

KS4 Curriculum Intent for Geography at Blessed Robert Sutton Catholic Voluntary Academy

	<p style="text-align: center;"><u>Overall Aim of Subject</u></p> <p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>

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

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

What's assessed

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

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Questions

- 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 3: Geographical applications

What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed

- 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

Questions

- 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.

Useful websites

- [BBC Bitesize Geography](#)

Catholic Social Teaching and Geography



Geography explores economic and social inequalities around the world and how these issues can be reduced.



Geography encourages pupils to reflect on the diversity of God's creation from a wide range of different cultures, nationalities and levels of development.



Geography emphasises the singular human experience as part of a wider global community.



Geography allows pupils to explore the issues of inequality and raises awareness of how we can work together to make the world a fairer place.



Geography challenges pupils' opinions and misconceptions about migration and the causes of climate change.



Geography teaches everyone around the world is equal; however physical, human and environmental issues can affect this becoming a reality.



Geography teaches pupils care for the natural environment and how they can be a responsible global citizen.

