



**KING JAMES'S
SCHOOL**
KNARESBOROUGH

CURRICULUM OVERVIEW

GEOGRAPHY

2021/22

At KJS we want our students to 'think like a geographer' which means that they have a sense of awe and wonder about the world in which they live. We want students to be passionate about the physical and human world and develop a sense of responsibility for the place in which they live from the local to the global scale. Students will become better geographers through making connections between topics, understanding the importance of place and developing key skills and knowledge to progress onto further study of the subject and in their careers.

We have a carefully planned sequence of topics and knowledge which allows students to develop into confident geographers. At Key Stage 3 students will expand on the knowledge they have learnt at primary school and study an exciting and varied curriculum which prepares students for GCSE geography. At KJS we want our geographers to be critical thinkers and therefore aim to provide them with the means to question and debate knowledge taught. We develop their analytical skills and direct students towards current research and new technologies such as digimaps to deepen their understanding of topics. Fieldwork is an important part of our curriculum which starts with local scale trips to Knaresborough so that students understand their sense of place and belonging to a community. Students then take part in numerous trips to places such as Arncliffe in the Yorkshire Dales, Scarborough and the Holderness coast. At GCSE and A Level, students have the opportunity to go to Iceland to deepen their knowledge and understanding of plate tectonics.

In **Year 7** students start their geographical journey studying rainforests. We know that many of them have studied biomes, climates and developed their locational knowledge of South America at Key Stage 2. We build on this knowledge and aim to inspire our students to start to think of some of the key issues facing our planet today through the study of rainforests. In this first topic students are introduced to issues such as biodiversity, climate change and sustainability which are all topics that underpin much of the study of environmental geography. Students develop their local area knowledge through fieldwork to Knaresborough and build on their locational knowledge through the study of map skills. They then study coasts and settlement which are both key physical and human topics and start to build the foundation for further study in these areas across the key stages so they can make connections between knowledge learnt. We also choose to study Russia because it makes links back to climate and biomes so that students cement their understanding of these issues. It is also an introduction to Population through the analysis of population distribution across the country.

In **Year 8** students start the course studying Population which makes links back to their unit on Russia. They also are introduced to the Middle East through their study of migration. It is important that students understand about global commons and so they learn about Antarctica. Pupils once again think about climate and animal adaptation making links back to their rainforest unit of work. They also think about the exploitation of resources and complete a decision- making exercise to develop students' sense of responsibility beyond their local area. As part of our study of cold environments we also introduce our students to the processes and landforms associated with glaciation. We then study China as a global superpower and start to investigate geopolitics. At the end of Year 8 students continue to study physical landscapes through the study of rivers and flooding through the study of Boscastle. Developing in depth case study knowledge is key to investigating geographical issues so this allows students to deepen their knowledge of places and develops case study research skills in preparation for Year 9.

By **Year 9** we consolidate learning on environmental issues and resource use by drawing on previous topics and investigating new ones such as dirty fashion, oil spills and e-waste. Students then learn about tectonic hazards with a focus on volcanoes. This means that when we choose to study earthquakes at GCSE, students have learnt about more than one hazard required for further study at A Level and beyond. A return to human geography through the study of development and urbanisation focusses on issues such as sustainable development and fair trade. We focus on Africa in this unit to ensure they have built strong locational knowledge of all continents in their study of geography across the key stages. These challenging concepts are then developed further into Key Stage 4 and 5. Finally students learn about weather and climate and this then leads as a bridging unit at the end of Year 9 by studying extreme weather in the UK and climate change. These final units allow students to develop into better citizens with a deeper understanding of the world in which we live and so develop their sense of place and moral purpose. This will allow them to develop their global responsibility for issues such as climate change and the role they play in the future of our planet.

Beyond this, the department follow the AQA Geography specification for both GCSE and A Level as it reflects our passion for the subject and the interrelations between the human and physical world. At GCSE students study the challenge of natural hazards, the living world and UK physical landscapes for their physical geography unit. They then go onto to study urban issues and challenges, the challenge of resource management and the changing economic world for the human geography unit. They all complete two fieldwork data collection exercises and an issue evaluation which is linked to the specification. At A Level students, continue to study both physical and human exam papers covering natural hazards, coastal systems, changing places in Year 12, and contemporary urban environments, water and carbon cycles and global governance and systems in Year 13. As part of their course, students undertake four days of fieldwork and complete a geographical fieldwork investigation of their choice. We are proud of the paths that many of our students have chosen to take in the field of geography after they leave school, and many of our students go on to study geography related courses at prestigious universities.

We challenge our students by developing their geographical vocabulary, asking students to question and debate. We have high expectations of all our students and use a wide range of reviewing techniques to embed and deepen geographical knowledge. Students engage in a wide range of focussed research tasks and are expected to extend their thinking by using this additional knowledge in their work. Improving work is key to success and all students are required to 'purple pen' their work following feedback from teachers and other learners.