

## Geography – KS3, 4 and 5 Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	An introduction to places at a range of scales. The development of important geographical and numeracy skills.	Exploring coastlines near and far, the processes that shape them and the landforms created. How can we manage coastlines?	Local fieldwork enquiry	Exploring our connections to the world and the opportunities and challenges associated with globalisation.	The locations, causes and characteristics of earthquakes and volcanic activity. How can places increase their resilience to tectonic activity?	Exploring Japan – its physical and human geography.
8	Understand how weather is measured, how weather systems are formed and the effects of weather.	Develop an understanding of the various ecosystems around the world and the opportunities and challenges they provide.	A locational study of Brazil's population history, the challenges and opportunities created by Brazil's development and the issue of deforestation.	The study of the UK landscape and the various processes that contribute to the formation, functioning and management of river landscapes.	Study of the UK landscape and the various processes that contribute to the formation, functioning and management of river landscapes	Exploration of the causes, effects and solutions to the environmental issues that affect our planet.
9	Africa and The Horn of Africa – its location, physical features, climate change, the challenges and opportunities of the primary sector and the impacts of an increasing population.	Based around Dharshini David's book 'The Almighty Dollar', we track a hypothetical dollar on its journey around the world in order to explain how the global economy works.	GCSE Tectonic Hazards - Distribution, physical processes, risks, effects and responses to earthquakes and volcanoes.	GCSE Tectonic Hazards - Distribution, physical processes, risks, effects and responses to earthquakes and volcanoes.	GCSE Weather - The effect of global atmospheric circulation and climate change on weather. The focus in a global context is hurricanes and in the UK it is extreme weather, such as flooding.	GCSE Climate Change - The evidence, causes and impacts of climate change. Managing the impacts of climate change through adaptation and mitigation.
10	GCSE Coastal Landscapes – the study of a range of coastal processes and landforms. The management of coastal retreat and flooding.  Coastal Fieldwork	Coastal Fieldwork writeup  GCSE Living World – small scale ecosystems and large scale biomes. The characteristics of tropical rainforests and deserts. Deforestation and desertification.	GCSE Living World – small scale ecosystems and large scale biomes. The characteristics of tropical rainforests and deserts. Deforestation and desertification.	GCSE Urban Issues and Challenges - The emergence of megacities and the opportunities and challenges in the city of Mumbai. Urban Change in the UK and sustainable urban development.	GCSE River Landscapes - Changes from the upper course to the lower course of UK rivers. Factors affecting flooding and management strategies to tackle it.	Urban Issues Fieldwork.

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11	<p>Urban Issues Fieldwork write up.</p> <p>GCSE Urban Issues and Challenges - The emergence of megacities and the opportunities and challenges in the city of Mumbai. Urban Change in the UK and sustainable urban development.</p>	<p>GCSE Changing Economic World – How to measure development and the causes and consequences of uneven development. How can we reduce the development gap? The study of Nigeria’s newly emerging economy and the changing UK economy.</p>	<p>The Challenge of Resource Management – What is the global distribution of food , water and energy? What are the opportunities and challenged faces by the UK in the provision of food, water and energy. What are the impacts of food insecurity? How can be increase food supplies sustainably?</p>	<p>The Challenge of Resource Management – What is the global distribution of food , water and energy? What are the opportunities and challenged faces by the UK in the provision of food, water and energy. What are the impacts of food insecurity? How can be increase food supplies sustainably?</p> <p>Geographical (cartographic, graphical and numeracy) and Unfamiliar Fieldwork Skills.</p>	<p>GCSE Issue Evaluation – the study of pre-released exam material in association with an issue selected by AQA. Preparation for answering a range of questions in paper 3, including decision-making questions and the justification of those decisions.</p> <p>Revision</p>	
12	<p>Understanding Globalisation and its key players.</p> <p>Why are some locations more at risk from tectonic hazards?</p>	<p>The impacts of globalisation – its winners and losers. The future of globalisation.</p> <p>Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?</p>	<p>Regenerating places – understanding and investigation places.</p> <p>How and why are coastal landscapes different?</p>	<p>Regeneration and the future of urban and rural places. Who are the stakeholders?</p> <p>How do coastal erosion and sea level change alter the physical characteristics of coasts and increase risk? How can coastlines be managed to meet the needs of all players?</p>	<p>Regeneration and the future of urban and rural places. Who are the stakeholders?</p> <p>How do coastal erosion and sea level change alter the physical characteristics of coasts and increase risk? How can coastlines be managed to meet the needs of all players?</p>	<p>NEA (Non-examined assessment) – an independent investigation into a chosen area of the A Level specification.</p>

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13	<p>NEA (Non-examined assessment) – an independent investigation into a chosen area of the A Level specification.</p> <p>What are superpowers and how have they changed over time? What are the impacts of superpowers?</p> <p>What are the processes operating within the hydrological cycle from global to local scale?</p>	<p>What spheres of influence are contested by superpowers and what are the implications of this?</p> <p>What factors influence the hydrological system over short and long-term timescales? How does water insecurity occur and why is it becoming such a global issue for the 21<sup>st</sup> century?</p>	<p>What are the impacts of globalisation on international migration? How are nation states defined and how have they evolved in a globalising world?</p> <p>How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy?</p>	<p>What are the impacts of global organisations on managing global issues and conflicts? What are the threats to national sovereignty in a more globalised world?</p> <p>How are the carbon and water cycles linked to the global climate system?</p>	<p>Preparing for paper 3 – a synoptic paper that draws together knowledge, understanding and skills from the 2 year A Level course.</p>	

### **Literacy & Subject Specific Vocabulary**

Pupils frequently read in Geography lessons. At Key Stage 3, a range of suitably adapted texts, from a variety of sources, are used to produce high-quality learning resources. All Key Stage 3 pupils are provided with a key word glossary which is included within their topic knowledge organiser. Pupils are tested on their understanding and spelling of this vocabulary in lessons.

At Key Stage 4, numerous texts are used to support learning, for example, academic textbooks, a range of online sources and news articles. Within lesson, there is a focus on knowledge and understanding of key vocabulary and concepts. Revision resources are made available on Teams. Explicit teaching of GCSE examination command words, for example, 'assess' and 'evaluate' also assists students in accessing questions. There is a focus on developing extended writing skills with the use of model answers and live modelling.

All pupils across Key Stage 3 and 4 are given opportunities to develop reading and discussion skills through a number of 'guided reading' tasks.

At Key Stage 5, pertinent news articles, journal articles and non-fiction texts are frequently shared and studied in lessons and on Teams for wider reading. Glossaries are provided for each topic to encourage students' rapid acquisition and use of geographical vocabulary.

## **Beyond the curriculum**

Students are provided with enrichment opportunities such as the RGS Geographer of the Year competition. A range of geography-based games are available for students to play with at lunchtimes. Reading for pleasure is encouraged through wider reading lists displayed in classrooms, and extracts of published books such as 'The Almighty Dollar' are utilised in lessons.

At all Key Stages, fieldwork takes place in the school grounds and at various locations along our coastline. Key Stage 5 students visit the Cranedale Field Studies Centre in North Yorkshire to further develop their fieldwork and enquiry skills.

At Key Stage 4 and 5, articles and online seminars and lectures are shared regularly on Teams, raising students' awareness of wider geographical issues and enabling them to access courses that prepare them for studying at university. This can widen students' knowledge and appreciation of potential future career paths relating to Geography. The Key Stage 5 'Explore More' document shares a wide range of books, articles, podcasts and documentaries that students can engage with to gain a wider appreciation of Geography beyond the curriculum.