

Geography Curriculum Overview

Why is Geography important?

Geography enables students to become critical thinkers, with an interest in human and physical issues going on in the world around them. It allows students to engage with current affairs and think about their role in the world. Geography is also one of the most sought-after qualifications by employers and universities. This is due to the fact that Geography encompasses so many different skills and topics. Students learn about a variety of places such as India, Qatar and the UK. They study a range of human and physical topics from Urbanisation to Weather and Climate. Students also develop a range of skills from essay writing to statistical analysis and investigation skills.

Summary of the Department

The Geography Department is led by Miss Fisher. Dr Foster and Dr Dooling are full time Geography teachers with specialised expertise in the field. Mr Wilson, Mrs Kinrade, Miss Wilkinson and Mr Sewell are part-time teachers of Geography who utilise their History and Ethics specialisms to add another dimension to the Geography curriculum. Miss Dandy also teaches Geography in the transition group.

The department has a plethora of fieldwork equipment that enables students to conduct human and physical fieldwork throughout the year. We have access to private school transport, which allows us to investigate Geography in the local area. We also have access to software such as ArcGIS to develop student's digital literacy. The staff are incredibly passionate about providing the best Geography education for our students, therefore, we go above and beyond to secure Geographical opportunities such as fieldtrips to Belfast, Morocco and New York.

Key Stage 3

YEAR 7:

What is Geography?

Students will understand the 3 different strands of Geography (Human, Physical and Environmental). Students will complete a sequenced, Geographical Investigation on litter in Workington Academy. This will link to numeracy in Geography (Data presentation and analysis). Linked closely to Section C of the GCSE Paper 2 exam (Fieldwork), the AS-Level paper 2 exam (Fieldwork) and A-Level NEA. ASSESSMENT: A Geographical investigation into litter and a country study.

Map Skills

Students develop their implementation of 4 and 6 figure grid references, direction, scale, relief, cross-sections on an OS Map. ASSESSMENT: treasure map with instructions. This will be assessed in all three GCSE papers, AS and A-Level papers.

Ecosystems

Students describe and explain the distribution of biomes across the world. They will explain the climate and adaptations of plants and animals through the use of climate graphs, research and comprehension tasks. Specifically linked to Topic 7-9 on the GCSE specification (paper 3 exam). ASSESSMENT: annotated biomes map of the world.

Settlement

Students understand the Burgess Model in order to identify and describe settlement patterns.

The Burgess Model is assessed in GCSE Paper 1 and 2 (Development, Challenges of an Urbanising World and UK Cities). It is also the founding theory behind the Urban Geographical Investigation in Paper 2. The Burgess Model is a major component of the AS and A-level topics of Changing Places and is the founding theory for the local and distant case studies. ASSESSMENT: an investigation into the settlement of Workington and whether or not this fits the Burgess Model).

Local Actions, Global Effects

Students understand the concept of scale (local, national and international) through investigating issues in the Lake District, Issues facing the River Rhine and Issues facing Antarctica. Students are required to study Antarctica as a global common in A-level Global Governance topic. ASSESSMENT: country profile on Antarctica.

Africa Case Study

Students will study the physical and human features in Africa with a focus on the contrasts within such a large continent. Students will begin to consider the impact the physical environment has on development (case Studies of Nigeria and the DRC). Students are required to compare the levels of development in year 9 (Development) and Topic 2 (development) of the GCSE paper 1. Many African nations are used as case studies for the A-level topics on Resource Security and Global Governance. ASSESSMENT: Exam style assessment on their Africa knowledge and Geographical skills.

YEAR 8

Qatar 2022 World Cup

Students explore Middle Eastern Physical and Human Geography. Students evaluate the impacts of sporting events on different groups of people around the world. ASSESSMENT: Students conduct a debate about the 2022 World Cup – should it be held in Qatar. Students also produce a discursive essay.

Rocks and Soils

Students can describe the three main types of rock (igneous, Sedimentary and metamorphic). Students can describe/explain methods of weathering and erosion. Assessment: Students complete an exam style assessment on the retention of knowledge throughout the topic and their Geographical skills.

Weather and Climate

Students identify the key variables measured in weather and climate. Students distinguish between weather and climate. Students explain low- and high-pressure systems. Students explain the distribution of climate zones across the world. Students identify/describe/explain the impacts and responses to weather. ASSESSMENT: Students produce a weather event case study.

Coasts

Students can describe the main methods of erosion and transport. Students can describe and explain the formation of erosional and depositional coastal features. Students can explain the cause/impact and responses to coastal hazards. Assessment: Students complete an exam style assessment on the retention of knowledge throughout the topic and their Geographical skills.

Climate Change

Students can explain the human and natural causes of climate change. Students can explain and begin to evaluate the past and present evidence for climate change. Students can describe/explain/evaluate the impacts of rising climate of different areas around the world. ASSESSMENT: Investigation into the impacts of climate change around the world.

India Case Study

Students can describe the location of India. Students can describe the key human and features in India. Students study 1 major city in India (Mumbai) and compare the quality of life. Assessment: India Case Study Fact File.

YEAR 9

Globalisation

Students can explain what globalisation is and how it has been facilitated. Students can evaluate the impacts of globalisation on different groups of people.

Tectonic Hazards

Students can explain plate movement (convection currents) and the resultant plate boundaries. Students can explain how earthquakes and volcanoes are formed. Students describe/explain/evaluate the causes/impacts and Responses to tectonic events.

Population

Students describe global population trends. Students can explain why population grows and declines. Students evaluate the policies used to reduce and increase population in named countries.

Glaciation

Students can describe the distribution of glacial landscapes across the world. Students can explain how glacial landforms are created. Students can explain how landscapes are shaped by glaciation. Students describe the impact of glaciation in the Lake District.

Rivers

Students can explain the key processes of erosions and transportation. Students can explain how landforms of erosion and deposition are created. Students can explain the differences in each course of the river. Students can explain how and why people interact with different areas of the river.

Development

Students can define and evaluate development indicators. Students describe development patterns across the world. Students can explain methods used to promote development.

Assessments: *Students will be assessed through a variety of formats at the end of each topic. There will be a greater focus on longer answer questions using 'Assess' and 'Evaluate' and a larger proportion of essay-based literacy assessments. The year 9 exam will focus on GCSE command words (describe, explain, assess) whilst testing OS map skills and data analysis skills. The content assessed will be a range of topics from year 7-9.*

Key Stage 4

We study the Edexcel B Geography specification. This is assessed through 3 papers and consists of 9 topics. Students are expected to conduct human and physical fieldwork. The papers are split into the following components:

Component 1: Global Geographical Issues

Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks

- ❖ **Topic 1: Hazardous Earth;** This topic explores climate and tectonic hazards. Students will explain the cause of low-pressure storms, climate change, volcanoes and earthquakes. They will evaluate the impacts of climate and tectonic hazards on countries of different levels of development and assess resulting issues.
- ❖ **Topic 2: Development dynamics;** Students investigate the causes and impacts of differing levels of wealth across the world. They will focus their research on one emerging country, India.
- ❖ **Topic 3: Challenges of an urbanising world;** This topic investigates the growth of urban areas around the world and the positive and negative impacts this creates. Students stick with India in the topic and look at Mumbai in more detail. They investigate the challenges and opportunities of living in Mumbai alongside the strategies used to improve quality of life for all.

Component 2: UK Geographical Issues

Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks

- ❖ **Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.** This topic allows students to explore

Geography a lot closer to home. They will investigate river and coastal processes and use their knowledge to conduct fieldwork along a local river system, Gatesgarthdale Beck.

- ❖ **Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.** Students investigate the political and economic changes that have affected the UK. They will investigate differences between the north and the south of England, why UK cities have faced decline and methods we have used to regenerate and improve them. Students will visit Liverpool to complete their human geography fieldwork investigation.
- ❖ **Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.** Both the human and physical fieldwork topics allow students to complete a full Geographical enquiry and develop their disciplinary Geography. Students must use their content and theoretical knowledge to create and explain their hypothesis, they use a range of maps in order to locate their study sites and they will justify primary and secondary methods of data collection, prior to going out into the field. When data has been collected students will develop their GIS skills through software such as Data Shine and the EA flood risk map, they will also complete a range of data presentation techniques such as bar graphs, scatter graphs and proportional circles. Students will then analyse their data using measures of dispersion and data manipulation. This will allow students to conclude their investigations and explain the contextual issues that prove or disprove background theory. Finally, students are able to evaluate their methods and reliability of results.

Component 3: People and Environment Issues

Written examination: 1 hour and 30 minutes 25% of the qualification 64 marks

- ❖ **Topic 7: People and the biosphere:** this topic investigates the issues caused by our ever-growing population. Students begin to consider our role in conserving the biosphere sustainably and the issues over-exploitation can cause different groups of people.
- ❖ **Topic 8: Forests under threat:** Students focus on two specific biomes, the tropical rainforest and the Taiga. They investigate the key characteristics of each biome; the threats and the different strategies global entities are using to conserve them e.g. CITES and REDD.
- ❖ **Topic 9: Consuming energy resources:** This final topic enables students to analyse global energy use. Students explore the variations in energy use around the world and the disparity in energy resources. They will explore different geo-political tensions that affect resource availability and the impact this has on different groups of people. Finally, students evaluate a range of renewable methods we can use to reduce energy disparity whilst creating a more sustainable future for all.

Key Stage 4 classes are split between two teachers. Each staff member will teach a topic; therefore, students will study two topics at the same time. This enhances engagement and ensures students get a wide spread of skills and content.

Students are set in terms of ability and they are assessed after each topic through exam style questions (issued by the exam board). Students are also given a full paper assessment when they have completed all three appropriate topics.

The lessons have been designed to move chronologically through the topics. Geographical skills are dispersed throughout the schemes of work to consolidate understanding and allow students to apply their understanding to a range of different situations. For example, students will analyse compound bar graphs when looking at global population, they will then re-visit this to analyse world

energy consumption in topic 9. The core elements of literacy (ensuring students explain their point, support with evidence and link to the question) and numeracy (data extraction and manipulation) are taught in every lesson.

Below you will find a complete overview of the Geographical skills students will develop and acquire over the two-year course.

Geographical skills

Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.

Atlas and map skills:

- recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases
- draw, label, annotate, understand and interpret sketch maps
- recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes
- describe and identify the site, situation and shape of settlements

Graphical skills:

- label and annotate and interpret different diagrams, maps, graphs, sketches and photographs
- use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes
- use maps in association with photographs and sketches and understand links to directions

Data and information research skills:

- use online census sources to obtain population and local geo-demographic information

Investigative skills:

- identify questions or issues for investigation, develop a hypothesis and/or key questions
- consider appropriate sampling procedures (systematic vs random vs stratified) and sample size
- consider health and safety and undertake risk assessment
- select data collection methods and equipment to ensure accuracy and reliability, develop recording sheets for measurements and observation
- use of ICT to manage, collate, process and present information, use of hand-drawn graphical skills to present information in a suitable way
- write descriptively, analytically and critically about findings
- develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.

Mathematics and Statistics Skills

These skills are taken from the document Geography GCSE subject content published by the Department for Education (DfE) April 2014. These skills may be assessed across any of the examined components. Some mathematics and statistics skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.

Cartographic skills:

- use and understand gradient, contour and spot height on OS maps and other isoline maps
- interpret cross sections and transects
- use and understand coordinates, scale and distance
- describe and interpret geo-spatial data presented in a GIS framework

Graphical skills:

- select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals
- interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic
- interpret population pyramids, choropleth maps and flow-line maps

Numerical skills:

- demonstrate an understanding of number, area and scale and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data

Statistical skills:

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data

Key Stage 5

We study the AQA Geography AS and A level Specification. The students are assessed at the end of the AS Geography course (1 year) and the end of A-Level Geography (2 years). AS Geographers must complete 2 days of fieldwork. A-Level Geographers must complete 4 days of fieldwork.

AS Geography

Component 1: Physical geography and people and the environment

What's assessed - Section A: either Water and carbon cycles or Coastal systems and landscapes or Glacial systems and landscapes Section B: either Hazards or Contemporary urban environments

How it's assessed: Written exam: 1 hour 30 minutes. 80 marks. 50% of AS

Component 2: Human geography and geography fieldwork investigation

What's assessed - Section A: Changing places Section B: Geography fieldwork investigation and geographical skills

How it's assessed • Written exam: 1 hour 30 minutes • 80 marks • 50% of AS

A2 Geography

Component 1: Physical geography

What's assessed - Section A: Water and carbon cycles Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes Section C: either Hazards or Ecosystems under stress

How it's assessed • Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level

Component 2: Human geography

What's assessed - Section A: Global systems and global governance Section B: Changing places Section C: either Contemporary urban environments or Population and the environment or Resource security

How it's assessed • Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level

Component 3: Geography fieldwork investigation

What's assessed: Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed • 3,000–4,000 words • 60 marks • 20% of A-level • marked by teachers • moderated by AQA

The subject is taught by Miss Fisher and Mr Foster. Each staff member is responsible for a topic; therefore, students complete two topics at the same time. Some of the topics (Changing Places, Water and Carbon and Global Governance) are compulsory, although, students are able to choose

the remaining topics as a class. The students are assessed bi-weekly with exam style questions, formatively with past exam papers and they are also issued with two trial exam papers.

Outside the classroom

Fieldwork: All year groups complete fieldwork. Year 7 complete local fieldwork around the school site, the local town (Workington) and the coast line. Year 8 students complete coasts fieldwork at St. Bees, Year 9 complete Globalisation fieldwork in Keswick. KS4 Geographers complete rivers field work in Gatesgarthdale Beck, Buttermere. They also visit Liverpool as part of their fieldwork for topic 5. A-Level students complete a residential fieldwork trip to Salford and Liverpool in order to study Changing Places and Sand Dune progression. They also conduct fieldwork in the local area using our private transport. We are also passionate about providing external opportunities for students; in the past we have ran trips to Belfast, Morocco, New York and Taiwan (for all year groups).

Geography Club: KS3 students are eligible to attend Geography club. We have a range of activities for students ranging from Movie Mondays, building and exploding volcanoes and completing local volunteer work such as beach cleans. Recently, we have started the CREST award, whereby, students complete Cross-curricular projects to earn a CREST Qualification.

Exchange Programme: Workington Academy is part of the CONNECTING CLASSROOMS Exchange programme with schools in Hualien and Taipei in Taiwan. Every two years we visit schools in Taiwan for 2 weeks and stay with local families. We also host students from these schools and share our local culture with them.
