

Geography on a Page 2024 / 2025

Geography

Subject Leader: Dean Ashurst

CURRICULUM INTENT:

The *Geography* curriculum at Montsaye encourages students to apply geographical knowledge, theory and skills to the world around them. In turn this will enable our students to develop a critical understanding of the world's people, places and environments in the 21st century. Students should be able to develop both knowledge and understanding of contemporary geographical concepts together with transferable skills that will enable them to progress to higher education and a range of employment opportunities.

The focus of our curriculum 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. The curriculum draws on both physical and human geography, explores people-environment interactions and encourages development of fieldwork at the local level to enable students to pose enquiry questions.

Geography on a Page 2024 / 2025

In Key Stage 3 geography lessons we expect to see:

- * Starter activities ('do now') which assess core knowledge and promote fluency regarding key terminology and place-specific information.
- * The use of high quality, challenging Figures in all lessons, which pupils will engage with and use routinely to apply their knowledge. Figures can include graphs, maps, diagrams, photographs, data tables etc.
- * Effective AfL, with a focus on pupils writing in 'chains of reason' (P-D-D) in Key Stage 3 and, by Year 9 pupils actively evaluating the geographical knowledge and understanding which they have gained as the curriculum has progressed.
- * Opportunities for independent practice, supported with effective models. The models should ensure that pupils know how to apply the success criteria, and support self/ peer assessment on task completion.
- * Opportunities for pupils to think like geographers, such as making geographical decisions and reaching conclusions based upon the information which has been presented to them during a lesson, or over the course of a unit

Year 7	Term 1	How to be a Geographer - Examining key locations in the UK and applying map skills and geographical skills to observe the world around u-	Term 2	Development - An overview of the distribution of development globally including methods of measuring and comparing development and explaining the factors (Human & Physical) that affect the varying rates of development	Term 3	Rivers - An examination of the effect rivers have on the landscape and their impact upon the lives of people living near them	Term 4	World of work - An exploration of economic activities, with a specific focus on tourism. Including investigations on examples of work in each sector of the economy.	Term 5	Geography of the Middle East - An exploration of the region of the Middle East. Locating the region and the countries that make up the region and gaining knowledge and understanding of the human and physical geography of the region	Term 6	Fieldwork - A number of opportunities to go out into the field and experience real world examples to extend their geographical thinking
---------------	--------	---	--------	---	--------	---	--------	--	--------	---	--------	---

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries, which also help to develop synoptic links from across the curriculum. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Year 7 starts with a unit on geographical skills. This ensures pupils are equipped with the skills required (using maps, manipulating data, grid references etc.) to access other areas of the curriculum from Key Stages 3-5 and beyond. Learning how to use OS maps early in Year 7 means pupils are better equipped to tackle Rivers, Geology, World of Work units later in the year but also Coasts in Year 8.

Year 8	Term 1	Coasts	Term 2	Population	Term 3	Tectonics	Term 4	EcosystemsTectonics	Term 5	Revision and End of year test	Term 6	East Africa
---------------	--------	--------	--------	------------	--------	-----------	--------	---------------------	--------	-------------------------------	--------	-------------

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries, which also help to develop synoptic links from across the curriculum. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Year 8 starts with the Coasts unit. This builds on the understanding pupils gained from the Year 7 Rivers unit, as key terms of erosion and deposition etc. are revisited. It also sets pupils up for future units such as Climate Change (Year 9), where pupils make links between sea-level rise and the threats to coastal areas globally. This unit ensures that pupils will know to apply their understanding to the Coasts units in Key Stage 4 and 5.

Furthermore, for those that do not continue with the subject into the following Key Stage, it ensures that pupils understand the geographical conflicts and debates associated with coastal areas.

Geography on a Page 2024 / 2025

	Term 1	Climate change	Term 2	Life in an emerging country	Term 3	Issues of Urbanisation	Term 4	Energy	Term 5	Energy	Term 6	Fieldwork skills
Year 9	<p>The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries, which also help to develop synoptic links from across the curriculum. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.</p> <p>Climate Change is the first unit in Year 9. This unit builds on the knowledge gained from many earlier units within the curriculum, such as concepts and issues from the units of Development, Rivers, World of Work (Year 7), Coasts, Population, Ecosystems and Weather and Climate (Year 8). This unit also sets pupils up for future units, such as Life in an Emerging Country, Energy and Issues of Urbanisation, wherein the latter, focus on urban sustainability is linked to climate change</p>											

Geography on a Page 2024 / 2025

Key Stage 4

Year 10	<ul style="list-style-type: none"> * The use of high quality, challenging Figures in every lesson, which pupils will engage with and use routinely to apply their knowledge and understanding. Figures could include graphs, maps, diagrams, photographs, data etc. Most lessons will have an opportunity for pupils to complete an exam question based upon a Figure. * Regular opportunities for independent practice with a focus on extended exam questions, which are supported by effective models so that pupils know how to apply the mark scheme before they start a task, resulting in a higher success rate. * Pupils routinely using and interrogating geographical data and statistics. Where appropriate, pupils will manipulate data and will understand when to use modes of central tendency. * There are no non examinable assessments 											
	Term 1	Challenge of Natural Hazards for new AQA GCSE changing from EDUQAS September 2024	Term 2	Challenge of Natural Hazards merging into next topic The Living World	Term 3	The Living world	Term 4	The Living world merging into next topic Physical landscapes in the UK	Term 5	Physical landscapes	Term 6	Urban issues and challenges
	<p>Throughout the curriculum, important places are revisited between units. In the Year 7 Development unit, for example, pupils develop a sense of place for numerous location's and the factors which have influenced their development. In Year 8, they revisit these locations and look at the impacts of key events and in Key Stage 4, they return to these locations again, where they apply this understanding for example the response methods to the 2010 earthquake and the impacts of aid. Through this approach, pupils begin to develop an in-depth understanding of the place and can begin to look more closely and effectively at the complex interrelationships between the physical and human world, thus bringing geography to life.</p>											

Year 11	Continuous implementation using the strategies detailed in year 10.											
	Term 1	Deserification and water	Term 2	Globalisation and Development	Term 3	Fieldwork skills	Term 4	Fieldwork skills	Term 5	Revision and exams	Term 6	Year 11 New Knowledge will be complete by 4/4/2025 Year 11 Coursework deadline is
	<p>Throughout the curriculum, important places are revisited between units. In the Year 7 Development unit, for example, pupils develop a sense of place for numerous location's and the factors which have influenced their development. In Year 8, they revisit these locations and look at the impacts of key events and in Key Stage 4, they return to these locations again, where they apply this understanding for example the response methods to the 2010 earthquake and the impacts of aid. Through this approach, pupils begin to develop an in-depth understanding of the place and can begin to look more closely and effectively at the complex interrelationships between the physical and human world, thus bringing geography to life.</p>											

Geography on a Page 2024 / 2025

Key Stage 5

Year 12	<ul style="list-style-type: none"> * The use of high quality, challenging Figures in every lesson, which pupils will engage with and use routinely to apply their knowledge and understanding. Figures could include graphs, maps, diagrams, photographs, data etc. Most lessons will have an opportunity for pupils to complete an exam question based upon a Figure. * Regular opportunities for independent practice with a focus on extended exam questions, which are supported by effective models so that pupils know how to apply the mark scheme before they start a task, resulting in a higher success rate. * Pupils routinely using and interrogating geographical data and statistics. Where appropriate, pupils will manipulate data and will understand when to use modes of central tendency. 											
	Term 1	Changing landscapes and Changing places	Term 2	Changing landscapes and Changing places	Term 3	Changing landscapes and Changing places completing and merging into Global systems and Global governance	Term 4	Global systems and Global governance	Term 5	Global systems and Global governance	Term 6	Global systems and Global governance
	<p>These 4 units combine to produce learned material for Papers 1 and 2. Prior learning from GCSE aids with landscapes unit where Coastal and Fluvial combine and are studied in greater depth. A sense of place and Urban environments from GCSE aids with changing places, so beginning with topics that have a level of familiarity give confidence to aid enthusiasm and success.</p>											

Year 13	<ul style="list-style-type: none"> * The use of high quality, challenging Figures in every lesson, which pupils will engage with and use routinely apply their knowledge and understanding. Figures could include graphs, maps, diagrams, photographs, data etc. Most lessons will have an opportunity for pupils to complete an exam question based upon a Figure. * Regular opportunities for independent practice with a focus on extended exam questions, which are supported by effective models so that pupils know how to apply the mark scheme before they start a task, resulting in a higher success rate. * Pupils routinely using and interrogating geographical data and statistics. Where appropriate, pupils will manipulate data and will understand when to use modes of central tendency. * Students will be provided key questions and have access to Seneca for external revision * The NEA will begin just before OCT half term and as there are only 2 students monitoring will be individual meetings but no review of content 											
	Term 1	Ecosystems, Tectonic Hazards - NEA running in the background	Term 2	Ecosystems finishing and starting Energy, Tectonic Hazards - NEA running in the background	Term 3	Energy, Tectonic Hazards - NEA running in the background	Term 4	Energy, Tectonic Hazards - NEA running in the background and submitted to board by 20th March	Term 5	Revision and exams	Term 6	Year 13 New Knowledge will be complete by 4/4/2025 Year 13 Coursework deadline is 2/20/2025
	<p>Ecosystems and Tectonics link in terms of environments subjected to these hazards. Energy examines how environments are utilised for the collection of these resources and potential impacts to our environments. They are linked by content and familiarity and they combine to create paper 3, building on from Year 12 content and papers 1 and 2.</p>											