



GEOGRAPHY DEPARTMENT

Curriculum Overview 2024-2025



The Geography curriculum at West Derby School reflects the high aspirations we have for all students. It is designed to be more ambitious than the National Curriculum, offering a first-class education that is rich in geographical knowledge and skills, whilst also being broad and balanced throughout the key stages. In Geography we aim to inspire and enthuse our students to use the natural and human world in which we live to understand our responsibilities as a sustainable citizen on our planet.

Departmental Overview

The Geography Department is comprised of 3 specialist within 3 teaching classrooms. There are also 1 bank of iPads. We also have access to a department work room which is stocked with a wide range of resources to support our pupils learning.

The department has worked tirelessly to ensure that the Geography curriculum is accessible for all students. Resources and teaching methods are adapted to ensure that all students, regardless of SEN background, are able to experience the full Geography curriculum we offer. All students are invited to study Geography at KS4 and KS5 as evidence of this.

Departmental Staff

Ms H Woodward	Head of Geography
Mr P Leybourne	Geography Teacher (PPL for year 11)
Mr M Moore	Geography Teacher (PPL for Year 10)
Miss J Dunn	Head of Humanities

Year 7 Geography (KS3)

Geography aim for year 7:

To introduce key geographical concepts through exploring human and physical processes at a range of scales.

Curriculum Overview

Topics covered:

1. What skills do we apply as geographers?
2. How has geography shaped the UK?
3. What processes shape the land?
4. What processes shape our urban areas?
5. What is the geography of Liverpool?
6. How do geographers conduct a fieldwork enquiry?

Students start their journey in Geography by learning and applying a broad range of key geographical skills. These incorporate a range of cartographic (map) skills which are applied to a range of contexts. This is followed by pupils investigating the UK and comparing the different human and physical geography of the United Kingdom whilst introducing a range of graphical and statistical skills. Students then study the key processes that shape the physical landscapes of the UK– rivers, coasts and glaciers and are introduced to elements of fieldwork skills. They will then study the processes which develop our urban areas and are introduced to key concepts development, urbanisation, inequality and sustainability and they will be using broader locational knowledge to exemplify. In the summer term, year 7 Geographers study the Geography of Liverpool which includes a historical overview of the development of our city and how it has been shaped due to physical and human geography. They will also examine the global reach of arts and sport. Finally students complete their first local scale fieldwork enquiry project in West Derby, learning methods in which geographers collect data to answer questions in the field. They will expand on their competency with graphical techniques through data presentation techniques.

New Knowledge (What we would like students to know and understand by the end of year 7)

Students can apply cartographic skills to help them navigate themselves and others. They also have an understanding of a broad range of graphical techniques through both analysing and their own competency in completing. Students understand through detailed place-based exemplars the processes that shape the land and the processes which shape urban areas with a clear understanding of key concepts which underpin their geography curriculum. They can apply their knowledge to explain the development of their local area; Liverpool. They understand how geographical processes interact to create distinctive human and physical landscapes and the changes that have occurred over time. Finally, students have an understanding of fieldwork skills that can be used to collect and analyse data independently.

New Skills

- Ordnance survey maps including grid references, direction, relief distance and interpretation of symbols
- Cartographic (map) skills – Choropleth maps, dot maps, interpreting physical and human features from photograph analysis.
- Graphical skills – Pie charts, line charts, bar graphs and divided bar chart.
- Geographic information system analysis
- Interpreting geographical theories – The Burgess Model

Disciplinary Vocabulary

- Ordnance Survey
- Rural

- Urban
- Economic activity
- Processes
- Erosion
- Deposition
- Mass movement
- Urbanisation
- Migration
- Development
- Enquiry
- Analysis
- Sustainability.

Prior Learning and Recall

Students should have an awareness of their local area and the largest countries around the world.

Examinations/Key Assessments

Pupils complete progress tasks every 4-5 lessons and complete an assessment exam each term on topics studied previously.

Homework (Including Links)

Homework will be set in line with the department's homework policy of once a fortnight. We will be using Seneca for knowledge retrieval which will be set on a fortnightly rotation; links accessed through Satchel: 1. Students will be supported with knowledge organisers specific to each topic which will be available online via satchel: 1 and in person through their lead class teacher this will ensure there are no gaps in their knowledge.

Term 1	Term 2	Term 3
https://classroom.thenational.academy/units/map-skills-78f1	https://classroom.thenational.academy/units/glaciation-b17c https://classroom.thenational.academy/units/coasts-1033	https://classroom.thenational.academy/units/issues-of-urbanisation-808e

How Parents can Help

Websites:

- <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- <https://www.twinkl.co.uk/resources/keystage3-ks3/humanities-ks3-ks4/keystage3-ks3-geography>
- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Further Support

- Parents can help by assuring pupils are completing their homework which will be set via satchel: 1 which uses Seneca learning as a platform for knowledge retrieval.
- You can also ensure they attend all lessons and are fully equipped. Use the knowledge organisers provided for each topic to close any gaps in their knowledge.
- Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.
- You may also wish to buy a good quality atlas to support their locational knowledge.

Year 8 Geography (KS3)

Geography aim for year 8:

To embed human and physical geography themes using a variety of locations to deepen their spatial awareness of the world's countries.

Curriculum Overview

Topics covered:

1. What are the consequences of population change?
2. How diverse is the continent of Africa?
3. Can we ever know enough about tectonics to live safely?
4. How are we impacted by weather and climate?

Students commence year 8 by learning about the consequences of population change. They will initially explore how population is changing and the reason for global population distribution. They will then extend their locational knowledge and spatial awareness by exploring how population is controlled both in terms of overpopulation and underpopulation drawing on examples from China and Italy. Students then consider the role of migration and how this shapes populations; from internally displaced people and the challenges they face to economic migrants from Poland into the UK. Students then study the diversity of Africa in terms of landscapes and climate. They then build on this knowledge considering natural resources located in Africa, how this has shaped Africa from the past to the present day before exploring the role of geopolitics in terms of whether China does want to develop Africa. Finally, they examine the Sahara Desert in terms of sparse population due in part to desertification and consider how such an issue could be solved. Students then complete a study of tectonics in which they learn the physical processes associated with volcanic and seismic events and use exemplar case studies from a variety of locations at different levels of economic developments to gain further understanding of how humans live alongside tectonic events. Finally, Year 8 Geographers study weather and climate and will be able to identify cloud, precipitation and synoptic chart patterns using geographical skills. They will then consider the impact of climatic hazards through a range of specific examples from drought in the Amazon to Flooding in Bangladesh in which they examine how human activity relies on effective functioning of natural systems.

New Knowledge (What we would like students to know and understand by the end of year 8)

Students examine how population has changed over time and the impact of this change across the world. Students understand how diverse the continent of Africa is making connections between key physical and human features and how they are interdependent. They can explain how tectonics shape our land, using subject specific vocabulary and examples and can consider the social, economic and environment effects as a result of a range of tectonic hazards. They can explain weather and climate in detail from measuring weather to synoptic chart patterns. They can consider the impact of tectonic and climatic hazards on people's lives.

New Skills

- Cartographic (map) skills – climate graph analysis, population pyramids, flow line maps.
- Graphical skills – Pie charts, line charts, bar graphs, scatter graphs and synoptic charts.
- Statistical skills – Development indicator data for comparison
- Interpreting geographical theories – Demographic transition model, the theory of plate tectonics.

Disciplinary Vocabulary

- Exponential urban growth
- Migration
- Internally displaced person
- Industrial development

- Destructive/Constructive/Conservative plate boundaries.
- Subduction.
- Tectonic hazard.
- Climate
- Drought

Prior Learning and Recall

Students should be able to use geographical skills learnt in year 7 to interpret unseen sources.

Examinations/Key Assessments

Pupils complete progress tasks every 4-5 lessons and complete an assessment exam each term on topics studied previously ((will include year 7 concepts and geographical skills).

Homework (Including Links)

Homework will be set in line with the department's homework policy of once a fortnight. We will be using Seneca for knowledge retrieval which will be set on a fortnightly rotation; links accessed through Satchel: 1. Students will be supported with knowledge organisers specific to each topic which will be available online via satchel: 1 and in person through their lead class teacher this will ensure there are no gaps in their knowledge.

Term 1	Term 2	Term 3
https://classroom.thenational.academy/units/population-d3f0 https://classroom.thenational.academy/units/the-geography-of-africa-ddf8	https://classroom.thenational.academy/units/tectonics-b9a8	https://classroom.thenational.academy/units/weather-and-climate-ac9e

How Parents can Help

Websites:

- <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- <https://www.twinkl.co.uk/resources/keystage3-ks3/humanities-ks3-ks4/keystage3-ks3-geography>
- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Further Support

- Parents can help by assuring pupils are completing their homework which will be set via satchel: 1 which uses Seneca learning as a platform for knowledge retrieval.
- You can also ensure they attend all lessons and are fully equipped. Use the knowledge organisers provided for each topic to close any gaps in their knowledge.
- Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.
- You may also wish to buy a good quality atlas to support their locational knowledge.

Year 9 Geography (KS3)

Geography aim for year 9:

To synoptically embed human and physical geography themes using KS3 geographical understanding.

Curriculum Overview

Topics covered:

1. How do China and India compare?
2. Why is the Middle East an important world region?
3. Is the geography of Russia a cost or a benefit?
4. How is the climate changing and what can we do to ensure a sustainable future?
5. What global issues are we facing?

Students start year 9 Geography by comparing the physical and human geography of China and India. They do this by comparing the human (including development statistics) and physical geography (climate, topography and landforms) and by studying life living in Mumbai and Beijing. They then consider the role of globalisation in terms of how it has developed their economy before evaluating the and the consequences of manufacturing. Students then learn about the Middle East region in terms of the physical and human features before exploring their interdependence through exploring a range of countries at different stages of development to build a complete picture of the importance of this world region. During topic 3, students explore Russia at a variety of scales considering how human and physical geography interacts to influence and change the landscapes, environment and climate for e.g., the consequence of melting permafrost and the conflict between stakeholders on the Yamal peninsula. Students then move on to considering how the climate is changing through both natural and human causes, they consider the concept of inequality and how this has leading to variation in the effects of climate change before considering how we can ensure a sustainable future through effective mitigation and adaptation strategies. Students finish their KS3 Geography journey by examining a range of global issues which are based upon the sustainable development goals which form the introduction to the topic. There is an enquiry-based approach in which we explore such sustainable goals as life below water, life on land, zero hunger, gender equality and responsible consumption which requires a synoptic approach from students.

New Knowledge (What we would like students to know and understand by the end of year 9)

Students will be able to apply the key concepts they have developed such as development, urbanisation, sustainability and inequality to synoptically examine their enquiry topics. Students will explain the differences and similarities in the physical and human geography of China and India before examining why the Middle East is an important world region. They will then move on to consider whether the geography of Russia is a cost or a benefit. They will then finish KS3 by tying together their knowledge by exploring the greatest global issues faced by humanity. In doing so, they will deepen their spatial awareness of the world's countries and major regions through examining the physical and human geography and how both interact to influence, and change landscapes, environments and the climate, and how human activity relies on effective functioning of natural systems. In doing so, students will complete their KS3 curriculum with a greater understanding of the world they live in and the role they play at citizens.

New Skills

- Ordnance survey maps including grid references, direction, relief distance and interpretation of symbols
- Cartographic (map) skills – Choropleth maps, dot maps, interpreting physical and human features from photograph analysis.
- Statistical skills - Data analysis to identify trends, example, anomaly
- Graphical skills – Pie charts, line charts, bar graphs and divided bar chart.
- Geographic information system analysis

Disciplinary Vocabulary

- Birth/Death rate
- Fertility rate

- Natural increase
- Permafrost
- Indigenous people
- Civil war
- Sustainability
- Development
- Diversify

Prior Learning and Recall

Students should be able to use geographical knowledge and skills from year 7 and 8 to extend their understanding of new content in year 9.

Examinations/Key Assessments

Pupils complete progress tasks every 4-5 lessons and complete an assessment exam each term on topics studied previously (will include year 7 and 8 concepts and geographical skills).

Homework (Including Links)

Homework will be set in line with the department's homework policy of once a fortnight. We will be using Seneca for knowledge retrieval which will be set on a fortnightly rotation; links accessed through Satchel: 1. Students will be supported with knowledge organisers specific to each topic which will be available online via satchel: 1 and in person through their lead class teacher this will ensure there are no gaps in their knowledge.

Term 1	Term 2	Term 3
https://classroom.thenational.academy/units/life-in-an-emerging-country-9f93	https://classroom.thenational.academy/units/the-geography-of-the-middle-east-096d https://classroom.thenational.academy/units/the-geography-of-russia-ce05	https://classroom.thenational.academy/units/energy-1d3b https://classroom.thenational.academy/units/world-of-work-43b9

How Parents can Help

Websites:

- <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- <https://www.twinkl.co.uk/resources/keystage3-ks3/humanities-ks3-ks4/keystage3-ks3-geography>
- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com/)

Further Support

- Parents can help by assuring pupils are completing their homework which will be set via satchel: 1 which uses Seneca learning as a platform for knowledge retrieval.
- You can also ensure they attend all lessons and are fully equipped. Use the knowledge organisers provided for each topic to close any gaps in their knowledge.
- Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.
- You may also wish to buy a good quality atlas to support their locational knowledge.

Year 10/11 Geography (KS4)

Examination/Specification Board

AQA

Curriculum Overview

The course builds upon work you have already done at Key Stage 3. This involves a straightforward structure with three components:

Paper One - Living with the Physical Environment

1. The challenge of natural hazards
2. The living world (option: Hot deserts)
3. Physical environments in the UK (options: Coasts and Rivers)

Paper Two - Challenges of the Human Environment

1. Urban issues and challenges
2. The changing economic world
3. The challenge of resource management (option: Water)

Paper Three - Geographical Applications

1. Issue evaluation (pre-released booklet issued 12 weeks before date of Paper 3 exam with content one of the topics from paper 1 & 2 – changes each year)
2. Fieldwork which will cover two fieldwork investigations which cover the two geographical enquiries which will be carried out in contrasting environments.

New Knowledge (What we would like students to know and understand by the end of GCSE)

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes throughout.

New Skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

- Cartographic skills relating to a variety of maps at different scales.
- Graphical skills
- Numerical skills
- Statistical skills
- Use of qualitative and quantitative data
- Formulate enquiry and argument

Disciplinary Vocabulary

Vocabulary list for GCSE Geography <https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF>

Prior Learning and Recall

Students should be able to use geographical knowledge and skills from KS3 to build on this at KS4.

Examinations/Key Assessments

Exams

The course is linear.

This means you will be examined at the end of Year 11.

You will take 3 exams at the end of your studies. The marks will be added together from each unit to make your final grade.

Paper 1: Living with the Physical Environment (35% of total grade): 3 topics - 1 hour and 30 minutes (88 marks)

Paper 2: Challenges of the Human Environment (35% of total grade): 3 topics - 1 hour and 30 minutes (88 marks)

Paper 3: Geographical Applications (30% of total grade): Pre released booklet and fieldwork questions – 1 hour and 30 minutes (76 marks)

Teacher assessments during the course

Students complete progress tasks every 4-5 lessons alongside ongoing application through exam question practice in the demonstrate component of their lessons or through knowledge retrieval for on the bell tasks. Students complete an assessment mock exam each term on topics studied previously.

Homework (Including Links)

Homework will be set in line with the department's homework policy of once a week. We will be using Seneca for knowledge retrieval, Topic tests using exam question practice from AQA for application and focussing on case study retrieval using the CGP Revision guide given to students alongside the case studies and key knowledge booklets for each paper. All homework will be set via Satchel: 1 on a weekly rotation.

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Seneca learning AQA Geography• GCSE Geography - AQA - BBC Bitesize• https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography		

How Parents can Help

Websites:

- <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- <https://www.twinkl.co.uk/resources/keystage3-ks3/humanities-ks3-ks4/keystage3-ks3-geography>
- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

Further Support

- Parents can help by assuring pupils are completing their homework which will be set via satchel: 1.
- You can also ensure they attend all lessons and are fully equipped.
- Use the resources provided for each topic to close any gaps in their knowledge where there is an instance of absence.
- Support with organisation of revision resources provided from their class teacher and with spaced revision ahead of assessments.
- Parents can also help by watching/reading current affairs (the news, documentaries) with their child and discussing these at home.
- All students will be provided with a green CGP Revision guide for AQA Geography on commencing the course.
- All students will be provided with case studies and key knowledge booklets for each of the key stages.

Year 12/13 Geography (KS5)

Examination/Specification Board

Edexcel

Curriculum Overview

What is the course like?

We study the new AQA A level Geography which is a two year linear course. This means all of the exams are at the end of the two years of study, at the end of year 13. This is a similar structure to GCSE Geography as there are six topics to study.

How is the content structured?

We study six topics and complete one geographical investigation over the two year course. The topics/content learning looks like this:

Year 12

Hazards
Coastal Systems and Landscapes
Changing Places
Global Systems and Global Governance

Year 13

Water and Carbon Cycles
Contemporary urban environments

Fieldwork and NEA Geographical Investigation write up: Students also submit a 4000 word geographical investigation report based on data that they will collect on the fieldwork days/over the summer between year 12/13.

New Knowledge (What we would like students to know and understand by the end of GCSE)

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the links between them. The allows for significant debate and analysis which challenges their minds, challenges perceptions of place and our world and stimulates their investigative and analytical skills.

New Skills

- Core skills
- Cartographic skills
- Graphical skills
- Statistical skills
- ICT skills

Disciplinary Vocabulary

<https://www.aqa.org.uk/resources/geography/as-and-a-level/geography/teach/subject-specific-vocabulary> - AQA A Level Geography vocabulary list

<https://www.aqa.org.uk/resources/geography/as-and-a-level/geography/teach/command-words> - Command words in Geography for exams

Prior Learning and Recall

Students should be able to use geographical knowledge and skills from KS4 to build on this at KS5. They should also have strong numerical skills and have an awareness of current affairs.

Examinations/Key Assessments

Exams

The course is linear. This means you will be examined at the end of Year 13. You will sit 2 exams at the end of your studies and submit one NEA. The marks will be added together from each unit to make your final grade.

Paper 1: Physical Geography: Coasts, Hazards and Water and Carbon Cycles (40% of grade – 2.5 hour examination)

Paper 2: Human Geography: Changing Places, Global Systems and Global Governance and Contemporary Urban Environments (40% of grade – 2.5 hour examination)

Non exam assessment (NEA): Geographical Investigation of 4000 words (20% of grade - submitted by Christmas of year 12)

Teacher assessments during the course

Pupils complete progress tasks every 5-6 lessons in class and complete an assessment mock exam each term on topics studied previously.

Homework (Including Links)

Weekly homework and essays are set via Show My Homework and in class. Students will be expected to conduct independent research (to complete their NEA data collection) in the summer of year 12 and conduct extra reading of topics covered using the course reading list.

Term 1	Term 2	Term 3
<p style="text-align: center;">https://senecalearning.com/en-GB/blog/free-aqa-a-level-geography-revision/ https://geography-revision.co.uk/a-level/ https://www.youtube.com/watch?v=8V08Q34AM7w – variety of YouTube videos for content by Tutor2U</p>		

How Parents can Help

Encourage your son/daughter to complete all homework assignments by their deadline. Parents can also help by encouraging their child to read current affairs content at home and discuss this with them to further increase the breadth and depth of their geographical knowledge. Students are issued with an appropriate revision guide during year 12 which should be used at home for students to revise/go over content from class at home.