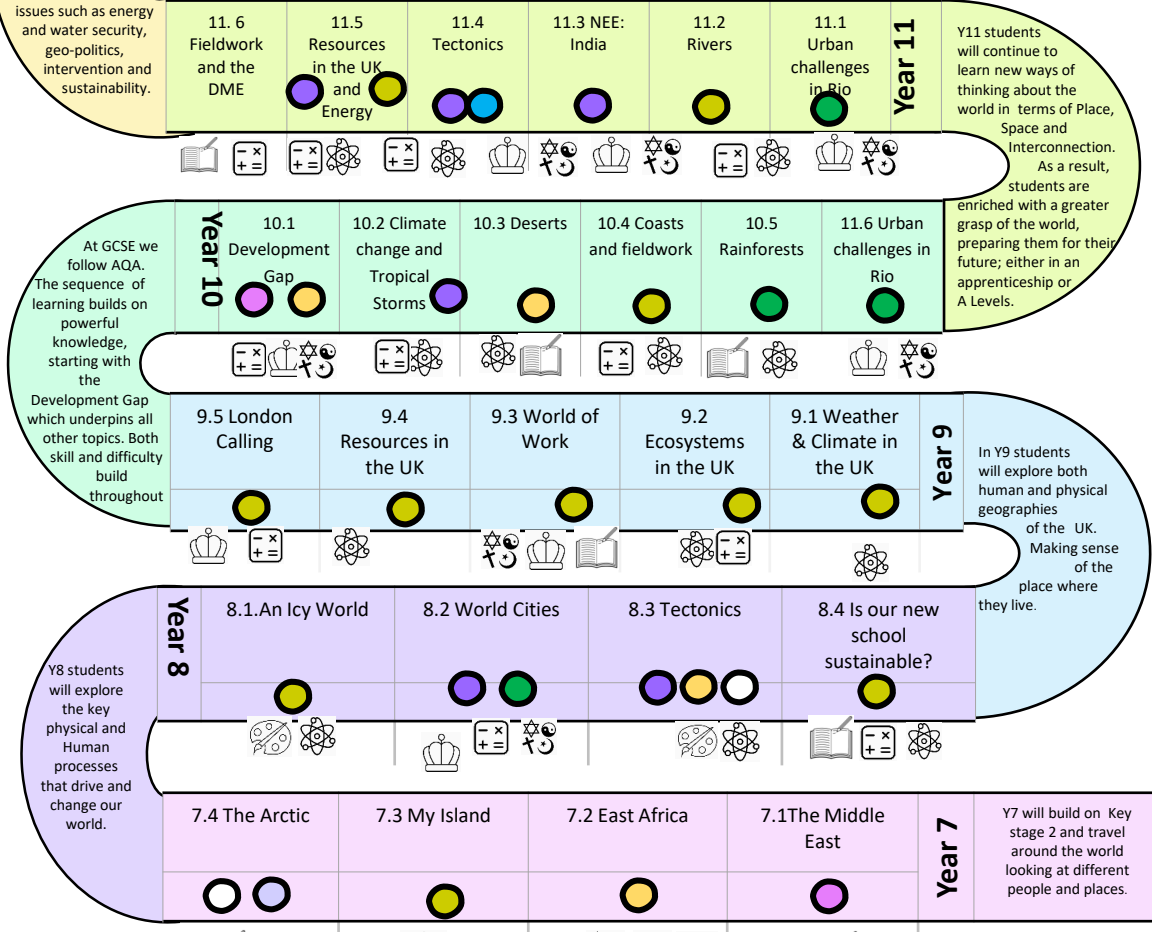
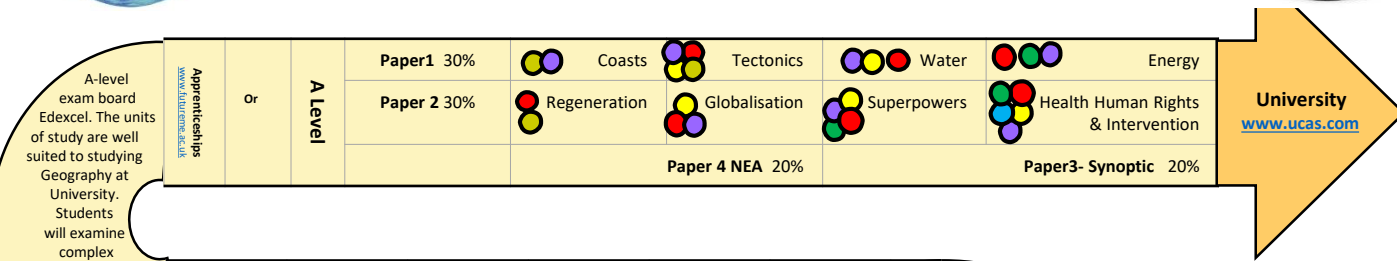




Geography Learning Journey

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.

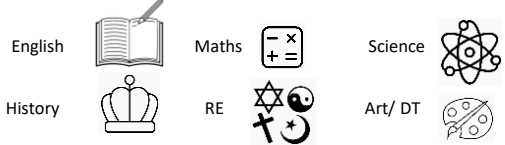


GCSE Specification	
Paper 1	Natural Hazards and Climate
	Ecosystems (local, rainforests, deserts)
Paper 2	Rivers and coasts
	Urban change
Paper 3	Economic change
	Resources
Geographical skills: Fieldwork and DME	

Threshold Concepts (from EYS 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

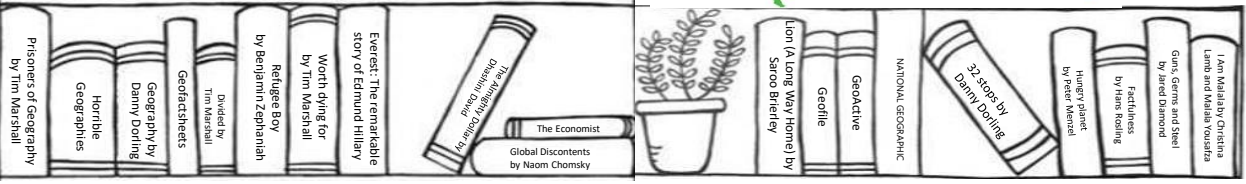
CURRICULUM LINKS



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. 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.

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. For example, for a student to truly grasp why desertification is a challenge in Sub-Saharan Africa, they need to understand the Development Gap, first. This schemata develops synoptic thinking. This year students study the development gap, tropical storms, deserts, coasts and fieldwork, rainforests and challenges in Rio de Janeiro.

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 challenges in Rio de Janeiro, rivers, India (NEE) economic change in the UK, tectonics and energy.

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

**There are some changes to the curriculum sequence in Y11 for this year only, please ask Head of Department for more information if needed.*

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type
Year 7 Cycle 1	My Island	Geography skills including 4 and 6 figure grid references. Locational knowledge. Data interpretation. Contrast the UK to another place. Map reading skills and understanding of Sunderland and it's local Geography	Formative
		What is the UK's position in Europe and the EU?	Extended Writing
Year 7 Cycle 2	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
		What is the human environment of the Middle East like? What might the future of the Middle East be like?	Extended Writing
		End of Topic Assessment on the Middle East	Summative
Year 7 Cycle 3	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 east Africa	Summative
	The Arctic	What is the physical environment of the Arctic like? What is the human environment of the Arctic like?	Formative
What might the future of the Arctic be like?			
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?	Extended Writing
		What are the challenges in a glacial landscape today? How can those challenges be managed?	
		End of topic assessment	Summative
Year 8 Cycle 2	World cities	How and why has population grown overtime? What are megacities like? What are the challenges of population growth?	Formative
		What are the challenges of population growth? What are squatter settlements and how can they be managed?	Extended Writing
		End of topic assessment	Summative
Year 8 Cycle 3	Uses and abuses of resources	What is the importance of water as a resource? What is the importance of oil as an energy resource? Assessment based on the taught curriculum to date. What are the challenges of waste and landfill? How can resource challenges be solved through renewables, conservation and recycling?	Formative
		End of topic assessment	Summative
	Tectonics	What is tectonic theory? What are the causes and impacts of volcanic eruptions.	Formative
		What is tectonic theory? 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?	Extended Writing	
		End of topic assessment	Summative	
Year 9 Cycle 2	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	
		World of Work	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.	Extended Writing
Year 9 Cycle 3	Resources in the UK	End of topic assessment	Summative	
		What is a natural resource? How and why is water a valuable resource in the UK? How and why is energy a valuable resource in the UK? How and why is food a valuable resource in the UK?	Formative	
		London Calling	What are the characteristics of London? What are the opportunities in London? What are the challenges in London? What are the challenges in London? How can challenges be reduced through urban planning- London 2012.	Formative Extended Writing
		End of topic assessment	Summative	
Year 10 Cycle 1	Development Gap	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 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.	Extended writing	
		Mock on Development Gap and economy of UK (Y9)	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	
		Deserts	What are the characteristics of a desert? What are the opportunities of a desert? What are the challenges of a desert? How can deserts be managed? Mock on small scale ecosystems (Y9) and deserts	Extended Writing Summative
Year 10 Cycle 3	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	
		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? 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?	Extended Writing
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		
		Mock on Coasts, Rainforest and Rio	Summative	

Year /Cycle	Sub Concept:	Curriculum assessed:	Assessment Type	
Year 11 Cycle 1	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	
	Rivers	Assessment based on Y10 Curriculum	Summative	
		What are river processes? How are erosional landforms made? How are depositional landforms made?	Formative	
		Why do rivers flood? How can rivers be managed; hard and soft engineering?		
	NEE India	What are the different employment sectors and how have they changed overtime? What is the economic importance of India in the wider world? How can aid be used to develop India's economy? What does the future of India's economy look like?	Extended Writing	
		What are the characteristics of London? What are the opportunities in London? What are the challenges in London?		Formative
		What are the challenges in London? How can challenges be reduced through urban planning- London 2012.		Extended Writing
	UK City: London	End of topic assessment	Summative	
		Tectonics	Assessment based on GCSE Curriculum to date	Summative
			What is tectonic theory? What are the causes and impacts of an earthquake in an LIC? What are the causes and impacts of an earthquake in an HIC? How can tectonic hazards be managed?	Formative
What are the causes and impacts of an earthquake in an HIC? How can tectonic hazards be managed?	Extended writing			
Energy	Assessment based on the GCSE Curriculum to date		Summative	
	How does energy demand change? What are the impacts of energy insecurity? What is fracking? How can we increase energy supply; non-renewables and renewables? How can energy supply be improved in an LIC?		Extended writing	
	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	
DME		Understanding and processing synoptic resources. Data presentation and interpretation	Formative	

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	Coasts	<p>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?</p>	Formative Formative Formative Summative
	Cycle 1	Regeneration	<p>How and why do places vary? Why might regeneration be needed? How is regeneration managed? How successful is regeneration?</p>	Formative Formative Formative Summative
	Cycle 2	Tectonics	<p>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?</p>	Formative Formative Summative
	Cycle 2	Globalisation	<p>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?</p>	Formative Formative Summative
	Cycle 3	NEA	<p>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.</p>	Summative
Y13	Cycle 1	Superpowers	<p>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?</p>	Formative Formative Summative
	Cycle 1	Water and water insecurity	<p>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?</p>	Formative Formative Summative
	Cycle 2	Carbon and energy insecurity	<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? How are the carbon and water cycles linked to the global climate system?</p>	Formative Formative Summative
	Cycle 2	Health Human Rights and intervention	<p>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?</p>	Formative Formative Formative Summative