Geography – Aims/Intent – Geography follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study

A high quality geography education should inspire our students to be curious and have a fascination about the world and its people that will remain with them for the rest of their lives. Teaching at Chiltern Hills Academy equips students with the knowledge about diverse places, our community, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Field trips enable students to put this knowledge into practice.

As our students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments, including an understanding of local physical and human geographical characteristics. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Students also leave CHA understanding what it means to be a geographer and the career opportunities open to them.

The aims in Geography are that students will be taught:

1. To develop sequencing towards cumulatively sufficient knowledge and skill via the use of sequenced SOW and linking of geographical topics.
2. To prepare students for the next steps in their future by giving them skills that will be transferable - Geography is a multi-skilled subject.
3. To be inspired to continue their interest in Geography later in life or in further education.
4. To experience alternative environments and have experiences of different career options.
5. To have wider experiences outside of the classroom and to raise their awareness of other cultures.
6. To read and develop specific technical geographic vocabulary.
7. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through Geography:

Personal Development

Geographical meaning – awareness and focus on own 'personal geography', holidays, family worldview, etc.
Global Hazards – analysis of personal risk factors and exposure to extreme weather and tectonics.
Development – awareness of employment structures and opportunities in the UK and comparison countries.
Earth's Systems – awareness of individual contribution to water and carbon cycles and the impact on oneself.
UK in the 21st Century – investigation of British values and the influence of the UK on the rest of the world and vice versa.

Social Development

School Environment Survey – awareness of own impact on the environment others share, development of enquiry thinking skills.
Plate Tectonics – links made between social mobility and the level of risk experienced from tectonic hazards.
Resources – knowledge of own carbon, food, water and waste footprints, and how to reduce.
Urban Issues – awareness of social structures in place in urban areas, hierarchies of access to services.
UK in the 21st Century – awareness of the idea of 'community' and the range of communities to which students belong.
Changing Places – awareness of causes and consequences of social issues of deprivation in the UK and abroad.

Physical Development
Development – awareness of correct, healthy choices needing to be made for countries to achieve food security.
Landscapes – involvement in physical geography fieldwork and data collection.
Urban Issues – involvement in human geography fieldwork and data collection.
NEA – involvement in group and on own physical data collection to support NEA enquiry project.

Spiritual Development
Globalisation – concept of 'stewardship' and a taking a personal responsibility for the planet.
Global Hazards – awareness of lasting impacts of damage, injuries and death as a result of natural hazards.

Cultural Development
China – awareness of different countries, cultures, people and ways of life.
Population and Migration – understanding of the links between levels of development, population, and the cultural development of a country.
Ecosystems – awareness of different cultures / societies' viewpoints on conservation and environmental issues.
Hazardous Earth – raising students' awareness of different approaches to hazard risk and vulnerability.

Moral Development
Rivers and Flooding – awareness of development differences and responses to disasters, development of ethical viewpoint.
Population and Migration – forming personal viewpoint on the positives and negatives of migration and population growth.
Global Hazards – establishing own moral viewpoint on whether and how ACs should help LIDCs.
Development/Globalisation – awareness of the moral questions behind voluntary, tied, multilateral and bilateral aid.
Climate Change – moral obligation for individual, local, national and international action on climate change.
Population issues – investigation into causes of migration, rights of migrants and reasons for asylum.

How students' vocabulary is developed through Geography:
Development, primary, secondary
Exogenous, endogenous, urban, rural, regeneration, infrastructure
Secure, Insecure
Stewardship
Migration, immigrant, emigrant, biome, desertification, deforestation
Hard engineering, soft engineering, bilateral, multilateral, greenhouse effect.

Implementation

Key stage 3:
In Y7 students start their geographical journey discovering what geography is and why it is wonderful. Students go on to investigate a new topic every half term; examples include Violent Earth, Earthquakes and Volcanoes, Amazing Map Skills and Coastlines, all of which are followed by a levelled assessment.

In Y8 the aim is to build on knowledge and skills gained in Y7. The year starts with Looking at Rainforests, where students learn about threats to the natural world. Other topics include Tourism and a case study of China. These topics are always under review and could change. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their knowledge skills and understanding.

AQA Specification

Key stage 4:
In Y9 students start the GCSE course. The main focus being on Physical Geography and Challenges of Natural Hazards and Physical Landscapes in the UK. Students then cover The Living World and Urban Issues and Challenges. The final topic area is The Changing Economic World and The Challenge of Resource Management. There is no requirement for controlled assessment, however, students are expected to carry out fieldwork in two contrasting locations over the course of the three years. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge developing and mastering their skills and understanding.

Key stage 5:
In Y12 students start to study AQA AS Geography. This programme of study builds upon the key concepts and understanding developed at GCSE. Students will investigate topics; Hazards, Coastal Environments or Hot Desert Environments and, finally Changing Places. Students will undertake a fieldwork trip which in the past has taken them to Swanage, focusing on Jurassic coastline and the village of Corfe.

During Year 13 students will investigate Carbon Cycles, Ecosystems Under Stress, Population and Resource Security. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students share self, peer and teacher led feedback on how to improve. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of geography our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' books show they can use a range of materials and mediums. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards global geography. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of geography and their cultural capital have been considerably enhanced.

We want all of our students to achieve their full potential and become well rounded individuals.
Our aim is to ensure lessons fascinate and inspire our young geographers about the world in which they live. Students learn about places, processes and current geographical issues, helping students develop their understanding and form their own views on many contemporary challenges. Lessons take an enquiry approach, encouraging independent learning. We ensure students have the knowledge of what it means to have a career in Geography through the curriculum and outside speakers.

Trips are offered to Iceland to study the volcanic landscapes and experience what is for many a first experience of being away from home for a period of time. This informs students of the landscape in action and they can apply this knowledge for a deeper understanding.
GCSE students have studied in Bognor Regis, Ashridge and Watford in recent years.

CHILTERN HILLS ACADEMY

Create, Aspire and Excel

to 'Live life in all its fullness' (John 10:10)

*This table outlines the key topic areas covered in **Geography** across KS3, KS4 and KS5. They are divided into human/physical/application and skills. The splits do not necessarily indicate terms. They are just an illustration of the order of topics to be studied in each year group.*

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Curriculum map- subject: Geography

AGE-STAGE	TOPICS					
Year 7	Introduction/Map Skills	Crumbling Coasts	Climate Change and Resources	Extreme Environments	Rainforests	Development/Crime
Year 8	Rivers	DME Crime	Hazardous World	Urban Issues/Migration	Population/China	GCSE skills – map skills/graph interpretation/data analysis
GCSE Y9	Hazards		Living World		Resource Management	
GCSE Y10	Urban Issues and Challenges		UK Physical Landscape (Coasts and Rivers)		The Changing Economic World pt1 Development/Nigeria	Fieldwork

GCSE Y11	Changing Economic World pt 2 Nigeria/UK	Fieldwork	DME	Revision/Exams	
A-level Y12	Hazards		Coasts	Changing Places	NEA Fieldwork
A-level Y13	NEA	Water and Carbon	Global Systems and Governance	Contemporary Urban Environments	

	Physical Geography
	Human Geography
	Geographical Applications and Skills