



Geography Learning Journey

The world is complex and interconnected. The Geography curriculum, at St. Aidan's aims to create global citizens who are well prepared for their future.



A-level exam board Edexcel. The units of study are well suited to studying Geography at University. Students will examine complex issues such as energy and water security, geo-politics, intervention and sustainability.

A level	or	A Level	Paper 1 30%	Coasts	Tectonics	Water	Energy
			Paper 2 30%	Regeneration	Globalisation	Superpowers	Health Human Rights & Intervention
				Paper 4 NEA 20%		Paper 3- Synoptic 20%	

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11.5 Fieldwork and the DME	11.4 Resources in the UK/Energy	11.3 Tectonics	11.2 NEE: India	11.1 Glaciation
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Y11 students will continue to learn new ways of thinking about the world in terms of Place, Space and Interconnection.

As a result, students are enriched with a greater grasp of the world, preparing them for their future; either in an apprenticeship or A Levels.

Year 10	10.1 Coasts and fieldwork	10.2 Hot Deserts	10.3 Climate change and Tropical Storms	10.4 Rainforests	10.5 Urban challenges in Rio	10.6 Urban change Sunderland
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At GCSE we follow AQA. The sequence of learning builds on powerful Knowledge. Both skill and difficulty build throughout

Year 9	9.4 Development Gap	9.3 UK Economy	9.2 Ecosystems in the UK	9.1 Weather & Climate in the UK
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In Y9 students will explore both human and physical geographies of the UK. Making sense of the place where they live. The Development gap underpins all GCSE topics, preparing pupils for their GCSE content.

Year 8	8.1.An Icy World	8.2 Young Green Briton Challenge	8.3 World Cities	8.4 Tectonics
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Y8 students will explore the key physical and Human processes that drive and change our world.

Year 7	7.4 Our Home	7.3 The Arctic	7.2 East Africa	7.1 The Middle East
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Y7 will build on Key stage 2 and travel around the world looking at different people and places.

GCSE Specification

Paper 1	Natural Hazards and climate
Paper 2	Ecosystems (local, rainforests, deserts)
Paper 3	Rivers and coasts
Paper 4	Urban change
Paper 5	Economic change
Paper 6	Resources
Paper 7	Geographical skills: Fieldwork and DME

Threshold Concepts (from EYF to KS5)

- Locational and place knowledge
- Geographical Techniques
- Physical features and processes
- Human interaction with the environment

Locations we will visit

Middle East (hot desert)
Africa (hot desert)
Asia A- China B- India
Polar/ tundra regions
UK

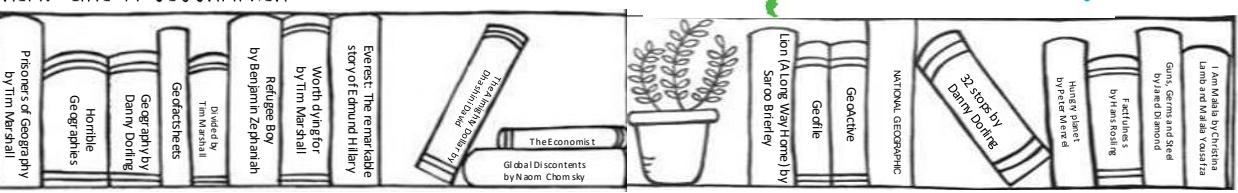
CURRICULUM LINKS

English	Maths	Science
History	RE	Art/ DT

PLACES WE WILL VISIT



READ LIKE A GEOGRAPHER





Geography Learning Journey



Geography Narrative

The Geography journey aims to inspire all learners with intellectual curiosity and fascination about the world. The curriculum aims to equip students with knowledge and give them an understanding about natural and human environments, diverse places, people and resources, including the Earth's key physical and human processes. This curriculum builds on from the topics studied at Key Stage 2, providing students with a continuous curriculum. Students have previously studied their local area and the UK, Africa and the USA, the weather, extreme hazards, rivers and coasts, settlements and land use, resources and biomes. Using the same threshold concepts of; **location and place, geographical techniques, physical features and process** and **human interaction with the environment**, students will progress their understanding of complex interrelationships of the physical and human world, at different scales and how they can change overtime. They should have a critical understanding of the World and its rapidly changing environmental and social challenges and how to tackle them.

The **Year 7** journey at St. Aidan's involves travelling the world, exploring key places, set out in the National Curriculum; East Africa, the Middle East, their local place and the Arctic. Students will explore different people and places, developing their place knowledge and context. Students will develop their understanding of **how** and **why** places differ. This will give them solid foundations for the rest of their geographical journey.

In **Year 8** students will explore the key physical and human processes that drive and change our world. They will travel back in time to study Glaciers, travel to Asia to study population and world cities, sustainability and tectonic hazards, helping them make sense and apply their knowledge of the world they live in. This will give them an understanding of **how** and **why** the world is complex and shifting, giving them core knowledge of geographical theory, which they will need for their future journey.

In **Year 9** students will deepen their understanding of the physical and human geography of the UK through topics of UK weather & climate, ecosystems and UK Economy. They will be able to make sense of the place where they live, developing a greater grasp of the UK and its position in the world. This will prepare them for future studies because they will be able **to explain causality, impacts** (social, economic and environmental) **and sustainability** of their country. Pupils will end the year looking at the Development Gap, a theme that runs through all GCSE topics, preparing them for Year 10 and 11.

In **Year 10** we follow the exam board AQA's specification. The sequence has been changed to suit the needs of our students, building on from the curriculum in Year 7-9. The order builds on powerful knowledge, to explain the more challenging concepts and provide comparative contexts. This schemata develops synoptic thinking, linking the concepts throughout to the Year 9 Development Gap topic. This year students study tropical storms, deserts, coasts and fieldwork, rainforests, challenges in Rio de Janeiro and Sunderland's regeneration.

In **Year 11** students will be able to **apply** their place and contextual knowledge to complex topics. They will continue to learn new ways of thinking about the world in terms of **Place, Space and Interconnection**. As a result, students are enriched with a greater grasp of the world and synoptic understanding, which helps prepare them for their future; either in an apprenticeship or A Levels. In Year 11 students study glaciation, India (NEE), tectonics and energy, before focusing on their Paper 3 fieldwork and decision making activity.

In **Year 12 and 13** we follow the exam board Edexcel's specification, due to its good progression from GCSE, contemporary nature and parallels to studying Geography at University. This prepares them with high quality skills and knowledge for a successful future, either at University or in the world of work. Students will **examine deeply complex issues** such as globalisation, hazards, energy and water security, geo-politics, intervention and sustainability. Coasts and regeneration are studied first as this provides core knowledge and fieldwork in preparation for the NEA (which they undertake at the end of Year 12).

Geography is an ever-shifting discipline, and therefore it is important to us, at St. Aidan's that our students leave with the ability to recognise the differences in cultures, political systems, economies, landscapes and environments across the world, and to be given the opportunity to explore the links between them.

Geography Assessment Map			
Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 7 Cycle 1	Middle East	What is the physical environment of the Middle East Like? What is the human environment of the Middle East like? What is the physical environment of the Middle East Like? What is the human environment of the Middle East like? What might the future of the Middle East be like?	Formative
		How does conflict cause devastating impacts on both people and the built environment?	Extended Writing
		End of Topic Assessment on the Middle East	Summative
	East Africa	What is the physical environment of East Africa like? What are the challenges of East Africa?	Formative
		What are the opportunities of East Africa? What might the future of east Africa be like?	Extended Writing
End of Topic Assessment on the East Africa		Summative	
Year 7 Cycle 2	Our Home	What is the physical environment of the UK like? What is the relationship between the UK and the EU?	Formative
		How is Sunderland’s regeneration benefitting the city?	Extended Writing
		End of topic assessment on Sunderland.	Summative
Year 7 Cycle 3	The Arctic	What is the physical environment of the Arctic like? What is the human environment of the Arctic like?	Formative
		End of topic assessment on the Arctic	Summative

Year 8 Cycle 1	Glaciers	What are the processes of erosion, weathering? What are glaciers and how are they formed? What are the processes of erosion, weathering? What are glaciers and how are they formed?	Formative	
		What are the challenges in a glacial landscape today? How can those challenges be managed?	Extended Writing	
		End of topic assessment	Summative	
	Year 8 Cycle 2	YGBC	What is the Power mix? Why is conserving energy important? Why is beef bad for the climate?	Formative
End of topic assessment			Summative	
World Cities			How and why has population grown overtime? What are megacities like? What are the challenges of population growth?	Formative
		Year 8 Cycle 3	Tectonics	What are the challenges of population growth? What are squatter settlements and how can they be managed?
	End of topic assessment			Summative
Tectonics	What is tectonic theory? What are the causes and impacts of volcanic eruptions.			Formative
	What are the causes and impacts of an earthquake? How can tectonic hazards be managed?	Extended Writing		
	End of topic assessment	Summative		

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 9 Cycle 1	Weather and climate in the UK	What is weather and how is it measured? How does climate change; both naturally and man-made? How do human cause climate change? What are the causes and impacts of an extreme weather event in the UK?	Formative Assessment/ Extended Writing
		End of topic assessment	Summative
	Ecosystems in the UK	What are the features of an ecosystem; food webs, abiotic and biotic features? Where is Epping forest and how is it a small scale ecosystem?	Formative/ Extended Writing
		End of topic assessment	Summative
Year 9 Cycle 2	UK Economy	What are the different employment sectors and how have they changed overtime? How is the UK developing its science and business sectors? What is the economic importance of the UK in the wider world? How is the UK developing its science and business sectors? Assessment based on the taught curriculum to date.	Formative Assessment / Extended Writing
Year 9 Cycle 3	Development Gap	End of topic assessment	Summative
		How can development be measured? What are the causes of the development Gap? What are the impacts of the development gap; migration and war. How can the development gap be reduced; top down and bottom up strategies.	Formative/ Extended Writing
		Mock on Development Gap and Economy of UK	Summative
Year 10 Cycle 1	Coasts and fieldwork	What are coastal processes? How are erosional landforms made? How are depositional landforms made? How are coastlines being eroded? How can coasts be managed; hard and soft engineering?	Formative
		Mock on coasts.	Summative
	Deserts	What are the characteristics of a desert? What are the opportunities of a desert? What are the challenges of a desert?	Extended Writing
		Mock on hot deserts (adaptations and management)	Summative
Year 10 Cycle 2	Climate change and Tropical storms	What are tropical storms and how are they formed? How are tropical storms effected by climate change? What are the impacts of responses to Typhoon Haiyan 2013?	Formative
	Rainforests	What are the characteristics of a rainforest? What are the opportunities in a rainforest? What are the challenges in a rainforest? How can rainforests be managed? Mock on rainforests.	Summative
Year 10 Cycle 3	Urban challenges in Rio de Janeiro	What are the characteristics of Rio? What are the opportunities in Rio? What are the challenges in Rio? How can urban planning solve some of the issues in Rio- Favela Barrio Project	Extended Writing
	Urban change in Sunderland	Does urban change create more challenges than opportunities? How has international migration impacted Sunderland? How has urban sprawl impacted the rural-urban fringe? Mock on urban change in Sunderland	Summative

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 11 Cycle 1	Glaciers	How do glaciers form and shape the landscape? What are the opportunities and challenges in a glaciated landscape?	Formative
		Mock on glaciers	Summative
	NEE India	How does economic development bring costs and benefits?	Extended Writing
		Mock on NEE	Summative
Year 11 Cycle 2	Tectonics	Mock on Tectonics	Summative
	Energy	What are the challenges of resource management?	Formative
		Mock on energy & resource management	Summative
	Fieldwork	How can data be collected? What is qualitative data? What is quantitative data? How can data be presented? How can data be analysed?	Formative
Year 11 Cycle 3	DME	Understanding and processing synoptic resources. Data presentation and interpretation	Formative / Extended Writing

A Level Geography

After each enquiry question has been studied students will have a small formative/ summative assessment based on that enquiry question. They will also have twice yearly mock assessments.

Y12	Cycle 1	Globalisation	What are the causes of globalisation and why has it accelerated in recent decades? What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? What are the consequences of globalisation for global development and the physical environment and how should different players respond to these challenges?	Formative Formative Summative
	Cycle 1	Regeneration	How and why do places vary? Why might regeneration be needed? How is regeneration managed? How successful is regeneration?	Formative Formative Formative Summative
	Cycle 2	Tectonics	Why are some locations more at risk from tectonic hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?	Formative Formative Summative
	Cycle 2	Coasts	Why are coastal landscapes different and what processes cause these differences? How do characteristic coastal landforms contribute to coastal landscapes? How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? How can coastlines be managed to meet the needs of all players?	Formative Formative Summative
	Cycle 3	NEA	The student undertakes an independent investigation, producing a written report of 3000–4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data.	Summative
Y13	Cycle 1	Superpowers	What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this?	Formative Formative Summative
	Cycle 1	Water and water insecurity	What are the processes operating within the hydrological cycle from global to local scale? 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 21st century?	Formative Formative Summative
	Cycle 2	Carbon and energy insecurity	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? How are the carbon and water cycles linked to the global climate system?	Formative Formative Summative
	Cycle 2	Health Human Rights and intervention	What is human development and why do levels vary from place to place? Why do human rights vary from place to place? How are human rights used as arguments for political and military intervention? What are the outcomes of geopolitical interventions in terms of human development and human rights?	Formative Formative Formative Summative