

### Intent:

We seek to support pupils in making sense of our everchanging world. We want pupils to be challenged and intrigued by our ambitious curriculum. We will help them to see how dynamic and relevant Geography is to their lives and their futures as we support them through their seven-year journey at Altrincham College. To enable pupils to develop and progress, their journey is underpinned by the key geographical concepts of sustainability, risk, interdependence, globalisation, inequality and systems.

Through the study of Geography, we aim to provide pupils with:

- The deep and broad knowledge, understanding and skills to be able to confidently question and debate the key challenges facing our world.
- Opportunities to design their own enquiry questions and carry out investigations through a variety of fieldwork.
- The tools to ‘think like a geographer’ – applying their understanding to situations and places they may not have encountered before and using this to make connections and informed decisions for the future of our planet.

**"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."** ~ Barack Obama 2012

### Implementation:

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression ensuring that knowledge and skills are built on year by year and sequenced appropriately to maximise learning for all children. We build the cultural capital of our students by helping them to understand the contemporary world around them. Students learn about how political decisions can cause change in the world around them. They learn about the powerful economic forces around them that are bringing about changes that will affect their future careers. Socially the students learn about how countries are at different stages of development and how the lives of people living there are very different. Geography also helps to explain the many environmental issues that are changing the world in which these students live and how to make sense of these effects. As a powerful bridging subject, geography has strong cross curricular links to many of the cultural capital topics the students will study in school.

#### **Literacy within Geography as a discipline**

The goal of using literacy skills in Geography involves students developing their reading and viewing, writing and creating, and speaking and listening skills. They use this to explore, interpret and evaluate geographical phenomena and issues, and communicate their ideas geographically. The subject specific literacy demands placed upon students in Geography include:

- Speak like a geographer: staff and students to communicate only using accurate geographical language.
- Write like a geographer: students regularly use geographical terms accurately within their written answers in order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Geography.

In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Geography, the implementation of the intended curriculum is through a shared pedagogy. Key terms and definitions are routinely embedded into lessons, command words are explicitly discussed, deconstructed for understanding,

frequently used tier 2 and 3 vocabulary is embedded in lessons. Students apply these literate practices to develop and communicate their understanding of the content covered in the geographical knowledge.

<b>Long Term Departmental Planning Overview</b>		Subject: <b>Geography</b>					
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7		<b>Unit 1:</b> What is a geographer?	<b>Unit 2:</b> Is Earth running out of natural resources?	<b>Unit 3:</b> What is an economy?	<b>Unit 4:</b> What is weather and climate?	<b>Unit 5:</b> Is the geography of Russia a curse or benefit?	Local / School-based fieldwork unit
8		<b>Unit 6:</b> Why are rivers important?	<b>Unit 7:</b> What is development?	<b>Unit 8:</b> How are populations changing?	<b>Unit 9:</b> What happens where the land meets the sea?	<b>Unit 10:</b> How is Asia being transformed?	Local / School-based fieldwork unit
9		<b>Unit 11:</b> Will we ever know enough about earthquakes and volcanoes to live safely?	<b>Unit 12:</b> What are the challenges and opportunities facing Africa?	<b>Unit 13:</b> How does ice change the world?	<b>Unit 14:</b> Why is the Middle East an important world region?	<b>Unit 15:</b> Climate change and the Earth's Future	Local / School-based fieldwork unit
10	AQA GCSE	<b>Paper 1 Section A: The Challenge of Natural Hazards</b>	<b>Paper 1 Section B: The Living World</b> - Ecosystems + Tropical Rainforests	<b>Paper 1 Section B: The Living World</b> - Deforestation + Hot Deserts	<b>Paper 1 Section C: Physical Landscapes in the UK</b> - Coastal Landscapes	<b>Paper 1 Section C: Physical Landscapes in the UK</b> - River Landscapes	<b>Paper 2 Section A: Urban Issues and Challenges</b> - The Urban World + Physical Fieldwork
11	AQA GCSE	<b>Paper 2 Section A: Urban Issues and Challenges</b> - Urban Change in the UK + Sustainable Urban Development + Human Fieldwork	<b>Paper 2 Section B: The Changing Economic World</b> - The development gap + Nigeria (NEE)	<b>Paper 2 Section B: The Changing Economic World</b> - The changing UK Economy	<b>Paper 2 Section C: The Challenge of Resource Management</b> - Resource Management + Water	<b>Paper 3 Issue evaluation and Fieldwork Review</b>	
12	AQA A Level	Human Paper Topic: <b>Population and the environment</b>			Human Paper Topic: <b>Changing places</b>		<b>NEA Preparation and Fieldwork</b>
		Physical Paper Topic: <b>Hazards</b>			Physical Paper Topic: <b>Water and Carbon Cycles</b>		

13	EDUQAS A Level	Paper 2: <b>Global Governance</b>	Paper 3: <b>Tectonic Hazards</b>	Paper 3 – <b>Contemporary Theme 1</b>	
		<b>Complete NEA Write up</b>	Paper 2: <b>Water and Carbon Cycles</b>	Paper 3 – <b>Contemporary Theme 2</b>	

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p><b>What will your future career be?</b></p> <p>There has never been a more important time to use geographical knowledge and skills to pursue a career. Geography is a really useful subject as the skills and knowledge you gain can be used in almost every job sector. There are lots of geography related jobs available to deal with the consequences of climate change such as in flood risk management and environmental management. There are practical roles working outside as a countryside ranger for the National Trust or planning sustainable transport networks for new towns. You could be using Geographical Information Systems (GIS) to plan where there is demand for a supermarket or working on a project for a charity overseas. You can find out more from:</p> <ul style="list-style-type: none"> <li>• Unifrog</li> <li>• RGS</li> <li>• GA</li> <li>• Career Pilot</li> <li>• icould.com</li> </ul>	<p>The Royal Geographical Society have interviewed a range of individuals working across different sectors, job roles and at different stages of their careers, to help students discover more about where studying geography can take them.</p> <p><a href="#">RGS - Going places with Geography</a></p> <p><a href="#">RGS - What do Geographers do?</a></p>	<p>Geographers are in demand across a range of sectors and employment opportunities such as:</p> <ul style="list-style-type: none"> <li>• Cartographer</li> <li>• Commercial/residential surveyor</li> <li>• Environmental consultant</li> <li>• Geographical information systems officer</li> <li>• Planning and development surveyor</li> <li>• Secondary school teacher</li> <li>• Social researcher</li> <li>• Town planner</li> </ul> <p>A geography degree enables you to embark on a career in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.</p> <p>Employers include:</p> <ul style="list-style-type: none"> <li>• The armed forces</li> <li>• Charities</li> <li>• The Civil Service</li> <li>• Environmental consultancies</li> <li>• Environmental protection agencies</li> <li>• Information systems organisations</li> <li>• Local government</li> <li>• Ministry of Defence</li> <li>• Police service</li> <li>• Private companies</li> <li>• Utility companies</li> </ul>	<p>The direction your career takes will depend on your interest in physical or human geography. A work experience placement is a great way to get a taste of working within a certain industry or sector and can provide valuable experience and contacts for your career going forward. Here are a few work experience placement links which you may find helpful.</p> <p><a href="#">The Geological Society's website</a> contains lots of useful links of industry placements for students</p> <p><a href="#">Anglian Water</a> internships</p> <p><a href="#">The GOV.UK</a> apprenticeship page</p>	<p>Pupils will be given the opportunity to attend GA and RGS lectures, some of which are held at The University of Manchester.</p> <p>A-Level pupils will attend the annual Hazard Conference in Central Manchester, an opportunity to experience talks from a variety of Higher Education experts. <a href="#">Hazard Conference</a></p> <p>The department has links with the Encompass project which enables BAME pupils in year 12 to experience university-level study through a campus visit, lectures and a field trip. This includes visits to York St John University and London. <a href="#">Encompass programme</a></p>