

Springwood High School Geography Curriculum Plan

Our Vision:

The department motto is 'Geography is everything'. We aim for students to develop a wide understanding of geographical issues so, as adults, they have an ability to understand and comprehend the complex everyday issues facing humanity. From climate change, migration, and the challenges of natural hazards to plastics waste, population growth and resource management, all have the potential to impact on students in the future. As a department, we aim to give students the skills to participate actively in discussions and decision making around these issues.

Exam boards: AQA GCSE and Edexcel A level

Brief overview of topics, themes, skills or key questions for each term:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Bear Grylls takes on the world: an investigation into extreme environments.	My place in the world: an investigation into King's Lynn and its links with the rest of the globe.	Japan – the world's greyest nation: an investigation into the ageing population of Japan.	Villainous volcanoes: a look at why volcanoes occur and their destructiveness.	Coasts – why are our coasts disappearing?	Map wise – how do you use a map and why are they useful?
8	Dharavi – slum nightmare or sustainable living? A case study on the Dharavi slum in Mumbai, India.	Rainforests	The Impossible: surviving the Asian Tsunami of 2004. Lessons will be based around the Hollywood movie The Impossible.	Our wasteful world: how can we solve the problem of plastic?	Super powers: Why are the USA and China the two most powerful countries? Student will be required to produce a presentation for this unit.	World under threat: an investigation into some of the biggest threats to humanity.
9	Urban issues and challenges: megacities and a case study of Mumbai.	Physical landscapes in the UK: introduction and then a focus on coastal environments.	The challenge of natural hazards: tectonics.	The challenge of natural hazards: tectonics.	Urban issues and challenges: London.	Physical landscapes in the UK: river environments.
10	River fieldwork and skills practice.	The changing economic world: introduction and	The living world: introduction and then a focus on	The living world: introduction and then a focus on	The changing economic world: a focus on the	Human fieldwork and then practice on the Issue Evaluation

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		then a focus on the economy of Nigeria.	rainforests.	deserts.	economy of London.	paper.
11	The challenge of natural hazards: weather hazards and climate change.	The challenge of resource management: overview and then a focus on food.	Complete any outstanding content and start revision.	The Issue Evaluation pre-release booklet. This booklet is sent by AQA approximately 8 weeks before the exam for students to study.	Exams	
12	Globalisation Tectonic Processes and Hazards	Globalisation Tectonic Processes and Hazards	Diverse Places Coastal Landscapes and Change	Diverse Places Coastal Landscapes and Change	Independent Investigation	Independent Investigation
13	Superpowers The Carbon Cycle and Energy Security.	Superpowers The Carbon Cycle and Energy Security.	Migration, Identity and Sovereignty The Water Cycle and Water Insecurity	Migration, Identity and Sovereignty The Water Cycle and Water Insecurity	Exams	

Enrichment Activities:

Super Learning Days: Compulsory field trips may take place on these days

Competitions: A geography quiz for KS3 and KS4 students, against non-specialist staff - summer term

Trips: **GCSE**

Students must complete two days of compulsory fieldwork, as outlined in the examination specification, in a location outside of the normal school environment. To achieve this requirement, students will complete one day of physical fieldwork at the River Glaven, near Holt, at the start of year 10. The second day of fieldwork will be human focused and takes place in King's Lynn during the summer term.

The department is unable to subsidise fieldwork and therefore a financial contribution of approximately £30 is requested from parents.

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A-level

Students must complete four days of compulsory fieldwork, as outlined in the examination specification, in locations outside of their normal lived environment. To achieve this requirement, students will complete a three day residential focusing on physical Geography at the Cranedale centre, North Yorkshire, during the summer term of year 13. A day of human fieldwork will take place in Norwich during the spring term of year 13. Students are required to sign a declaration to say all four fieldwork days have been completed before being entered for their final exams.

The department is unable to subsidise fieldwork and therefore a financial contribution of approximately £260 is requested from parents. A range of bursaries are available for families which may struggle with this financial commitment. Students are encouraged to apply early for any financial support required.

Additional fieldtrips

An optional trip for GCSE and A-level students to Sorrento, Italy, will take place in Easter of 2020 at a cost of approximately £750. Parents may wish to consider this during the 2018/19 academic year.

Visits to Hunstanton, the Thames Barrier in London, and Chalk Farm have been proposed for 2018/19. Further details will follow.