

Geography



Department Intent: To inspire a love of both **human and physical geography** and the wider world. We endeavour to create a broad understanding of relevant **local, national and global issues**, so that our students have the confidence to play an active role in the **challenges of the future**. We strive to create **resilient global citizens** who thrive on **challenges**.

Curriculum Knowledge	
<p>Year 10: Students begin KS4 with challenges we face in the physical geography world. We study this first to allow students consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Urban issues and challenges: The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments both locally in Leeds and globally in Mumbai. Living world: In this section, students are required to study Ecosystems, Tropical rainforests and cold environments. Here they build on the foundations of KS3 knowledge of diverse places. Next students study coasts, with a strong focus on preparing them for fieldwork in Hornsea. During the fieldwork unit, students get the opportunity to develop not only geographically practical skills by confidently using qualitative and quantitative data - but employable skills such as team work, leadership, problem solving as well as developing effective presentation and evaluation skills.</p> <p>Year 11: Students begin year 11 with changing economic world with a focus on the UK's economy and Nigeria. By this point of the course students have greater skills for dealing with the complex issue of spatial and temporal change to global economies through exposure to a diverse range of places in year 10. Rivers builds on the foundation skills taught in year 8, with a more critical view of management. We finish the course with resource management, just in time for students to be ready for the pre-released paper for paper 3 in March. Here, students not only get to look closer at an issue already covered in the course, but get to apply the investigative, analytical and critical thinking skills developed since year 7.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Giving students an understanding of topical geographical issues and the confidence to understand and take part in current debates through exploring case studies in the UK, HICs, NEEs and LICs • Graphical, numerical and Statistical interpretation – extracting evidence to support arguments. • Understanding the world on a political context • Cartographical skills - interactions of human and physical factors on OS maps and modern technology 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Ability to analyse and understand their role in society, by considering different viewpoints, values and attitudes, and be able to question and make judgements. • Develop a range of employable skills such as problem solving, leadership, team work • Creating and communicating an informed argument based on evidence • Enquiry skills - planning, collecting and analysing a variety of quantitative and qualitative data.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • Deeper understanding of the contemporary world around them, locally - nationally and internationally, and their role in it • Appreciate individual physical and human differences within our world - and understand processes/reasons driving this • Explore moral dilemmas of an ever changing world - to develop thoughtful citizens • Experience a range of environments through fieldwork, enhancing our students' cultural capital eg. Trip to Leeds South Bank Regeneration area, The Climate Innovation District Leeds, river management on the River Aire and coastal management along the Holderness Coastline in Hornsea and Ulrome. 	

Implementation:

The KS4 curriculum for Geography is planned with a spine of lessons based around the AQA scheme of learning. These are reviewed at least annually to identify areas for improvement, and to streamline and adapt to the needs of our students. Student's classwork is all within two exercise books, one for physical (paper 1), and one for human (paper 2). Every topic has a formative assessment (mid-point) and a summative end of topic assessment. All assessments are kept in an assessment folder. These test key skills – knowledge, understanding, application, and skills – using past exam papers. Assessments will be marked and students set a clear target. This will be recorded in a tracker (in their assessment folders). COW time will be used to reflect on the assessment which students will complete in a green pen. HW is set weekly, completed in HW book and marked fortnightly with a clear target for improvement set.

Measuring Impact:

Geography is performing well at KS4, with a strong track record of positive SIP/progress 8 (2018 +0.5, 2019 +0.59) Geography has been a popular option choice. We currently have 49 students in Y11, and 120 in Y10 Our assessment calendar is consistent and means students are regularly receiving guidance from their teachers. Our KS4 follows the AQA specification, and means all students leave KS4 with exposure to important geographical processes that are shaping their world. Moderation of assessments takes place in department meetings regularly. HOD regularly conducts learning walks and work scrutiny to check for consistency across the Department