

DEPARTMENT VISION:

'The world needs geographers to make sense of the world. To understand connections and relationships between its physical and human environments. To increase awareness of issues it faces and to explore solutions to future challenges'.

AIMS:

- To develop enquiring minds, encouraging students to question and discuss the key issues
- To raise awareness of relevant events and issues that affect our planet
- To create an appreciation of environmental, economic, social and cultural aspects of places
- To support students in becoming global citizens, with awareness, skills and knowledge to understand the challenges of the 21st century
- To create an atmosphere of acceptance of different peoples, cultures and backgrounds
- For students to have a sense of community and place, from a local to national to international perspective and scale
- To get students to think like geographers; problem solve, research, communicate, analyse and discuss issues

KEY STAGE 3 CURRICULUM PLAN

Key Stage 3 has an emphasis on both locational and place knowledge, as well as the human and physical processes to develop student's wider knowledge. We provide foundation terms with an overview and context of the element and follow this on with a case study to apply previous learning.

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 3</u>	<u>Spring Term 4</u>	<u>Summer Term 5</u>	<u>Summer Term 6</u>
YEAR 7	<u>How do we use our Planet?</u>					
	Is the UK a good place to Live?		Are extreme place habitable?		What resources are valuable to us?	
	Where do I live? - An introduction to UK geography		How do living things adapt to extreme environment?	Why is Antarctica valuable?	What resources are available to us?	Is Plastic a blessing or a blight?
YEAR 8	<u>What are the challenges the world faces?</u>					
	What are the world development challenges?		Why is location a challenge?		Why does water create challenge?	
	How does wealth affect development?	Why is India an NEE?	How do plate tectonic create challenges?	What are the challenges that people face living in Japan?	How can water create conflict (The River Nile)?	Do we do enough to protect our oceans?
YEAR 9	<u>Is climate change the greatest environmental issue?</u>			GCSE GEOGRAPHY		
	What issues does Asia face?	What is the greatest environmental issue?		The Living World (Unit 1B): Cold Environments (KS4)	The Living World (Unit 1B): Tropical Rainforests (KS4)	Weather Hazards (Unit 1A) (KS4)
	What are the environmental issues affecting Asia?	Have humans caused climate change?	Is climate change affecting our weather?			





KEY STAGE 4 CURRICULUM PLAN

We follow the AQA Geography (8035) specification at GCSE.

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.

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Year 9	<u>Is climate change the greatest environmental issue?</u>			The Living World (Unit 1B): Cold Environments (KS4)	The Living World (Unit 1B): Tropical Rainforests (KS4)	Weather Hazards (Unit 1A) (KS4)
	What issues does Asia face?	What is the greatest environmental issue?				
	What are the environmental issues affecting Asia?	Have humans caused climate change?	Is climate change affecting our weather?			
Year 10	Natural Hazards (Unit 1A): Tectonic Hazards	Physical Landscapes (Unit 1C): Coasts	Physical Landscapes (Unit 1C): Rivers	The Changing Economic World (Unit 2B): India		Fieldwork (Unit 3B):
Year 11	Urban Issues and Challenges (Unit 2A): India and Liverpool		The Challenge of Resource Management (Unit 2C): Water	Issue Evaluation (Unit 3A)	Fieldwork Review (Unit 3B)	Revision

MARKING AND FEEDBACK POLICY

Key Stage 3		Key Stage 4	
Marking, assessment and feedback activities:			
Symbol	What it means...	When	
Sp.	Indicates a spelling mistake (only correct 5 spelling mistakes in one piece of work)	Exercise books Homework	
	Double ticked work indicates a strong and successful element of a pupil response. Label why it is successful.	Extended pieces of writing	
//	Indicates a new paragraph suggestion.	Exercise books Homework	
? Ex.	Indicates that something needs expanding.	Exercise books	
	Indicates something does not make sense or needs re-writing/poor expression. Pupils then have to work out and label what they must correct.	Exercise books	
	SPaG error that needs to be identified and fixed by the pupil.	Exercise books	
	Self / Peer assessment will be marked by the pupil	Exercise books	

Books will be marked once a term.

The key piece of work will be stuck in to the book with detailed feedback (grade / % / score). An extended piece of hw will be set each full term (3 key pieces across the year). Where possible this will be set and submitted on Teams.

KS3 - Link to assessment plan and whole school data collection:

An extended piece of work will be marked in full and graded / marked each term

There will be 3 assessment points across the year (including the end of year exam). Results recorded on a central dept. tracker.

Year 7 will also have a baseline assessment in term 1.

KS4 - Link to assessment plan and whole school data collection:

Assessments will be completed at the end of each module of work. This will be graded and returned for DIRT (results kept on a central dept. tracker).

Any student significantly below their target, or lacking in commitment to the assessments will be asked to re do the paper for hw.

Exam questions will be completed during the module of work in class and hw

OPPORTUNITIES AND VISITS

KS3

- Local fieldwork is carried on site in Term 1
- As part of our Protecting the Planet work we collaborate with Surfers Against Sewage to carry out plastic surveys and analysis in New Brighton

KS4

- As part of the GCSE paper 3, we carry out local fieldwork. To support a study of physical geography we visit Formby Sand Dunes in Year 10 and for the human element (urban study), we visit Liverpool City Centre.

INTERNATIONAL VISITS

- There is a bi-annual trip to Iceland. An 'Awe and Wonder' trip is available for year 10 and 11.