

**Long Term Departmental Planning Overview**

Subject: **Geography**

Rationale behind curriculum decisions in light of Covid-19;

**Curriculum (KS3/4/5) –**

Year 7 students will be introduced to a range of geographical skills that allow them to begin to shape their knowledge and understanding of geography, the aim is to consolidate learning from KS2 and allow gaps to be filled so that all year 7 students have a similar breadth and depth of geographical skills and knowledge.

Year 8 and 9 students follow a curriculum which allows them to revisit the geographical skills to ensure that they have a clear understanding of what they are and how to implement them within their work. Learning expectations are shared with all pupils to allow them to engage in a clear learning pathway.

In year 8 pupils will follow a curriculum which is topical and engaging allowing pupils to see the relevance of the unit studied. Year 9 students follow a curriculum which builds the foundations for GCSE, through studying a variety of places it allows students to engage with the topics whilst reinforcing skill taught in year 7 and 8.

At KS 4 learners are encouraged to develop a greater understanding and knowledge of the world, the aim is to consolidate skills taught throughout KS3 and allow students develop and extend their competence in a range of skills including those used in fieldwork. They will revisit problem solving, decision making, analytical and evaluative skills in order to progress. In year 11 it is intended to use the first half term to consolidate learning, fortnightly blocks will allow revision of lockdown topics concluding with internal assessments for each unit after the period of revision time. This will give an indication of individual gaps as well as providing evidence in case terminal examinations are not set in summer.

Year 10 will follow a three-week consolidation programme to fill any gaps individual students have following lockdown work this will culminate in an internal assessment, allowing individual learning plans to be created. Any areas of weakness can then be highlighted and addressed by the students.

The data collated from these assessments is recorded on year group tracking grids which will inform what key knowledge and skills students are having difficulty grasping and then this will be revisited.

At KS5 Students develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations, as the knowledge students require is technically advanced, it is proposed that the first half term will be used to consolidate learning through out lockdown. Submitted work has been assessed and gaps in learning have been acknowledged, the staff have devised a series of lessons to fill the gaps in the first three weeks. Learners still in isolation will be emailed appropriate tasks so that they do not fall behind.

Planning has been put in place to support students in the event of future lockdowns.

Assessment (KS3/4/5) –

KS3 will work through a unit of work followed by an end of unit assessment, this will generate an individual learning plan for all students and gaps can then be revisited by the students. Results are collated on tracking grids for each year group.

At KS4 students follow the AQA specification, they are regularly assessed using past exam questions, marked with GCSE mark schemes and graded with the AQA threshold mark schemes, this allows students to experience GCSE standard assessment as well as allowing ILP to be created. Areas of weakness can then be addressed by the students.

KS5 students are regularly assessed through exam question, marked using the exam board mark scheme and graded using threshold band levels, opportunities are created to address areas of weakness and allow students to improve the standard of their answers.

At all Key Stages regular assessment is acted upon, opportunities are created for learners to improve their answers in line with guidance from exam boards as well as feedback from their teachers, pupils can create model answers in their assessment paper during feedback lessons post-test.

Intended Impact at KS3

- To deliver a fun and engaging curriculum that teaches about the world around us, allowing learners to develop new skills and consolidate prior learning
- Throughout years 7, 8 and 9 pupils consolidate and extend their knowledge of the world's major countries and their physical and human features. They begin understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they become more aware of increasingly complex geographical systems in the world around them.
- They will develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analyzing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.
- The actions implemented due to Covid 19 are intended to allow all students to access the full curriculum enhancing their knowledge and understanding of topics whilst developing and consolidating their own knowledge, understanding and skills to allow smooth progression to GCSE.

Intended Impact at KS4

- To ensure that all learners are exam ready and have a solid understanding of the required topics highlighted in the exam board specifications
- The AQA 9-1 specification builds upon the key concepts and skills which our students developed at key Stage 3, and in turn prepares candidates to progress to GCE Geography or, indeed, to other GCEs with a humanities or social science.
- The specification aims to enable learners to think 'like a geographer'.
- That is to say, 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.
- The actions implemented due to Covid 19 are intended to allow all students to access the full curriculum enhancing their knowledge and understanding of topics whilst fulfilling the criteria required to sit external examinations.
- The programme of study allows smooth transition for those learners who intend to study the subject at an Advanced level.

Intended Impact at KS5							
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
	<ul style="list-style-type: none"> <li>Students studying Geography follow the Eduqas 'A level' specification. The WJEC Eduqas AS/A in Geography specification encourages learners to apply selected geographical knowledge, theory and skills to the world around them to foster an understanding of the world's people, places and environments in the 21st century.</li> <li>The focus of the specification is to encourage an enthusiasm for geography by using contemporary real-world contexts, from a range of specified spatial scales. The specification also focuses on practical application of geographical skills and techniques in fieldwork at the local scale to enable learners to pose enquiry questions.</li> <li>The subject content focuses on the dynamic nature of physical systems and processes in the real world, and on the interactions and connectivity between people, places and environments. The core themes are divided into two separate physical and human themes. The non-core content draws on both physical and human geography and also people-environment interactions. All themes integrate geographical skills, scale and specialised concepts.</li> <li>The actions implemented due to Covid 19 are intended to allow all students to access the full curriculum enhancing their knowledge and understanding of topics whilst fulfilling the criteria required to sit external examinations</li> </ul>						
7	<b>Introduction to Geography</b>	<b>What is Geography</b>  Types of Geography Thinking like a geographer Knowledge of place at different scales	<b>Map work Skills</b>  Compass/Direction Map Symbols Grid Reference Scale/Distance Relief	<b>Settlement</b>  Site factors Settlement Patterns Settlement function Settlement change	<b>Settlement</b>  Urban/ Rural Characteristics Sustainable Cities  <b>India</b> Location Climate Population	<b>India</b> Modern India- Mumbai Poverty in India – living in the slums Modern Industry Designation India – A travel guide to India.	<b>Green Lane Fieldwork Skills</b>  Practical Technique Preparation for Fieldwork Fieldwork visit Result s presentation Conclusions Evaluation
8	<b>People and their environment</b>	<b>Industry</b>  Employment Sectors Primary Employment Quarrying/ Farming  Secondary Sector Textiles/Manufacturing	<b>Industry</b>  Tertiary Sector  Business Parks Environmental Impacts of industry  <b>Latitude &amp; Longitude</b>  World Map Latitude & Longitude	<b>Weather &amp; Climate</b>  Weather/ Climate  UK Climate  Climate Graphs  Types of Rainfall	<b>Weather &amp; Climate</b>  Air Pressure Anticyclones and Depressions Extreme Weather  <b>Population &amp; Migration</b>	<b>Migration</b>  Push/Pull Factors  Social/Economic impacts  Mexico/USA migration problems and solutions	<b>Development Africa</b>  Contrasting Continent  Climate/ Biomes  Traditional & Modern Kenya  Poverty

		Industrial Change	Atlas Skills	Measuring Weather Micro Climate Investigation	Population distribution/ Density Population Trends Change China Population		Water Transfer Scheme
9	<b>The Physical World</b>	<b>Rivers</b> Rivers Around the World Water Cycle Drainage Basin Features Upper Course Landforms Features of the middle course □ The Rivers Mouth	Floods in Bangladesh Human/Physical Causes Flood Impacts Solutions Flood Management  <b>Ecosystems</b>  What is an Ecosystem Nature as a system Biomes location Food Webs/Chains	<b>Tropical Rainforests</b>  Distribution Characteristics Climate Adaptations Traditional Life Threats Management The Way Forward Conservation	<b>Hot Deserts</b>  Distribution Characteristics Climate Adaptations Traditional Life Threats Management Economic Opportunities	<b>Natural Hazards</b> Types of Hazard Structure of the Earth Tectonics Earthquakes Planning, preparation	<b>Natural Hazards</b>  Primary/Secondary Effects Responses LIC Case Study Nepal HIC Case Study Chile
10	AQA Geography Physical Geography	<b>Catch Up /Revision Sessions</b>  Natural Hazards  Tectonics  <b>Weather Hazards</b> Global Atmospheric Circulation  Tropical Storms	Climate Change  <b>The Living World</b>  Ecosystems  Nutrient Cycle  Epping Forest  Tropical Rainforests (Amazon)	Deforestation Rainforest Management  <b>The Living World</b>  Hot Deserts  Challenges & Opportunities  Thar Desert	<b>Physical Landscape of the UK</b>  Coastal Landscapes Erosional Processes Erosional Landforms Transportation Depositional Landforms	<b>Rivers</b>  River Profile  Erosional Processes  Erosional Landforms  Transportation Depositional  Landforms River Example	<b>Fieldwork Physical</b>  Preparation Techniques Visit Write Up Conclusion Evaluation  <b>Fieldwork Urban</b>  Salford Quays Regeneration

		Extreme Weather UK Somerset Levels		Desertification Causes/Effects and Responses	Coastline Example (Dorset) Coastline Management	Management of floods	
11	AQA Geography Human Geography	<b>Catch Up /Revision Sessions</b>  <b>Natural hazards</b>  <b>Tectonics</b>  <b>Rivers</b>  <b>Coasts</b>	<b>Urban Issues and Challenges</b> Urban Patterns/Global Change Megacities Rio de Janerio Challenges & Opportunities Site & Service Schemes	UK City- Manchester Challenges & Opportunities Sustainable Cities  <b>Changing Economic World</b> Economic Development Development Gap Case Study Nigeria UK Economy	<b>Resource Management</b> Global Resource Management Resources in the UK Energy Renewable/Fossil Fuels	<b>Issues Evaluation</b> Pre-released Material.  Revision  Examination	<b>Examination</b>
12	Component 1 <b>SECTION A – Changing Landscapes</b>  The specification is taught in to distinct sections	<b>1.1.1 The operation of the coast as a system</b>  <b>1.1.2 Landforms and landscape</b>  <b>1.1.3 Landforms and landscape systems, their</b>	<b>1.1.5 Processes of coastal weathering, mass movement, erosion and the characteristics and formation of associated landforms and landscapes</b>  <b>1.1.6 Processes of coastal transport and deposition and the characteristics and the formation</b>	<b>1.1.8 Variations in coastal processes, coastal landforms and landscapes on coastal landscape systems</b>  <b>1.1.9 Coastal processes are a vital context</b>	<b>3.1: Tectonic Hazards</b>  <b>3.1.1 Tectonic processes and Hazards</b>  <b>3.1.2 Volcanoes, processes, hazards and their impacts</b>	<b>3.1.3 Earthquakes, processes, hazards and their impacts</b>	<b>Physical Fieldwork</b>  <b>Independent Investigation</b>  Non-exam assessment Background/ introduction

		<p>distinctive features and distribution</p> <p>1.1.4 Factors affecting coastal processes and landforms</p>	<p>of associated landforms and landscapes</p> <p>1.1.7 Aeolian, fluvial and biotic processes, the characteristics and the formation of landforms in coastal environments</p>	<p>for human activity</p> <p>1.1.10 The impact of human activity</p>			
12	<p>Component 2 <b>SECTION B – Changing Places</b></p>	<p>1.3.1 Changing place; changing places – relationships and connections</p> <p>1.3.2 Changing place; changing places – meaning and representation</p> <p>1.3.3 Changes over time in the economic characteristics of places</p> <p>1.3.4 Economic change and social inequalities in</p>	<p>1.3.5 The service economy (tertiary) and its social and economic impacts</p> <p>1.3.6 The 21st century knowledge economy (quaternary) and its social and economic impacts</p> <p>1.3.7 The rebranding process and players in rural places</p>	<p>1.3.9 The rebranding process and players in urban places</p> <p>1.3.10 Urban management and the challenges of continuity and change</p> <p>3.1: Tectonic Hazards</p>	<p>3.1.4 Human factors affecting risk and vulnerability</p> <p>3.1.5 Responses to tectonic Hazards</p>	<p>2.2 Component 2 <b>Global Systems and Global Governance SECTION A – Global Systems</b></p> <p>2.1.1 The concepts of system and mass balance Inputs, outputs, stores and flows in the water cycle, including the concept of mass balance</p> <p>2.1.2 Catchment hydrology – the drainage basin as a system</p>	<p><b>Urban Fieldwork</b></p> <p>2.1.4 Precipitation and excess runoff within the water cycle</p> <p>2.1.5 Deficit within the water cycle</p>

		deindustrialised urban places	1.3.8 Rural management and the challenges of continuity and change			2.1.3 Temporal variations in river discharge	
13	Optional Unit Ecosystems  Weather & Climate	3.2.1 The value and distribution of ecosystems  3.2.2 The structure and functioning of ecosystems  3.2.3 Biodiversity under threat	3.2.4 Conserving biodiversity  3.2.5 Ecosystems at a local scale  3.2.6 The Arctic tundra biome  3.2.7 Sustainable use of the Arctic tundra biome	Optional Unit 2 Weather and Climate 3.5.1 Global controls on climate  3.5.2 World's major climate types  3.5.3 Climate and weather of the UK	3.5.4 Extreme weather events  3.5.5 Impacts and management of climatic hazards  3.5.6 Impacts of human activities on the atmosphere at local and regional scales  3.5.7 People, climate and the future	Examinations	
13	Global Systems and Global Governance	Global Systems cont'd	SECTION B – Global Governance:	2.2.6 to 2.2.10: Global Governance	2.2.10 Managing ocean pollution	Examinations	

		<p><b>2.1.5 Deficit within the water Cycle</b></p> <p><b>2.1.6 The global carbon cycle</b></p> <p><b>2.1.7 Carbon stores in different biomes</b></p> <p><b>2.1.8 Changing carbon stores in peatlands over time</b></p> <p><b>2.1.9 Links between the water and carbon cycles</b></p> <p><b>2.1.10 Feedback within and between the carbon and water cycles</b></p>	<p><b>Change and Challenges</b></p> <p><b>2.2: Global Governance: Change and Challenges</b></p> <p><b>2.2.1 Globalisation, migration and a shrinking world</b></p> <p><b>2.2.2 Causes of international economic migration</b></p> <p><b>2.2.3 Consequences and management of international economic migration</b></p> <p><b>2.2.4 Causes, consequences, and management of refugee movements</b></p> <p><b>2.2.5 Causes, consequences, and management of rural-urban migration in developing countries</b></p>	<p><b>of the Earth's Oceans</b></p> <p><b>2.2.6 Global governance of the Earth's oceans</b></p> <p><b>2.2.7 Global flows of shipping and sea cables</b></p> <p><b>2.2.8 Sovereignty of ocean resources</b></p> <p><b>2.2.9 Managing marine environments</b></p>	<p><b>SECTION C – 21st Century Challenges</b></p> <p><b>Revision</b></p>		
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