



## 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 humans 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, most crucially, 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 Climate Change unit, students are asked to consider whether high income countries should be mandated to reduce their carbon emissions by evaluating the views of six stakeholders. This enables pupils to face questions to live sustainably in an interdependent world.

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 too) 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 international development, 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	<p>What is a geographer?</p> <ul style="list-style-type: none"><li>• Longitude and latitude</li><li>• Map skills: grid references, scale, height, symbols and compass points</li></ul> <p>Development</p> <ul style="list-style-type: none"><li>• The development gap</li></ul>	End of topic assessment. 30 minutes
Aut 2	<p>Development</p> <ul style="list-style-type: none"><li>• Development indicators and the Human Development Index (HDI)</li><li>• The Brandt Line and the distribution of Low Income Countries (LICs), Newly Emerging Economies (NEEs) and High Income Countries (HICs)</li><li>• Factors which affect development</li></ul>	No assessment
Spr 1	<p>Development</p> <ul style="list-style-type: none"><li>• Using aid to close the development gap</li><li>• Global Fairtrade</li><li>• Tree Aid case study</li></ul>	Mid Year assessment End of topic assessment. 50 minutes
Spr 2	<p>Rivers</p> <ul style="list-style-type: none"><li>• The water cycle and drainage basin system</li><li>• Fluvial processes: erosion, transportation and deposition</li><li>• River landforms: waterfalls, gorges, meanders, oxbow lakes, levees, floodplains and mudflats</li></ul>	No assessment
Sum 1	<p>Rivers</p> <ul style="list-style-type: none"><li>• Flooding and river management</li><li>• Causes, effects and responses to flooding in a high income country (UK)</li><li>• Causes, effects and responses to flooding in a low income country (Bangladesh)</li></ul>	End of topic assessment. 50 minutes
Sum 2	<ul style="list-style-type: none"><li>• Revision for End of Year Exam – Development and Rivers.</li><li>• Litter Fieldwork – Hypothesis through Evaluation.</li></ul>	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 as well as completing the rivers unit which was not finished due to disruption in the previous academic year. Building on the knowledge and skills developed in year 7 students will focus on their understanding. 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	Completing Rivers <ul style="list-style-type: none"> <li>• Flooding and river management</li> <li>• Causes, effects and responses to flooding in a high income country (UK)</li> <li>• Causes, effects and responses to flooding in a low income country (Bangladesh)</li> </ul>	End of topic assessment. 50 minutes.
Aut 2	Coasts <ul style="list-style-type: none"> <li>• Wave features and how different types of waves affect the coast</li> <li>• Factors which shape the coastline and the resulting landforms of erosion, deposition, mass movement and transportation.</li> <li>• Coastal management along the Holderness Coast (Mableton)</li> </ul>	End of topic assessment. 50 minutes
Spr 1	Population and migration <ul style="list-style-type: none"> <li>• Population structures and population pyramids</li> <li>• Factors affecting population structures</li> <li>• Ageing populations</li> <li>• The reasons people move and stay in place</li> </ul>	Mid Year Assessment. End of topic assessment. 60 minutes.
Spr 2	Population and migration <ul style="list-style-type: none"> <li>• Impacts of migration on a host country (the UK) and a source country (Poland)</li> <li>• Population decision making exercise</li> <li>• Stakeholders of migration</li> </ul>	No assessment
Sum 1	Tectonics <ul style="list-style-type: none"> <li>• The global distribution of tectonic hazards</li> <li>• Tectonic processes and plate margins: convection currents, slab pull, constructive, destructive and conservative plate margins.</li> <li>• Causes, responses and management of tectonic hazards: volcanoes, and earthquakes</li> </ul>	No assessment.
Sum 2	Tectonics <ul style="list-style-type: none"> <li>• The impacts of an earthquake in a high income country (New Zealand, 2016 earthquake) and a low income country (Nepal 2015)</li> <li>• Revision for United Learning assessment</li> <li>• Revision of Coasts, Tectonics and Population and Migration</li> </ul>	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, newly emerging economies, as well as completing the tectonics unit which was not completed due to disruption during the previous academic year. 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	Completing Tectonics <ul style="list-style-type: none"> <li>• Causes, responses and management of tectonic hazards: volcanoes, and earthquakes</li> <li>• The impacts of an earthquake in a high income country (New Zealand, 2016 earthquake) and a low income country (Nepal 2015)</li> </ul>	End of Topic assessment: 50 minutes
Aut 2	Newly Emerging Economies <ul style="list-style-type: none"> <li>• The distribution of the worlds Newly Emerging Economies (NEEs)</li> <li>• The MINT and BRIC economies</li> <li>• Rural to Urban Migration in Newly Emerging Economies (NEEs)</li> </ul>	End of topic assessment. 50 minutes.
Spr 1	Newly Emerging Economies <ul style="list-style-type: none"> <li>• Opportunities and challenges faced by the people of Rio De Janeiro</li> <li>• The impacts of TNC's in South Korea.</li> <li>• Social, Economic and Environmental impacts of Transnational Corporations (TNCs) in Nigeria- Case Study.</li> </ul>	Mid Year Assessment. End of unit assessment. 50 minutes.
Spr 2	Climate Change <ul style="list-style-type: none"> <li>• Evidence for short, medium and long term climate change</li> <li>• The natural and enhanced greenhouse effect</li> <li>• Impacts of climate change</li> <li>• Impact of climate change – Bangladesh Case Study</li> </ul>	No assessment
Sum 1	Climate Change <ul style="list-style-type: none"> <li>• Which countries should reduce their carbon emissions DME?</li> <li>• Responses to climate change – Adaptation</li> <li>• Responses to climate change – Mitigation</li> </ul>	End of unit assessment. 50 minutes.
Sum 2	Revision for United Learning assessment <ul style="list-style-type: none"> <li>• Revision of Newly Emerging Economies and Climate Change</li> </ul>	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"> <li>• Upland and Lowland Environments</li> <li>• Physical Processes at the Coast</li> <li>• Coastal Landforms</li> <li>• Coastal Management Strategies and Holderness Case Study</li> </ul>	End of unit topic assessment. 50 minutes.
Aut 2	Physical Landscapes <ul style="list-style-type: none"> <li>• Changes in the River Valley shape as it moves downstream.</li> <li>• Physical processes in River Systems</li> <li>• Fluvial Landforms</li> <li>• River Management and River Management Case Study - Oxford</li> </ul>	End of unit topic assessment. 50 minutes.
Spr 1	The Living World <ul style="list-style-type: none"> <li>• Global ecosystems and nutrient cycling</li> <li>• Tropical rainforests characteristics, structure and adaptations.</li> <li>• Causes of and impacts of deforestation in the Amazon</li> <li>• Sustainable management strategies in the Amazon</li> </ul>	End of unit topic assessment. 50 minutes.
Spr 2	The Living World <ul style="list-style-type: none"> <li>• Hot Desert characteristics and adaptations</li> <li>• Opportunities and challenges in the Sahara Desert</li> <li>• Causes of desertification and strategies to respond to it.</li> </ul>	No assessment
Sum 1	Changing Economic World <ul style="list-style-type: none"> <li>• Global Variation in Quality of Life and Economic Development.</li> <li>• Strategies to reduce the development gap &amp; Kenya Tourism Case Study.</li> <li>• India's Development: Social, Economic and Environmental Change.</li> <li>• Major Changes in the UK affecting employment and regional growth</li> </ul>	No assessment.
Sum 2	Fieldwork (Physical and Human- Completion of Trips) <ul style="list-style-type: none"> <li>• Location, Hypothesis and Risk.</li> <li>• Data Collection and Data Presentation.</li> <li>• Data Analysis, Conclusion and Evaluation.</li> <li>• Revision for Mock Paper.</li> </ul>	Mock paper of all Year 10 topics. 90 minutes.

### Home Learning:

- Fortnightly figures booklet
- Fortnightly online quizzes

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- CGP AQA Geography revision guide (GCSE)



### OVERVIEW

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 for their GCSE examinations and ensure they are successful in their GCSEs.

Term	Focus	Assessment
Aut 1	Changing Economic World: <ul style="list-style-type: none"> <li>Major Changes in the UK affecting employment and regional growth</li> </ul> Hazards <ul style="list-style-type: none"> <li>The distribution and causes of tectonic hazards</li> <li>The causes, impacts and responses to tectonic hazards in contrasting areas of levels of development.</li> </ul>	Practice exam questions every lesson
Aut 2	Hazards <ul style="list-style-type: none"> <li>Managing tectonic hazards</li> <li>High and low pressure and global atmospheric circulation</li> <li>The distribution and causes of weather hazards</li> <li>The causes, impacts and responses to weather hazards</li> </ul>	GCSE MOCKS
Spr 1	Hazards <ul style="list-style-type: none"> <li>Weather hazards in the UK (The Beast from the East 2016)</li> </ul> Urban issues and challenges <ul style="list-style-type: none"> <li>Urbanisation in the UK</li> <li>Opportunities and Challenges in Lagos, Nigeria</li> </ul>	End of unit topic assessment. 50 minutes.
Spr 2	Urban issues and challenges <ul style="list-style-type: none"> <li>Opportunities and Challenges in Liverpool, UK</li> </ul> Resource Management <ul style="list-style-type: none"> <li>Food, water and energy are fundamental to human development.</li> <li>Changing demand for food and resources in the UK creates opportunities and challenges.</li> </ul>	
Sum 1	Resource Management and Issues Evaluation <ul style="list-style-type: none"> <li>Water: Demand and Different Strategies to increase supply.</li> </ul> Fieldwork: <ul style="list-style-type: none"> <li>Data Collection and Data Presentation.</li> <li>Data Analysis, Conclusion and Evaluation</li> <li>Revision and Boosters</li> </ul>	Practice Papers for Paper 1, 2 and 3/GCSE Examinations
Sum 2	<ul style="list-style-type: none"> <li>GCSE Examinations</li> </ul>	

### Home Learning:

- Fortnightly worksheets
- Fortnightly quizzes

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- CGP AQA Geography revision guide (GCSE)