



# Willingdon

COMMUNITY SCHOOL

CURRICULUM BOOKLET

# Geography

September 2020

Enquiry, Excitement and Exploration

# Our School Curriculum Vision

To provide a curriculum fit for our students' future, building on the successes of their past (ready for post 16 and life). This allows our students to be safe, happy, well informed global citizens who have experienced a five - year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential. This will embody the school's values of 'Personal Excellence' through a broad and balanced curriculum, which is inclusive and reflective of our local needs.

## Subject Vision

Geography is not defined by one particular focus. Instead, geography is concerned with many different topics. Knowing something about geography enriches people's lives—fostering interest and increasing awareness about other people and places. It gifts us an appreciation of patterns, environments and peoples that make up the endlessly fascinating, exciting and varied planet on which we live.

The design of the geography curriculum at Willingdon School is rooted in the belief that an excellent foundation in geographical understanding is intrinsic for young people to be able to assess and adapt to the changing world around them. The origins of geographical study as an academic pursuit can be traced to the great civilisations of the past who sought to write about and make sense of the world and of their changing environments. At the heart of all geographical understanding is the desire of human beings to comprehend the world around them.

Over the course of their geography study at Willingdon, our students can expect to become better geographers by understanding the complex processes and patterns that link people and places. Young people have an innate sense of curiosity that needs to be nurtured and enriched; we achieve that by developing their investigative skills, using detailed academic theory and empowering them with the literary tools needed to communicate effectively. Our aim is that our young people will grow in assurance and confidence, be inspired to look beyond their own horizons and go out to explore and discover the world for themselves.

# Key Concepts in Geography

Geography has something for everyone. It is an investigative subject and so requires a firm grasp of numerical and graphical skills as well as the ability to assess command words accurately. A strong understanding of literacy is essential.

Mastering the concepts in geography has four key steps...

- 1) Knowledge of places and locations at different scales
- 2) Understanding of the sequencing of processes and the relationships between physical and human geography.
- 3) Understanding the higher order skills of analysis and evaluation and being able to combine that effectively with numerical, literary or graphical resources.
- 4) Utilising geographical skills to find answers, devise field enquiries and provide evidence-based justifications.

The Key Stage 3 curriculum is designed to foster a love of learning by offering a huge breadth of study to which students feel they can contribute their own experiences. The design of the curriculum builds skills, knowledge and learning techniques over time to provide a solid foundation of geographical understanding, whether they choose to continue with geography at GCSE or not.

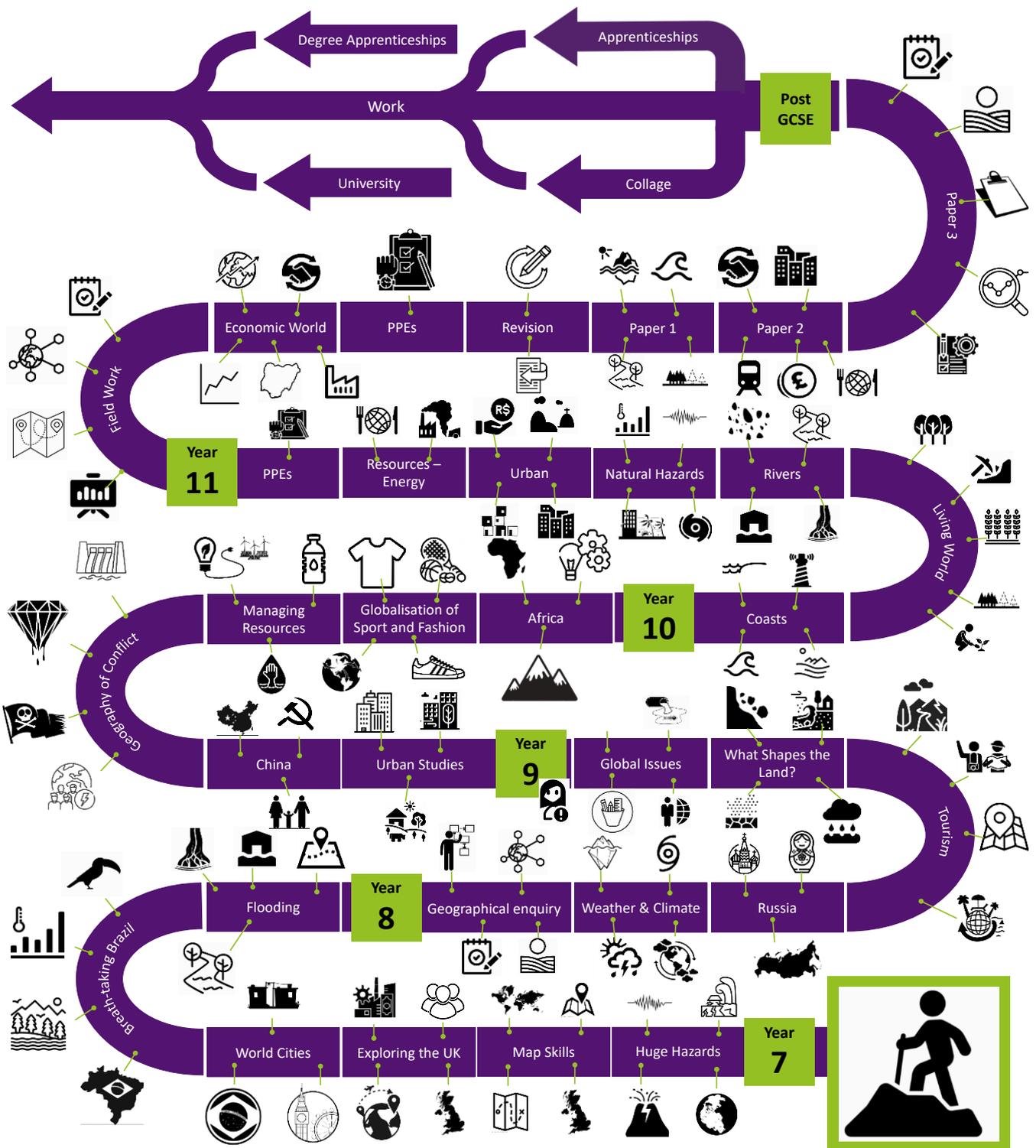
Over the five-year course at Willingdon School the recurring themes that students study are...

- (i) Sustainability
- (ii) Exploration and enquiry
- (iii) Change over time
- (iv) Interconnections
- (v) Current global issues
- (vi) Processes and patterns
- (vii) Space and place
- (viii) Human perspectives

All young people have an innate interest in some element of human or physical geography which leads to a high level of engagement in all our lessons.

# Geography Learning Journey

Good geographers can write about the world around them. At Willingdon students are encouraged to be better geographers by realising excellent subject knowledge, developing thorough investigative skills and being proficient in geographical understanding in order that they can broaden their own horizons. Good geographers are confident in their academic theory and are skilled in the tools needed to discover and explain the world.



# Programme of Study Key Stage 3

## Year 7:

- **Huge hazards**  
*An examination of what hazards humans experience, why they occur in the places that they do and how people manage the effects.*
- **Geographical Map Skills**  
*A study of the foundation geographical skills that are then subsequently needed to solve a police mystery.*
- **Exploring the UK**  
*What is the physical geography of the UK and the south east region? How has the human geography in rural and urban areas changed over time and why is the UK so diverse?*
- **World cities**  
*Comparing 3 world cities (London, Mumbai, Curitiba) to understand the increasing trend of urbanisation in NEEs and LICs and how such places are coping with urban change.*
- **Breathtaking Brazil**  
*An exploration of the physical and human geography, as well as the peoples of Brazil. The challenge is linking these ideas with the environmental challenges facing some of the main Brazilian ecosystems.*
- **Frightful flooding**  
*An investigation into the causes and effects of flooding using case studies in a LIC and a HIC to evaluate the effectiveness of flood defences.*

## Year 8:

- **Geographical Enquiry**  
*A guided project on how to plan and conduct a geographical enquiry. What questions can we ask? How can we record present and analyse results?*
- **Weather and Climate**  
*Why do patterns of weather vary in different parts of the school, country, and the world? An investigation into factors that affect climate at a range of different scales.*
- **Russia – Extreme environments**  
*An exploration of some of the world's most contrasting environments by looking at the biggest country in the world. What other extremes exist in Russia and how is their geography linked to politics?*
- **Tourism**  
*A project which explores the economic and*

- **What shapes the land?**  
*A study into the physical processes that shape the land into such a huge variety of landscapes across the planet. Fluvial, glacial, coastal, geological and atmospheric process are considered.*
- **Global Issues**  
*An investigation into the major geographical concerns of this year – in particular, plastic pollution and 'Oceans Month' in June.*

## Year 9:

- **Urban Studies in the UK**  
*What challenges do urban areas in the UK face? What are the wider socio-economic impacts of the housing crisis and other urban challenges on different groups of people?*
- **China**  
*A study of the physical and human geography of this country. How do the political and economic developments in China interconnect with other parts of the world?*
- **The geography of conflict**  
*An investigation into the effect of geography on conflict and vice versa. How does this drive migration and the what are the resultant impacts of this regionally and internationally on the host and country of origin?*
- **Managing resources**  
*An evaluation of the distribution of world resources and the issue of food, water, and energy security in different parts of the world. Why are there water wars and what is the physical geography behind these types of issues?*
- **Globalisation: Sport & Fashion**  
*An exploration of the realms of fashion and sport and the debating the questions surrounding these industries. Should we be made to buy ethical fashion? Who are the beneficiaries and who are the losers in the global fashion industry? Sport can both unite people and emphasize huge wealth divides; should sports people be paid so much?*
- **Africa: A continent of contrasts**  
*Is our portrayal of Africa out of date? An investigation into how Africa has been shown over time and how geopolitics has influenced variations in development. How are gaps in development measured and in what ways do we see the disparities in everyday life?*



## Assessment Plan for Key Stage 3

This curriculum is designed to be exciting and engaging for all students of all abilities. The aim is to foster an all-round love of learning that they can apply wherever their own interests lie by providing a dynamic and contemporary programme of study. The programme of study at Key Stage 3 ensures breadth of study but also that students are well prepared should they choose to continue their geographical study into GCSE. It also seeks to support the numerical and literary skills needed in all subjects, for students who opt for a different GCSE combination.

### Years 7 and 8

There is a unit assessment that follows each topic of study. These vary between multi-tariff question papers, decision-making exercises, applied design projects or longer essay-style tests to suit the many learning styles of young people at this stage of their learning. Within the assessments, the questions evaluate the students' ability on more or more of the following aspects of geographical study:

- a) To retain geographical knowledge and memorise key terms, facts and figures
- b) To be able to link conceptual understanding with resources provided and answer in well-structured paragraphs using specialist terminology and accurate grammar.
- c) To be able to apply learned geographical skills to new situations.

After each assessment is marked, the students receive their mark and follow up with DIRT (Dedicated Improvement and Reflection Time) which allows them to work on their individual areas for development. The data gathered allows us to support students going forward, to provide advice on further learning and revision techniques and also so that we can arrange additional support where required.

### Year 9

The assessments follow the same principle as in Years 7 and 8. They test the content knowledge of each of the units as well as developing all-round geographical skills, literacy and numeracy capabilities of each student. In Year 9, we introduce tests that are more closely aligned to the final GCSE format, encouraging familiarity and confidence with the paper structure.

# Programme of Study

## Key Stage 4

The geography GCSE course comprises a range of physical and human topics. There is also a fieldwork element, which involves a trip to Eastbourne town and seafront to collect primary data which is then presented, analysed and evaluated.



The course terminates in three final examinations:

### Paper 1: Living with the physical environment

1 hour 30 minutes final exam

**Section A: Natural Hazards**  
(Tectonic hazards/weather hazards/ climate change)

**Section B: The Living World**  
(Ecosystems/ rainforests / OPTION topic Hot Deserts)

**Section C: UK Landscapes**  
(Physical geography of the UK/ OPTION topic: Coasts / OPTION topic: Rivers)

### Paper 2: Challenges in the human environment

1 hour 30 minutes final exam

**Section A: Urban Issues & Challenges**  
(London, and Rio de Janeiro)

**Section B: The Changing Economic World**  
(UK and Nigeria)

**Section C: Resource management**  
OPTION: Energy

### Paper 3: Geographical Applications

1 hour 15 minutes final exam

**Section A: Issue Evaluation**  
(Map/ graph and Maths Skills on any of the compulsory topics/ Pre-release document)

**Section B: Fieldwork**  
(Unseen and completed)

# Options Booklet Entry

This exciting and relevant course comprises a balanced framework of physical and human geographical themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

## Paper 1: Living with the physical environment (35% of the GCSE)

### **Section A: The challenge of natural hazards**

This will include looking at tectonic hazards, tropical storms, extreme weather in the UK and climate change.

### **Section B: The living world**

In this section of the paper one we examine ecosystems, tropical rainforests and hot deserts

### **Section C: Physical landscapes in the UK**

In this section we look at the coastal and river landscapes of the UK.

## Paper 2: Challenges in the human environment (35% of the GCSE)

### **Section A: Urban issues and challenges**

This involves the study of global trends and patterns, the impacts of rapid urbanisation and the resulting opportunities and challenges in two contrasting cities. There will be a detailed study of a UK city and one in a LIC/NEE.

### **Section B: The changing economic world**

This looks at the complexities of measuring development and ways of reducing the development gap. Issues of trading relationships, international aid and the role of TNCs are explored. There will be a detailed study of one named LIC or NEE and a contrasting study of economic futures in the UK and the place of the UK in the wider world.

### **Section C: The challenge of resource management**

This section studies the increasing global demand for resources, highlighting the stark inequalities. Issues of resource provision in the UK are examined in detail. Resource insecurity in relation to food, water or energy are also covered.

## Paper 3: Geographical applications (30% of GCSE)

### **Section A: Issue evaluation**

Students learn about a contemporary global issue, learn how to evaluate opinions academically and then how to write about it. They consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages as well as the alternatives and solutions to particular problems. This section includes a question on pre-released material, which is sent by the exam board 12 weeks before the examinations.

### **Section B: Fieldwork and geographical skills**

Students will plan and undertake fieldwork locally which comprises physical and human elements. They will then be examined in Paper 3 on the geographical processes, data collection, data presentation techniques and data evaluation undertaken.





# Assessment Plan for Key Stage 4

The course is organised into units, which follow the AQA exam board scheme of work.

At the beginning of each unit, students receive a PLC (personal learning checklist) and a glossary, which also helps with revision. Each unit concludes with an assessment. The unit tests are in the style and format of the GCSE papers to enhance students' familiarity with the exam papers.

Unit tests are all graded using the same grade boundaries as the most recent GCSEs. Geography staff are experienced AQA examiners. Following unit tests, detailed feedback is given to students in order that they can make improvements.

In year, 10 students will complete unit tests on:

- Coasts
- Ecosystems and Rainforests
- Hot deserts
- Rivers
- Natural Hazards
- Urban Issues
- Resource management

Towards the end of Year 10, there are PPEs (Pre-Public Examinations). These will take the format of the GCSE examinations and students are examined on all topics studied up to this point.

In Year 11 the programme of study is:

- Changing economic world
- Fieldwork
- Pre-release (this is a document released 12 weeks prior to exam which can be studied in advance and is directly assessed in Paper 3)

There are further PPEs around Christmas, which help us to determine the revision support plans for each student each year.

The aim is to complete the course by the end of February so that revision can begin in

# Literacy in Geography

As an academic EBacc subject, students taking geography GCSE must be highly literate.

We use modelling throughout Key Stages 3 and 4 to show students how to address all command words accurately in order to meet the success criteria of mark schemes.

We follow a simple structure to help students sequence their writing, so that over time they can create meticulous single and multiple paragraph answers.

We encourage reading through fiction and non-fiction subject texts and support the learning of vocabulary with dedicated 'Literacy Places' in every classroom.

# Raising aspirations in Geography

We always have the highest expectations of our students and endeavour to support them from their first day at school. We do this in a number of ways;

- Designing a curriculum that involves a variety of learning techniques in lessons.
- Differentiating work so that all students can access the learning and feel challenged in their work.
- Offering homework support for all year groups.
- Years 10 and 11 can expect bespoke intervention programmes to help guide them through their revision.

# Numeracy in Geography

Geography students are able to manipulate data using basic mathematical principles and can construct, interpret and analyse patterns and trends that data provides, for a huge range of graphs as well as thematic maps. Students practice these skills throughout Key Stages 3 and 4. Numeracy is essential to the geographer whose aim is to be able to re-present data into an understandable format. This ability to analyse is a higher order skill and is highly valued at A level and university. It also supports students in the core subjects, of Maths and Science where data manipulation is also a requirement.

# Broadening horizons in Geography

The geography department prides itself on the opportunities that it provides for learning outside the classroom. In a time where schools are reducing their field work, Willingdon offers a field trip in all year groups from 7-10.

We also organise residential trips abroad. In 2017, we experienced a magical tour of Iceland and New York is booked for October 2020. Within our lessons, we can examine the geography behind all the school trips being arranged across the whole school... to Uganda, Wales, Austria, Belgium...we are always trying to link the students' learned knowledge with their experiences and opportunities. Thanks to GIS and digital technology, we can 'virtually' travel anywhere in the world and bring the geography we are talking about in the classroom to life!

Students are encouraged to discover their local area and are shown how to do that and are given the skills to plan their own explorations.



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