

Geography

Vision statement

Students have powerful knowledge of the human and physical world with core geographical skills that support all to think critically about their place in an ever-changing and diverse world with uncertain futures.

Intent

At Chiltern Hills Academy, our students understand what it is to be a geographer, and the career opportunities open to them. Students are inspired to be curious and have a fascination in finding out about the world and its people. They develop a passion and commitment to the subject 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. Our students have an excellent knowledge of where places are and what they are like. They have a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated. Field trips enable students to put this knowledge into practice and carry out increasingly complex, independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions. Our students have an extensive core of geographical knowledge and vocabulary, and can communicate this, in a variety of ways, routinely.

As students' progress, their growing knowledge about the world will help them to develop a comprehensive understanding of the issues and actions facing a range of places and people, now and in the future.

The aims in Geography are that students will learn:

1. To develop substantive and disciplinary knowledge through cumulative sequencing via planning and linking geographical topics.
2. To experience alternative environments outside of the classroom and to raise their awareness of other cultures. 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 have wider experiences of different career options.
5. To use a range of specific technical geographical vocabulary.
6. All learners (including EAL/SEND and groups) to make strong progress.

Geography follows the KS3 National Curriculum:

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

<p>How cultural capital is enhanced through Geography: Chiltern Hills Academy believes that cultural capital is the accumulation of knowledge, behaviours, and skills that students can draw upon which demonstrates their cultural awareness, knowledge, and competencies. It is one of the key ingredients a student will draw upon to be successful in society, their career, and their world of work.</p> <p>The richness of the geography curriculum allows students to significantly enhance their social assets.</p>	<p>How students' vocabulary is developed through Geography: The vocabulary of Geography</p> <p>Students develop their technical vocabulary as they progress through the course.</p>
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- How all students make strong progress:**
- I do, we do, you do scaffold.
 - Writing frames for graphical oracy
 - Deliberate practice
 - Reading for pleasure
 - Geography in the news
 - Frayer model for teaching Tier 3 vocabulary
 - Student roadmaps
 - Tier 2 and 3 topic glossaries
 - Cross-curricular collaboration to teach and embed knowledge and understanding from other subjects. Common language used for teaching maths/ statistics.
 - RGS Physical geography photography competition
 - RGS Young Geographer of the Year competition
 - RGS Monday lecture series/ Gresham College lecture series
 - KS3 Geographer Club
 - Primary liaison

Implementation

Key stage 3:
In Y7

In Y8 the aim is to build on knowledge and skills gained in Y7.

These topics are always under review and could change. Students are assessed throughout the year, using peer and self-assessment and a set success criterion 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 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 a requirement that students will 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 criterion 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:

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 Flatford Mill, focusing on the east coast, the village of Dedham and the towns of Colchester, Harwich, and Ipswich.

During Year 13 students will investigate Carbon and Water Cycles, Population and the Environment and Global Governance. Students are assessed throughout the year, using peer and self-assessment and a set success criterion 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. This informs students of the landscape in action, and they can apply this knowledge for a deeper understanding.

GCSE students have studied Walton-on-the-Naze, Essex and Stratford, London.






This table outlines the topic areas covered in **Geography** across KS3, KS4 and KS5. They are divided into geographical concepts based on the key elements of substantive and disciplinary knowledge.





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Curriculum map: Geography

Stage Year group	Topic sequencing across the academic year				
Key Stage 3 Year 7	Map skills: What skills does a great geographer need? 	Globalisation and development: Who is benefiting from our increasingly interconnected but unequal world? 	Our fantastic world: Why is the North Pole so different to the tropics? 	Africa and Asia: How are Africa and Asia diverse and dynamic? 	Weather, climate, rivers and flooding: How worried should we be about future extreme weather? 

Key Stage 3 Year 8	Glaciation and climate change**: How has the climate changed in the past and how will it change in the future? 	Coasts and tectonics**: What risks and opportunities does our physical world provide? 	Population, migration, and urban challenges**: Why do some people take daring risks to move a new city? 	Resources, energy use and climate change**: How can we save our planet? 		
	Key Stage 4 Year 9	Hazards		Living World	UK Physical Landscape – Rivers and flooding	
Key Stage 4 Year 10	UK Physical Landscape - Coasts	Urban Issues and Challenges		The Changing Economic World - Development and Nigeria	Fieldwork	
Key Stage 4 Year 11	Changing Economic World - UK	Resource Management	Fieldwork	Issue Evaluation – exam pre-release	Revision/Exams	
Key Stage 5 Year 12	Hazards		Hot Desert Environments		Changing Places	Fieldwork
Key Stage 5 Year 13	NEA	Water and Carbon Cycles	Global Systems and Governance		Population and the Environment	

*All units will have a mid-term progress check quiz

** The content of these units will change in 2024-25 to reflect the content studied by the year group in the previous year.

Geographical concepts map

Why does the world look like it does?

Physical processes

Place, Space and Scale

1

Interdependence

How have humans influenced the world?

Human processes

Place, Space and Scale

2

Interdependence

What is happening in the world?

Human and physical processes

Interdependence

3

Cultural awareness and diversity

What is right or wrong?

Environmental impact

Sustainable development

4

What is my role in creating the future?

Sustainable development

5

Substantive knowledge

Locational knowledge

For example: name and locate locations; positioning systems

Place knowledge

The connection of location and physical and/or human geography processes with personal experience

Environmental, physical and human geography

For example: migration; glaciation; climate change

Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge
Insight into the ways geography experts think

RATIONALE

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Diversity in Geography

“As a subject at the forefront of representing a richly diverse world, geography should have a fundamental grounding in diversity. The power of diversity in geography serves to tackle stereotypes, dismantle dominant narratives, improve representation of places and people, and empower students from all backgrounds through developing a multifaceted view of the world and their place within it.”

‘The cultural development of students is shown by their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.’

How do we support SEND students in Geography?

Modelling – demonstrating experiments to enhance experiences, provide handouts and show videos to demonstrate the various disciplines in science. Videos of the natural world to enhance experience.

Scaffolding – Students will be provided with more steps and demonstrations to ensure they fully understand what they have been asked to do. Some may have written prompts so that they can remember key instructions or facts, adaption will be made for all students so that we are being inclusive

Groupings- Students work best when they are in groups, collaboration works best when students can develop their individual skills within a group

Adaptive teaching – Tasks in lessons can be overwhelming, break these up into chunks for all students – individual demonstrations can support students with physical disabilities.

Literacy- provide students with examples of writing and writing frames, prompt word banks with meanings can be on each table or the teacher board. Differentiated success criteria for each lesson. Visual stimulation with key words to support memory and re-call.