

# Geography

## HMM Faculty

# Vision

To inspire an infectious, lifelong enthusiasm for Geography. Learners will be equipped with the knowledge and skills to develop their own opinions, enabling them to make decisions and solve problems at a range of scales throughout their life. Learners will gain an appreciation for the wider world, the environment and community to which they belong.

# Context

At Key Stage 2, pupils will have learned to locate Market Drayton in relation to other UK towns and cities, as well as other places in Europe and the wider world. Students have also studied a range of key aspects of physical and human geography, such as climate zones, volcanoes and earthquakes, economic activity and the distribution of natural resources.

Students have covered a range of geographical skills, including grid references, eight-point compass directions and map symbols.

# Disciplinary Knowledge

Our Geography curriculum has been sequenced to enable students to develop geographical skills and knowledge. A range of Human and Physical Geography topics are taught, ranging from Population, Tectonics, and Settlement to Rivers and Coastal Landscapes. Case studies from a range of scales are used to give students a sense of perspective, with learners investigating differing viewpoints and using evidence to make decisions.

This will give students a secure grounding for further academic study at undergraduate level.

# Supra Curriculum

Throughout KS3, KS4 and KS5 students have access to a range of extended reading material based on the studies completed within the units covered in the course, including age-appropriate films which will allow students to apply the theories and a critical approach to what they represent.

**Grove School: Curriculum**

# Key Stage 3

# Geography

## Year 7

Year 7 are armed with **SKILLS** to take a journey through different **SETTLEMENTS** to see what makes them tick before investigating the **POPULATIONS** that live within them and how they are distributed around the world. Next, we move from these human topics to exploring the physical land also the journey of **RIVERS** right down to the **COASTS**. The final leg of our year 7 journey looks at the world on a whole to identify solutions to a range of global issues with a focus on Afghanistan and Russia.

## Year 8

In year 8 we look at the wider world starting with **WEATHER AND CLIMATE** exploring the varying weathers we experience and can see all over world. We move onto **RESOURCES AND THE ENVIRONMENT** where students can learn about the importance of our environment and how we can protect it. Now we will journey through the **RESTLESS EARTH** topic where we explore the exciting topics of volcanoes and earthquakes around the world. swiftly moving into other **ENVIRONMENTAL REGIONS** around the world. The next leg of their journey is a more Human Geography focus where students will begin to understand **INTERNATIONAL DEVELOPMENT** and how people are impacted around the world. Reminding us of year 7 topics of global issues students will finish the year with the topic of **AFRICA (GIS)**.

## Year 9

Year 9 Geographers embed their physical process skills from Year 8 when studying GLACIATION at the start of the academic year. Here they explore the dramatic landscapes left behind by swathes of ice and snow in upland areas such as the Lake District. The next step of their journey is visiting CHINA to traverse its unique characteristics and culture. Spring term takes us on a study of the geography of CONFLICT with a focus on the wars of the Middle East and how they have changed the geography of region. The totally awesome landmarks of the USA are visited later in the term. Students will undertake a visual and stimulating virtual tour of this vast and diverse country. The summer term begins with FOOD FOR THOUGHT when students are encouraged to investigate the vital resources of the world and explain the reasons why some places have challenges accessing the basics for life and how this can be overcome. Year 9 end their key stage 3 journey rounding off the wide-ranging SKILLS they have developed to apply them to several novel scenarios including a zombie apocalypse.

**Grove School:** Curriculum Narrative

# Key Stage 4 Geography



## Year 10

The Year 10 GCSE journey begins with an investigation into **URBAN ISSUES AND CHALLENGES**. Here they will explore global patterns of urban change in low and high income countries as well as newly emerging economies. To finish this unit, students will debate a controversial topic of whether urban areas can ever be sustainable. Students then move on to look at **PHYSICAL LANDSCAPES IN THE UK** which includes how distinctive coastal landforms are created and how threats to coastlines can be managed. Rivers are the next stop, where fluvial landforms and the effects of flooding are the main focus. At the start of the summer term, students will have an adventure for the day when they partake in their **FIELDWORK** study trip and set out to prove/disprove different hypotheses. The last part of the term is when one of the largest units is studied called **THE CHANGING ECONOMIC WORLD**. This unit explains the global development gap, rapid economic development in Nigeria and the changing UK economy.

## Year 11

Year 11, the final leg of our journey as Geographers at GCSE, this year is an exciting yet scary year where we will finish off our last few topics and move onto exam preparation. We start in the exciting and ever **CHANGING ECONOMIC WORLD**, here we will explore the development gap, other continents and even our own changing economy. After this focus on very human factors of Geography, we swiftly move onto exploring the **LIVING WORLD** where we can explore all things weird and wonderful about the environments we live in and how these environments can impact our life, even those environments we don't live in. Keeping in with the physical Geography theme, we find ourselves exploring the **NATURAL HAZARDS** of the world. Students will be armed with all the skills and knowledge to understand what is happening in the world around them including the very topical issue of climate change. Once we have become fully developed Geographers, we can move onto looking at the AQA Pre Release which will help to prepare and get ready for the exams.

# **GCSE Exam Board: AQA**

**By studying AQA GCSE Geography, students will travel the world from their classroom. They will investigate a range of case studies as far and wide as Nigeria, Malaysia, Brazil and Pakistan.**

**Topics of studies include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.**

# Key Stage 5

# Geography

## Year 12

Year 12 Geography captivates right from the start with an immediate focus on two essential physical geography topics. **COASTAL SYSTEMS AND LANDSCAPES** studies dynamic and beautiful environments, developed by the interaction of winds, waves, currents, and sediments to create rich diversity and important human habitats. **WATER AND CARBON CYCLES** delivers a careful study of concepts fundamental to many physical geography topics. How these systems cycle and change is examined, along with the contemplation of their magnitude, significance, and relevance to wider geography, and their central importance for human populations. While students navigate the channels of these first two topics, they will also immerse themselves in **FIELDWORK** principles and skills, in preparation for starting their NEA proposals later in the year.

As the year progresses, a wind change brings two human topics, including vibrant and diverse **CONTEMPORARY URBAN ENVIRONMENTS** - where students develop awareness and insight into profound questions of opportunity, equity and sustainability of human habitations. **CHANGING PLACES** is also taught in part. It looks at the concept of 'place' and how the character of places are shaped, bringing a lot of reflection and examination of preconceptions, stereotypes and bias. Finally, the earlier forays into fieldwork, now evolve into decisions for an individual study, or NEA - students will choose a topic from the course to investigate, and submit a proposal for an hypothesis and methodology before carrying out their research and data collection in the summer sunshine. This final effort is supported by a fantastic residential visit to the Duddon Valley and the Birtks, in Cumbria, to put many of the various physical and human concepts studied to the test through applied fieldwork strategies and data collection.

## Year 13

Moving into Year 13, we will complete our studies of CHANGING PLACES. Here, our inquisitive minds will focus on people's experiences of place; how places are known and experienced, their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Along with this, we will investigate the natural HAZARDS which pose risks to human populations, from the lithosphere and atmosphere. By analysing the origin and nature of these hazards and the various ways in which people respond to them, we will explore the many dimensions of the relationships between people and the environments they occupy. As we continue to hone our curious Geographical minds, we will explore how a globalised world has led to change in the GLOBAL SYSTEMS AND GOVERNANCE unit. Economic, political and social changes have all helped shape the world in recent years, and with a focus on international trade, world affairs and our place within them, we will develop an appreciation of human factors which help shape our world. The NEA gives us the opportunity to put our Geographical skills and curious nature to work on fieldwork. Carrying out investigations, designing methodologies and collecting data, all before analysing results, drawing conclusions and writing up our projects enables us to experience what it is like to conduct Geographical research.

# A Level exam board: AQA

**AQA A Level Geography will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.**

**The course delivers on the traditional expectations for an A Level Geography study through enjoyable and popular topics such as hazards and urbanisation, in addition to brand new units that reflect the world we live in today, for example, changing places and the water and carbon cycles.**