

## Geography 2021 – 2022

### INTENT

Geographers at Vandyke will have a wide knowledge of locations around the world across a variety of continents and biomes by the end of year 9. They will have explored a range of challenges and opportunities faced by different cultures and populations showing an understanding of the interrelationships between the human and physical environment.

Those who continue to GCSE will continue to build on prior knowledge with in-depth examples of places around the world, with case studies being up to date and relevant. They will have a range of subject specialist terms they can use confidently in a range of contexts, starting to become synoptic in their understanding of the interrelationships between the built and natural worlds. Furthermore they will study a range of fieldwork techniques and apply their understanding of in class topics to the real world on the day and residential trips that we provide.

Our A level geographers will again continue to build upon prior knowledge with a greater focus on the synopticity of geography and the focus of real world politics, policies, and implications, on not only the physical landscapes but the impacts on civilisations and populations.

### Rationale behind curriculum choice and order.

Due to the fragmented nature of geography teaching across the early stages of KS3 (middle schools) and the flexibility in choice of topics covered, the year 9 course is designed to help pupils build on world and local understanding of both human and physical geography. They will ALL explore topics previously learnt and new areas (these will not be the same for all students). This will enhance them to become knowledgeable on a range of valuable skills and topics valuable in the real world as well as for the GCSE.

The GCSE has been carefully structured to allow for variety from year 9, to allow both human and physical geographers to thrive, to build on prior understanding of global and local knowledge as well as linking to fieldwork. The order is reviewed year on year with some changes made in 2020 (food before economy unit 2) and examples are updated regularly to keep the subject relevant to an ever changing world.

The A level whilst a different exam board to GCSE has been chosen due to its range of geographical content and its mix of topics (some previously learnt and some new). It allows for students to build on prior learning and engage with new and exciting content. The course (both physical and human) are updated year on year as the examples need to be kept relevant to our ever changing world. This engages pupils with many going on to courses of further education in fields related to the geographical content they explore throughout 6th form.

### Year 9

Most classes have 3 lessons for geography – those with 4 (2 classes in 2021 sept) will have supplement lessons including documentaries, films and book extracts to enhance their understanding of the topics further, as well as computer room based investigations and presentations.

Curriculum revamp – still being undertaken (work in progress)

Autumn term	Cold environments (16-18 lesson) baseline test, mid and end unit tests with feedback will make this unit a whole term.
-------------	--

	Builds on biomes taught in middle school, and focuses on a range of places (pole to pole) and covers a range of skills.
Spring term	Short unit to introduce global conflicts and politics. This is a synoptic history unit which tackles mis conceptions about wars, conflicts and refugees. It gives students the chance to explore a variety of countries around the globe, to look at conflicts in societies and to begin to understand the reasons different people have extremely different starts to life. Opportunities in this unit to develop decision making skills.  8-10 lessons – 9 mark question practice assessment. Decision making skills included.
End of spring term and summer	Cultural emersion units covering UK, India and Nigeria set up for GCSE tackling misconceptions, covering skills and basic location info.

## GCSE

<p>Year 10 are taught in mixed ability, one class at GCSE has been setted to create a small class to allow focus on PP, SEN and behaviour/attendance issues.</p> <p>Sequence of lessons is the same for all classes however if they are a split class, one teacher typically does human, another physical. However this is dependent on the class and number of lessons.</p> <p>Each teacher follows the lesson structure (Lo's) found on the school shared area however they each have the autonomy to move away from the sequence of learning should their class require more time. Typical structure is physical then human and has been considered to match fieldwork, students prior knowledge and challenge of questions/skills</p>	
Year 10	<p>Coasts and rivers (learnt before, shorter questions, vital skills, needed for fieldwork)</p> <p>Urban challenges (build on prior knowledge, skills focus, and longer exam question, needed for fieldwork).</p> <p>Challenges of natural hazards (build on prior knowledge, harder exam questions and skills)</p>
Year 11	<p>Resource management – very topical and students are engaged with this subject</p> <p>Living world – builds on prior knowledge (middle school and cold env, interesting unit – combines skills from previous topics, as well as links to year 10 science).</p> <p>Changing economy (hardest unit for students to grasp, but lots of synoptic links so works best last)</p>

## A level

<p>Mixed ability classes</p> <p>Taught in human and physical geog by two separate teachers. NEA and unit 3 taught by both – time dependent</p>	
Human – Mrs Moore and Miss Smith	Physical – Ms Monk and Miss Tonkin
<p><b>Globalisation</b> – very synoptic, brings in lots of urban challenges and changing economy from year 10/11 – interesting and engaging as first topic. Extremely important concepts for future synoptic links – longer spent on this topic despite being a small unit in term of exam marks.</p>	<p><b>Tectonics</b> - interesting and ever changing topic. Synoptic links plus builds on prior knowledge from GCSE.</p> <p><b>Coasts</b> - builds on GCSE but goes beyond as is global whereas GCSE was UK based. Has synoptic links to Tectonics and the Carbon Cycle.</p>

**Shaping places** – builds on basic understanding of population and urban regeneration from yr9 and GCSE – very UK focused.

**Super powers** – very new topic – requires depth into historical changes (many have done no history from yr 9) going beyond the spec is necessary

**Human rights and human health** – lots of expected knowledge on global political situations – builds on prior knowledge – new humanities unit in year 9 and new induction tasks will help with expected prior knowledge – readtoread and super curriculum also addresses this.

**Physical systems** - one topic on the paper but broken into two parts on the spec. Huge amount of crossover. Both link synoptically with the human topics and a lot of cultural capital is required to understand the wider context. Wider reading and watching is a must.

**Water** - A lot of 'new' info and content with little prior GCSE knowledge.

**Carbon** - as above. Very relevant and topical with examples and content changing on a yearly basis.

Full series of lessons can be found on the shared area or on the google drive – transition to google drive has occurred for year 9, whereas GCSE and A level are still stored on the shared school drive. All lessons have a powerpoint with clear LO's along with a suggested range of tasks and lesson structure. All teachers have the autonomy to change the lessons to fit their own teaching styles and to create new resources and develop (trial) new teaching methods before sharing them with the rest of the team.