

Geography curriculum vision

The Geography curriculum has been designed to contribute to students becoming the 'St Benet Biscop' Geographer. Our essential outcome for our students is to be able to apply knowledge and conceptual understanding to new settings: that is, to 'think geographically' about the changing world. Allowing them to understand the key concepts and themes underpinning Geographical understanding. The curriculum, ultimately has been designed so Geographers here are ready for the next stage of education after school or employment, ensuring they have the knowledge, skills and flexibility to perform well.

Therefore the rationale for our curriculum is not solely exam based but about developing our students to be able to engage and understand the discipline to their best ability.

The Geography curriculum is designed for all of our students, regardless of background, aiming to develop a rich cultural capital amongst our Geography students. Allowing our students to achieve the following characteristics as learners:

To **challenge** students to question their own role in our local community and in a global setting.

To **inspire** our Geographers, to allow them to nourish their curiosity.

To **deepen understanding**: many contemporary challenges – climate change, water security, energy choices – cannot be understood without a Geographical perspective.

To be able to **make informed decisions**, as knowledgeable students, promoting our St Benet Biscops positively in the local, regional and international community and having empathy and understanding for others.

To be **skillful** and therefore employable. Developing opportunities to engage in a wide variety of cartographical, graphical, numerical, statistical skills embedded throughout key points in our curriculum.

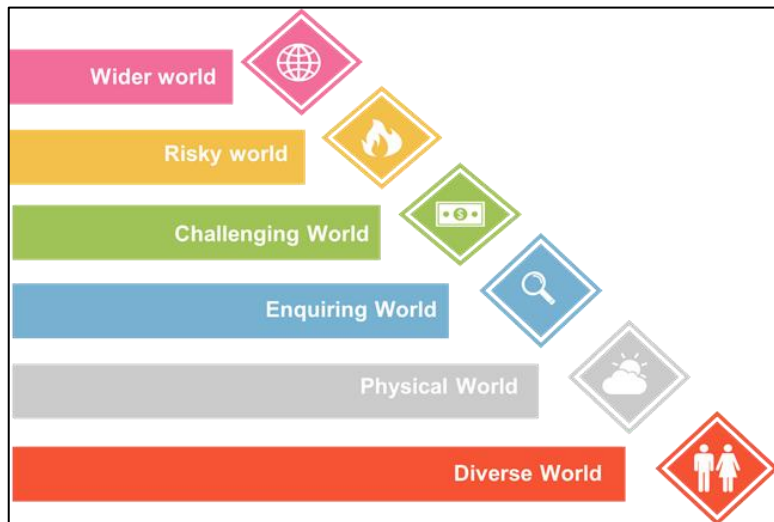
To be able to conduct Geographical **enquiry** and fieldwork. These are vital to progression as a Geographer and are clearly highlighted in our curriculum. After all there is no substitute for real world learning.

What will the Geography Curriculum 'look like'?

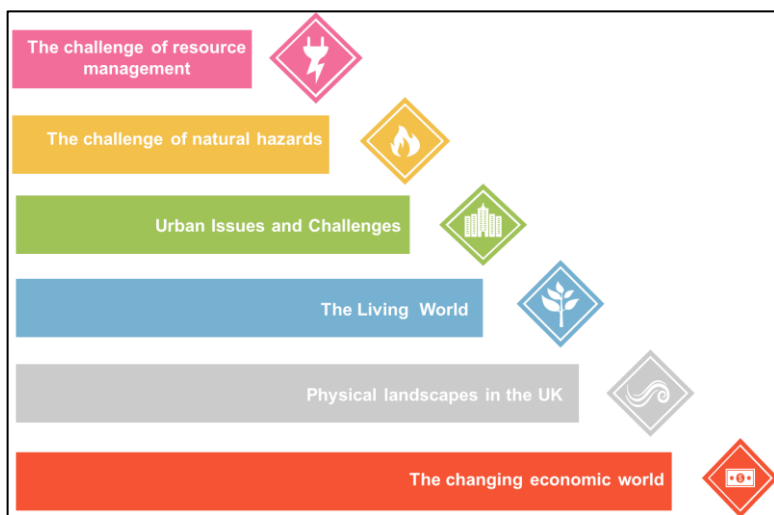
- The STBB provision focuses on 5 key elements that provide the building blocks for Geographical success : These are a **Contextual world knowledge**, **Geographical understanding**, **Geographical skills and enquiry**, **Geographical vocabulary** and the **St Benet Biscop Geographer**

Contextual World Knowledge	Geographical understanding	Geographical skills and enquiry	Geographical vocabulary	The St Benet Biscop Geographer
Detailed knowledge of places at a local, regional, national + global scale, including physical and human features and places in the news.	Detailed understanding of geographical locations; characteristics, similarities, differences and reasons for changes. Detailed evidence of understanding of spatial patterns in physical and human geography and the influences on such patterns which can lead to change. Detailed understanding of links between places, people and environments.	Demonstrates detailed understanding of how to conduct an enquiry using geographical questions, skills and sources of information. Structures and discusses opinions with specific detail, whilst acknowledging reasons for differing points of view.	Consistent accuracy of spelling, punctuation and grammar. Using a wide range of geographical words appropriately.	Celebrates the uniqueness of each individual. Respects the environments we share. Promotes our school positively in the local, regional and international community. Have empathy and understanding for others.

KS3 Geography



GCSE Geography



A thematic approach

Our 6 themes will be taught throughout the key stages with KS3 providing the foundations for success at KS4, KS5 and further education or employment. We have chosen these themes to help knit the core themes of Geography together through a common language for learning for our pupils. This thematic approach provides a interconnected way of thinking about the world as pupils progress through the key stages.

The common themes and language allow pupils to make their own connections and build upon what they have previously learnt and ask questions moving forward. At KS3 our recurring themes each year are:

Wider world: Focuses on scales from local to global, the issues found at these varying scales and their understanding of the differences and similarities of such issues.

Risky World: Focuses on a natural world and its risky nature, as pupils complete this world they will not only learn different types of hazards but how humans can mitigate and adapt to the risk of them.

Challenging World: Focuses on challenges found in rural and urban areas which are then built upon through a depth study of Brazil.

Enquiring World: Pupils are introduced to the Geographical enquiry process in yr7 and will investigate key concepts in each year, developing their Geographical skills and undertaking fieldwork. Each enquiry will build upon previous skills and develop more advanced practice.

Physical World: A theme for the purist geographers! Looking how natural processes shape and form our beautiful landscapes, and how humans interact with these.

Diverse World: The aim of this unit is to celebrate the diverse nature of our world by studying 3 very different but also similar locations from around the world, India, China and USA.

GCSE Geography

The KS4 provision focuses on AQA Geography GCSE syllabus. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. All of our pupils having studied the KS3 curriculum will already have a foundation of these concepts of which to build upon through the GCSE Course.

The subject content is split into four units:

3.1 Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

3.2 Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

3.3. Geographical applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Geography at St Benet Biscop



YEAR 11

Revision

Paper 3 Issue evaluation: pre release material

The challenge of resource management: an overview of food, water and energy use in the UK

The challenge of resource management: food water and energy are fundamental to human development

The challenge of resource management: global water security issues and strategies to address this in China (STNWTP) and Hitosa, Ethiopia.

Physical landscapes in the UK: Coastal landscapes in the UK

Physical landscapes in the UK: River landscapes in the UK

The living world: The Sahel, an area on the fringe of hot deserts at risk from desertification

The living world: Hot Desert characteristics

The living world: Ecosystems exist at a range of scales + involve the interaction of biotic and abiotic components

The living world: Tropical rainforests, characteristics, deforestation and management in the Amazon

The living world: The Western desert, USA and its opportunities and challenges

Physical landscapes in the UK: The UK has a range of diverse landscapes

YEAR 10

Fieldwork Enquiry: How effective is coastal management along the Blyth coast?

The challenge of natural hazards: Weather hazards

The challenge of natural hazards: How do hazards pose major risk to people and property?

The challenge of natural hazards: Climate change

The challenge of natural hazards: Tectonic hazards

The challenge of natural hazards: How do hazards pose major risk to people and property?

The changing economic world: Global variations in economic development and quality of life

The changing economic world: Nigeria and its rapid economic development resulting in significant social, environmental and cultural change

The changing economic world: Major changes in the Economy of the UK and how they have affected and continue to affect employment patterns and regional growth

Urban issues and challenges: Urban growth creates opportunities and challenges in Lagos.

Urban issues and challenges: The growth of % of worlds population living in urban areas

Urban issues and challenges: Urban change in Newcastle upon Tyne, leads to a variety of social, economic and environmental opportunities and challenges.

Urban issues and challenges: Sustainable Development Goals

YEAR 9

Fieldwork Enquiry: Housing quality is lower within Inner city Newcastle (Benwell) compared to the Rural-Urban fringe (Newcastle Great park)

The changing economic world: Strategies to reduce the global development gap including tourism in Kenya

Challenging World: What challenges does Brazil face in its development?

Diverse World: America- the land of the free?

Wider World: Global issues requiring global solutions.

Enquiring World: How do weathering processes impact on Westlea?

Physical World: How do rivers shape our environments?

Risky World: Are coastal areas becoming more at risk?

Enquiring World: Does St Benet Biscop have a microclimate?

Wider World: How does the Middle Eastern region influence us?

Risky World: How do extreme weather events impact communities?

Physical World: What are Glaciers and why are they important?

YEAR 8

Physical World: African Deserts- a growing problem?

Challenging World: what challenges are faced in rural communities?

Diverse World: How is China an emerging superpower?

Risky World: How do we manage Tectonic risk?

Challenging World: what challenges are faced in Urban communities?

Wider World: Bedlington; Our local Geography.

YEAR 7

Enquiring World: St Benet Biscop- A sense of place?

Diverse World: How does India's Geography compare to ours?

