



## **Geography**

### **Curriculum Intent**

Students at Carnforth High School who study GCSE Geography will study a range of topics which look at the natural world and how it works, and the human interactions with this natural world. They will develop an understanding of key social, environmental and economic issues including development, the economic changes in the UK, poverty, resources, the major ecosystems in the world and natural hazards that impact human development.

Throughout the course our students will develop the ability to be critical thinkers, asking questions about their role in the world and how humans' impact on the world in which we live. They will develop the skills to analyse and interpret information available to them and discuss, assess and evaluate with a high degree of advanced thinking.

Students will learn to use and apply a range of skills that will be cross curricular, including the ability to use basic maths skills such as interquartile ranges, the ability to collect, manipulate and present data including data they have collected themselves and the ability to write in a coherent and logical way with a high degree of vocabulary and literacy skill.

Our students will develop an awareness of important global issues. They will become highly skilled, well rounded individuals who will play a role in society with a high degree of citizenship and a consideration for moral responsibility. Most importantly we will develop students who have the ability to ask questions about how humans interact with the planet, and who hopefully will become successful advocates for the world in which they live.

Geography at Carnforth High School has a sustained popularity with students and uptake at GCSE is high. The department has a strong track record for achieving excellent GCSE results and preparing students for the examination process is an area in which we excel. However, what makes the department proud of the work we do is the fact that so many of our students go on to study Geography or other related subjects in higher and further education. Students leave having studied a course that has provided them with a range of skills and experiences that have prepared them well for the world in which they enter as young adults.

### **Implementation**

#### **Key Stage 3**

##### **Year 7 – Training Year**

Students in Year 7 begin with the basic Geographical skills including map reading, field sketching and using images as a resource. They then move on to looking at environmental concerns. In the spring term we study Japan as a country study. The Summer term begins with a study on coastal environments, looking at the physical processes and landforms, tourism and sustainability. Through these units the students will learn the basic skills used in Geography with guidance from their teachers. They will begin to use skills such as debating, decision making, extended writing and interpreting and accurately plotting different types of graphs and diagrams. Students will develop a range of knowledge including where places are located around the world, what issues



are facing the world today on a variety of scales including local and global and they will develop an understanding of how human, physical and environmental issues all interconnect, by studying natural and human processes which interact. At the end of Year 7 students should have developed the ability to ask succinct questions about the world around them, and have knowledge to be able to understand more about their local environment and the global issues that currently face us.

### **Year 8 – Development**

Students will begin the Autumn term by studying the Middle East. This is a broad and fascinating topic that covers many of the positives and negatives of the region. Students learn empathy through studying the refugee crisis from Syria, as well as look at the future of the Middle East and how there is a need for change due to the reliance on oil. Students will then go on to study the topic of crime and conflict and how geography can influence these. We discuss the locations of crimes, piracy and WW2, amongst many other topics. Students will then study a classic physical geography topic in Tectonic Hazards, where we look at earthquakes, volcanoes and tsunamis. They will then study China, as a rising super power and a country who has an increasing influence on the world. The topic raises many questions and addresses misconceptions students have around strict policies such as China's One Child Policy.

Through these units the students will continue to utilise the skills they have been introduced to through year 7. They will be more independent in constructing their own data presentation techniques, and will be trained to write and speak like a Geographer, using increased extended writing and skills such as evaluation and analysis. Decision making will be practiced and map skills learnt in Year 7, applied to the different units. Students will expand the knowledge they have gained in year 7 to be able to develop their understanding further of how human and physical actions interact, leading to consequences.

### **Year 9 – Mastery**

In year 9 students will be working on the topic of weather hazards. This is a broad topic covering many different weather hazards and discussing the links to climate change and trying to predict how they may change in the future. Y9 will then study development and urbanisation, where we will look at differing levels of development around the world and how that impacts people's lives. We will also look at some of the issues associated with major cities of the developing world.

They will then study Ecosystems. This includes ecosystems on different scales and links well with the science curriculum when discussing food chains and food webs. The Ecosystems topic covers a study of a tropical rainforest and we also teach cold environments as hot deserts are covered in Y8 during the Middle East topic. The students will then move on to complete a country study of Russia, a constantly adapting series of lessons due to the nature of the conflict with Ukraine.

At this stage students will have mastered many of the skills required for their GCSE including image interpretation, asking succinct Geographical questions and writing fluently with the ability to analyse, evaluate and justify. Students should naturally consider other stakeholder views as well as their own point of view as an outstanding Geographer. Students will be able to develop a wider knowledge and understanding of the global issues, including political, economic, environmental and social issues through the topics in Year 9. Prior learning will help students to understand the topics covered, for example the crime and conflict topic and the urbanisation lessons links in terms of urban studies, while the Middle east and ecosystems have some cross over in terms of animal adaptation and human impacts on the environment. The units in year 9 will allow students to understand the Geography behind current issues and enable them to not just accept what they see in the media, but to think more deeply about the factors behind the issues, enabling them to successfully come to their own conclusions.

### **Key Stage 4**



**Year 10** Students will study the following sections of the course:  
The Challenge Of Resource Management (Optional Unit of Water) – this unit looks at the issues surrounding the provision of energy, water and food in the UK, and then focuses on water as a resource and the challenges faced in the 21<sup>st</sup> century in regard to water supply and demand.  
The Living World (Ecosystems, Tropical Rainforests and Hot Deserts) – this unit focuses on the interactions within ecosystems with a focus on two of the worlds’ major biomes.  
Physical Landscapes in The UK (Optional Unit of Rivers) – a unit looking at the physical features of the UK with a focus specifically on the topic of rivers, including an example of the River Lune.  
Rivers GCSE Fieldwork – Students will attend a day of fieldwork which is followed by a comprehensive write up of their study, covering a wide range of skills.  
Students will study the following sections of the course:  
Urban Issues and Challenges – This is unit looking at the problems and management of urban areas around the world, with a focus on Liverpool and Mumbai as examples in contrasting locations of the world.

**Year 11** Glaciation – linked to the unit of Physical Landscapes In The UK, students will learn how glaciated landscapes such as the Lake District were shaped and created and how they are now used and managed by people.  
Changing Economic World – this unit has three sections. Section 1, development and the development gap looks at global issues of inequality. Section 2 involves an in depth look at India as a country with a theme of development and inequality. Section 3 looks at the UK, again with a theme of studying inequality and issues with uneven development across the UK.  
Liverpool Fieldwork – students will attend one day of fieldwork in Liverpool and will complete a comprehensive write up of their findings which will encompass a range of skills within their Geographical enquiry.  
Natural Hazards – after a short introduction into what hazard are, this unit has three sections. Section 1 will cover tectonic hazards with a focus on earthquakes as a natural hazard. Section 2 will then look at extreme weather as a hazard with a focus on tropical storms and an example of an extreme weather event in the UK. The third and final section will look at the issue of climate change.  
Pre Release – in March students will receive pre - release materials for paper 3. There will be a sequence of lessons to follow the issue of the materials to prep the students for the examination and the potential challenges they may face in paper 3.

## **Impact**

### **Assessment at KS3**

Our curriculum offers a wide breadth of knowledge about issues on a variety of scales and as students progress through the KS3 curriculum they will not only gain an extensive knowledge of a broad range of human and physical Geography, they will also develop a wide range of skills.

Assessment points throughout the year will enable students to demonstrate how they can apply the knowledge and skills that they have acquired to projects, decision making activities and formal assessments (tests). Each assessment point is an opportunity for students to independently demonstrate the progress that they have made in both utilising the knowledge that they have as an



outstanding Geographer should, and applying the range of skills they have acquired through their assessed piece of work. All assessed pieces will be marked and feedback given to students to show them how they can develop their practice as a Geographer further, enabling them to continue to develop their knowledge, skills and expertise.

#### Assessment At KS4

Students will be assessed at regular intervals throughout their course using sample assessment materials and past papers from the exam board. The department has two qualified and experienced exam board assessors to mark and moderate grades, giving students a true insight into their areas of strength and areas for improvement in their mock examinations and practice assessments.

In the exam series the students will be assessed as outlined below.

<b>Component Title</b>	Paper 1 – Physical Geography (living with the physical environment)	<b>Component Type</b>	Examination (Linear)		
<b>Structure</b>	3 Units: <ol style="list-style-type: none"> <li>1. The challenge of natural hazards</li> <li>2. The living world</li> <li>3. Physical landscapes in the UK</li> </ol> Throughout this paper there will also be a range of skills.				
<b>Content</b>	Tectonics, weather hazards, climate change, ecosystems, tropical rainforests, hot deserts, rivers and glaciation.				
<b>Value (%)</b>	35%	<b>Length</b>	1.30hr	<b>Date</b>	TBC

<b>Component Title</b>	Paper 2 – Human Geography (challenges in the human environment)	<b>Component Type</b>	Examination (Linear)		
<b>Structure</b>	3 units: <ol style="list-style-type: none"> <li>1. Urban issues and challenges</li> <li>2. The changing economic world</li> <li>3. The challenge of resource management</li> </ol> Throughout this paper there will also be a range of skills.				
<b>Content</b>	Urbanisation, a case study of Mumbai, a case study of Liverpool, global development, a case study of India, a case study of the UK economy, resources in the UK, global water supply and management.				
<b>Value (%)</b>	35%	<b>Length</b>	1.30hr	<b>Date</b>	TBC

<b>Component Title</b>	Paper 3 – Geographical Applications	<b>Component Type</b>	Examination (Linear)
<b>Structure</b>	2 units: <ol style="list-style-type: none"> <li>1. Issue evaluation (pre-release material released in March 2020)</li> </ol>		



	2. Seen and unseen fieldwork and skills (2 field studies conducted in preparation for)				
<b>Content</b>	The issue evaluation is an examination based on pre-released material of which the content is not disclosed until March 2020. The examination is of a synoptic nature. Students are asked questions which require them to use their geographical understanding and skills to calculate, assess, evaluate and justify using the contents of the pre release material. This will cumulate in a decision making exercise. The fieldwork section will present the students with unseen scenarios of fieldwork data, settings and scenarios and they are to apply what they have learnt about fieldwork to those proposed questions. They will also be asked to assess, justify and evaluate their own fieldwork experiences in a range of extended writing responses.  Throughout this paper there will also be a range of skills.				
<b>Value (%)</b>	30%	<b>Length</b>	1.30hr	<b>Date</b>	TBC

**Department**

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