



Geography curriculum: Intent, Implementation & Impact

Intent

The Geography curriculum at Studley High School has been created to be broad, dynamic and inspirational. It aims to instil a sense of wonder and curiosity to spark a life-long interest and understanding of the world in which we live. This development of knowledge is essential in our current complex world where physical and human geography issues are co-dependent and intrinsically linked to the headlines in our news. We aim to ensure that students are informed, understand the context of such issues and develop a drive to become active, tolerant and responsible citizens in the modern world.

The curriculum is scaffolded to build geographical skills such as investigation, data analysis and evaluation but also to develop numeracy and literacy to support our students and build essential cross-curricular and life skills. Emphasis is placed on broadening geographical vocabulary, improving writing and reasoning to give students the tools to effectively understand, present and explain geographical issues from the past, present and future.

The rich KS3 curriculum is designed to encompass a range of traditional and more modern topics to put context to the world around us and allow exploration of current affairs at a range of scales including local, national and international issues. It builds on knowledge learnt at KS2 and offers opportunities to be assessed in a range of different ways with the intention of building a firm foundation for GCSE studies but also to ensure that there is a breadth and depth of curriculum for those who opt not to continue their geography studies into KS4.

The topic pathway chosen takes students on a journey across the planet using case-studies to develop understanding in a variety of familiar and unfamiliar contexts. Many students at SHS have not yet had the opportunity to experience different or far-away places and the intention is to build familiarity with very different places yet to introduce the similarities and links to their smaller world and to investigate and explain the differences. Broad themes of development, sustainability, environmental stewardship, globalisation and climate change are studied in a circular curriculum generating a deeper understanding of these critical areas. This helps



to build cultural capital through looking at political decisions and the powerful economic factors that influence different regions.

Starting points:

The department recognises that Geography provision and experience at KS2 varies greatly between schools and that with 30+ feeder schools each year care must be taken to ensure curriculum access for all. Around 50% of year 7 intake have never studied 'Geography' before as a named subject (many will have done topic work e.g. China or rainforests etc.) Less than 25% of the students completing the baseline test (2019) were able to correctly identify the places that should have been covered in the KS1 and 2 geography curriculum. [Geography at KS1 and 2](#)

Implementation

Content in Geography is taught and continually assessed in a variety of ways. Students are exposed to complicated ideas and challenged to extend and develop their answers from the start of year 7. Regular assessment in KS3 includes; extended written pieces, examinations, short recall tests and keyword tests but also extends beyond traditional testing to oral answers, interviews, groups work and decision-making and problem solving presentations. These strategies are now being included in KS4 assessment to aid and stretch progress, especially for more reluctant writers.

The experienced Geography team have collaborated to produce well-resourced lessons that are interactive and dynamic. At KS4, vital case study details are revised through a carefully created series of revision techniques to aid recall and improve progress using the brain learning techniques delivered through recent research and evidence-based training. Throughout their geography experience at SHS, students will be taught to; develop their independent inquiry skills, use a range of mapping and research methods, work as a group, use technology to solve problems and summarise and evaluate data.



Teaching staff and the Head of department conduct regular reviews of content to ensure work remains up to date in a subject where statistics and understanding are always changing. These may be as part of a learning walk or student questionnaire to assess student engagement or through reviews at departmental meetings.

Impact

Geography is a very popular GCSE option at KS4 and numbers studying the subject have doubled in the last 3 years. Students at KS3 and KS4 largely enjoy the lessons and see the relevance of the content in their lives. Staff and students have developed positive relationships allowing the content and teaching techniques to be extended and to become more progressive and challenging and this has been confirmed by a very positive student voice survey.

Beyond KS4, uptake at A Level is high with many choosing to continue their studies at local sixth forms. GCSE results are very good with many students scoring their highest grade in Geography and their results have contributed to a positive P8 score in all recent years. There is a high level of pupil engagement and a large proportion of students voluntarily joining in with competitions and Geography Shine activities.



Studley High School Geography department - Delivery grid 2021- 2022.

Core elements of geography that are revisited throughout the course: **Climate change**, **pollution**, **sustainability**, **globalisation**, **fieldwork** and **case-studies**.

		Autumn Term		Spring Term		Summer Term	
		7 1/2 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 ½ weeks
Year 7 1.5 hours per week	Where are we now? The solar system & beyond, continents and oceans, The UK, Our local areas (links to the world) Geological timescale and longitude and latitude.	Extreme environments Antarctica - location, climate, plant and animal adaptations and main threats including climate change . Hot desert environments. Coral reef ecosystems - sustainable management	Weather and climate How can we measure the weather? Climate in the UK - Why does it rain? Types of cloud, Extreme weather (UK) Global extreme weather ; tornadoes, avalanches & tropical storms. Comparing responses in LIDc and AC	Regional study: Japan/ Russia Location, climate , topography, population and economic diversity. Main challenges facing the region Recent changes and significance in the world.	Rivers and flooding River processes & features to include waterfalls and ox-bow lakes. Flooding causes & responses, UK (AC) and Bangladesh (LIDC) Climate changes , fieldwork skills	Geographical skills: Mapping and GIS Direction & distances, map symbols, scale, relief & altitude, grid references & contour lines. Introduction to Mountain landscapes and glaciation.	
	Skill focus: Correctly using key vocabulary, describing location at a variety of scales, understanding the geological timescale and knowing our place in a connected world.	Skill focus: Climate graphs, data interpretation, descriptive writing, understanding the impacts of climate change and possible sustainable management methods .	Skill focus: Sentence development to explain processes, Ability to compare and contrast effects & responses.	Skill focus: Data presentation and interpretation.	Skill focus: Fieldwork skills.	Skill focus: Mapping and presentation skills and interpretation of data.	



	Assessment Point: Baseline (to assess KS2 knowledge)	Assessment Point: Climate graph interpretation. Desert house design & presentation.	Assessment Point: Comparison of responses to tropical storms in two different countries.(extended writing)	Assessment Point: Graph drawing and data interpretation.	Assessment point Waterfalls assessment.	Assessment Point: Map skills test.
Year 8 1.5 hours per week	Tectonic hazards The structure of the Earth, Tectonic plate theory. Cause & effects - Volcanic activity, earthquakes & tsunamis. AC and LIDC responses. Skill focus: Understanding impacts in places with different levels of technology / development	Population & Migration Global population distribution & growth, Population pyramids, DTM, Population policies and implications. Migration - causes & effects. Rapid urbanisation. Case study: China, Mexico - USA. and UK Skill Focus: DTM & population pyramid annotation. Data analysis.	Regional Study: Africa. Location, Physical and Human Geography - Focus on development (reasons for differences) Poverty, Aid. Development goals, pirates, Somalia, climate change, international trade and containerisation. Skill focus:	Coastal Landscapes Coastal processes: erosion, transportation & deposition. Coastal landforms & management. DME. Fieldwork - Butler's model and tourism Skill focus	Economic Geography Decline of UK manufacturing / coal industry, job sectors. Globalisation & the fashion industry. Changes in UK farming, energy sources & climate change. Skill focus	The Carbon cycle - Tropical rainforest and impacts of deforestation - local, national and international consequences. Ecotourism Location, climate, flora and fauna adaptations. Polar regions, coniferous forests, tropical & temperate grasslands and hot desert ecosystems Skill focus Data analysis
	Assessment Point Extended writing: "Why were the effects of _____ so severe?" or "How can we respond to the threats of tectonic hazards	Assessment Point: Year 8 formal examination.	Assessment Point: Somali Pirates: "What can be done to help Somalia develop?"	Assessment Point: DME - Coastal erosion	Assessment Point Global fashion industry assessment.	Assessment point Sustainable solutions for a tropical resort (ecotourism)
Year 9	Climate change - from the Ice age to the present day and beyond.	The Middle East - an important world region. (to compliment work done in	Of ice and oceans - an introduction to glaciation & oceanography.	Russia - From Russia with love!-	GCSE content begins: P2 Ecosystems & the	The world around us (continued)



<p>2.0 hours per week</p>	<p>What is the evidence for climate change? How reliable is it?</p> <p>Human and natural causes of climate change.</p> <p>Tropical storms - increasing intensity & frequency - What can be done to reduce the effects?</p> <p>Case study of sea levels rising: South Pacific islands e.g Tuvalu</p> <p>Contrasts between LIDCs and ACs. In response</p> <p>Data analysis and interpretation</p> <p>Numeracy- graphical work</p> <p>Cartographic skills</p> <p>Interdependence between rural and urban, LIDCs and ACs.</p>	<p>History SOW)</p> <p>The physical geography of the Middle East and how this affects the population.</p> <p>Contrasts in level of development in the region. Saudi Arabia v Yemen.</p> <p>Resource security: The future for oil, water and soil in the region</p> <p>Sustainable development in the desert - is it possible?</p> <p>Dubai - A city in the desert. Global significance of the city in terms of economy and power.</p> <p>Is it sustainable?</p> <p>Design a sustainable settlement in the desert.</p>	<p>Glaciation -the basics, processes and effects.</p> <p>How have the upland areas of the UK been shaped by the last ice-age?</p> <p>The world's oceans - a study of their location and processes including international currents and the Pacific garbage patch.</p> <p>What are the main threats to our oceans?</p> <p>How can we manage them more sustainably? Need for global collaboration.</p> <p>An exploration into contrasting marine life food webs as well as the main environmental threats to life in the oceans.</p>	<p>A country of contrasts - climate, ecosystems and people. example the Tundra and Taiga biome.</p> <p>Russia's people - how are they distributed and why?</p> <p>Is Russia too big? (Natural resources, transportation, governance etc.)</p> <p>Russia and the Arctic</p> <p>Use of GIS and data analysis and interpretation.</p>	<p>environment.</p> <p>Global distribution of biomes. Location, climate, flora and fauna adaptations. Polar regions, coniferous forests, tropical & temperate grasslands and hot desert ecosystems</p> <p>The Carbon cycle - Tropical rainforest and impacts of deforestation - local, national and international consequences. Ecotourism</p> <p>The values of TRF for people & the planet. Main threats and methods of sustainable management - Case study: Peruvian Amazon.</p>	<p>Coral reef ecosystems</p> <p>The values of warm barrier reefs to people and the planet</p> <p>The main threats to the reefs</p> <p>What can be done to sustainably manage reefs?</p> <p>Case study: The Andros Barrier reef, Bahamas</p>
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<p>Year 10</p> <p>2 hours per week</p> <p>Paper 1: Living in the UK today</p>	<p>The Physical landscape - UK</p> <p>Geomorphic processes, river and coastal landscapes including landforms and management. River Severn and North Norfolk coast.</p> <p>Skill focus</p> <p>Physical geography</p> <p>Process description</p> <p>Developing answers at Level 3 and 4</p>	<p>UK - People of the UK</p> <p>Major trading partners, diversity and development in the UK. The UK's changing population, impacts & responses to an ageing population, DTM and immigration.</p> <p>Skill focus</p> <p>Data analysis - interpreting the DTM, population pyramids and making predictions</p>	<p>Urban trends in the UK</p> <p>Suburbanisation & counter-urbanisation. Birmingham, challenges, waste management, housing provision and transport. Sustainable strategies.</p> <p>Skill focus</p> <p>Understanding models and criticising them, evaluation the success of strategies to combat urban issues.</p>	<p>Environmental challenges</p> <p>Air masses affecting the UK: Extreme weather - flooding: Somerset Levels. UK ecosystem responses - farm mechanisation, commercial fishing and water provision.</p> <p>Skill focus</p> <p>Describing distribution and using mapping techniques including satellite images</p>	<p>Energy sources - UK</p> <p>Renewable & non-renewable sources. Energy mix & management - supply and demand, sustainability. Hinkley point C nuclear power station debate.</p> <p>Skill focus</p> <p>Understanding issues and being able to debate both sides</p>	<p>Fieldwork</p> <p>Physical Geography study</p> <p>Write up & data presentation</p> <p>Revision.</p> <p>Year 10 exams and work experience week</p> <p>Skill focus.</p> <p>Fieldwork skills & data presentation</p> <p>Revision strategies and exam question deciphering</p>
<p>Year 11</p> <p>2 hours per week</p> <p>Paper 3: Geographical skills & fieldwork</p>	<p>Case study revision and skill focus (2021-2 Only)</p> <p>Paper 2 - Ecosystems of the planet - originally taught in year 9</p> <p>Content and revision focusing on revision techniques and brain based strategies as well as answer structure and technique.</p>	<p>Revisions and consolidation:</p> <p>Paper 2: People of the Planet including global development, uneven development, global urbanisation in Acs and LIDCs</p> <p>Case study: Ethiopia</p> <p>Case study : Rosario, Argentina</p>	<p>Revision</p> <p>Mock examinations, results, feedback and consolidation.</p> <p>Paper 3 Field work skills - Practice the numerical, cartographic and graphical skills required for this paper.</p> <p>Unseen fieldwork skills (2021-2022 only)</p>	<p>Revision</p> <p>Focus on recap of graphical skills & numerical skills taught throughout the course. Paper 1 revision.</p> <p>Focus on 12 mark questions - development of answers to reach highest levels.</p> <p>Assessment</p>	<p>Revision and examination style questions / tuition</p>	<p>Fieldwork</p> <p>Human Geography study</p> <p>Write up & data presentation</p> <p>Skill focus:</p> <p>Revision of geographical skills</p>



	<p>Paper 1 – Landscapes of the UK</p> <p>Key words and definitions, effective use of case – studies. Explaining process and describing distribution.</p>	<p>Focus on the effective use of case study detail in answers to access the higher levels.</p> <p>Paper 1: People of the UK and UK Environmental challenges</p> <p>Case study: Salford Quays and the flooding of the Somerset Levels.</p>	<p>Virtual fieldwork lessons and evaluation pack</p>	<p>Mock examinations (January)</p>		<p>Assessment</p> <p>Paper 3 mock examination</p>
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