

Deyes High School Curriculum Rationale

Geography

Overarching curriculum, intent for Geography

- Give pupils a sense of place by learning about countries, cities and regions from different continents, at different levels of development.
- Understand how physical processes have shaped the landscape we live in and continue to do so today.
- Explore the relationships between humans and the natural landscape, how we are causing changes to the earth and trying to manage them.
- Promote collaborative work within lessons so pupils are fully engaged and can develop individual and teamwork skills to make them better learners throughout School.
- Students will develop and extend their knowledge of locations, places, environments and processes of different scales. Students will learn to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

	Content Taught	Rationale
YEAR 7	<ul style="list-style-type: none"> • Where do we live? – a topic on location including a project on Liverpool • Africa – looking at issues of climate, development and traditional way of life. • Spain – looking at issues of tourism 	<p>To encourage a secure knowledge of where we are located in the world as location is central to every other unit in Geography through the years.</p> <p>Liverpool project – to begin to develop skills of enquiry necessary at GCSE and A Level.</p> <p>We have decided to take a place themed approach to KS3 as this improves the sense of place and gives us an opportunity to investigate a range of current global issues.</p> <p>We have included the Spain unit as it is something pupils can relate to – they have probably been involved in the issue of tourism, so this is a hook topic to improve their investment and understanding of Geography. Assessments are varied – end of</p>

		unit test, project, extended questions, group based work – this will develop a range of skills necessary for KS3 and will lend itself well to GCSE.
YEAR 8	<ul style="list-style-type: none"> • India – looking at issues of development, investment and population growth • The UK – looking at issues of flooding, extreme weather and energy supply. • Brazil – looking at issues of migration, housing and the management of challenges 	<p>This builds on previous learning of Africa, and prepares students for future learning of development at GCSE. Through assessment, pupils develop skills of analysis, needed throughout KS3, 4 and 5 – by answering an extended question evaluating usefulness of Brandt line.</p> <p>UK – flexible and contemporary unit which will reflect current issues. Allows for physical and human Geography to be overlapped well within flooding, which will develop understanding of terminology and vocabulary meaning in the subject. Again, a topic relatable to pupils.</p> <p>Brazil - This exposes students to cultural development which will aid understanding of content and challenge misconceptions around the issue of migration which, historically can occur in this School.</p> <p>Assessments are varied – end of unit test, project, extended questions, group based work – this will develop a range of skills necessary for KS3 and will lend itself well to GCSE.</p>
YEAR 9	<ul style="list-style-type: none"> • Global Challenges – <ol style="list-style-type: none"> 1. Marine Pollution – causes and impacts 2. Antarctica – who is responsible/threats/management 3. Natural Hazards – causes/ impacts/importance of wealth/management and responses • GCSE Coasts Unit 	<p>This unit of work will support students to link concepts between human challenges such as population growth and impacts on the environment and ecosystem. This link between physical and human Geography is a common theme of both GCSE and A Level. Assessments at this stage are closely linked to GCSE requirements – extended questions with command words such as assess or evaluate.</p> <p>Coasts unit is completed in year 9 due to time constraints at GCSE. As an examined unit, it is only worth 12 marks, so content can be revisited in year 11. It fits in with the challenges theme for the year.</p>
YEAR 10	<ul style="list-style-type: none"> • Follow the new EDEXCEL A GCSE Geography specification • Rivers and UK Landscapes • World Cities 	<p>We start with rivers, as it mirrors the content of coasts, so can be a quick revision trigger at KS4.</p> <p>World cities and development link together a lot, so are taught in succession.</p>

	<ul style="list-style-type: none"> • Global Development • Urban Fieldwork • Rivers Fieldwork 	<p>The content is also easier than what is tackled at year 11 – this allows us to develop exam skills in more depth so year 11 can be more content driven.</p> <p>We do both fieldwork trips in year 10 to minimise the impact on studies in year 11.</p>
YEAR 11	<ul style="list-style-type: none"> • Resource Management • Water resource management • Weather and Climate • Ecosystems • UK Challenges 	<p>We do resource and water resource management first, as this completes Unit 2 and allows pupils to complete a full paper 2 mock in December.</p> <p>Weather and Climate and Ecosystems are difficult content, so we leave them until;</p> <p>Exam skills are developed</p> <p>Pupils are mature enough to tackle them</p> <p>Closer to the exam to help with revision.</p> <p>UK challenges has the only 16 mark discuss question on unit 3, so we leave that until last. This is so pupils have the necessary skills to gain maximum marks and we also hope the recency factor will come into play in terms of translating the skill to the exam.</p>
YEAR 12	<ul style="list-style-type: none"> • Follow the new AQA specification (A Level only) • Physical – • Coasts and Water and Carbon Cycles • Human • Place and Global systems 	<p>At KS5 we teach 3 physical and 3 human units.</p> <p>We teach coasts, carbon cycles and place first as these are the topic pupils are most likely to complete coursework on. They therefore have a knowledge base in order to choose and complete their project.</p> <p>Coursework is completed in year 13 as pupils have matured and also to allow for the key topics to be taught in advance.</p>
YEAR 13	<ul style="list-style-type: none"> • Physical – Natural Hazards and coursework • Human – Population and Coursework • Coursework needs to be an independent title based on something which is on the specification 	