils will be introduced to key processes in physical and human geography- rocks, weathering and erosion in coastal environments, urbanisation, development, and cold environments.

- Antarctica, Physical characteristics such as weather and climate and glaciation
- Dharavi, India. Human Characteristics, Introducing squatter settlements and inequality, formal/informal economy
- Totem Pole, Australia. Coastal processes and landforms.
- Leeds Festival, Enquiry based learning at a local scale (literacy focus). Impacts of human activity and sustainability

North/South America: Independent study of a fantastic place to include characteristics, and physical or human processes. E.g. The Sonoran desert, Las Vegas, The Grand Canyon, The Inca Trail/Machu Picchu. knowledge and Skills focus lesson: Continents and Latitude/longitude



Uni

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This unit will link all 'Fantastic Place' exemplars to show how human and physical processes can interact to influence, and change landscapes and environments. For example, plastics from Leeds festival (HICs) and plastics from Dharavi slum (LICs) can affect oceans (Pacific Garbage Patch) and subsequent environments such as Antarctica and coastal areas. This short unit will put the local into global.

'Skill Focus' Lessons:

- OS map symbols (flip learning) Four and six figure grid references. Four only for set 5
- Compass directions and measuring distances
- Latitude Longitude
-

Unit 4: UK Focus:

- a. Locational Knowledge: UK Physical atlas maps, city location and traditions/cultures promoting British Values
- b. Economic Activity in the UK (primary, secondary, tertiary and quaternary jobs). Decline of manufacturing and growth of tertiary. Career focus showing pupils the relevance of geography in future careers.
- c. Landscape Processes in the UK: Introducing geology and why UK landscapes vary (rock types/weathering) Case study: Weathering of limestone
- d. National Parks under stress

This unit will link investigate the impacts and sustainability of tourism as a tertiary industry example, to show how human and physical processes can interact to influence, and change limestone landscapes in The Yorkshire Dales. This unit links the previous two units together to investigate sustainability.

Year 8

| | | | | | | | |
|--|--|--|---|---|----------------------------|--|---|
| <p>Climate Change</p>  <p>4 Lessons</p> | <p>Can the Earth Cope? (Ecosystems, rainforests and endangered animals)</p>  <p>12 Lessons</p> <p>Citizenship</p> | <p>Urbanisation</p>  <p>6 Lessons</p> <p>Kirkstall Planning DME</p> | <p>Weather Hazards in the UK</p>  <p>8 Lessons</p> | <p>Is there an Energy Crisis in the UK?</p>  <p>8 Lessons</p> <p>Hinkley Point C Enquiry</p> | <p>Fairtrade Fortnight</p> | <p>Development</p>  <p>8 Lessons</p> <p>Careers</p> | <p>Africa V Asia</p>  <p>8 Lessons</p> <p>Independent Research</p> |
|--|--|--|---|---|----------------------------|--|---|

The breadth of knowledge in Year 8 is wide, but with six larger sized units. This allows further depth of key processes introduced in Year 7, through the use of detailed place exemplars. Climate Change is introduced at the start of the year; subsequent units are tied together with this common thread, allowing further investigation of the complexity of this modern-day global challenge (as exemplified below)

All topics in Year 8 cover place-based exemplars that link back to Climate Change:

- **Unit 1: Key Theme: Climate Change** A global overview of the human and physical causes (and misconceptions), impacts and solutions to climate change
- **Unit 2: Can the Earth Cope?** Rainforest ecosystems and deforestation as a major contributor of climate change
- **Unit 3: Urbanisation** The role of climate change as a contributing factor to increasing rural-urban migration and the subsequent emergence of megacities across the world.

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- **Unit 4: Weather Hazards in the UK** The impacts of climate change at national and Local level
- **Unit 5: Is there any Energy Crisis in the UK?** Changing supply and demand, the UK's reliance on fossil fuels and sustainable futures
- **Unit 5: Development** Global Inequality and the contribution of climate change in widening the development gap.
- **Unit 6: Africa Vs Asia:** The Impacts of Climate Change in different environments such as the causes, impacts and management of desertification in the Sahel

Year 9

| | | | | | |
|---|---|--|---|---|---|
| <p>Coastal Environments</p>  <p>12 lessons</p> | <p>Urban Change 1 Rio de Janeiro</p>  <p>12 lessons</p> <p>Citizenship</p> | <p>Natural Hazards Tectonics</p>  <p>12 lessons</p> | <p>Urban Change 2 Manchester</p>  <p>12 lessons</p> <p>British Values and Careers</p> | <p>Coastal Environments</p> <p>Physical Fieldwork & skills</p>  <p>12 lessons</p> <p>Fieldwork DME</p> | <p>GCSE Issue Evaluation</p> <p>Road Building in the Amazon</p> <p>(Synoptic)</p> |
|---|---|--|---|---|---|

In Year 9 there are five large topics, allowing students to deeply explore key ideas and geographical links. The depth of case study examples deepen over time so Year 9 students gather a strong sense of place in fewer areas. The emphasis on concepts and pathways has been further strengthened by challenging students to think more geographically:

- Awe and wonder is a key theme as part of our **Citizenship pathway** to promote curiosity, interest and care for the world; students learn about stunning coastal scenery, exciting volcanic eruptions and the beauty of cities; they visit the slumping cliffs of Holderness - the fastest eroding coastline in Europe and have the option of visiting Iceland.
- **The skills and enquiry pathway** is very dominant in preparing students for the demands of GCSE. Students practice a wide range of geographical skills throughout the year, which leads to carrying out a more complex and increasingly independent geographical field work enquiry at the end of the year. Students will predict/ask questions and make sense of fieldwork data through statistical manipulation and analysis. They will think critically about their data and will justify their own views in reaching conclusions.
- **Literacy** is developed in Year 9 with the introduction to a wide amount of key terms that can be used in different contexts, for example, key terms learnt in the Rio topic can be applied to Manchester and coastal terminology can be used when carrying out coastal fieldwork - this will support our students with retention of knowledge and deepen understanding.

Key Stage Four

| | Autumn Term 1 8 weeks (20 lessons) | Autumn Term 2 7 weeks (20 lessons) | | Spring Term 1 6 weeks (15 lessons) | Spring Term 2 7 weeks (17 lessons) | Summer Term 1 4 weeks (10 lessons) | Summer Term 2 7 weeks (17 lessons) | |
|-------------|---|---|--|---|--|--|--|---|
| Year 10 | Natural Hazards 1 Weather  15 lessons | Human Fieldwork Manchester  Field work Enquiry Careers and Numeracy Focus 12 lessons | Natural Hazards 2 Climate Change  10 lessons | Economic World UK  10 lessons | Living World 1 Ecosystems and Rainforests  School Ground Fieldwork Ecosystem Enquiry 15 lessons | Resource Management: Water Food and Energy in the UK  4 lessons | River Landscapes  Numeracy Focus 17 lessons | Issue Evaluation DME: (Synoptic) 5 lessons |
| Assessments | Half Topic Assessment: Natural Hazards | Paper 3 Field work Assessment | Full Topic Assessment: Natural Hazards and Climate Change | Topic Half Assessment: Resource Management | Half Topic Assessment: Ecosystems and Tropical Rainforests | Year 10 Mock Exam with Rivers and Coasts full assessment, Natural Hazards full assessment, Full Fieldwork and Half topic Economic world | | |
| Year 11 | Economic World Brazil case study  Numeracy Focus 20 lessons | Living World 2 Cold Environments  10 lessons | Mock Exam Revision  5 lessons Mock Exams | Resource Management Energy  15 lessons | Revision  10 Lessons | Paper 3 official Issue Evaluation DME: (Synoptic) 7 lessons | Revision Summer Timetable  | |
| Assessments | Full Topic Assessment: Economic World | Year 11 Mock Exam | | Full Topic Test: Natural Hazards | Walking Talking Mock: Economic World | | | |

GCSE Geography follows the AQA Syllabus and is taught in mixed ability groups over five hours per fortnight. The course studies geography in a balanced framework of physical and human themes, and investigates the links between them. There are three examinations, one of which is synoptic in that pupils will be required to draw together knowledge, understanding and skills. It is an opportunity for pupils to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geography, all of which support our departmental vision. There is a heavy emphasis on application of knowledge. The new reformed qualification requires geographers to think on their feet and think like a geographer. Knowledge does underpin the specification but it is the linking of different aspects of the subject which really comes to the fore in the reformed qualifications. In other words, revision is not enough, our students have to understand what they know so they can apply to unfamiliar contexts in unplanned ways.

The Geographical outcome of learning for our pupils are to be able to apply knowledge and conceptual understanding to new settings; to think geographically about the changing world. Two Decision Making Enquiries will provide both depth and breadth to the curriculum through application of knowledge. Pupils will have the opportunity to develop and practice skills in different contexts.

| | | | | | | | | |
|---------|--|---|---|---|--|---|--|---|
| Year 10 | Natural Hazards 1 Weather  15 lessons | Human Fieldwork Manchester  Field work Enquiry Careers and Numeracy focus 12 lessons | Natural Hazards 2 Climate Change  10 lessons | Economic World UK  10 lessons | Living World 1 Ecosystems and Rainforests  School Ground Fieldwork Ecosystem Enquiry 15 lessons | Resource Management: Water Food and Energy in the UK  4 lessons | River Landscapes  Numeracy Focus 17 lessons | Issue Evaluation DfE: (Synoptic) 5 lessons |
|---------|--|---|---|---|--|---|--|---|

Topics have been divided by physical and human, and large topics separated to allow opportunities for revisiting at different stages of the year, for example Weather Hazards and Climate Change. Assessments have been carefully designed to support long-term retention through interleaving, with half and full topic assessments.

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|-------------|---|---|---|---|---|--|--|--|
| Year 11 | Economic World Brazil case study  Numeracy Focus 20 lessons | Living World 2 Cold Environments  10 lessons | Mock Exam Revision  5 lessons | Resource Management Energy  15 lessons | Revision  10 Lessons | Paper 3 official Issue Evaluation DfE: (Synoptic) 7 lessons | Revision Summer Timetable  | |
| Assessments | Full Topic Assessment: Economic World | Year 11 Mock Exam | Mock Exams | Full Topic Test: Natural Hazards | Walking Talking Mock Economic World | | | |

Revision is a key element of Year 11 to support students in the run up to their mock and summer examination.

Three large topics have been sub-divided between Year 10 and 11: Economic World Brazil, Living World Cold and Resource Management. Through knowledge starters these separated topics can be connected and students have opportunity to retain knowledge from Year 10. This is further supported by full topic assessments and revision time.