

Geography department curriculum statement

The vision for Geography at Wykham Park/Futures Institute is to make it a consistently strong choice at EBACC, improving and sustaining results to grow from what it was, and to increase take up for GCSE and then into A-Level. We want to make Geographers who are knowledgeable, resilient and self-sufficient, who recognise the value and importance of Geography and can transfer the skills into other subjects.

This will be done by making the curriculum engaging, with links to the modern day, and making sure that there is something for everyone – e.g. a wide variety of Geography covered at KS3, KS4 and KS5 (see CPM), and ensuring that they appreciate the skills that they learn in Geography can help them, both in other subjects (e.g. English, Science) and in their own lives (understanding their impact on the environment, travelling the world, appreciating other cultures.).

The curriculum has been designed to build up on the knowledge of key Geographical processes from Year 7, as well as beginning to introduce key concepts to do with the content from Y7. There is a wide range of subject matter taught throughout KS3, which shows students what Geography is all about and how it all links together. It is also designed to ensure that the step up from KS3 to GCSE is not so daunting and enables students to make the move to improve results.

We are going to overcome social disadvantage by ensuring that all materials are accessible to all students – using Google Classroom etc. We are going to be running trips and other enrichment opportunities to make sure that the students all have the same opportunities to appreciate and access the curriculum.

Key stage 3

At Wykham Park academy, **Year 7** will begin by looking at different map skills such as how to measure height on a map, how to accurately read a compass and acquiring skills to read both four and six figure grid references. In the 2nd term year 7 will continue their journey through our world by looking at different Ecosystems and Biomes. The pupils will learn the different flora and fauna in contrasting areas of our planet such as the Polar Regions and tropical rainforests. Pupils will also assess how different species are adapted to living in such environments. Year 7 will then study an area much closer to home and learn about rivers and flooding, how this phenomenon occurs and how we can successfully prevent the effects of flooding. The pupils will also study flooding on the River Cherwell in and around Banbury and decide how we can manage this in the future. Year 7 then look at how the urban environment is made up and the differences between urban areas in the UK compared to other countries. The pupils will also investigate congestion and urban planning with Oxfordshire. The final two terms will enable the pupils to investigate the impact climate change is having on our planet, both on a local scale, as well as globally. Pupils will complete a project in the final term on improving the sustainability of the school and evaluate how environmentally friendly Wykham Park Academy is and how the school community can be more sustainable in the future.

Year 8 begins with looking at Tourism within the continent of Europe. The pupils will understand why tourism occurs, how it changes a place (both positive and negative) as well as looking at specific examples within Europe such as Disneyland Paris, the Mediterranean and Chernobyl. In the second term the pupils will learn about tectonic hazards – Volcanic eruptions, earthquakes and Tsunami's. Using case study examples the pupils will assess how best to respond to a natural disaster and how to prevent such a disaster in the future. In the third term, students will continue with the theme of disasters and will turn their attention to climatic hazards such as Hurricanes, Cyclones and Typhoons. Pupils will again assess how best to respond to a disaster, learn about the formation of these tropical storms, as well as how climate change is affecting their frequency. This term will be devoted to pupils learning about Fairtrade. The pupils will in particular assess the chocolate trade and how Fairtrade is improving the lives of those people working within this trade, as well as disadvantages multinational corporations play in this industry. In this term, we look at the coastal environments within the UK. Pupils will learn about the formation of erosional and depositional landforms, as well as how humans utilise this area of our landscape. Students will continue looking at the UK and evaluate the impact Brexit and immigration have had/are having on the UK, as well as assessing the concept of a Europe Union without the UK.

In **Year 9** Pupils will begin looking at the world and the differences found within each continent; different land masses, different biomes, different cultures, different landscapes. Pupils learning will alternate between the physical and human geography of each continent, allowing all pupils to gain a greater insight into both the nature of a continent, as well as the population structure, culture and history of these areas. Year 9 then look at Asia, with China being a case study. The pupils will assess and evaluate the success and failure of China's one child policy, as well as investigating other population management schemes in place within the continent. This term begins to look into India moving forward as a newly emerging economy and investigates the rise in informal housing (slums) within the city of Mumbai. This term is where students examine Russia and the variety of ecosystems within this vast country. Pupils will also look into fossil fuels and Russia's part they play within the global market. This term looks at globalisation and how we are making further connections with other countries. The pupils will look at multinational corporations and assess the impacts these industries can have both on a local and a global scale. This term finishes looking at sustainability and allows the pupils the opportunity to research an area of our planet under threat e.g. – Amazon Rainforest, The Arctic, The Maldives. Pupils will also have the opportunity to evaluate current methods of combating global climate change.

Each unit is made up of taught lessons, compulsory fieldwork, and revision sessions prior to examinations periods and assessment lessons. The pupil's metacognition will be enhanced by a series of SDME (sustainable decision making exercises) as well as weekly homework tasks in year 9 and termly projects in year 7 & 8. The level of numeracy will be increased in Year 9 to prepare the pupils for the GCSE specification, whereby approximately 20 marks (10%) will be numeracy based questions.

Key Stage 4

Pupils will begin their GCSE course studying the three physical geography modules of the AQA specification;

- **The challenge of natural hazards** – In this module pupils will learn about tectonic and climatic hazards and how to mitigate the impacts of such hazards. Pupils will also learn how climate change is affecting our planet and effectively being managed.
- **The living world** – In this module pupils will study three contrasting biomes around the globe; tropical rainforests, polar regions, and desert environments.
- **Physical landscapes in the UK** – In this module pupils will learn about contrasting landscapes such as coasts, rivers and glaciers. Pupils will also assess case studies on both a local and national scale.

Pupils will then begin studying the three human geography modules within the specifications;

- **Urban issues and challenges** – In this module pupils will learn about the complex structure of urban environments, assess urban areas within the UK as well as evaluating methods used to improve the sustainability of urban settings.
- **The changing economic world** – In this module pupils will be assessing the changes occurs in our world regarding development such as “why are some countries richer than others” and “what impact does migration have on the UK?”. Pupils will also study Nigeria as a case study.
- **The Challenge of resource management** – In this module the pupils will understand the fragility of different resource on our planet such as fossil fuels, food and clean drinking water. Pupils will also study conflicts that have arisen due to this scarcity of resources and the impacts this can have on geo-political situations.

In addition to the six modules within the GCSE specification for Geography, the pupils will also **complete two compulsory fieldwork** activities which they will require for one of their examinations.

Our aim as a department is to teach Geography at Key stage 4 in such a way which develops curiosity about the physical and human world, our interactions between the two, as well as how to promote sustainability to the next generation of Geographers.

Key Stage 5

Pupils who select to study Geography at A-level will complete 6 modules, 3 physical and 3 human.

Physical;

- The water and carbon cycle
- Natural Hazards
- Coastal Environments

Human;

- Changing places
- Global systems and governments
- Urban environments

In addition to the six modules within the A-Level specification for Geography, the pupils will also complete two compulsory fieldwork activities which they will require for one of their examinations.

Our aim as a department is to teach Geography at Key stage 5 in such a way which develops curiosity about the physical and human world, our interactions between the two, as well as how to promote sustainability to the next generation of Geographers. At Key Stage 5 the pupils will build onto the knowledge of GCSE and require a deeper level of knowledge into key geographical concepts.