



St. Wilfrid's
R.C. College

Geography Curriculum

*Excellentia per fidem,
per scientiam, per adiuvatum*

Excellence through faith, learning and support

Curriculum Intent

Equip students with the knowledge to interpret the world, with Christ at the centre of everything we do. Students will have the skills to understand and explore the physical and human environment that they inhabit now and, in the future whilst recognising the complexity of the interconnectedness of culture and faith.

Learning outside of the classroom

All students are provided with homework to extend and consolidate their learning. At Key Stage 3 this involves retrieval activities, academic reading, and research activities. At Key Stage 4 this involves retrieval activities, reading and practice exam questions. At Key Stage 5 students complete flipped learning, retrieval activities and exam practice questions. Students at this level are also expected to complete independent study using extra readings provided by the department.

Fieldwork

Fieldwork is an essential component of geography education. It enables pupils to better understand the 'messiness' of 'geographical reality', develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom. Each year group has the opportunity to carry out field work investigations in the follow areas:

Year 7-Microclimates

Year 8-Coastal landscapes

Year 9-Ecosystems

Year 10-11-Local field work investigation (human and physical environment) 1 x day

Year 12-13-Independent field work investigation 5 x days

We also believe strongly in giving students the opportunity to widen their learning by visiting countries and other geographical locations outside of the classroom.

Curriculum Intention:

- Good understanding of key places in detail, considering their geographical similarities, differences importance and links.
- Locational knowledge on; the world's countries, their environmental regions, key physical and human characteristics and major cities.
- Understand links between processes, interdependence, scale and change.
- Physical Geography– students should have sound knowledge and understanding of plate tectonics, weather and climate, contrasting biomes, rivers and coasts.
- Human Geography– students should have sound knowledge and understanding of population and urbanisation, international development, economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
- 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.

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Mapping the national curriculum

National Curriculum Requirement	Year	Cycle	Curriculum Continuity
Population and urbanisation	8	1 & 3	KS1/KS2/KS4
International Development	7	2	KS2/KS4/KS5
	8	1	
	9	1 & 2	
Economic Activity	8	1	KS2/KS4/KS5
	7	2	
Use of natural resources	9	2 & 3	KS2/KS5
Changing Landscapes	7	1	KS2/KS4/KS5
	8	2	
	9	3	
Climate Change	8	2	KS1/KS2/KS4/KS5
	7	3	
	9	3	
Geological Timescales	7	1	KS4/KS5
	8	2	
Weathering and soils	7	1	KS2/KS4/KS5
	8	2	
	9	3	
Weather and Climate	7	3	KS1/KS2/KS4/KS5
	9	3	
Glaciation	7	1	KS5 Option
Hydrology and coasts	7	1	KS2/KS4/KS5
	8	2	
	9	3	
Africa	8	3	KS1/KS2/KS4
	9	2	
Asia	8	1	KS2/KS4/KS5
	8	3	
	9	1, 2 & 3	
	Year	Cycle	Links to KS1-2 or 4?

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Mapping the national curriculum

National Curriculum Requirement	Year	Cycle	Curriculum Continuity
Map Skills-Capitals, countries, continents, environmental regions	7	1/2/3	KS1/KS2
Map Skills-4 & 6 figure grid references, Ordnance Survey maps, UK cities, mountains and rivers	8	1/2/3	KS2/KS4
Map Skills-Latitude & longitude, environmental regions, cross sections	9	1	KS4
Graphs and Statistics-Mean, range & percentages, scatter graphs	8 & 9	1 & 2	KS4/KS5
Graphs and Statistics- Frequency, kite diagrams, GIS	7-9	1/2/3	KS4/KS5
Threshold Concepts -Location and Place Knowledge -Geographical Techniques -Physical features and processes -Human features and processes	7-9	1/2/3	KS1/KS2

Year 7

Building upon and extending the knowledge already learnt during Key Stage 2 geography. Students will focus on the key physical and human processes that are unique to the north east area. Moving through the topics students will focus on countries at different stages of development to extend their thinking process. They will then end the year carrying out a microclimate field work investigation where they will continue their journey as geographers outside of the classroom.

Year 8

Extending knowledge already acquired in Year 7 by moving scale to local, national and global whilst still learning about human and physical local geography e.g. coasts; this is where the local field work investigation will take place. Students will explore the idea of interconnectedness through module 1 and then further explore how it impacts on population in module 3. During lessons the focus for students will be building upon and extending- 4 & 6 figure grid references, Ordnance Survey maps, UK cities, mountains and rivers.

Year 9

The main aim of year 9 is to focus the students on the idea of interconnectedness between local, national and global geography “our place in the world”. Students learning the fundamental aspects of geography e.g. tectonics and living ecosystems whilst developing their interpretation of contemporary geographical issues that we are facing in the 21st century. Skills taught throughout Year 7 and year 8 are also re-visited and extended upon whilst also introducing new ideas of graphical and statistical skills.

Concepts and skills are taught throughout KS3

Place and location knowledge

Year 7: Describe and explain place characteristics.

Year 8: Comparing and contrasting place characteristics.

Year 9: Compare and contrast why places are different.



Geographical Skills and communication

Year 7: Map and graph skills and use of case studies.

Year 8: Numeracy skills and use of appropriate case studies.

Year 9: Map, graph, numeracy skills evaluated and fluent use of appropriate case studies.



Physical processes and landscapes

Year 7: Describe and explain physical processes and sequences.

Year 8: Judgements made to explain physical processes and sequences.

Year 9: Evaluating factors of importance in physical processes and sequences.



Human interactions with the environment

Year 7: Describe and explain human processes and sequences.

Year 8: Judgements made to explain human processes and sequences.

Year 9: Evaluating factors of importance in human processes.



Year 10

Learners continue their learning through the threshold concepts from KS3. We start their GCSE journey by developing their understanding of the issues of the human world by focusing on the fundamental topic of 'development'. The focus on development helps the learners understand the how and why human interaction with the physical environment is different and helps them to think "like a geographer". Learners will look at a range of issues, processes and concepts across a range of spatial and temporal scales. Content is organised around key questions and learners will develop the ability to pose geographical questions of their own. Geographical skills such as cartographic, mapping techniques and statistical techniques are built within lessons.

Topics of focus: Economic development and resource issues, Social development, Tectonic Landscapes and Distinctive Landscapes.

Year 11

Learners continue their GCSE journey with a building upon topics taught at KS3. Core GCSE topics including, Rural-Urban Links and Weather, Climate and Ecosystem are the focus of this year groups curriculum. Learners will continue to have content organised around key questions and there is more of a focus on geographical field work investigation skills. Learners will carry out field work in their local area at two contrasting locations e.g. human environment (South Shields Town Centre) and physical environment (South Shields coastline). Learners will carry out a full geographical enquiry under the guidance of the methodological and conceptual field work topics set out by the exam board.

Topics of focus: Rural-urban links, Weather, Climate and Ecosystems, Geographical Enquiry

Year 12

Learners will be able to develop both knowledge and understanding of contemporary geographical concepts together with transferable skills that will enable learners to progress to higher education and a range of employment opportunities. The focus is to develop an enthusiasm for and competence in geography by using contemporary real-world contexts, from a range of specified spatial scales, and through engagement with and practical application of geographical skills and techniques in the field.

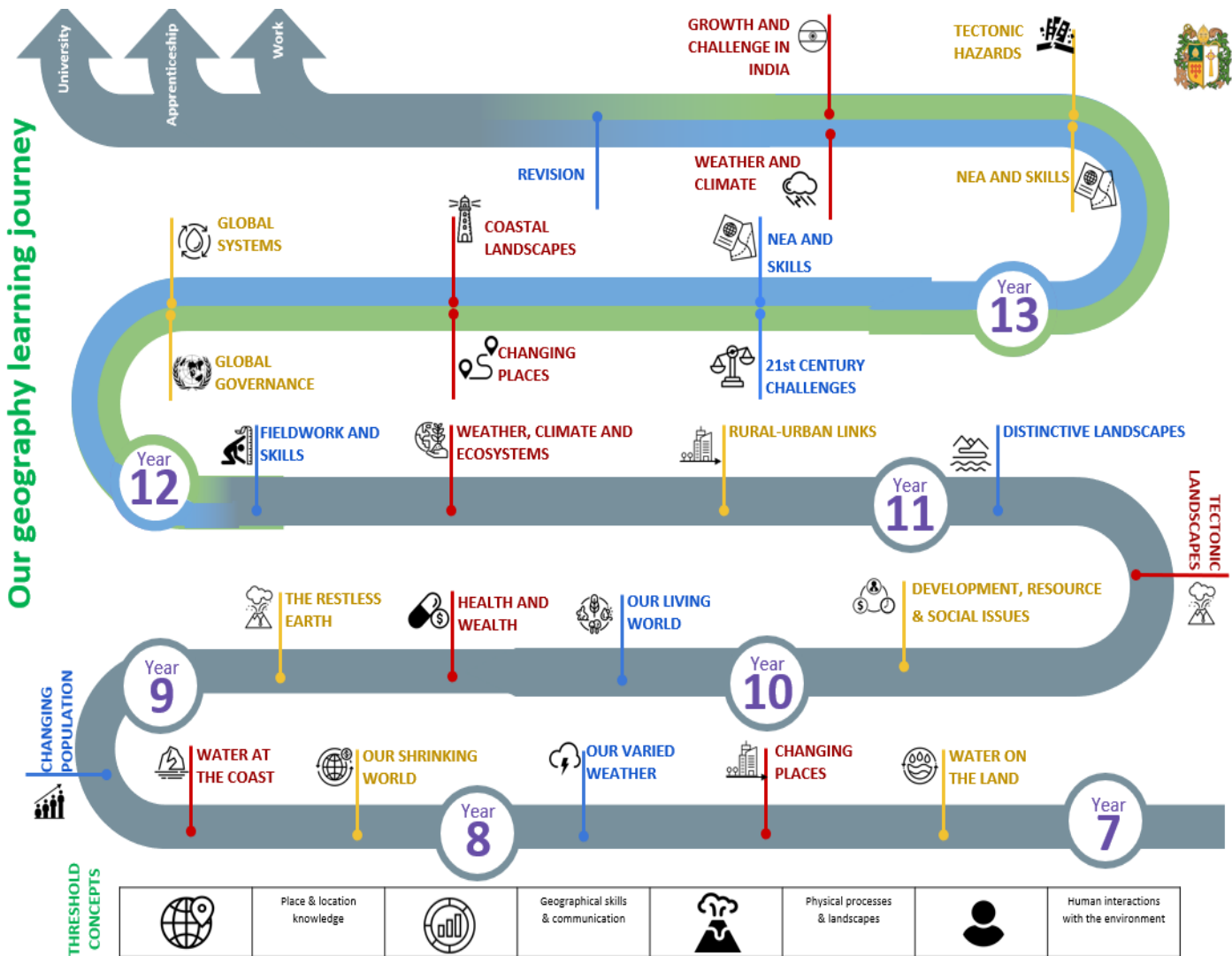
Topics of focus: Economic growth and challenge in India, Global governance and challenge, Global systems and weather and climate and 21st Century Challenges.

Year 13

All learners will develop their knowledge of locations, places, processes and environments, at all geographical scales as well as develop an in-depth understanding of a range of temporal and spatial scales. They will recognise and be able to analyse the complexity of people-environment interactions and appreciate how these underpin understanding of some of the key issues facing the world today. Learners will also engage in an independent fieldwork investigation and critically analyse their data in a 3000 word report.

Topics of focus: NEA investigation, Tectonic landscapes and Coasts.

Learning Journey



[Key learning milestones for each key stage](#)

Course: Eduqas GCSE Geography A

Component 1: Changing physical and human landscapes

35% of GCSE

1 hour and 30 minutes examination.

Section A Core Themes:

Distinctive Landscapes

Rural-Urban Links

Section B Optional Theme:

Tectonic Landscapes and Hazards

Component 2: Environmental and Development Issues

35% of GCSE

1 hour and 30 minutes examination

Section A Core Themes:

Weather, Climate and Ecosystems

Economic Development and Resource Issues

Section B Optional Theme:

Social Development

Component 3: Applied Fieldwork Enquiry

30% of GCSE

1 hour and 30 minutes examination

Section A: Methodological approaches to field work*

Section B: Geographical conceptual framework*

Section C: Wider UK Dimension

*Chosen by WJEC

The overarching aim is for learners to develop the ability to think 'like a geographer'. Learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues. Learners will be able to collect and record appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions. Learners will appreciate that geography and the 'real world' can be 'messy' i.e. that real geography does not always match typical or predicted outcomes. Content is organised around key questions and learners should develop the ability to pose geographical questions of their own. Fieldwork is an essential aspect of geographical education and of this qualification. It is placed at the heart of this specification.

Students must:		% in GCSE
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.	15%
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> <input type="checkbox"/> concepts and how they are used in relation to places, environments and processes <input type="checkbox"/> the inter-relationships between places, environments and processes. 	25%
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	35%
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	25%

Component 1: Changing Landscapes and Changing Places

20.5% of A level

1 hour and 45 minutes examination

Section A: 1.1 Coastal Landscapes [optional theme]

Section B: 1.3 Changing Places [core theme]

Component 2: Global Systems and Global Governance

27.5% of A level

2 hours examination

Section A: 2.1 Water and Carbon Cycles [core theme]

Section B: 2.2 Global Governance: Change and Challenges [core theme]

Component 3: Contemporary Themes in Geography

32% of A level

2 hours and 15 minutes examination

Section A: 3.1 Tectonic Hazards [core theme]

Section B: 3.3 Economic Growth and Challenges in India [optional theme]
3.5 Weather and Climate [optional theme]

Component 4: Independent Investigation

20% of A level

Non Examined Assessment

This component requires a single independent investigation by each learner and involves fieldwork. The focus of the investigation must be derived from the specification content in Components 1 and 2 or the optional themes in Component 3. The independent investigation builds on the fieldwork developed throughout the specification and the requirements to relate fieldwork to the six stages of the enquiry process.

Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. In turn this will enable learners to develop a critical understanding of the world's people, places and environments in the 21st century. Learners will be able to develop both knowledge and understanding of contemporary geographical concepts together with transferable skills that will enable learners to progress to higher education and a range of employment opportunities. The focus is to develop an enthusiasm for and competence in geography by using contemporary real-world contexts, from a range of specified spatial scales, and through engagement with and practical application of geographical skills and techniques in the field. All learners will develop their knowledge of locations, places, processes and environments, at all geographical scales as well as develop an in-depth understanding of a range of temporal and spatial scales. They will recognise and be able to analyse the complexity of people-environment interactions and appreciate how these underpin understanding of some of the key issues facing the world today.

Students must:		% in A Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.	34.5%
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.	37%
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> <input type="checkbox"/> investigate geographical questions and issues <input type="checkbox"/> interpret, analyse and evaluate data and evidence <input type="checkbox"/> construct arguments and draw conclusions 	28.5%