



## *'The tapestry that weaves the world together'*

Geography is a study of the world around us. It is a vast subject that explores the physical, human and environmental geography of the Earth. It develops knowledge of places and environments, an understanding of complex issues and fosters greater understanding and tolerance of others in the world. Through geography a range of skills are developed including literacy, numeracy, ICT, problem solving and investigative and enquiry skills both inside and outside the classroom. Fieldwork brings Geography 'to life' and we encourage students to take part in the fieldwork opportunities offered.

Through a study of Geography we aim to develop students that are;

- well rounded natural enquirers with a curiosity for issues and challenges faced on local and global scales.
- sustainably minded individuals and empathetic learners with an ability to question and critically examine the world in which we live.
- responsible citizens who are willing to enact change in the 21<sup>st</sup> century.
- individuals that are literate, numerate and computer literate; that are highly employable.
- team players that are able to lead, communicate and collaborate through field work and enquiry based learning.
- enable students to access the world of geography after they leave Little Heath, knowing how to utilise accurate information to inform their knowledge and understanding of the world.
- have strong subject knowledge needed for academic and vocational success.
- celebrate success in our community, both inside and outside the classroom through house competitions and fieldwork opportunities to create a positive attitude to learning and creating opportunities to contribute to the school and local community.
- to support students to be the best they can be through a supportive staff with an understanding of how to support all students to achieve and that are passionate about student happiness, well-being and achievement.
- create lifelong learners by teaching well planned and engaging lessons which are placed into clear sequences and meaningful opportunities to develop independence through learning.



## KS3 Geography Curriculum Overview (Year 7 & 8)

At KS3 we follow the National Curriculum. All students study Geography in Years 7 and 8 through discrete lessons delivered by a specialist team of teachers. We aim to foster curiosity and enjoyment of the world around them.

### YEAR 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Making Connections	It's a Wonderful World	African Adventure	Wild Weather	People, People Everywhere	Fantastic Coasts
KEY CONCEPTS	<p>The unit covers:</p> <p>OS map skills (including direction, distance and map symbols)</p> <p>Four and six figure grid references.</p> <p>The Fantastic Places element investigates a wide range of different human and physical features:</p> <p>Why the Earth is a fantastic place?</p> <p>What are the impacts of plastic pollution?</p> <p>Fantastic Place studies to include: Makgadikgadi, Race Track Playa, Chernobyl</p>	<p>The unit covers:</p> <p>What is an ecosystem?</p> <p>What is a biome?</p> <p>Focus on the following biomes, hot desert, cold desert and tropical rainforests.</p> <p>Sustainability and the conservation of the rainforest.</p> <p>Adaptations and designing a plant/animal that has adapted to survive in the rainforest.</p>	<p>The unit covers:</p> <p>Using maps and atlases to locate Kenya and its physical and human features.</p> <p>Describing the location of Kenya.</p> <p>Constructing a choropleth map to show the population distribution of Kenya</p> <p>Explaining the key human and physical features that affect the population distribution</p> <p>What is Kibera like?</p> <p>How can we improve the lives of the people who live in Kibera?</p>	<p>The unit covers:</p> <p>Difference between weather and climate.</p> <p>Keeping a weather diary to compare daily variations.</p> <p>Investigating how weather impacts upon our lives.</p> <p>Using maps to compare world climate zones.</p> <p>Drawing, interpreting and comparing different climate graphs.</p> <p>Using maps, diagrams and models to understand rainfall types and patterns.</p> <p>An individual research project of a recent weather hazard.</p>	<p>The unit covers:</p> <p>Use of maps and graphs to identify, describe and explain world population distribution.</p> <p>Use of 'live' data to consider and understand why world population size is changing so rapidly.</p> <p>The Population Jelly Babies game - reasons for population change.</p> <p>Use of video and written information to complete a case study about migration from Mexico to USA looking at the impact.</p> <p>Issues investigation-should Trump build a wall?</p>	<p>This unit covers:</p> <p>Different types of wave.</p> <p>Coastal kung fu.</p> <p>The formation of coastal land forms created by erosion, transportation and deposition.</p> <p>Coastal protection strategies.</p> <p>The economic, social and environmental effects of coastal recession.</p>
ASSESSMENT	End of topic test	End of topic test	End of topic test	End of topic test	End of topic test	Year 7 Examination – 50 minute written paper on terms 1-6 content



## KS3 Geography Curriculum Overview (Year 7 & 8)

### YEAR 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Ferocious Flooding	The Rise and Rise of China	Restless Earth	Mind the Development Gap		Ice Age
KEY CONCEPTS	<p>The unit covers:</p> <p>What is the water cycle?</p> <p>What is a flood?</p> <p>Human and physical causes of flooding</p> <p>Boscastle DME.</p> <p>A fieldwork investigation and enquiry into 'What is the best site for a flood-proof Geography block?'</p>	<p>The unit covers:</p> <p>What is China like?</p> <p>Using maps and atlases to locate China and its physical and human features.</p> <p>Constructing a choropleth map to show population distribution in China</p> <p>Describing and explaining population distribution in China.</p> <p>The One Child Policy and the positive and negative effects of this</p> <p>Was the One Child Policy necessary?</p>	<p>The unit covers:</p> <p>The geological timeline and the scientific theory of how the Earth was created.</p> <p>The internal structure of the Earth.</p> <p>Using maps and plate tectonic theory to identify the areas in the world which would be affected by earthquakes and volcanoes.</p> <p>Investigating different types of plate boundaries.</p> <p>Volcanoes and their key characteristics.</p> <p>DME 'Save Montserrat'!</p> <p>An individual research project of a recent volcanic eruption or earthquake.</p>	<p>The unit covers:</p> <p>What are the different sectors of economic activity?</p> <p>Investigation of the Clarke Fisher model.</p> <p>Impacts of uneven development through Primark.</p> <p>What is a sweatshop?</p> <p>What is life like working in a sweatshop?</p> <p>How can we improve the lives of people working in sweatshops?</p>	<p>This unit covers:</p> <p>What is an ecological footprint?</p> <p>Calculating your ecological footprint (mean, mode and median)</p> <p>How can we reduce our ecological footprint?</p> <p>What impact are we having on the world?</p> <p>Suggest ways in which our ecological footprints can be reduced.</p>	<p>This unit covers:</p> <p>Identification of glacial regions around the world.</p> <p>What is a glacier and what does it do?</p> <p>Use of field sketches and diagrams to explain the formation of glacial landforms.</p> <p>Identification of glacial features on a map.</p> <p>How glaciers are used by people and how are people affected by glaciers?</p> <p>Application of knowledge by making dioramas.</p>
ASSESSMENT	End of topic test	End of topic test	Research project about Natural Disasters	End of topic test	Year 8 Examination – 50 minute written paper on terms 1-5 content	End of topic test



## KS4 Geography Curriculum Overview (Year 9, 10 & 11)

GCSE geography is studied in Years 9, 10 and 11. We follow the Edexcel Geography A specification which is an exciting and relevant course that explores The Physical Environment, The Human Environment and Geographical Investigations: Fieldwork and UK Challenges. The course is designed to be engaging and provide pupils with valuable and useful geographical skills that will aid them in their lifetime as global citizens. The real work focus of the course encourages students to apply their knowledge and understanding to real-life 21<sup>st</sup> century UK challenges and provides them with a holistic understanding of Geography.

### YEAR 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Changing UK Landscapes	Coastal Landscapes and Processes	Resource Management and Energy Resource Management	Ecosystems, Biodiversity and Management	Geographical Investigations: Physical Geography Fieldwork	Map Skills
KEY CONCEPTS	An overview of the distribution and characteristics of the UK's changing landscapes	An overview of the processes that have shaped the land to create distinctive coastal landscapes. An overview of coastal landscapes and a detailed study of coastal flooding and coastal recession	This covers an overview of the global and UK distribution of food, energy and water and one detailed study of energy resource management at different scales	An overview of the distribution and characteristics of global and UK ecosystems and a detailed study of tropical rainforests and deciduous woodlands	A geographical investigation involving fieldwork and research  Investigating human environments in a central/ inner urban area	Students are required to develop a range of geographical skills throughout their course of study  This includes atlas and map skills
ASSESSMENT	Exam questions End of topic test	Exam questions End of topic test	Exam questions End of topic test	Exam questions End of topic test	Exam questions End of topic test	Exam questions End of topic test PPE: Paper 1 and Paper 2



# GEOGRAPHY



## YEAR 10

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Changing Cities, Major UK City: Bristol and Major World City: Sao Paulo	River Landscapes and Processes	Global Development	Global Development	Geographical Investigations: Human Geography Fieldwork	Geographical Investigations: Human Geography Fieldwork
KEY CONCEPTS	This covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country	An overview of the processes that have shaped the land to create distinctive river landscapes  An overview of river landscapes and a detailed study of river flooding and management	This covers an overview of the causes and consequences of uneven global development and a detailed case study of challenges that affect a developing or emerging country (Tanzania)	This covers an overview of the causes and consequences of uneven global development and a detailed case study of challenges that affect a developing or emerging country (Tanzania)	A geographical investigation involving fieldwork and research  Investigating coastal environments	A geographical investigation involving fieldwork and research  Investigating coastal environments
ASSESSMENT	Exam questions End of topic test	Exam questions End of topic test	Exam questions PPE: Paper 1, Paper 2 and Paper 3	Exam questions End of topic test	Exam questions	Exam questions End of topic test



## YEAR 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Weather Hazards and Climate Change	Weather Hazards and Climate Change	UK Challenges	Revision	Revision	
KEY CONCEPTS	An overview of the global circulation of atmosphere and climate change over time and a detailed study of tropical cyclones and a drought	An overview of the global circulation of atmosphere and climate change over time and a detailed study of tropical cyclones and a drought	Students are required to draw across their knowledge and understanding of the UK, from the physical and human geography drawn from Components 1 and 2, in order to investigate a contemporary challenge for the UK			
ASSESSMENT	Exam questions	Exam questions End of topic test PPE: Paper 1 and Paper 2	Exam questions End of topic test PPE: Paper 3	Exam questions Walking talking mocks	Exam questions Walking talking mocks	



## KS5 Geography Curriculum Overview (Year 12 & 13)

A level geography is studied in Years 12 and 13. We follow the AQA Specification which looks at geographical issues facing the world today. This course provides the gateway to further study of Geography at University or many fields of work where the skills developed provide invaluable skills for future employees. We aim to grow the responsible citizens of the future planet.

### YEAR 12: Human Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Human Geography-Contemporary Urban Environments	Human Geography-Contemporary Urban Environments	Human Geography-Contemporary Urban Environments/ Changing Places	Human Geography- Changing Places	Human Geography- Changing Places	Field work and preparation for the NEA (Non Examined Assessment)
KEY CONCEPTS	<p>This topic focuses on urban growth and the environmental and social challenges presented for human populations</p> <p>It examines issues associated with them, in particular the potential for environmental sustainability and social cohesion</p>	<p>This topic focuses on urban growth and the environmental and social challenges presented for human Populations</p> <p>It examines issues associated with them, in particular the potential for environmental sustainability and social cohesion</p>	<p>This topic focuses on urban growth and the environmental and social challenges presented for human Populations</p> <p>It examines issues associated with them, in particular the potential for environmental sustainability and social cohesion</p> <p>Human field work to Reading to examine regeneration and rebranding</p>	<p>This topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them</p> <p>Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time</p>	<p>This topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them</p> <p>Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time</p>	<p>Students so complete an individual investigation into a geographical area of the student's choice (related to the specification)</p> <p>Human field work to investigate clone towns in Reading</p> <p>Physical field work to examine coastal processes at Chesil Beach</p> <p>Physical field work to examine carbon cycles in Sulham Woods</p>
ASSESSMENT	Exam questions	Exam questions End of topic test	Exam questions End of topic test	Exam questions	Exam questions End of topic test	PPE: Paper 1 and Paper 2  NEA



## YEAR 12: Physical Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Physical Geography- Coastal Systems and Landscapes	Physical Geography- Coastal Systems and Landscapes	Physical Geography- Coastal Systems and Landscapes/ Hazards	Physical Geography- Hazards	Physical Geography- Hazards	Field work and preparation for the NEA (Non Examined Assessment)
KEY CONCEPTS	<p>This physical topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments</p> <p>The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable</p> <p>In common with water and carbon cycles, a systems approach to study is specified</p>	<p>This physical topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments</p> <p>The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable</p> <p>In common with water and carbon cycles, a systems approach to study is specified</p>	<p>This topic focuses on the lithosphere and the atmosphere, and the natural hazards presented to human populations, often in dramatic and sometimes catastrophic fashion</p> <p>By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy</p>	<p>This topic focuses on the lithosphere and the atmosphere, and the natural hazards presented to human populations, often in dramatic and sometimes catastrophic fashion</p> <p>By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy</p>	<p>This topic focuses on the lithosphere and the atmosphere, and the natural hazards presented to human populations, often in dramatic and sometimes catastrophic fashion</p> <p>By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy</p>	<p>Students to complete an individual investigation into a geographical area of the student's choice (related to the specification)</p> <p>Human field work to investigate clone towns in Reading</p> <p>Physical field work to examine coastal processes at Chesil Beach</p> <p>Physical field work to examine carbon cycles in Sulham Woods</p>
ASSESSMENT	Exam questions	Exam questions End of topic test	Exam questions End of topic test	Exam questions	Exam questions End of topic test	PPE: Paper 1 and Paper 2  NEA





## YEAR 13: Human Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Human Geography- Global Systems and Global Governance  NEA	Human Geography- Global Systems and Global Governance  NEA	NEA  Revision	NEA  Revision	NEA  Revision	
KEY CONCEPTS	This human topic focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades	This human topic focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades				
ASSESSMENT	Exam questions  NEA	Exam questions End of topic test  NEA	Exam questions End of topic test PPE: Paper 1 and Paper 2  NEA	Exam questions  Walking talking mocks  NEA	Exam questions  Walking talking mocks  NEA	



## YEAR 13: Physical Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Physical Geography- Water and Carbon Cycles  NEA	Physical Geography- Water and Carbon Cycles  NEA	NEA Revision	NEA Revision	NEA Revision	
KEY CONCEPTS	<p>This physical topic focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them</p> <p>These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography</p>	<p>This physical topic focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them</p> <p>These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography</p>				
ASSESSMENT	Exam questions  NEA	Exam questions End of topic test  NEA	Exam questions End of topic test PPE: Paper 1 and Paper 2  NEA	Exam questions  Walking talking mocks  NEA	Exam questions  Walking talking mocks  NEA	



## Enrichment Activities

Geography is as much about learning outside of the classroom, as well as in it. When appropriate we use the school site to investigate Geographical ideas or test our geographical skills. Day visits are offered at KS3 such as the Kew Garden's trip to investigate ecosystems. At Key Stage 4 there are two compulsory fieldtrips to Reading town centre where we investigate changing urban land use and environmental quality. The second trip takes place on the River Pang where students investigate the changes in the river from source to mouth. At A Level students undertake two human field trip to Reading and Stratford and two physical pieces of field work to Chesil Beach and Sulham Woods. Students use these fieldwork opportunities to collect primary data for use in their own personal investigation.

In terms of House competitions geography offers the Coastal Cakes competition in Year 8 and the Food Bank project in Year 9. Environmental projects also play a part.