Stanborough

Est. Grow and Succeed 1939

Curriculum Intent and vision for Geography

Our vision for the Geography Curriculum at Stanborough is to:

- Enthuse students in their appreciation of the wider world
- Promote the skills and knowledge to empower learners for future success in education and beyond
- Make use of teachers' personal expertise to ensure they are confident, proud, engaged and enthusiastic when delivering the curriculum.

Key Stage 3

What is your curriculum intent for Key Stage 3?

The aim for geography at KS3 is to allow students to gain secure foundational knowledge of the important skills and big ideas that are central to their progress through the KS3 curriculum.

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?

All students undertake a baseline assessment which aims to benchmark their understanding from KS2. The first 4 topics of year 7 address some of the skills needed in geography and supports them furthering their understanding of the subject for the duration of KS3. This is because historically a number of students have a different experience of geography at primary school. Where significant gaps are identified, teachers will take steps to further develop the student's understanding of geography giving them the skills and knowledge to progress thought the curriculum with confidence.

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. **Geography skills:** Covering the foundations of geography focused on map reading and projections.
2. **What is geography:** Identifying some of the big themes and ideas around what geography is and the different strands and ideas around physical, human and environmental geography
3. **UK Physical geography:** Identifying the key physical features of the UK and the processes that have caused them
4. **UK human geography:** Identifying the key human features of the UK and the processes that have formed them
5. **Geography in the news:** A synoptic unit that allows students to take some of the big ideas they have used during topics 1-4 and apply them to current world events.

Year 8

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

1. **Globalisation and Superpowers:** Covering the big ideas around globalisation through taking an in depth look a the issues around the fast fashion industry
2. **Oceans:** Covering the key physical characteristics of oceans, their importance and the challenges facing human interaction with them
3. **Sustainability and Climate Change:** Covering the environmental threats and challenges facing the world, before zooming in on the issue of climate change
4. **Development:** Covering the big issues around quality of life and development around the world.
5. **All about Africa**: A synoptic unit focusing on Africa as a region, its history, challenges to its development, misconceptions and its future.

Year 9

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

1. **Coasts:** Including a visit to Walton-on-the-Naze (optional) and covering the key physical and human characteristics that influence the coastline.
2. **Hazards:** Covering the main natural hazards and factors that influence vulnerability, before zooming in on tectonic hazard physical processes and hazard impacts.
3. **War, Conflict and the Middle East:** Covering the human and physical factors shaping the Middle East and the future of the Middle East.
4. **Glaciation:** Covering the key physical processes that shape cold mountainous environments before looking at the opportunities and challenges facing them
5. **Ecosystems:** Covering what makes up an ecosystem, the tropical rainforest and tundra ecosystems and how humans make use of ecosystems.

Why do they study it in that order?

The order ensures the big ideas and key concepts are introduced at an early stage before revisiting these ideas in specific topics during year 8 and year 9. This will allow students to build up their knowledge, understanding and application of key ideas over the 3 year periods.

Towards the end of the KS3 course the topics are arranged based on complexity and familiarity. For example, year 8 covers a number of topics which has key ideas briefly touched upon in year 7. By year 9 the topics covered are more complex. By the end of their KS3 journey, students should have sufficiently developed their understanding to properly understand some of the more complicated and abstract ideas in geography.

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. There are some areas that are given a more light touch approach, however there is sufficient breadth built in to the curriculum in other areas.

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 sustainability, development and ecosystems 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 whilst the standardisation of assessments makes use of key command words preparing students for KS4.

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

Year 10

The following topics will be studied during year 10 from the Autumn term to the summer term:

1. **Ecosystems:** Ecosystems, biomes, tropical rainforests and one from hot deserts/cold climates.
2. **Hazards:** Tectonic Hazards, hurricanes, UK floods and climate change
3. **Urban Issues and Challenges:** World urban issues and challenges and UK urban issues and Challenges
4. **Rivers:** Physical processes and human interactions
5. **Coasts:** Physical fieldwork and human interactions
6. **Fieldwork*:** Physical Fieldwork (rivers) and human fieldwork (de-industrialisation in Welwyn Garden City)

*Students will complete their fieldwork write-up over the summer term

Year 11

The following topics will be studied during year 11 from the Autumn term until the end of the GCSE course when students leave in the build up to their exams:

1. **Resource management:** Overview of food, energy and water resources around the world before focusing on water security and management
2. **Changing Economic World:** Overview on how the economic world is changing before focusing on key themes around development
3. **Issue** evaluation: Pre-release material released by the exam board around March time, before students complete work in relation to the material in the lead up to their exam.
4. **Pre**-exam warm up: Focus on exam technique and questions

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 an global governance helps pupils understand the role of governance in managing key geographical regions.

Students will also undertake field trips in line with the topics they have studied which may include but are not limited to:

- Visit to London
- Visit to Swanage
- Visit to another location (e.g. glaciated/formerly glaciated environment)

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.