

Stanborough



Curriculum Intent and vision for Geography

Our vision for the Geography Curriculum at Stanborough is:

To have an exciting and engaging curriculum offering, where students develop a curiosity about the world whilst developing geographical knowledge and skills to provide them with the tools needed throughout their education and beyond.

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Key Stage 3

What is your curriculum intent for Key Stage 3?

The aim for geography at KS3 is to allow students to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Students will 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, whilst they will also be competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The subject content for students in KS3 will help encourage an enquiring mind and a curiosity about the world in which they live and how it works, and will securely lay the foundations for those going on to study geography at GCSE.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

During key stage 2 pupils should have extended their knowledge (which should have been developed in Key Stage 1) and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

For a complete list of what should have been taught at KS2, please consult the Key Stage 1 and 2 national curriculum, which can be found on the [government website](#).

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Gaps in their knowledge are addressed through threading an overall theme of starting local and moving to global. Where a topic does not lend itself particularly well to this approach, learning will be developed through a journey style, e.g. for river from source to mouth. In addition to this, all year 7 students start off with a "what is geography?" module which will equip them with the tools and knowledge of geographical skills to allow them to progress through the course.

What do students cover in Key Stage 3? When do they study it?

Year 7

The following topics will be studied during year 7 from the Autumn term to the summer term:

1. What is geography? – Covering introduction to physical and human geography, the UK, maps and map skills and places around the world
2. Wonderful weather and crazy climates – Covering what weather and climate is, influences on them, microclimate investigation and climates around the world
3. The power of nature pt. 1 – Covering rivers and how they shape the land, how humans interact with rivers, the problems they create and solving them.
4. Population and settlement – Covering where do people live and why, the population of Welwyn and how population is changing around the world
5. Unstoppable China? – Covering where China is, what has shaped its borders, population and resources and China's links with Africa

Year 8

The following topics will be studied during year 8 from the autumn term to the summer term:

1. Money, money, money! – Covering what an economy is and how our economy is linked with the world.
2. The end of the world – Covering climate change and the impact locally, nationally and internationally, and what can be done to stop it.

3. Nature's treasure chest – Covering the earth's natural resources, where they are located and if they will run out, in addition to what sustainability means.
4. Where's all the money? – Covering quality of life, development and inequality, improving settlement and the sustainable development goals.
5. All about Africa – Covering its location, where the population lives and how Africa is developing.

Year 9

The following topics will be studied during year 9 from the Autumn term to the summer term:

1. The power of nature pt. 2 – Covering glaciation in the UK and glaciation in the Himalayas and the conflicts between humans and glaciated landscape.
2. Our restless planet – Covering hazards with a focus on Tectonic Hazards, the impact of hazards on different places and living in hazardous environments.
3. Cool coasts – Covering how the UK coastline has been changed, how coastal landscapes have been formed if we should protect them.
4. War and conflict – Covering the causes of conflict, the role of geography on conflict and vice versa, the impact of conflict on development and the impact on me.
5. The Middle East – Covering where is the Middle East, the physical geography of the region and why there is conflict in the middle east

Why do they study it in that order?

The order ensures key concepts are introduced, learnt and then practiced allowing the students to make progress on later topics. In year 7, pupils start with the foundations of geography – i.e. what is meant by human and physical and how to read maps. This allows students to identify key landforms, for example characteristics of a river and glaciated environment and these skills will be reinforced through the three year course.

The remaining topics have been arranged based on complexity and familiarity, so for example glaciation, hazards, coasts, war and conflict and the Middle East are all featured in year 9 because they are topics that will be far more abstract to the students, as students are unlikely to have encountered them in terms of their own personal geographies. However, many of the concepts that are included in these topics will have been covered in years 7 and 8, e.g. the different types of erosion.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes – KS3 structure is based on the National Curriculum, with topics chosen reflecting those outlined in the National Curriculum.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Teachers of the content are supported with work schemes which indicate the skills that should be developed during the course of the lesson, in addition to the key learning objectives. Teachers use a variety of evidence led best practice and the sharing of this forms a regular part of subject meetings. Homework is set on a regular basis and includes answering questions and shorter projects whilst key skills such as map reading and interpretation skills are embedded throughout the course.

How do your curriculum choices contribute to the student's cultural capital?

The geography curriculum has been designed to contribute to the student's cultural capital through the accumulation of geographical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. The schemes of work helps pupils to learn about and understand environments and cultures beyond their own familiar locality, for example learning about key topics such as the economy, climate change and natural resources allows pupils to acquire the knowledge to take part in some of the big conversations that will shape their future.

Key Stage 4

What is your curriculum intent for Key Stage 4?

We follow the AQA exam board GCSE 1-9. The aims and learning outcomes of the course are to:

- allow students to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

How does Key Stage 3 prepare students for Key Stage 4?

At Key Stage 3, pupils are introduced to the many of the big ideas and skills that underpin much of the subject matter that is covered at Key Stage 4. At Key Stage 4 these ideas are revisited but in greater detail. In year 9, students also start to practice higher order skills, including reasoning, judgment and decision making.

What do students cover in Key Stage 4? When do they study it?

Year 10

The following topics will be studied during year 9 from the Autumn term to the summer term:

1. Hazards
2. Changing economy of the UK (Introduction)*
3. Urban change in the UK
4. Urban sustainability
5. Urban change around the world
6. Glacial landscapes of the UK
7. Coastal landscapes of the UK
8. Fieldwork 1: Physical fieldwork

*Changing economy of the UK to be taught as an introduction due to relevance to Urban change in the UK. Full topic to be taught in line with economic development in year 11.

Year 11

The following topics will be studied during year 9 from the Autumn term until the end of the GCSE course when students leave in the build up to their exams:

1. Fieldwork 2: Human fieldwork
2. Economic development
3. Ecosystems
4. Tropical rainforests
5. Hot deserts or cold environments*
6. Issue evaluation

Why do they study it in that order?

Topics are studied in this order to allow the pupils to start at the local/regional level before moving on to national and international. Some topics as outlined in the AQA exam spec have been split (economic change and development) to ensure pupils have knowledge that allows for greater understanding of other topics (e.g. UK economic change before then looking at Urban change in UK). Fieldwork is split into the end of the summer term and beginning of autumn term to take advantage of the favourable weather conditions and not overwhelm the students with fieldwork techniques, and take advantage of the summer holidays for write up.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The topics chosen for the start of the GCSE course are ones that are taught (albeit in less detail) at Key Stage 3, so children will already be familiar with the big ideas. This will be built on by re-visiting them and building on them. Pupils are assessed throughout the course through:

- In class questioning
- Practice exam questions, tests and mocks
- Using evidence led best practice approaches to teaching

How do your curriculum choices contribute to the student’s cultural capital?

The geography curriculum has been designed to contribute to the student’s cultural capital through the accumulation of geographical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. The schemes of work helps pupils to learn about and understand environments and cultures beyond their own familiar locality. Topics such as development and economic change stimulate discussion and emotions in students equipping with them with the objective evidence to challenge misconceptions about the world they live in.

Key Stage 5

What is your curriculum intent for Key Stage 5?

The A-level geography course follows the AQA exam specification. The course aims to allow students to develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global, whilst also developing an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales. Pupils will be able to recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. Pupils will also develop transferrable skills that can be used post education, for example, becoming confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and being able to articulate arguments and opinions in writing and verbally. Finally, pupils will understand the role fieldwork plays as a tool for understanding and generating new ideas and knowledge about the world and become skilled in planning , undertaking and evaluating fieldwork in appropriate locations.

How does Key Stage 4 prepare students for Key Stage 5?

Students studying geography at Key Stage 4 are introduced to key human and physical processes vital for understanding the world from a geographical point of view. In addition to this, they are introduced to the concept of fieldwork and are required to select, analyse and interpret human and physical geographical data in order to reach conclusions, and identify areas for improvement with their fieldwork study. These processes and techniques are revisited but with more detail and rigour at KS5.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
1. Global systems and global governance 2. Changing places 3. Water and Carbon Cycles 4. Coastal environments 5. NEA (Non Examined Assessment)	1. NEA (Non examined assessment) continued from year 12 2. Contemporary urban environments 3. Hazards

Why do they study it in that order?

Pupils study the topics in this order as it allows for the development of conceptual understanding. Global systems and global governance has high order challenging concepts that need to be understood in order for these concepts to be applied to changing places, which is taught later on. Similarly, the understanding of natural cycles is essential

for an in depth understanding of coastal environments. The spread of conceptual knowledge across years 12 and 13 allows for the application to the NEA.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Pupils embed knowledge through a broad range of techniques including the following:

- Extended writing, data analysis short questions and detailed source analysis
- Regular testing takes place after each topic has been completed, whilst essay questions are regularly completed for homework and marked throughout the course of term
- Key concepts are revisited during teaching for applicable topics, whilst the NEA offers the opportunity for independent study and applying the concepts taught in the examined content.

How do your curriculum choices contribute to the student's cultural capital?

The geography curriculum has been designed to contribute to the student's cultural capital through the accumulation of geographical knowledge (place, space and environment) and skills that a student can draw upon demonstrating their cultural awareness and knowledge, such as analysis, reason, balance, opinions and judgement. The schemes of work helps pupils to learn about and understand environments and cultures beyond their own familiar locality, whilst understanding of key human and physical processes allows pupils to understand the mechanisms underpinning the world they will live and work in. Topics such as changing places seek to explore the link between key societal decisions and the changes seen by a particular area, whilst global systems and global governance helps pupils understand the role of governance in managing key geographical regions.

How do you prepare students for learning beyond Key Stage 5?

The NEA provides students with the opportunity to investigate a key area of geography of their own choosing. The submitted assignment is 4000 words and requires a similar skillset and approach to that expected of a university dissertation, for example identifying a question to investigate, researching the theory and collecting data. In addition to this:

Students are provided with the knowledge and geographical skills that will allow them to progress from key stage 5 to:

- Higher education courses such as those with close links to social sciences such as law, politics, environmental science, economics and geography
- Other higher education courses in unrelated subjects
- Vocational qualifications
- A wide range of apprenticeships in areas such as land management, project management and planning, town planning, environmental management, geoscience, cartography. The full list can be found on www.apprenticeships.gov.uk.