



AIM AND PURPOSE

The aim of Geography within the school curriculum is to act as the bridge between the humanities and the sciences. It ensures that students have a clear understanding of how human's impact upon the planet and duly how the planet impacts upon us across space and place. Therefore, pupils will appreciate the diversity of peoples, landscapes, and cultures around the world. Geography plays a unique role in taking students outside the school gates through fieldwork, enabling them to establish the connections between what they study in the classroom and the world beyond.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Geographical Thinking involves exposing students to processes, places and contexts at a variety of different scales so that they can consider present challenges and arrive at clear solutions. At TTA, we help foster this disciplinary approach by providing ample opportunities for applying knowledge taught in one context to another, thinking critically about alternative futures (which are the product of current actions) and undertaking stakeholder/decision making exercises where students are required to consider evidence and the views of others, formulate a decision and then defend it (typically through a longer written response). For example, in the Year 9 Life in an NEE unit, students are asked to evaluate the impact of the oil giant Shell on Nigeria. This enables pupils to consider the impacts of a transnational corporation from a variety of different perspectives.

Alongside inducting students into this disciplinary approach, teachers within the department explicitly and extensively model key concepts and skills from KS3-5 so that students understand the 'how' and the 'why' of the subject. For example, writing structures such as the T.E.A technique (Trend – what is/are the patterns within the figure?, Evidence – what data is there from the figure to support the trend, and Anomaly – what piece of data does not fit the trend) is used from Year 7 all the way through to Year 13 so that students understand how to interpret and analyse geographical data.

Finally, writing practice is consistent so that students learn how to develop academic analysis in the context of geographical issues. For example, students are taught how to produce chains of reason that involve cause and consequence (not only did this cause..., but further this led to) so that they can explain the effect on one action on another. This differs from how this writing technique is applied in other subjects at TTA as students' developments must be consequential.





OVERVIEW

In year 7 students will learn about an introduction to global climate, international development and rivers as well as developing their core geographical skills. These skills will enable them to access the geography curriculum at The Totteridge Academy for the rest of year 7, 8, 9, 10 and 11. This curriculum expands upon content covered in primary school geography and provides a firm grounding for the rest of Key Stage 3. Students will be assessed on this content by completing an end of year exam.

Term	Focus	Assessment
Aut 1	What is a geographer? <ul style="list-style-type: none"> • Origins of Geography • Longitude and Latitude • Map skills: grid references, scale, height, symbols and compass points 	End of topic assessment. 30 minutes
Aut 2	Introduction to Global Climate: <ul style="list-style-type: none"> • Climate Zones and The Greenhouse Effect • The Causes and Effects of Climate Change Development <ul style="list-style-type: none"> • Features and distribution of developed, emerging and developing nations 	Big Write
Spr 1	Development <ul style="list-style-type: none"> • Measuring development. • The causes of uneven development and strategies to tackle uneven development in Nepal. • Development through top-down projects (DRC) and bottom-up projects (Mali) 	Mid-Year assessment.
Spr 2	Rivers <ul style="list-style-type: none"> • The drainage basin system • Fluvial processes: erosion, transportation and deposition • River landforms: waterfalls, gorges, meanders, oxbow lakes, levees and floodplains 	Big Write
Sum 1	Rivers <ul style="list-style-type: none"> • Flooding and river management • Causes, effects and responses to flooding in a high-income country (UK) World of Work: <ul style="list-style-type: none"> • Employment Industries and Changing Employment Structures 	Big Write
Sum 2	World of Work: <ul style="list-style-type: none"> • Factors affecting industries in the UK and Trade Revision for End of Year Exam – Development, Rivers, Introduction to Global Climate and World of Work Sustainability Fieldwork – Hypothesis through Evaluation.	90 minute assessment covering a range of topics.

Home Learning:

- 30 minutes homework a week
- Carousel Learning

Useful resources:

- Carousel Learning (<https://www.carousel-learning.com/>)



OVERVIEW

In year 8, students will learn about natural hazards, coasts and population and migration. Building on the knowledge and skills developed in year 7, students will focus on developing their geographical ideas by explaining and elaborating using key terms and connectives. There is a range of real-life examples used in each unit to bring the geography of the world alive and enable students to develop their understanding of themselves in the context of the ever-changing world.

Term	Focus	Assessment
Aut 1	Tectonics <ul style="list-style-type: none"> The global distribution of tectonic hazards Tectonic processes and plate margins: slab pull and ridge push, constructive, destructive and conservative plate margins. Causes, responses and management of tectonic hazards: volcanoes, and earthquakes 	Big Write
Aut 2	Tectonics <ul style="list-style-type: none"> The impacts of an earthquake in a high-income country (L'Aquila, Italy) and a low-income country (Port au Prince, Haiti) 	Big Write
Spr 1	Population and migration <ul style="list-style-type: none"> Population structures and population pyramids Factors affecting population structures Ageing populations The reasons people move and stay in place 	Mid Year Assessment. End of topic assessment. 60 minutes.
Spr 2	Population and migration <ul style="list-style-type: none"> Impacts of migration on a host country (the UK) and a source country (Poland) Coasts <ul style="list-style-type: none"> Wave features and how different types of waves affect the coast 	Big Write
Sum 1	Coasts <ul style="list-style-type: none"> Coastal processes of erosion, deposition, and transportation. Coastal Landforms including headlands and bays, wave cut platforms, and spits and bars. Coastal management strategies. 	No assessment.
Sum 2	Coasts <ul style="list-style-type: none"> Coastal management along the Norfolk Coastline (Happisburgh) Revision: <ul style="list-style-type: none"> Revision for an end of year exam covering Tectonics and Coasts Fieldwork: Litter Enquiry – Hypothesis through evaluation	90 minute assessment covering a range of topics.

Home Learning:

- 30 minutes homework a week

Useful resources:

- Carousel Learning (<https://www.carousel-learning.com/>)



OVERVIEW

In year 9, students will build on their knowledge and understanding and apply it to climate change and newly emerging economies as well as revisiting knowledge on natural hazards. Students will develop their geographical opinions and begin to 'think like a geographer' by analysing the causes, impacts and responses to climate change as well as studying the changing way of life in Brazil and Nigeria.

Term	Focus	Assessment
Aut 1	Tectonics <ul style="list-style-type: none"> The global distribution of tectonic hazards Tectonic processes and plate margins: slab pull and ridge push, constructive, destructive and conservative plate margins. Causes, responses and management of tectonic hazards: volcanoes, and earthquakes 	Big Write
Aut 2	Tectonics <ul style="list-style-type: none"> The impacts of an earthquake in a high-income country (L'Aquila, Italy) and a low-income country (Port au Prince, Haiti) 	Big Write
Spr 1	Newly Emerging Economies <ul style="list-style-type: none"> The distribution of the worlds Newly Emerging Economies (NEEs) The MINT and BRIC economies Rural to Urban Migration in Newly Emerging Economies (NEEs) 	Mid Year Assessment.
Spr 2	Newly Emerging Economies <ul style="list-style-type: none"> Opportunities and challenges faced by the people of Rio De Janeiro The impacts of TNC's in South Korea. Social, Economic and Environmental impacts of Transnational Corporations (TNCs) in Nigeria- Case Study. 	Big Write
Sum 1	Climate Change <ul style="list-style-type: none"> Evidence for short, medium and long term climate change The natural and enhanced greenhouse effect Impacts of climate change Impact of climate change – Bangladesh Case Study 	Big Write
Sum 2	Climate Change <ul style="list-style-type: none"> Which countries should reduce their carbon emissions DME? Responses to climate change – Adaptation Responses to climate change – Mitigation Revision for United Learning assessment <ul style="list-style-type: none"> Revision of Newly Emerging Economies and Climate Change 	90 minute assessment covering a range of topics.

Home Learning:

- 30 minutes homework a week.

Useful resources:

- Carousel Learning (<https://www.carousel-learning.com/>)



OVERVIEW

In Y10, students will start their study of the AQA Geography GCSE course studying physical landscapes, changing economic world, ecosystems and completing their fieldwork. Students will continue to develop a strong foundation of knowledge to enable them to think effectively like geographers applying their knowledge to a range of sources, places and questions of enquiry.

Term	Focus	Assessment
Aut 1	Physical Landscapes <ul style="list-style-type: none"> Upland and Lowland Environments Physical Processes at the Coast Coastal Landforms Coastal Management Strategies and Holderness Case Study 	Ongoing teacher assessment
Aut 2	Physical Landscapes <ul style="list-style-type: none"> Changes in the River Valley shape as it moves downstream. Physical processes in River Systems Fluvial Landforms River Management and River Management Case Study - Oxford 	End of topic assessment (50 minutes)
Spr 1	The Living World <ul style="list-style-type: none"> Global ecosystems and nutrient cycling Tropical rainforests characteristics, structure and adaptations. Causes of and impacts of deforestation in the Amazon Sustainable management strategies in the Amazon 	Mid-Year Exam – 1 hour 30 minutes testing all GCSE content thus far.
Spr 2	The Living World <ul style="list-style-type: none"> Hot Desert characteristics and adaptations Opportunities and challenges in the Sahara Desert Causes of desertification and strategies to respond to it. 	Ongoing teacher assessment
Sum 1	Changing Economic World <ul style="list-style-type: none"> Global Variation in Quality of Life and Economic Development. Strategies to reduce the development gap & Kenya Tourism Case Study. India's Development: Social, Economic and Environmental Change. Major Changes in the UK affecting employment and regional growth 	No assessment.
Sum 2	Fieldwork (Physical and Human- Completion of Trips) <ul style="list-style-type: none"> Location, Hypothesis and Risk. Data Collection Revision for Mock Paper. 	Mock paper of all Year 10 topics. 90 minutes.

Home Learning:

- Weekly online quizzes using carousel

Useful resources:

- Carousel Learning (<https://www.carousel-learning.com/>)
- CGP AQA Geography revision guide (GCSE)



OVERVIEW	<p>In year 11, students will complete their study of the AQA geography by completing changing economic world, urban issues and challenges, natural hazards, fieldwork and resource management as well as receiving their issues evaluation material from AQA in Summer 1. This gives them sufficient time to prepare successfully for their GCSE examinations.</p>	
Term	Focus	Assessment
Aut 1	<p>Changing Economic World:</p> <ul style="list-style-type: none"> India's Development: Social, Economic and Environmental Change. Major Changes in the UK affecting employment and regional growth <p>Hazards</p> <ul style="list-style-type: none"> The distribution and causes of tectonic hazards The causes, impacts and responses to tectonic hazards in contrasting 	<p>Practice exam questions every lesson</p>
Aut 2	<p>Hazards</p> <ul style="list-style-type: none"> Managing tectonic hazards High and low pressure and global atmospheric circulation The distribution and causes of weather hazards The causes, impacts and responses to weather hazards 	<p>GCSE MOCKS</p>
Spr 1	<p>Hazards</p> <ul style="list-style-type: none"> Weather hazards in the UK (The Beast from the East 2016) <p>Urban issues and challenges</p> <ul style="list-style-type: none"> Urbanisation in the UK Opportunities and Challenges in Lagos, Nigeria 	<p>Practice exam questions every lesson</p>
Spr 2	<p>Urban issues and challenges</p> <ul style="list-style-type: none"> Opportunities and Challenges in Liverpool, UK <p>Resource Management</p> <ul style="list-style-type: none"> Food, water and energy are fundamental to human development. Changing demand for food and resources in the UK creates opportunities and challenges. 	<p>Practice exam questions every lesson</p>
Sum 1	<p>Resource Management and Issues Evaluation</p> <ul style="list-style-type: none"> Water: Demand and Different Strategies to increase supply. <p>Fieldwork</p> <ul style="list-style-type: none"> Data Presentation. Data Analysis, Conclusion and Evaluation Revision and Boosters 	<p>Practice Papers for Paper 1, 2 and 3/GCSE Examinations</p>
Sum 2	<ul style="list-style-type: none"> GCSE Examinations 	

Home Learning:

- Fortnightly figures booklet
- Weekly quizzes

Useful resources:

- Carousel Learning (<https://www.carousel-learning.com/>)
- CGP AQA Geography revision guide (GCSE)