



The Henrietta Barnett School

Geography



Authenticity - Kindness - Curiosity
Connection - Endeavour

www.hbschool.org.uk

Statement of Intent and Curriculum

We want students to understand and appreciate the world around them and which they inhabit-**their home**. Geography provokes and answers questions about the physical and human worlds, using different scales of enquiry to view them from different perspectives.

At the heart of studying Geography is the desire to find out more about why, and how, various inter-related elements of this complex world work. In Geography at HBS, we aim to develop geographers with a deep knowledge of key geographical information and concepts to help students to understand their world. This geography is taught by building up first systematic, substantive knowledge that studies at locations, place and space, physical and human geography. This is then put into practice through disciplinary and procedural knowledge that come from introducing students to geographical skills each year.

Through this, over time, students will be able to use this knowledge and understanding to have more enquiring minds. This will enable students to 'think like a geographer' and investigate places and events through social, economic and environmental lenses, while also being able to recognise the links between them. We do this while also building and refining a multitude of intellectual, literary, mathematical, fieldwork and analytical skills that are transferable across subjects and valued by universities and employers alike. We want them to be able to make reasoned and balanced judgements about an increasingly complex, challenging and 'messy' world.

We aim to do this with teaching that has an emphasis on making the subject dynamic, contemporary and relevant. We strive to use the most recent information and examples to illustrate the topics being covered. Through this approach we hope to develop knowledgeable, skilled, aware geographers and students with a passion for the subject which they will want to take further.

Year 7

In Year 7, students are first introduced to the skills required to 'think like a geographer' and engage with and analyse geographical information. These skills, such as OS map skills and complex thinking, are revisited consistently in topics throughout KS3 and into GCSE. They start to build on the locational knowledge gained at KS2 through small place examples in each of our topics. Students are first introduced to how human (population changes) and various physical (movement of water and the atmosphere) processes cause changes in places and over time. Through these two topics, they clearly appreciate the connections between places and processes in creating distinctive places. Finally, they are introduced to the stages of geographical enquiry and investigation through fieldwork that is built on every year up to A-Level.

Year 8

In Year 8, students start by using their knowledge of climatic variations from Year 7 to explain the location of the world's biomes. Students expand their understanding of human and physical processes by considering how they can affect each other when studying ecosystems and flooding. This interaction is applied further when looking at the conflicts involved in trying to manage hazards, such as flooding. When studying flooding, students are first introduced to the geographical concept of risk that is used in Year 9 and throughout GCSE and A-Level. Students are given their first in-depth study of the topic of development, a vast threshold concept that underpins a large amount of geographical understanding. Students link to various ideas from Year 7 to help explain variations in the level of development. This understanding is needed to explain patterns and make judgements across a wide range of geographical concepts in KS3, GCSE and into A-Level.

Year 9

In Year 9, students use their accumulated knowledge to study another large threshold concept that is needed for progress in geography, climate change. They are expected to use the knowledge and understanding gained in Years 7 and 8 to study this, but also apply it to a more complex regional study in China. This means that by the end of KS3 they are ready to master the application of this knowledge to more abstract and complex views of places. Students are also building further on their locational knowledge by studying a particular place. Students revisit, in more detail, the concept of risk and apply it to tectonic hazards. Here they combine a range of knowledge from previous years, such as risk and development, to make judgements about the scale of impacts of tectonic hazards in different locations. Students are truly starting to 'think like geographers' by combining complex information.

Progression and Assessment

We believe progress in geography involves the development of a student's knowledge, understanding and skills in four key areas of achievement (AoA).

AoA1: Knowledge and understanding of a wide range of places at different scales.

AoA2: Understanding of the human and physical processes that create distinct places at different scales.

AoA3: Understanding of how places are connected to others resulting in changes over time.

AoA4: Ability to use geographical information to investigate issues and then communicate reasoned conclusions.

Each AoA is revisited in a number of times through ongoing, interim formative assessments that may span more than one topic.

Information on the Content Taught in each Key Stage

Key Stage 3 (dates are liable to change)

Year 7

Topics taught this year are:

Unit 1: What Does It Mean to be a Geographer? (Sep-Nov)

Unit 2: Do We Live In an Overcrowded World? (Dec-Feb)

Unit 3: Is Our World Shaped by Water? (physical processes of rivers, coasts and glaciers) (Mar-May)

Unit 4: Why does Britain Have Such Varied Weather? (May-Jul)

Year 8

Topics taught this year are:

Unit 1: How Are Our Ecosystems Under Threat? (Sep-Nov)

Unit 2: Why Are Some Countries More Developed Than Others? (Dec-Feb)

Unit 3: Can the Challenge of Flooding Be Managed? (Mar-May)

Unit 4: How Should We Think and Talk About Africa? (May-Jul)

Year 9

Topics taught this year are:

Unit 1: How Has the Changing Climate Affected Our Planet? (Sep-Nov)

Unit 2: China: The New Superpower? (Dec-Feb)

Unit 3: Why Do Some Tectonic Hazards Kill More People Than Others? (Mar-May)

Unit 4: The Challenge of Resource Management (May-Jul) GCSE Topic

Key Stage 4 (dates are liable to change)

At Key Stage 4 students study the AQA GCSE (9-1) syllabus. This covers a variety of human and physical topics, and this includes:

The Changing Economic World (Y10, Sep-Dec)

Physical Landscapes in the UK Coastal Landscapes River Landscapes (Y10, Dec-Mar)

Urban Challenges (Y10, Mar-Jun)

The Challenge of Natural Hazards (Y10, Jun-Sep in next academic year)

The Living World (Y11, Oct-Feb)

The Challenge of Resource Management: Energy (Y11, Mar-Apr)

Students sit three exams papers: one Human paper, one Physical paper and a Geographical Applications paper, which includes an Issue Evaluation and Fieldwork questions.

Key Stage 5

At Key Stage 5, students study the Edexcel syllabus. They are taught by 2 teachers.

In Year 12 Students study the following:

Tectonic Processes and Hazards
Glaciated Landscapes and Change
Globalisation
Regenerating Places
Non-Examined Assessment (Coursework)

In Year 13 students study:

The Water Cycle and Water Insecurity
The Carbon Cycle and Energy Insecurity
Superpowers
Migration, Identity and Sovereignty

Students will sit three exam papers, which will include a synoptic investigation.

We deliver a rich and varied curriculum underpinned by key geographical knowledge, understanding and skills. Key concepts and skills are revisited (overtly and more subtly) each year so students can build on this as they make their way through Y7, 8 and 9. We have started with the end in mind, imagining all geographers go on to do A-Level. We have therefore identified geographical concepts which exist at A Level, plus others we as a team think desirable, that underpin learning in geography. Through this approach we hope to develop knowledgeable, skilled, aware geographers and students with a passion for the subject which they will want to take further. These concepts are:

Space and Place

Interaction and Interdependence

Development and Inequality

Cause and Effect

Sustainability

Identity, Perception and Representation

More details can be found on the next page.

Year 7	Year 8	Year 9
<p>Unit 7.1: What Does It Mean to be a Geographer? (Sep-Nov) Sustainability Space and Place</p> <p>Unit 7.2: Do We Live In an Overcrowded World? (Dec-Feb) Development and Inequality Cause and Effect Interaction and Interdependence Identity, Perception and Representation</p> <p>Unit 7.3: Is Our World Shaped by Water? (physical processes of rivers, coasts and glaciers) (Mar-May) Cause and Effect</p> <p>Unit 7.4: Why does Britain Have such Varied Weather? (May-Jul) Cause and Effect Space and Place</p>	<p>Unit 8.1: How Are Our Ecosystems Under Threat? (Sep-Nov) Interaction and Interdependence Cause and Effect</p> <p>Unit 8.2: Why Are Some Countries More Developed Than Others? (Dec-Feb) Space and Place Interaction and Interdependence Development and Inequality</p> <p>Unit 8.3: Can the Challenge of Flooding Be Managed? (Mar-May) Interaction and Interdependence Sustainability Cause and Effect</p> <p>Unit 8.4: How do Asia and Africa compare? (May-Jul) Space and Place Development and Inequality Identity, Perception and Representation</p>	<p>Unit 9.1: How Has the Changing Climate Affected Our Planet? (Sep-Nov) Sustainability Cause and Effect</p> <p>Unit 9.2: China: the new superpower? (Dec-Feb) Space and Place Identity, Perception and Representation Interaction and Interdependence</p> <p>Unit 9.3: Why Do Some Tectonic Hazards Kill More People Than Others? (Mar-May) Development and Inequality Cause and Effect Space and Place</p> <p>Unit 9.4: The Challenge of Resource Management (May-Jul) GCSE Topic Sustainability Development and Inequality Interaction and Interdependence</p>