



# 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.

## **Purpose of study**

- To inspire a curiosity about the world through an awareness of places, people, resources, environments, and the challenges faced within it.
- To ensure pupils are globally and environmentally informed through developing knowledge of human and physical geography and its interrelationships.
- Develop a broad understanding of the UK and wider world, which provides knowledge of a diversity of cultures, religions and viewpoints.
- Develop geographical skills using maps, GIS, graphical and numerical analysis and interpretation.
- Learners should develop spatial awareness through geographical skills.

**Exam boards:** AQA GCSE and Edexcel A level

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

### **Key Stage 3**

#### **Why are we teaching a knowledge-rich curriculum; how is it different?**

We teach a knowledge-rich curriculum to increase the breadth and depth of knowledge being taught. Factual knowledge has increased by the introduction of new units on Asia and Africa. Conceptual knowledge is being developed further through emphasising a deeper understanding of physical processes, in areas such as rivers and coasts, but also through the introduction of unfamiliar topic areas such as glacial environment. New approaches to metacognitive knowledge have been developed by identifying opportunities for students to reflect on their prior knowledge, what they don't know, and how gaps in understanding can be filled.

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### **Why are we teaching this content, in this order?**

Topics were sequenced around the concept of scale. In year 7 students focus on a local context to develop a sense of their own identity, locational awareness and geographical skills through units such on 'Thinking like a Geographer' and 'The Geographer of the UK'. This provides a foundation for students at the start of KS3. Locational place knowledge and understanding is then increased in scale in later units through, for example, the study of continents such as Africa or the study of geopolitical issues between superpower, such as the USA and China.

Units for each year group focus on a distinct topic area at the start of the school year. More synoptic units of study, that interweave different topics areas, are then taught towards the end of the academic year. For example, in Year 9 student in the autumn study glacial environments where knowledge is more contained and generally applied to a smaller scale. However, in the spring term, students study a unit on Africa where synoptic links are made to knowledge taught earlier in KS3 on development, climate, tectonics and superpowers.

### **How does our curriculum match the ambition of the National Curriculum?**

The National Curriculum was used as an outline for the creation of our KS3 curriculum. This was to ensure our vision matched the ambition and intent of the National Curriculum.

### **How does the curriculum build on that from Key Stage 2?**

Disciplinary knowledge from Key Stage 2 is built upon further to ensure students have the skills to question and challenge geographical information. Students build an awareness that geographical knowledge can be contested, and that multiple viewpoints exist about aspects of the world they live in. An appreciation that geographical issues, such as climate change or the building of river defences, do not have a single-viewpoint is developed throughout the curriculum and in more depth than Key Stage 2.

Political and more challenging topic areas, such as migration, colonialism and population control, are introduced at KS3.

### **By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject**

By the end of Key stage 3, students should have a secure understanding of:

- Key words and terminology within the discipline.
- Geographical processes that create, shape or change places and landforms.
- The concept that there is no single narrative about physical, human and environmental geography. Multiple viewpoints exist about the world we live in.
- Links can be made between different locations and the processes taking place within them. The world, at a variety of different scales, is interconnected.
- Fieldwork skills to collect data to analysis geographical environments or issues them and make decisions.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Map Skills	The Geography of the UK	Weather	Weather	Asia	Asia
8	River environments	Coastal environments	Population Change	Tectonics	Ecosystems	Ecosystems
9	Glaciation	Superpowers	Superpowers.	Africa	Africa	Fieldwork
10	Urban issues and challenges in LICs: Introduction and a case study of Rio de Janeiro.	The challenge of natural hazards – tectonics.  River landscapes in the UK.	Urban issues and challenges: Urban change in the UK.	The changing economic world: A case study of Nigeria.	The challenge of natural hazards: Weather hazards and climate change.  The changing economic world: The UK economy.	Coastal landscapes in the UK.  Fieldwork.
11	The challenge of natural hazards: Weather hazards and climate change.	The challenge of resource management: overview of global resources 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	

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Year 13 will also complete an NEA (Non-Examination Assessment) over the academic year.

### **Enrichment Activities:**

#### **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 Hunstanton, at the end 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 voluntary financial contribution of approximately £30 is requested from parents.

#### **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 12. A day of human fieldwork will take place in Cambridge during the spring term of year 12. Students are required to sign a declaration to say they have been the given the opportunity to complete all four fieldwork days before being entered for their final exams.

The department is unable to subsidise fieldwork and therefore a voluntary financial contribution of approximately £300 is requested from parents. A range of bursaries are available for families which may struggle with this financial commitment. Student 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 2023 at a cost of approximately £800. Parents may wish to consider this during the 2021-22 academic year.