

## Abbey College Geography Department

### **Intent**

*All students in Abbey College have an entitlement to learn about the world in which they live. Our curriculum across all key stages is dynamic, modern and provides opportunities for students to develop their understanding of the physical and human geographical systems and how they interact.*

#### ***Key stage 3: Aims***

Geography at KS3 will inspire students to understand how diverse our planet is and enthuse the students to analyse the world in which we live. The students will identify the physical and human processes that occur and they will develop their geographical skills that will enable them to excel throughout the rest of their school studies within the subject. We believe that Abbey College students lack global knowledge so we seek to expand their horizons with this.

#### ***Key Stage 4: Aims***

Geography at KS4 will deepen students' fascination for the world in which they live in currently and will take responsibility for their future. *Abbey College* pupils will grow their knowledge and understanding of geographical processes developing an appreciation for the complex relationship between people and the environment. Respect and tolerance for culture and diversity inform every aspect of our learning.

#### ***Key Stage 5: Aims***

Geography at KS5 will inspire students to enhance their understanding for the geographical world and to grow as independent learners in preparation for university and/or their future careers. *Abbey College* pupils will engage critically with the issues of today to shape the world of tomorrow.

### **Impact**

We want to nurture and develop our students at Abbey College to “think like a geographer” this means being able to look at a range of different topics, case studies and stimuli to make a well-informed option about a given subject, and to look at every situation with balance and fairness. “*Thinking like a geographer*” is not limited to the subject but is transferable to other areas of study and is a skill that is essential as they become citizens of the world.

*The range and content requirements laid down in the national programme of study for Geography- the understanding of place, space, scale, interdependence, physical and human processes, environmental interaction and sustainable development, and cultural understanding and diversity.*

These concepts should be taught using:

- ✓ **Geographical enquiry- Asking questions, solving problems, using evidence, etc.**
- ✓ **Fieldwork and out of classroom learning,**

- ✓ **Graphicacy and visual literacy- Using photographs, maps, images, etc.**
- ✓ **Geographical communication- The ability to communicate effectively through writing and oracy.**

We will foster cross curricular links, in particular promoting literacy and numeracy within Geography lessons. The program of study should also allow for the development of the four main assessment objectives of Key stage 4 to allow for these skills to be learnt and developed across all key stages.

### **Cohort background**

Students at Abbey College are passionate and generally engaged in the Geography curriculum. We have noticed that coming from a rural background some of the students lack geographical knowledge at the national and international scale. Within our department we intend to address this by reviewing the UK physical geography at KS3 and re-visiting this at KS4. We also teach about the physical and human geography of countries and continents including case studies on Africa and Asia (China, India and Russia). The cohort of Abbey College is also 84% White British and some lack knowledge of how their lives differ from others around the world. We intend to address this gap by analysing how countries in HICs, LICs and NEEs vary including their culture. This is taught in several topics throughout the key stages and include Development, Population and Cities and the Africa topics, both taught at KS3.

### **Implementation**

Geographical understanding develops from a combined appreciation of substantive and disciplinary knowledge ([Ofsted Research Review, 2021](#)). We believe that by teaching the four pillars of the substantive framework (set out below) we can develop the student's cultural capital and allow them to develop their understanding of the complexities of the connections between the human and physical world. We have a spiral curriculum in the department where we dip back into the basics of certain topics to reinforce knowledge but also use it as a stepping stone to expand upon their understanding. In the Earth Story topic in Year 7 they learn about the structure of the Earth whereas in Year 8 we briefly revisit this and then expand the student's knowledge of how plate tectonics are driven by convection currents in the mantle in the Plate Tectonics and Hazards topic.

## Substantive knowledge

### **Locational knowledge**

For example: name and locate locations; positioning systems

### **Place knowledge**

The connection of location and physical and/or human geography processes with personal experience

### **Environmental, physical and human geography**

For example: migration; glaciation; climate change

### **Geographical skills and fieldwork**

For example: using maps and globes; collecting first-hand evidence

Insight into the ways geography experts think

## Disciplinary knowledge

The sequence of learning has been carefully developed to enable a clear flow of learning with one topic building knowledge to lead to the other. In Year 7, for instance, many of the topics are physical geography based and then in Year 8 the links between physical and human geography are explored in greater detail to capture the student's curiosity and encourage them to think critically about the intricate link between the two concepts. Our roadmap outlines the students learning journey from KS3 through KS4 and to KS5 and beyond (see last page).

	September	October	November	December	January	February	March	April	May	June	July
Y7 learning	Earth story		Locations and map skills		Natural Resources and Energy		Africa	Weather and Climate		Climate change	Russia
Y8 learning	Plate tectonics and hazards			Hydrology, Coasts and Ocean		Development, Population and Cities			Asia (China and India) project		Ramsey inv
Y9 learning	Hazards				The Living World				UK Environments: Rivers		
Y10 learning	Coasts		Urban Environments			Fieldwork		Changing economic world			
Y11 learning	C E W	Resource management: Food			Re-visiting topics, exam technique and Paper 3 preparation						
Y12 Physical	Tectonic Processes and Hazards				Coastal Landscapes				The Water Cycle		
Y12 Human	Globalisation				Superpowers				Diverse Places		
Y13 Human	Urban Environments		Global Governance		NEA				Revision		

### **Key stage 3**

Key stage 3 will follow a program that explores the human and physical aspects of Geography relating to local, national and international scales whilst developing their geographical skills. Our KS3 curriculum is currently being reviewed. As a department we have carried out an audit of our coverage of the National Curriculum and have identified several areas where we feel we are lacking. We have decided to tweak our current schemes of work and we will amend them in a clearer sequence over the next two years. Examples of these tweaks include covering oil rich nations in the Middle East within the new Natural Resources and Energy topic whilst linking this to desert environments. We also teach about Russia at the end of Year 7 but we are mindful that this may need to be changed should we receive any Ukrainian refugees as a result of the ongoing conflict. In addition to what is offered in the curriculum we feel there are certain topics that should be covered to ensure that students are informed about key environmental issues widely discussed in the media including climate change and oceanic plastic pollution. We hope that by teaching these topics the students will be able to critically assess media stories and be aware how their lives may be impacted as a result.

Over the next two years we will adapt the topic titles from a generic overview to enquiry-based learning. The students will have a question to ponder and eventually answer over the course of the topic. We believe this will help to spark the student's curiosity and allow them to exercise reasoning whilst developing their geographical skills ([Geographical Association, 2022](#)). Not only are the skills transferable but they also link closely to the KS5 Edexcel specification which we are now following at A Level.

As a result of student voice sessions with Year 7 students we were able to identify that pupils from different feeder schools had different levels of local, national and global geography. In order to bridge the gap and address misconceptions from KS2 geography we begin with the Places and Map Skills topic and ensure that all students are assessed on this. This knowledge is also embedded within other topics in KS3 and 4.

## **Key stage 4**

At key stage 4 and 5 to develop and foster geographical knowledge students will be taught physical and human topics in an explicit manor. At key stage 4 this will involve studying physical geography as per the AQA topics list from the specification subsequently followed up with a human area of study. The rationale for this is to ensure that our students develop a well round understanding of the interconnections between physical and human geography, i.e. to understand that category 5 hurricanes could be linked to an impact of climate change and the subsequent impacts of that hurricane have social, economic environmental and political effects. This method of delivery also allows for our students to develop their synoptic skills and to apply these to a variety of geographical questions and decision making.

## **Assessment Objectives**

Through the curricula and skills programs, the following assessment objective will be taught throughout key stage 4:

**AO1:** (Knowledge) Demonstrate knowledge of locations, places, processes, environments, and different scales.

**AO2:** (Application) Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.

**AO3:** (Interpretation and evaluation) Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.

**AO4:** (Field work / pre-release material) Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings.

## **Key Stage 5**

At Key stage 5 students are taught by specialist human and physical geography teachers, with the impetus on ensuring quality of subject knowledge that teachers have is being used and utilised by our A-level students. Synoptic skills developed at key stage 3 and 4 will be needed to allow student to debate geographical questions given to them and make the relevant links between topics. It is essential that students can articulate orally and in written form these arguments and use this information to come to a clear and self-drive option, answer, or conclusion. Year 13 are currently taught the AQA specification but we have taken the decision to move exam boards at Year 12 to Edexcel because we believe the specification offers a more rigorous enquiry-based learning style which we believe would benefit our students in preparation for further education. The topics also link strongly to the KS3 curriculum and include the Superpowers topic which is similar to the Superpowers China vs. India topic taught in Year 7 which acts as a basic platform for them to develop their knowledge and understanding.

AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions, and change, at a variety of scales

AO2 Apply knowledge and understanding in different contexts to interpret, analyse, and evaluate geographical information and issues

AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills

to:

- ✓ investigate geographical questions and issues
- ✓ interpret, analyse, and evaluate data and evidence
- ✓ construct arguments and draw conclusions

### **Geographical skills**

Alongside our curriculum, we will run a discreet geographical skills curriculum. Geographical skills enable students to develop the tools, knowledge and understanding to “think like a geographer”. They are an essential part of geography enabling students to understand physical and human process. Every two weeks students will have a one-hour skills-based lesson these will focus on and develop the following

- ✓ **Cartographical Skills** ~ how to use and interpret information from different kinds of maps and photos.
- ✓ **Graphical Skills** ~ how to interpret and construct different types of graphs and diagrams.

### **Assessments**

#### **Key stage 3**

All students are to be assessed once every term via a combination of written and creative assessments. These assessments will inform teachers and the department planning. In addition, AFL is frequently utilised and embedded in lessons including knowledge testing, questioning, extended writing and self and/or peer assessment.

#### **Key stage 4 and 5**

At key stage, four and five students will be assessed each half term using robust assessment that will be based around exam questions based on the format of AQA and Edexcel, exam questions. Class teachers will assess these, and marks recorded on electronic mark books. Internal standardisation and moderation of answers will take place within the department for formal trial paper assessments and with other CMAT schools to ensure that marks are awarded correctly

and fairly. In addition, AFL is frequently utilised and embedded in lessons including knowledge testing, questioning, extended writing and self and/or peer assessment.

# Geography Roadmap

Key  
 Black - Course Content  
 Red - Feedback  
 Green - Opportunities  
 Blue - Skills and Applied Curriculum Opportunities

