

Geography

Vision statement

The Geography Department aims to inspire students to explore the world with curiosity, creativity and confidence. Through the study of people, places and environments at local, national and global scales, students develop a deep understanding of the world around them and the challenges facing society today. We strive to develop informed, responsible and engaged global citizens who appreciate the diversity of people and places and understand the importance of sustainability in shaping the future. Through Geography, students are empowered to CREATE, ASPIRE and EXCEL both within school and beyond.

Intent

The geography curriculum at Chiltern Hills Academy is designed to develop students' understanding of the world and their place within it. Through the study of physical and human geography, students explore the relationships between people, places and environments, gaining the knowledge and skills needed to make sense of an increasingly interconnected and rapidly changing world.

Our curriculum provides students with opportunities to investigate a wide range of contemporary issues, encouraging them to think critically, ask meaningful questions and evaluate different perspectives. Students develop a secure understanding of geographical processes and concepts while building their ability to analyse data, interpret evidence and communicate informed conclusions using appropriate geographical terminology.

The curriculum is carefully sequenced to ensure that knowledge and skills are developed progressively from Key Stage 3 through to Key Stage 5. Students begin by developing fundamental geographical skills and concepts before applying these to increasingly complex human and physical geography topics.

Throughout their geographical journey, students revisit and deepen their understanding of key concepts, enabling them to make meaningful connections between different aspects of the subject.

Geography at Chiltern Hills Academy also aims to broaden students' cultural awareness and understanding of diverse communities, environments and global challenges. Through classroom learning, fieldwork and enrichment opportunities, students develop the confidence, independence and resilience required for further study, future employment and active participation in society. Ultimately, the curriculum seeks to inspire a lifelong curiosity about the world while empowering students to become informed, responsible and engaged global citizens.

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-ofstudy

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. The richness of the geography curriculum allows students to significantly enhance their social assets.	How students' vocabulary is developed through Geography: The vocabulary of Geography Students develop their technical vocabulary as they progress through the course.
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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

What Students Learn in Year 7

Year 7 provides students with the foundations of geographical knowledge and skills. Students begin by developing key map skills and geographical enquiry techniques, learning how to use maps, atlases, scale, direction and grid references to investigate the world around them.

Students then explore weather and climate, examining the factors that influence weather patterns and how climate varies across different regions. Through the study of globalisation, students investigate how people, places and economies are increasingly interconnected and how these connections affect everyday life.

Students also study UK landscapes and processes, developing an understanding of the physical processes that shape the British landscape. The Hot Desert unit explores the characteristics, opportunities and challenges of desert environments and how people adapt to living in extreme conditions. Finally, students also study the geography of Africa, examining the continent's diverse landscapes, cultures, economies and development challenges.

Throughout the year, students develop their map skills, data interpretation, geographical vocabulary, decision-making and written communication skills.

What Students Learn in Year 8

Year 8 builds upon the knowledge and skills developed in Year 7 while introducing students to more complex physical and human geography topics.

Students begin by studying rivers, learning about river processes, landforms, flooding and management strategies. They then explore population geography, investigating population growth, distribution, migration and the opportunities and challenges associated with changing populations.

The tectonics unit introduces students to plate tectonic theory, earthquakes and volcanoes, helping them understand how physical processes create natural hazards and how people respond to them. Students also study the geography of Africa, examining the continent's diverse landscapes, cultures, economies and development challenges.

The tropical rainforest unit explores one of the world's most important ecosystems, focusing on biodiversity, deforestation and sustainable management. Throughout the year, students continue to strengthen their geographical enquiry skills through the interpretation of maps, graphs and data, preparing them for the analytical demands of GCSE Geography.

Curriculum content is reviewed regularly to ensure it remains relevant, engaging and responsive to the needs of students. As a result, topics may be updated or adapted over time.

Students are assessed throughout the academic year through a range of formative and summative assessment opportunities, including self-assessment, peer assessment and teacher assessment. Success criteria are shared with students to help them understand expectations and identify areas for improvement.

Teachers follow carefully planned long-term curriculum maps to ensure learning is sequenced effectively, enabling students to build upon prior knowledge and progressively develop their geographical skills, understanding and confidence over time.

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:

The Key Stage 5 programme of study builds upon the knowledge, skills and geographical understanding developed at GCSE. The order of units may vary each year to reflect where classes finished in the previous academic year.

Year 12 students will study Hazards and Coasts, followed by Water and Carbon Cycles and Changing Places. Students will also undertake fieldwork to develop the practical geographical skills required for their Non-Examined Assessment (NEA).

Year 13 students will continue with Coasts and their NEA, alongside Changing Places, before studying Hazards. The remainder of the year will focus on revision and preparation for the A-Level examinations.

Throughout Years 12 and 13, students are assessed regularly through a range of activities, including exam-style questions, peer and self-assessment and teacher feedback. Success criteria are shared with students to support their understanding of A-Level expectations and help them make continued progress.

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.

GCSE students have studied Chesham, 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.

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.

Curriculum map: Geography (2026-2027)

AGE-STAGE	TOPICS					
Year 7	Intro/Map Skills	Weather and Climate	Globalisation and Sustainability	Uk Landscape and Processes	Hot Desert	Asia
Year 8	Rivers	Tectonics	Population	Tropical Rainforest	The Geography of Africa	Climate Change

GCSE Y 9	Natural Hazards and Tectonic Hazards	Weather Hazards and Climate Change	The Living World- Ecosystem and Tropical Rainforest	Tropical Rainforest and Hot Desert	UK Physical Landscapes: Coast	UK Physical Landscapes: Coast
GCSE Y 10	UK Physical Landscapes: Rivers/ Urban Issues and Challenges	Urban Issues and Challenges: Rio and London	Changing Economic World	Changing Economic World: Nigeria Case study	Changing Economic World: Economic Futures in Uk	Geographical Skills/Fieldwork
GCSE Y11	Changing Economic World	Changing Economic World/Resources Management	Resource Management	Decision Making Exercise/Final Fieldwork	GCSE Revision	GCSE Examination
A-level Y12	Hazards and Coast		Water & Carbon		Changing Places	NEA Fieldwork
A-level Y13	Coast/NEA/ Changing Places		Hazards		Revision/A-Level Examination	

*Key geographical skills will be delivered within each topic, rather than as a separate unit. Each topic outline will provide a basic indication of the skills that can be practiced; however, these are not exhaustive lists.

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

****The order of units/topics for Key Stages 4 and 5 changes each year to reflect where each class finished in the previous academic year.**

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.