

Key Stage 3 Geography	Curriculum intent	Curriculum content National Curriculum Key Stage 3	Curriculum delivery Typical curriculum allocation: 4 hours a fortnight
<b>Year 8 Transition project</b>	<p>To ensure that students have the basic understanding of Geographical Information Systems and layering information.</p>	<p><b>Mapping</b> – Able to use atlas and base maps, displaying awareness of local and national locations.  <b>Layering information</b> – Collect and collate information  <b>Data Manipulation</b> – Using and manipulating data to form conclusions  <b>Team work</b> – Communicating and working together to test given hypothesis</p>	<p>Delivered in feeder middle schools. Activities designed to assess students' current skills and to introduce contemporary geographies.</p> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px;"> <p><b>Assessment</b>            Completion of layered base map. Followed up by presentation of findings and a formal individual formal write-up at Stratton Upper School.</p> </div>
<b>Year 9</b>	<p>To enable students to consolidate and extend knowledge of the world's major countries and their physical and human features.</p> <p>To understand how geographical processes, interact to create distinctive physical and human landscapes that change over time.</p> <p>To become aware of increasingly complex geographical systems in the world around them.</p> <p>To develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources.</p>	<p><b>Your Place in the World</b> – current affairs such as Plastics, Bamboo, Cities of the Future and Global Warming (<i>Singapore, South Pacific, China</i>)            Skills: cartography  <b>A Hostile World</b> – Theories, process and case studies of volcanoes and earthquakes in contrasting parts of the world. (<i>Europe, Africa, Asia, South America</i>)            Skills: measures of central tendency, photographs  <b>Urban Issues and Challenges</b> – Megacities, urban growth, challenges and opportunities of urban growth in Rio de Janiero (<i>South America</i>)            Skills: Exam practice, numeracy, interpreting photos  <b>Hot Deserts: A Challenging Environment</b>– Location of hot deserts, mysteries and adaptations. The Middle east, location, challenges and opportunities. (<i>Global, Middle East</i>)            Skills: Data interpretation, graphs, field sketching  <b>UK Geography</b> – Location, population, human and physical geography, coastal and glacial landscapes.            Skills: Climate graphs, population data, cartography, scale, contours, distance and direction.</p>	<p>Each topic is delivered over a half term with an end of topic formative assessment. Assessments follow a consistent structure which is in line with the GCSE exam paper. All assessments are formatively marked with a feedback session to enable progress to be made.</p>

Exam board link:

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

Key Stage 4 Geography	Curriculum intent	Curriculum content AQA GCSE Geography (8035)	Curriculum Delivery Typical curriculum allocation: 5 hours a fortnight
Year 10	To develop an understanding of the tectonic, geomorphological, biological, 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 of earth and atmosphere.	<p><b>Paper 1: Living with the Physical Environment</b>  <b>Section A: Natural Hazards and Challenges</b> – Natural hazards, tectonic hazards, weather hazards and weather in the UK, Climate change (Nepal, Chile, UK)  <b>Section B: The Living World</b> – Ecosystems, Tropical Rainforests and Cold Environments (Malaysia, Alaska, UK)  <b>Section C: Physical Landscapes in the UK</b> – River Landscapes and UK Coastal Landscapes (UK)</p> <p><b>Paper 3: Section B: Field work</b>            Planning, Methods, Data collection, analysis and evaluation of data collected (UK)</p>	At the end of each topic, a formative assessment will take place, followed by end of section assessments based on past papers. Interleaved formative end of section assessments, encourage students to recap on prior learning. All formative assessments are formally marked with opportunity for feedback and improvements.
Year 11	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 opportunities for these environments.	<p><b>Paper 2: Challenges in the Human Environment</b>  <b>Section A: Urban Issues and Challenges</b> – urban populations, challenges and opportunities of urban growth in LICs/NEEs. Urban change in UK cities, urban sustainability (<i>Brazil, UK, Freiberg, Asia</i>)  <b>Section B: The Changing Economic World</b> – Global variations in economic development, reducing the global development gap, economic development in LIC/NEE, major changes in the UK economy. (<i>Nigeria, UK</i>)  <b>Section C: The Challenge of Resource Management</b> – Food, water and energy linked to human development. Changing demand and provision of UK resources. (<i>UK</i>)  <b>Food:</b> conflict, strategies to increase food supply (<i>Kenya, Asia</i>)</p> <p><b>Paper 3: Section A: Issues Evaluation</b>            Synoptic pre-release booklet based on any topic on Paper 1 or 2.</p>	At the end of each topic, a formative assessment will take place, followed by end of section assessments based on past papers. Interleaved formative end of section assessments, encourage students to recap on prior learning. All formative assessments are formally marked with opportunity for feedback and improvements.

Assessment
<b>Paper 1</b> – Written assessment 1 hour 30 mins – 88 marks, 35% of GCSE
<b>Paper 2</b> – Written assessment 1 hour 30 mins – 88 marks, 35% of GCSE
<b>Paper 3</b> – Written Assessment 1 hour 15 mins – 76 marks, 30% of GCSE

Key Stage 5 Geography	Curriculum intent	Curriculum content AQA A-Level Geography (7037)	Curriculum Delivery Typical curriculum allocation: 9 hours a fortnight
Year 12	<p><b>P1 and P2:</b> These sections focus on coastal zones and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p> <p><b>H1 and H2:</b> These sections focus on population and urban growth and change. They engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.</p>	<p><b>Physical 1: Coastal Systems and landscapes</b></p> <p><b>Human 1: Population and the Environment</b></p> <p><b>Physical 2: Carbon and Water Cycles</b></p> <p><b>Human 2: Changing Places</b></p>	<p>Typically, unit will be assessed formatively during lessons using a past paper.</p> <p>Mock exams are used to establish progress towards mastery of topic areas.</p>
Year 13	<p><b>P3:</b> By exploring the origin and nature of these hazards and the various ways in which people respond to them.</p> <p><b>H3:</b> This section of our specification focuses on globalisation. Studies of Global governance allows for wider application to the Global Commons.</p> <p>Study of both sections offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills.</p> <p>Use skills and knowledge developed across all topics for the non-exam assessment (NEA) component.</p>	<p><b>Physical 3: Hazards</b></p> <p><b>Human 3: Global Systems and Global Governance</b></p> <p><b>NEA:</b> students choose a subject area of choice linked to A Level specification and complete a geographical investigation of 3000-4000 words.</p> <p>4 days of fieldwork</p>	<p>Lessons are mixed between teaching/building on course topics as well as coaching students with NEA.</p> <p>Formative assessments build on previous teaching and are used to direct students' learning on the run up to final exams.</p> <div data-bbox="1615 1054 2136 1270" style="border: 1px solid black; background-color: #f1c40f; padding: 5px;"> <p><b>Assessment</b></p> <p><b>Paper 1</b> – written 2 hours 30 mins – 40% of A Level</p> <p><b>Paper 2</b> – Written assessment 2 hours 30 mins – 40% of A Level</p> <p><b>Non-exam assessment (NEA)</b> 20% of A-level</p> </div>

Exam board link:

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>