

# Geography



## Curriculum Intent

Our aim is to enable students to make sense of the physical and human world. We seek to equip them with the knowledge and skills needed to understand the spatial dimension, physical changes in the Anthropocene and the interconnectedness of all our lives in the twenty-first century.

In Year 7 our curriculum is designed to establish a baseline, consolidating map skills (both on- and offline) and locational knowledge, while building on students' natural curiosity about local and global issues affecting them, including HS2 and the climate crisis. We believe it is essential to equip students with foundational knowledge and understanding about weather and climate, to help them make sense of the evidence for a climate crisis and its projected impacts. A study of Antarctica and natural resources (including energy) develop the theme of sustainability across Year 7.

In Year 8, the combination of the core human geography topic of population, with a broader, regional study enables students to apply what they have learnt about changing human communities to specific yet unfamiliar locations and, further, challenge their understanding of links between the region's physical and human geography. Rivers and ecosystems topics develop students' understanding of physical processes and landscapes, provides essential scaffolding for learning within later key stages. An opportunity to reintroduce GIS is incorporated into a key assessment task, highlighting its value.

Year 9 Geography introduces students to further physical geography; celebrating diversity and challenge in the natural world with a study of natural hazards. However, our curriculum also provides an opportunity for students to deepen their understanding of socio-economic processes, with a study of the impact of fast fashion (linking directly to their own lives) as well as, more conceptually, the process of development.

Fieldwork investigations are key to the success of our curriculum, with fieldwork being carried out across the key stages in both familiar and unfamiliar settings; with independence being a key tenet. A bi-annual trip to Iceland provides an in-depth insight into this unfamiliar geothermal landscape and its people.

At GCSE and A level, the AQA course is taught with 'geography in the news' in mind and a call for students to think critically when interrogating data about the physical and human world, and employing key skills to do so. Across key stages 4 and 5 we have selected a range of options which provide maximum breadth within these exam curricula; for example, studying glacial and coastal geomorphology at key stage 4 while hot deserts is the focus at A level.

The A level course also provides students with a greater depth of understanding, which is particularly apparent in its synoptic approach; topics taught support and develop a greater understanding of contemporary issues of concern to our students; for example, their study of the water and carbon cycles informs an understanding of global governance, and vice versa. With Years 12 and 13, we aim to challenge the girls to reflect on the way in which we interpret and 're-present' the world (and other people in it) thereby providing a useful springboard for those who go on to further socio-political studies at university.

## Curriculum Implementation

### Key Stage 3

Year 7	Year 8	Year 9
Tools of the trade	Population	Dangerous world (hazards)
Weather and climate	Middle East	Fast fashion
Antarctica	Rivers & flooding	Development
Natural resources	Ecosystems	Urban issues and challenges (GCSE)
Fieldwork		

### Key Stage 4: GCSE (AQA)

Year 10	Year 11
Urban issues and challenges	Challenge of natural hazards
The living world	Fieldwork and geographical applications
Physical landscapes of the UK (coastal & glacial)	The changing economic world
Challenge of resource management	

### Key Stage 5: A Level (AQA)

Year 12	Year 13
Water and carbon cycles	Independent Investigation
Population and the Environment	Hazards
Changing places	Global Systems and Governance
Geographical skills and fieldwork	Hot Deserts