





Curriculum Intent for Geography at Blessed Robert Sutton Catholic Voluntary Academy

	Overall Aim of subject By studying Geography at Blessed Robert Sutton all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes enlightened by the Sutton Way.
	How will your subject support the Spiritual Development of children... Geography will teach spiritual development by pupils developing an appreciation of God's creation and an understanding of the interaction of human and physical processes. Pupils will understand the importance of global citizenship, green ambassadorship and the importance of sustainability so that we can protect the planet for future generations.
	How will your subject support the Social Excellence of children... Geography will teach social excellence through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas.
	How will your subject support the Academic Excellence of children... Geography will teach academic excellence by developing an understanding of the academic rigours of studying Geography. Pupils will develop an understanding and appreciation of locational and place knowledge. Teaching will equip pupils to understand, describe and explain human and physical geography and to apply a range of geographical skills in anticipation of completing fieldwork. Pupils will develop their knowledge of atlases, globes and maps and be able to use grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Pupils will use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Additionally, pupils will learn how to use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Enrichment opportunities in this subject include: <ul style="list-style-type: none"> • Curriculum Challenges • Fieldwork Trips 	

Key Stage 3 Course description

Pupils will follow the Key Stage 3 National Curriculum considering further study at Key Stage 4 with the AQA GCSE Geography. As a result, the Geography Curriculum aims to enable pupils to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are 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.

Copy of subject road map to go in here

Year 7

In Year 7 pupils will initially begin by assessing and developing their geographical knowledge and skills from Key Stage 2 with a key enquiry into 'What is Geography?' Having been equipped with the necessary skills, pupils will complete a study into Tectonic Hazards, looking at the causes of Volcanoes, Earthquakes and Tsunamis and the consequences on the people who are affected by them in 'How dangerous it to live near Tectonic Hazards?' Afterwards pupils will move on to assessing the issues concerning the world's increasing population and its effects on the planet 'How is the increasing global population affecting our planet?' and use this knowledge to develop their understanding of 'What physical and human factors affect our global cities?' Pupils will conclude the year in the Summer term by studying...

Year 8

In Year 8 pupils will continue to develop their geographical knowledge and skills with an initial enquiry into global development and the differences between High-Income Countries and Low-Income Countries in 'How is the development gap contributing to world poverty?' Pupils will then experience the wonders of glaciation and the water cycle, and the associated hazards in 'From Ice to Air: How does the Water Cycle shape the world we live in?' Pupils will then consider the effects of Global Warming and Climate change on our weather in 'Why is it always raining in Britain?' before moving on to...

Year 9

In Year 9 and their final year of KS3 Geography, pupils will continue to develop their understanding of geographical knowledge and skills with an initial enquiry into sustainability and 'How can we protect our planet for future generations?' Pupils will then complete an enquiry into tourism and assessing how a diverse range of physical and human factors can have an impact in 'How does tourism affect fantastic places?' In the Spring term pupils will then be introduced to the foundational knowledge required for the AQA Geography GCSE which will enable them to decide if Geography is the best choice for further study. Pupils will be introduced to the diverse physical and human geography of hot and cold environments before an enquiry into the changing economic world.

Assessments

Students will be assessed once every half term on a range of different geographical skills and knowledge. Not only will the assessment focus on course content, it will also be designed to assess student's understanding of key concepts such as human and physical processes, analysing a range of geographical data and applying map skills. In KS3 Geography pupils will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Pupils should also take responsibility for their own learning by regularly using and updating Personal Learning Checklists (PLCs) to assess their understanding of the key knowledge and skills taught. Summative assessment practices at KS3 ensure that there is clear line of progression from KS3 to KS4 in line with the new 1-9 GCSE Grading System. Year 7 pupils will complete an initial baseline test assessing their locational and place knowledge and geographical skills from Key Stage 2, followed by two Subject Progress Checks (SPCs) throughout the year whereas as assessment questions are based on a bank of AQA GCSE Geography style exam questions. In Years 8 and 9 pupils will have 3 SPCs.

Ways to help my child succeed

Speak with your child about the topics they are studying in school and encourage them to read around the topic outside of school. There are a range of excellent websites, books and documentaries that will assist with this. Please don't hesitate to contact the department for further ideas.

Useful websites

Links to some useful websites for parents/students to access

BBC Bitesize Geography

Geographical Association

National Geographic

Key Stage 4

Geography at Key Stage 4 is based on a balanced framework of physical and human geography, allowing students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Course description

In Year 10 and 11 pupils will continue to develop their geographical knowledge and skills by studying three key areas:

1. **Living with the Physical Environment**

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

2. **Challenges in the Human Environment**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments

3. **Geographical Applications**

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Exam board

AQA GCSE Geography (8035)

Past papers

Link to where they can access past papers

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources>

Assessments

How will they be assessed throughout year 10 / year 11

In Years 10 and 11 pupils will be assessed regularly with interim assessments in addition to SPCs in the form of past papers and exam style questions which will enable pupils to tackle all 3 papers.

Paper 1: Living with the physical environment
<p>What's assessed</p> <p>3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (25 marks) • Section C: answer any two questions from questions 3, 4 and 5 (30 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Challenges in the human environment
<p>What's assessed</p> <p>3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (30 marks) • Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications
<p>What's assessed</p> <p>3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 76 marks (including 6 marks for SPaG) • 30% of GCSE • Pre-release resources booklet made available 12 weeks before Paper 3 exam
<p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (37 marks) • Section B: answer all questions (39 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Ways to help my child succeed

Encourage your child to complete independent revision at home; revising from knowledge organisers, making flashcards, completing past papers and continually reflecting on and updating PLCs. Ensure that at home there is a quiet place to revise away from distractions. Use the PiXL app and PiXL Independence Booklets.

Useful websites

BBC Bitesize

PiXL App