Curriculum Overview

Subject: Geography

Year Group: 10

CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

Our aims are to enable student to become global citizens, understand the relationship between the physical and human world, to develop an understanding of current global issues and events along with geographical processes and skills.
This is then built upon In GCSE the students use the knowledge from KS3 to understand different geographical themes. Students are given the opportunity to conduct fieldwork
and gather data which can then be interpreted and analysed at GCSE. Content is supported by sources such as maps, diagrams, photographs, graphs and GIS in all units
throughout KS4, allowing students to develop analytical approaches to information. Literacy and maths skills are incorporated into all topics and deepened as the students' progress through the course.
The examination offered in KS4 is the AQA Geography GCSE in which students study the following:

- Living with the Physical Environment
- Challenges in the Human Environment
- Geographical Applications

These units will be explored using case studies from a variety of locations and at a variety of scales from local and national to global. The subject is of particular interest to those students keen to explore major World issues.

Geography students will be expected to use a wide range of skills from identifying, analysing, evaluating geographical questions and issues, to interpretative and communication skills.
At GCSE, past paper questions are used at the end of topics to accurately gauge the students understanding of that topic. As the students move through the course, we are able to build up a good picture of student progress as the scores are amalgamated. By using mark schemes and grade boundaries for the year the exam was taken, we are able to ensure the levels given for students are valid and reliable. Exam Board: AQA 8035 GCSE Geography Paper 1 Topic: Living with the physical environment exam time: 1 hour 30 minutes Paper 2 Topic: Challenges in the human environment exam time: 1 hour 30 minutes

TERM 1	TERM 2	TERM 3
KNOWLEDGE/UNDERSTANDING/APPLICATION/SKILLS **Tectonics** Learning about the structure of the earth, plate tectonics and developing an understanding of Earthquakes and Volcanos. Focus on specific case studies to apply understanding. **AO1: Knowledge** What is a natural hazard and types, distribution of tectonic hazards, plate boundary types and processes. **AO2: Understanding** Factors affecting hazard risk Plate tectonic theory – convection, primary and secondary effects of tectonic hazards responses to tectonic hazards Why people live in areas of risk, Monitoring, predicting, preparing and planning. **AO3: Application** Case studies – compare and contrast LIC and HIC **AO4: Skills** Map skills – locations, Interpreting data, Use of statistics **Challenge of Natural Hazards (Climate Change)** Learning about the reasons for climate change and linking this to the increase in weather hazard events. To be able to describe how the climate has changed over 1000s of years and be able to provide evidence for changes in the climate from the Quaternary Period to the modern day. **AO4: Skills** Map skills – locations, interpreting data, Use of statistics	KNOWLEDGE/UNDERSTANDING/APPLICATION/SKILLS **The living World (Rainforests)** Learning about different ecosystems on the planet, understanding their formation and the impact global changes can have. Specifically focusing on the development and management of rainforest environments. **AO1: Knowledge** Features of food chains and food webs, definitions of producers, consumers, decomposers etc. and tropical rainforests location of global ecosystems and biomes, Physical characteristics of tropical rainforests. **AO2: Understanding** Relationships within ecosystems and balance, change in ecosystems, relationship between climate, water, soil, plants, animals and people, adaptations to tropical rainforests – plants and animals **AO3: Application** Example of a small- scale UK ecosystem, case study - Deforestation case study – Malaysia, loss of biodiversity Cause, effect and response **The living World (Deserts)** Continuation of the study of ecosystems, this time focusing on the development and management of deserts. **AO1: Knowledge** Physical features of the desert **AO2: Understanding** challenges and opportunities for development in hot deserts, cause, effect and response to desertification. **AO3: Application** Case study – Thar desert **AO4: Skills** Map skills – locations, interpreting graph data – deforestation, Climate graphs – interpreting data, Use of statistics.	KNOWLEDGE/UNDERSTANDING/APPLICATION/SKILLS **Urban issues and challenges** Learning about the global pattern of urban change. Urban trends in different parts of the world Including HICs and LICs as well as factors affecting the rate of urbanisation and the emergence of megacities. **AO1: Knowledge** Distribution of population and cities in the UK, location of London in UK and wider world - Importance, causes of growth in London. **AO2: Understanding** Opportunities and challenges for social, economic and environmental factors, causes of urban growth. **AO3: Application** Case study – London - Olympic Park regeneration project **Challenge of Natural Hazards (Weather Hazards)** Learning about the reasons behind different weather patterns, understanding specific weather hazards (hurricanes), looking at climate change and linking this to the increase in weather hazard events. **AO1: Knowledge** Global atmospheric circulation, distribution of tropical storms, causes of tropical storms, structure and features, overview of types of weather hazards in the UK. **AO2: Understanding** relationship between tropical storms and GAC, primary and secondary effects of tropical storms, responses to tropical storms, monitoring, prediction, protection, planning. **AO3: Application** How climate change affects the distribution, frequency and intensity of tropical storms, Case study: **AO4: Skills**

		Map skills – locations, interpreting data, Use of statistics
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Extended reading suggestions and external resources:
Ask teachers to go through with you any bits you still do not understand.
•Plan to cover each subject several times and revisit each one near to the exams.
•Reading is not generally enough. Making brief notes in either words or pictures helps them to remember. Highlighting can also help.
•As the exam dates approach, try to plan to spend time completing practice questions so they are used to doing things within a time limit.
Project GCSE www.projectgcse.co.uk
S Cool www.s-cool.co.uk
www.collgeography.co.uk
www.acegeography.co.uk
www.youtube.com
www.revision-notes.co.uk/GCSE/
Exam boards
http://www.aqa.org.uk/qual/gcse.html

Curriculum Overview

Subject: Geography

Year Group: 11

CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

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TERM 1	**TERM 2**	**TERM 3**
KNOWLEDGE/UNDERSTANDING/APPLICATION/SKILLS **UK Coastal Environments** Learning about the UK coastline, focusing on landform formation and the impact of erosion and rising sea levels on communities. **AO1: Knowledge** Wave types and characteristics, weathering and mass movement, erosional processes, transportation, LSD. **AO2: Understanding** Erosional and depositional coastal landforms, managing the coastline, hard and soft engineering. **AO3: Application**	KNOWLEDGE/UNDERSTANDING/APPLICATION/SKILLS **The challenges of resource management** Learning about the significance of food, water and energy to economic and social well-being as well as an overview of global inequalities in the supply and consumption of resources. **AO1: Knowledge** Global distribution of resources, opportunities and challenges for the UK – providing food, opportunities and challenges for the UK – providing water, opportunities and challenges for the UK – providing energy, causes of increased energy demand **AO2: Understanding**	KNOWLEDGE/UNDERSTANDING/APPLICATION/SKILLS **Geography & Preparation for Issue Evaluation with pre-release material** Going for Gold Revision Students to revise topics studied for paper 3, then paper 2, before starting to prepare them for paper 1 exam. **Key Knowledge:** Mock papers completed for Paper 1 and 2 Key case study reviews and revision, Targeted intervention sessions with identified students from QLA Exam preparation – Paper 1 – Living with the Physical Environment

Examples: Landforms – Swanage Bay, WOTN, Management – Lyme Regis/WOTN **AO4: Skills** Map skills – locations, Data collection and sampling, Fieldwork techniques, using equipment, Use of statistics **UK River Environments** Learning about UK river environments, understanding landform formation, how we use rivers as a resource and the impact flooding has on communities. **AO1: Knowledge** Features of long profile of a river, cross profiles, Erosional processes, transportation and deposition Fieldwork processes, data types – qualitative vs quantitative, sampling methods, data collection. **AO2: Understanding** River landforms and formation, Erosional and depositional, cause, effect and responses to flooding. **AO3: Application** Collect data – apply to theory, present results and draw conclusions, evaluate methods. Example – River Tees example – river management – Boscastle. **AO4: Skills** Map skills – locations, Data collection and sampling, Fieldwork techniques, using equipment, Use of statistics	Impacts of energy insecurity, ways to increase energy supply, sustainable energy use – small and large scale **AO3: Application** Example – natural gas extraction, example - Micro-hydro scheme – Chambamontera, Peru. **AO4: Skills** Map skills – locations, Use of statistics **The Changing Economic World** Learning about the different ways of classifying parts of the world according to their level of economic development and quality of life. **AO4: Skills** Map skills – locations, Use of statistics	
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Project GCSE www.projectgcse.co.uk
S Cool www.s-cool.co.uk
www.collgeography.co.uk
www.acegeography.co.uk
www.youtube.com
Revision notes
www.revision-notes.co.uk/GCSE/
Exam boards
http://www.aqa.org.uk/qual/gcse.html

Curriculum Overview

Subject: Geography

Year Group: Sixth Form

CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

Our curriculum intent is to have an ambitious and inclusive curriculum, that empowers our students to become life-long learners and successful global citizens. We want our Geography students to be globally and locally aware, inquisitive thinkers, compassionate members of society equipped with 21st century skills and responsible and sustainable planet inhabitants.

Students develop their knowledge of places, processes and environments at both a local and a global scale through following the A Level Geography programme of study. The curriculum enables students to progress from studying concrete examples to theoretical understanding; to being able to move beyond their own experiences; and to being able to draw conclusions on a range of scales – local regional, national and international. Students will devise their own fieldwork programme, exploring a chosen issue, collecting data and using this to reach a well-reasoned conclusion. Through a well-sequenced curriculum, we intend to embed knowledge and skills that challenge all learners.

Our curriculum is designed to cultivate a rich geographic vocabulary, enabling our students to think and write like a Geographer. Students are taught subject specialist and disciplinary language in an explicit and direct manner.

At A Level, the AQA syllabus is taught over 2 years. Topics include water and carbon cycles, coastal systems and landscapes, hazards, global systems and global governance, changing places and population and the environment. A fieldwork project, based on water and carbon cycles is carried out at the end of Year 12 (worth 30%).

Geography is the fundamental subject of our times; given the dynamic and ever-changing nature of the content within the discipline, the subject provides a critical lens through which to explore wide variety of geographical concerns in the media such as the numerous issues to do with climate change to the impacts of inflation on our daily lives. As part of our Enriched and Society-centred curriculum students will explore the current controversial issues and learn to debate, whilst respecting the viewpoints of others.

To raise aspirations and allow our students to make informed decisions about their future, we provide subject specific careers education. Students learn about educational and skill requirements for Geography based professions such as Cartographers, Climate Scientists, Hydrologists and Town Planners.

Our Curriculum Maps outline our curriculum design and the development of knowledge and skills in Years 12 and 13. The curriculum is adapted to support and challenge students with different starting points, whilst remaining ambitious for all. Students are examined on the AQA Specification in A Level Geography.

Year 12: TERM 1	TERM 2	TERM 3
CURRICULUM **Water and Carbon Cycles** This section specifies a systems approach to the study of water and carbon cycles and contemplates the magnitude and significance of the cycles at a variety of scales. **Coastal systems and landscapes** The study of coastal zones, dynamic environments in which landscapes develop by the interaction of geomorphological processes in association with distinctive landscapes.	CURRICULUM **Hazards** This topic focuses on the lithosphere and the atmosphere, which present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. **Population and the Environment** This topic explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment.	CURRICULUM **Population and the Environment- (Continuation)** This topic explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. **Global systems and global governance** This section focuses on globalisation and the driving forces which have been a key feature of global economy and society in recent decades.
KEY ASSESSMENTS Interim and end of topic tests for all units. Weekly homework set including past paper question practice which are marked and given feedback on. Y12 End of Year Exams	KEY ASSESSMENTS Interim and end of topic tests for all units. Weekly homework set including past paper question practice which are marked and given feedback on. Y12 End of Year Exams	KEY ASSESSMENTS Interim and end of topic tests for all units. Weekly homework set including past paper question practice which are marked and given feedback on. Y12 End of Year Exams
Extended reading suggestions and external resources: Ask teachers to go through with you any bits you still do not understand. •Plan to cover each subject several times and revisit each one near to the exams. •Reading is not generally enough. Making brief notes in either words or pictures helps them to remember. Highlighting can also help. •As the exam dates approach, try to plan to spend time completing practice questions so they are used to doing things within a time limit. https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037 (AQA A Level Geography)		

Year 13: TERM 1	**TERM 2**	**TERM 3**
CURRICULUM **Changing places** This section focuses on people's engagement with places, all of which are of fundamental importance in their lives. This includes study of near and far place and how places are represented in media versus real life experience.	CURRICULUM **Geography Fieldwork Investigation** All students are required to undertake fieldwork in relation to processes in both physical and human geography. At Claremont, students undertake 5 days of fieldwork in Somerset at the end of Year 12. During this trip students must choose a focus for their investigation and collect data in order to produce a 3000-4000-word geographical enquiry.	CURRICULUM **Going for Gold Revision** Students to revise topics studied for paper 2 before starting to prepare them for paper 1 exam. **Key Knowledge:** Mock papers completed for Paper 1 and 2 Key case study reviews and revision, Targeted intervention sessions with identified students from QLA Exam preparation –
KEY ASSESSMENTS Interim and end of topic tests for all units. Weekly homework set including past paper question practice which are marked and given feedback on. Interim and end of topic tests for all units. Y13 Mocks	KEY ASSESSMENTS Geographical Fieldwork Investigation (NEA)marked by teachers and moderated by AQA	KEY ASSESSMENTS Revision of content ahead of exams Revision of content ahead of exams
Extended reading suggestions and external resources: Ask teachers to go through with you any bits you still do not understand. •Plan to cover each subject several times and revisit each one near to the exams. •Reading is not generally enough. Making brief notes in either words or pictures helps them to remember. Highlighting can also help. •As the exam dates approach, try to plan to spend time completing practice questions so they are used to doing things within a time limit. https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037 (AQA A Level Geography)		