



GEOGRAPHY

CURRICULUM SEQUENCING

EXAM BOARD RATIONALE

We use AQA as our exam board as it is taught in the majority of schools across our trust. We have traditionally used this exam board as it feeds into the A-level taught, again across the trust. The AQA GCSE offers a diverse range of elements, that are appropriate to our students. We feel that this exam board allows us some flexibility in how we deliver geography lessons, whilst allowing us to also be creative and tailor the course to our local environment. For example, we aim to use local examples where possible so that all our students, including the disadvantaged, may have some understanding of them.

This course allows us to choose a wide range of case studies, whilst not limiting our delivery. The approach to fieldwork, being integrated into an exam, is also attractive and another reason for our choice. As five of the six schools across the trust teach AQA, it allows for a wider scope of professional development and sharing of good practice.

We find that AQA is an aspirational course, which allows a level of challenge in line with our school vision to push our students to be the best they can be. We also believe that this course is accessible to all, with a maximum amount of marks available on longer written answers set at 9. This seems to allow all students a degree of access whilst also allowing the most able to push themselves to achieve high marks.

The nature of the geography paper is that it is mixed, with many different disciplines of questions, moving into maths, scientific processes, and larger written answers. The paper is largely knowledge-based but does allow scope for some creativity in its delivery, this is an attractive element of the course.

KEY SUBJECT SKILLS

Assessment Objective	Descriptor
A01 (15%)	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales
A02 (25%)	AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes
A03 (35%)	AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
A04 (25%)	AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

BASELINE EXPECTATIONS

Knowledge and Skills Expectations

Key Stage 2

Year 6	<p>Taken from KS2 National Curriculum:</p> <ul style="list-style-type: none"> ● Understand the location of globally significant places including their defining physical and human characteristics. ● Place Knowledge focusing on key physical and human characteristics, geographical diversity, and how places relate to each other. ● Human and Physical Geography – can differentiate between them ● Use maps, atlases, globes, and digital mapping to locate countries and describe features studied. ● Undertake geographical fieldwork ● Discuss basic environmental issues, different climates around the world and have insights into different cultures and how geography influences lifestyles and conditions around the world.
---------------	--

Key Stage 3

Year 7	<ul style="list-style-type: none"> ● Can locate all continents ● Can read and draw climate graphs ● Can describe differences in economic development ● Can differentiate between erosion, transportation and deposition ● Can recognise impacts of hazards and over-population
Year 8	<ul style="list-style-type: none"> ● Can understand geological timescales ● Can understand and articulate the scale of geographical processes ● Can explain the formation of landforms relating to river, coastal and glacial erosion ● Can show understanding of human impacts

Year 9	<ul style="list-style-type: none"> • Can explain why being a global citizen is important and can recognise own impact on climate change • Can recognise how population density alters the characteristics of a place • Can discuss the severity of hazards
Key Stage 4	
Year 10	<ul style="list-style-type: none"> • Understands the structure of the GCSE exam • Can effectively analyse a figure • Can use case studies to support answers • Can revise effectively
Year 11	<ul style="list-style-type: none"> • Understands the fieldwork cycle and can use own fieldwork experiences • Understand the mathematical requirements of the course • Can review and evaluate a pre-release booklet

ASSESSMENT

Year	Formative	Summative	Calendared Term	Core Topics to be assessed – All assessments to feature retrieval
7	On-going retrieval	End of term 1 End of term 2 End of term 3	1 2 3	UK, Europe (Compass Points Y6) Africa, Asia (UK, Europe) Oceania, North America, South America (UK, Europe, Africa, Asia)
8	On-going retrieval	End of term 1 End of term 2 End of term 3	1 2 3	Lithosphere (Continental knowledge Y7) Hydrosphere (Lithosphere) Biosphere and Anthropocene (Lithosphere, Hydrosphere)
9	On-going retrieval	End of term 1 End of term 2 End of term 3	1 2 3	Net Zero (Geological timescales and evolution of the planet earth Y8) Population (Net Zero) Human and Physical Hazards (Net Zero, Population)
10	On-going retrieval	PPE – Dec P1 PPE – Apr P1 PPE – Jul P2	1 2 3	Living World Living World, Hazards Urban Challenge, Resource Management
11	On-going retrieval	PPE – Nov P1 PPE – Feb P2 PPE – April P3	1 2 2	Living World, Hazards, Physical processes in the UK Urban Challenge, Resource Management, Economic Change Own Fieldwork, Unseen Fieldwork, Pre-release (from current year)

BRIEF VISION BEHIND SEQUENCING

KEY STAGE 3

Year 7: The curriculum is set out in a journey around the earth, which moves from the UK towards the east passing every continent on its route. The learning in each of the continents focuses on a maximum of two geographical concepts which will be reexamined either within key stage 3 or at GCSE. There are overarching themes that run throughout and allow for comparison across continents. Each of the topics covered will be located in a maximum of two places to avoid overload.

Year 8: The curriculum is set out as a timeline starting at The Big Bang and running through to contemporary geographical processes. We refer to this year's work as how the world works. The time-based approach enables students to grasp the concept of large periods passing as the earth has changed and provides us with the framework to allow students to recognize how major physical geography processes such as river systems, coastal processes, and glaciation have shaped the landscape around them. Once this understanding is embedded, we can then start to look at contemporary processes in human geography, such as urbanization, settlement and migration. Again, this has a place-based approach within the learning, with locations used that will be revisited in either key stage 3 or within the GCSEs.

Year 9: The curriculum in year nine is issue-based. We wanted students to leave Cottingham High School with a deep understanding of major geographical issues that they will live with even if they do not choose to study the subject any further. This means we deal with contemporary issues such as climate change, globalization, natural hazards, and population which we feel are fundamental for all students to leave the subject with a grasp of. In this unit there is a less obvious linear pathway that is set out, focusing again on a range of issues. Places are used and, in this case, revisited from previous years' learning, and are used to set up the approach taken in GCSE.

KEY STAGE 4

GCSE Geography: Through the two years of study we take an approach to deliver the units as follows. Firstly, we complete 2 units from paper one. This is to allow us to assess properly at various stages of year 10 and year 11. These units are followed up with two units from paper 2 for the same reason, this means that students can then complete a full paper one in November of year 11 and a full paper two in February of year 11. Fieldwork is also built in inappropriate points within the course, usually fitting within the end of year 10 and start of year 11, this is revisited around the Easter time of year 11 to ensure the most recent fieldwork experience is fresh in the minds of students.

A-Level: The order of teaching is dictated to us by the Consortium Academy Trust teaching model as we work alongside other schools in the trust to fit in with assessment windows. Teaching is done by specialists, meaning students will study two hours of physical geography per week and two hours of human geography per week.

GEOGRAPHY CURRICULUM SEQUENCING

GEOGRAPHY CURRICULUM SEQUENCING												
Year	Autumn				Spring				Summer			
	Topic & Big Questions	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	<p>What is 'our' Geography? Lessons 1-9</p> <p>What does it mean to be British and what are our British values? Lessons 10-16</p> <p>How have humans adapted to different climates across Europe? Lessons 17-25</p> <p>What strategies is Africa using to close its development gap and how do they differ by latitude? Lessons 26-34</p>	Term 1 Assessment	<p>AO1 AO2 AO3 AO4</p>	<p>PRIOR LEARNING:</p> <p>KS2 location skills and compass points, recapping of continents.</p> <p>LINKS TO THE FUTURE:</p> <p>Placed based introduction to key geographical concepts and places featured in GCSE case studies</p>	<p>How does the continent with the highest population deal with a range of natural hazards? Lessons 35-41</p> <p>To what extent does geographical separation influence Oceania's wildlife and culture? Lessons 42-50</p>	Term 2 Assessment	<p>AO1 AO2 AO3 AO4</p>	<p>PRIOR LEARNING:</p> <p>Revisiting of initial ideas shared in topics 1-3</p> <p>LINKS TO THE FUTURE:</p> <p>Skills built and revisited over time. Case studies used that are revisited in later KS3 and GCSE. Geogthrus used to develop skills. Asia topic introduces both Y9 and GCSE units</p>	<p>How has physical Geography shaped North America? Lessons 51-57</p> <p>How does South America's varied physical and human geography make travel across the continent difficult (Race across the world) Lessons 58-76</p>	Term 3 Assessment	<p>AO1 AO2 AO3 AO4</p>	<p>PRIOR LEARNING:</p> <p>Concepts revisited in final topic from rest of year</p> <p>LINKS TO THE FUTURE:</p> <p>Processes that make up significant parts of Y8 introduced in NA topic</p>
8	<p>What is happening underneath my feet? (Lithosphere) Lessons 1-14</p> <p>Why is the weather so</p>		<p>AO1 AO2 AO3 AO4</p>	<p>PRIOR LEARNING:</p> <p>Our Geography and Europe themes revisited</p>	<p>How does water shape the land? (Hydrosphere) Lessons 24-47</p>	Term 2 Assessment	<p>AO1 AO2 AO3 AO4</p>	<p>PRIOR LEARNING:</p> <p>North America unit revisited</p> <p>LINKS TO THE FUTURE:</p>	<p>How has physical geography shaped the human landscape? (Anthropocene) Lesson 56-76</p>	Term 3 Assessment	<p>AO1 AO2 AO3 AO4</p>	<p>PRIOR LEARNING:</p> <p>Processes revisited again, Human influence from 'our' geography</p> <p>LINKS TO THE FUTURE:</p>

	extreme? (Atmosphere) Lessons 15-23	Term 1 Assessment		LINKS TO THE FUTURE: Lithosphere is starting point for Hazards in Y9 and GCSE. Coasts and Rivers ideas introduced. Weather theory used in Hazards unit at GCSE				GCSE processes unit preparation completed. Wider links to glaciation give scope for A Level links				Links to Net Zero unit in Y9 and GCSE climate change element of hazards
9	Climate Change Does net zero exist in a globalized world? Lesson 1-28	Term 1 Assessment	AO1 AO2 AO3 AO4	PRIOR LEARNING: Links to Anthropocene unit LINKS TO THE FUTURE: GCSE Changing economic world unit links/Hazards unit links	How are ecosystems at different scales affected by abiotic and biotic factors and what opportunities and challenges exist within them? (GCSE Introduction) Lessons 29-37 Population – How do humans adapt to different levels of population density? (Tokyo and Tیره) Lessons 38-54	Term 2 Assessment	AO1 AO2 AO3 AO4	PRIOR LEARNING: Links to Oceania unit of Y7 and Biosphere unit of Y8 LINKS TO THE FUTURE: This is an introduction to the first GCSE unit, timed to coincide with options process	What is more hazardous, natural hazards or humans? Lesson 55-76	Term 3 Assessment	AO1 AO2 AO3 AO4	PRIOR LEARNING: Links to Y7 Asia unit and Y8 lithosphere unit LINKS TO THE FUTURE: Introduces synoptic thinking as A Level skill also allows practice of human vs physical questions
10	The Living World Lesson 1-14 The challenge of natural hazards Lesson 15-40	Paper 1 LW October Paper 1 LW/H December	AO1	PRIOR LEARNING: Y7 Asia Y8 Biosphere Y8 Lithosphere Y9 GCSE preparation unit Y9 Net Zero	Urban Challenge Lesson 41-61		AO1 AO2 AO3 AO4	PRIOR LEARNING: Y7 Asia Y9 Population Y8 Anthropocene	Challenge of Resource Management Lesson 62-75 Fieldwork Lessons 76-79	Paper 1 LW/H Paper 2 UC/RM Both July	AO1 AO2 AO3 AO4	PRIOR LEARNING: Y9 Net Zero Y9 Population
11	Physical Landscapes in the UK Lesson 1-31 Economic Change Lesson 32-50	Paper 1 (Full) November	AO1	PRIOR LEARNING: Y7 North America Y8 Lithosphere Y8 Hydrosphere Y7 UK Y7 Africa	Fieldwork Lesson 50-60 Pre-Release preparation 61-70	Paper 2 (Full) February Paper 3 (Full) April	AO1 AO2 AO3 AO4	PRIOR LEARNING: All years feature some fieldwork	Revision based on need		AO1 AO2 AO3 AO4	

