



# GEOGRAPHY DEPARTMENT

Curriculum Overview 2023-2024



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 (Assistant Senior Pastoral Lead)
Mr M Moore	Geography Teacher (PPL for Year 9)
Miss J Dunn	Head of Humanities

# Year 7 Geography (KS3)

## Geography aim for year 7:

To introduce key human and physical geography themes 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 shapes 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 and map skills. This is followed by pupils investigating the UK and comparing the different human and physical geography of our island that we live on. Students then study the key processes that can shape the physical landscape in different areas around the world – rivers, coastal and glacial. . The pupils then study the geographical theory of settlement and the processes which develop our urban areas, using place studies to exemplify these. In the summer term, year 7 Geographers study the Geography of Liverpool which includes an historical overview of the development of our city, the physical and human geography that shapes it and how we have been shaped by 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.

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

Students can explain different elements of Geography and categorise them. They can understand how to use map skills to help navigate themselves and others. They can explain processes that shape the land, giving examples and can explain the processes which shape urban areas. They can apply their knowledge to explain the development of Liverpool over time and the geography of our city. Finally, they can conduct geographical fieldwork using basic techniques to collect and analyse data independently.

## New Skills

- Basic map skills
- Ordnance survey maps; grid references and symbols
- Geographic information system analysis
- Interpreting simple geographical theories

## Disciplinary Vocabulary

- Ordnance Survey
- Geographic Information Systems
- 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 start Year 7 Geography with a baseline test to evaluate their geographical starting point at West Derby School. Pupils complete progress tasks every 5-6 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 one Satchel: One quiz a fortnight. These consist of 20 questions of new and previous geographical content. There are prizes awarded at the end of each term for the highest scoring students in the year group.

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

#### 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>
- Parents can help by assuring pupils are completing their homework quizzes, they attend lessons and are fully equipped.
- 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.

# Year 8 Geography (KS3)

## Geography aim for year 8:

To embed human and physical geography themes using a variety of locations.

## Curriculum Overview

Topics covered:

1. What are the consequences of population change?
2. What are the differences between Africa countries?
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 population change. This includes a case study of Kerala in India which emphasises how population can be controlled sustainably for the future. Students also study Italy population decline and migration from Poland into Peterborough to examine this further and evaluate the impacts of population change in named areas. Students then study the geography of Africa, with an emphasis on three different case studies – South Africa, Botswana and Niger – to compare and contrast this continent. Pupils 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 level 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.

## 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 African countries are different, selecting key physical and human geographical knowledge. They can explain how tectonics shape our land, using subject specific vocabulary and examples. 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

- Climate graph analysis
- Demographic Transition Model
- Interpreting geographical sources to answer questions
- Population pyramid analysis

## Disciplinary Vocabulary

- Exponential urban growth
- Industrial development
- High/Low/Middle Income country
- Destructive/Constructive/Conservative plate boundaries.
- Subduction.
- Tectonic hazard.

## 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 5-6 lessons and complete an assessment exam each term on topics studied previously (will include year 7 content).

## Homework (Including Links)

Homework will be set in line with the department's homework policy of one Satchel: One quiz a fortnight. These consist of 20 questions of new and previous geographical content. There are prizes awarded at the end of each term for the highest scoring students in the year group.

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

#### 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>
- Parents can help by assuring pupils are completing their homework quizzes, they attend lessons and are fully equipped.
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- You may also wish to buy a good quality atlas.

# 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. China Vs India – Which is greater?
2. Is the Geography of Russia a cost or a benefit?
3. Why is the Middle East an important world region?
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. During topic 2 students learn about the physical and human geography that impact Russia. They evaluate how each aspect does this using named and located examples throughout. Students then learn about the Middle East, visiting a variety of different countries in this region (including Yemen) to be able to understand the importance of this area on the world stage. Students then move on to considering how the climate is changing and how we ensure a sustainable future. Students finish their KS3 Geography journey by examining a range of global issues which are enquiry led from the problem with plastic pollution in our oceans to whether we have enough food to sustain our rising population.

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

Students will be able to apply the concepts they have developed such as sustainability and development 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 whether the geography of Russia is a curse or a benefit and then moving on to consider why the Middle East is an important world region. They will finish KS3 understanding how our world is shaped by physical and human processes and their role as citizens, they play in this.

## New Skills

- Choropleth maps
- Proportional maps
- Data analysis in Geography using statistical skills

## 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 5-6 lessons and complete an assessment exam each term on topics studied previously (will include year 7 and 8 content).

### Homework (Including Links)

Homework will be set in line with the department's homework policy of one Satchel: One quiz a fortnight. These consist of 20 questions of new and previous geographical content. There are prizes awarded at the end of each term for the highest scoring students in the year group.

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

### 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>
- Parents can help by assuring pupils are completing their homework quizzes, they attend lessons and are fully equipped.
- 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.



# 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:

### 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)

### Challenges of the Human Environment

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

### 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

## 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

## New Skills

- Cartographic skills
- Graphical skills
- Numerical skills
- Statistical skills

## 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 15 minutes (76 marks)

### Teacher assessments during the course

Pupils complete progress tasks every 5-6 lessons and 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 at least once per fortnight. Activities will include researching topical issues, completing examination questions and revising for assessment tests.

Term 1	Term 2	Term 3
<a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography</a>		

### **How Parents can Help**

- WEBSITES: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc> <https://revisionworld.com/gcse-revision/geography> <https://www.gcsepod.com/>
- Parents can help by assuring pupils are completing their homework. They attend lessons and are fully equipped.

# Year 12/13 Geography (KS5)

## Examination/Specification Board

AQA

## 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
	<a href="https://senecalearning.com/en-GB/blog/free-aqa-a-level-geography-revision/">https://senecalearning.com/en-GB/blog/free-aqa-a-level-geography-revision/</a>	
	<a href="https://geography-revision.co.uk/a-level/">https://geography-revision.co.uk/a-level/</a>	
	<a href="https://www.youtube.com/watch?v=8V08Q34AM7w">https://www.youtube.com/watch?v=8V08Q34AM7w</a> – variety of YouTube videos for content by Tutor2U	

## 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.