

Geography

Overview of the Curriculum

Key Stage 3 (Years 7, 8 & 9)

Our aim is to inspire a sense of shared responsibility for the planet and foster a love of learning as students learn about the world around us. The Geography curriculum at Parmiter's School is designed to inspire the future global citizens with a sense of awe and wonder of the natural world. We investigate the many interrelationships between the Human, Physical and Environmental strands of the subject, including cultural literacy and promoting sensitivity, empathy and tolerance towards all others, so our students can be the role models for the next generation. This will include promoting ideas around sustainability and nurturing a deep care for the environment. Furthermore, geographical issues are always featured in current affairs, making it a highly relevant and engaging subject.

The fundamental foundations of knowledge and skills for GCSE and A Level Geography are built in Key Stage 3. We are aware that, at Parmiter's School, each successive Year 7 cohort comes from a vast range of primary schools which have experienced different topics taught in Geography. We aim to address these gaps in knowledge to level the playing field and enhance their knowledge and skills further. The current Geography National Curriculum is too rigid and does not suit our school's setting and potentially does not challenge our most able students.

Therefore, our curriculum has been designed to address this by developing a flexible curriculum which shows a logical progression across three years. Each year will be underpinned with common themes such as physical landscapes, interaction between physical world and human world, leading onto Human World Issues which is then reinforced by geographical skills and related issues. Each year will focus around a different part of the world to add breadth and depth to their locational understanding and sense of place. For each of these themes (topics) there will be an end of topic assessment for each year group.

Throughout each year, core skills and concepts will be introduced and then reinforced in subsequent topics in each subsequent year. The structure of the curriculum is a blend between the cumulative style (knowledge builds on and expands on previous learning) and the spiral style (revisits previous learning and adds knowledge that is age or stage appropriate). Throughout each scheme of work, each assessment objective (AO1: Knowledge of locations, places, processes, environments and different scales. AO2: Understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings) is continually developed and revisited throughout each year in Key Stage 3, with increasing levels of complexity and depth.

Geography GCSE - Key Stage 4 (Years 10 & 11)

At GCSE, we follow the Edexcel exam board, delivering the Specification A course. Edexcel provides a clear and coherent structured assessment through three externally examined papers. Specification A offered a range of topics which would challenge and best suit the needs of our students at Parmiter's School. The depth of knowledge expected for each topic enables our students to gain the confidence to develop a sense of curiosity, to then question and develop critical thinking skills; explore and discover solutions to problems on a variety of spatial scales (local, regional, national and global) and build resilience to respond to our rapidly changing world around us. Edexcel examination papers are clear and logical for all students to access and mark schemes are easy to interpret to ensure consistency in delivery of examination technique.

This exam board provided optional topics which we could choose based on our teacher's specialisms and also provided maximum fieldwork opportunities. For component one, we chose Coastal Landscapes and River Landscapes and not Glaciated Landscapes. This is because the latter provided limited fieldwork opportunities. The former topic is more accessible for all students and is more relatable for students to understand. We have carefully sequenced the topics to give a balanced approach to Geography (combination of physical and human topics) so all students can form links between the combination of topics and become a well-rounded geographer.

For component two, we chose Water Resource Management and not Energy Resource Management. This is because the latter is taught in depth at Key Stage 5 and has more links across the A Level Edexcel course. The former topic is more accessible for all students and is more relatable for students to understand and reinforces more concepts previously taught. We have also sequenced the topics in an order that ensures all students have the key knowledge for the fieldwork opportunities, as well as placed topics in an order to allow for key concepts to be revisited and reinforced. Furthermore, it is clear that Edexcel have planned their GCSE and A Level specifications to knit together and offer a sensible seamless progression from GCSE to A Level.

Geography A Level - Key Stage 5 (Years 12 & 13)

At A Level, we have chosen the Edexcel exam board. It is clear that Edexcel have planned their GCSE and A Level specifications to knit together and there is a sensible seamless progression between these qualifications. The course offers a suitable level of challenge for our students and using the same exam board ensures there are no gaps in knowledge in the transition from GCSE to A Level. This therefore ensures our students are well equipped and provided the best opportunity to apply for further academic study at university and beyond. Edexcel examination papers are clear and logical for all students to access and mark schemes are easy to interpret to ensure consistency in delivery of examination technique.

This exam board also provided optional topics which we could choose based on our teacher's specialisms and also provided maximum fieldwork opportunities. For paper two we chose Health, Human Rights and Intervention (not Migration, Identity and Sovereignty) and for paper one we chose Coastal Landscapes and Change (not Glaciated Landscapes). This is because the latter provided limited fieldwork opportunities and the former is both more accessible for all students, is more relatable for students to understand and builds on prior learning from GCSE.

For paper two, we chose Regenerating Places (not Diverse Places). This is again because we felt it was more accessible for all students and more relatable for students to understand, as well as presenting more fieldwork opportunities. We have carefully sequenced the topics to give a balanced approach to Geography (combination of physical and human topics) so all students can form links between the combination of topics and become a well-rounded geographer. We have also sequenced the topics in order to ensure all students have the key knowledge for the fieldwork opportunities.

SMSC in Geography

Spiritual development in Geography encourages pupils to reflect on the awe and wonder of the natural world. Through the study of landscapes, ecosystems, and physical processes, pupils develop a sense of connection with the planet and appreciation for its beauty, complexity, and fragility. Pupils are prompted to consider their own place in the world and their responsibility towards the environment. Topics such as sustainability, climate change, and natural hazards provide opportunities for pupils to explore deeper questions about human impact, ethical responsibility, and global stewardship.

Moral development in Geography is supported through the exploration of issues relating to human rights, environmental ethics, and social justice. Pupils investigate topics such as deforestation, pollution, urbanisation, and global inequality, prompting discussion on the consequences of human decisions and actions. They are encouraged to evaluate different perspectives and make informed judgements about contentious issues, such as resource management, climate change, and population control. This helps pupils to develop a moral compass and a sense of responsibility towards people and places.

Social development is promoted as pupils work collaboratively on geographical enquiries, fieldwork, and group research tasks. Through these activities, they build teamwork, communication, and critical thinking skills. Geography enables pupils to examine the structure of societies and the relationships between people, places, and environments. By investigating different lifestyles, economies, and urban or rural challenges, pupils gain insight into the social organisation of communities both locally and globally, and reflect on how people interact and depend on one another.

Cultural development in Geography is fostered through the study of different countries, cultures, and traditions. Pupils explore how culture influences land use, urban development, population trends, and environmental attitudes. They examine global interdependence and are encouraged to appreciate diversity in ways of life across the world. Pupils also consider how globalisation and migration shape cultural identity and contribute to the dynamic nature of modern societies. This promotes tolerance, respect, and a broader understanding of the global community.

Examples of Spiritual, Moral, Social and Cultural development in Geography include:

- Reflecting on the power and beauty of natural phenomena such as volcanoes, earthquakes, tsunamis and tropical storms.
- Debating ethical issues such as fair trade, environmental sustainability, and the exploitation of natural resources.
- Encouraging empathy and spiritual reflection on vulnerability and resilience to natural hazards.
- Working together on fieldwork investigations and geographical projects, teamwork, developing cooperation and mutual respect.
- Learning about different cultural landscapes, traditions, and ways of life around the world.
- Studying water and carbon cycles we debate the sacredness of rivers in different cultures (e.g., the Ganges) and environmental stewardship which encourages exploration of spiritual values of nature and cultural beliefs.
- Studying climate change students analyse causes and consequences of climate change; debate responsibilities of HICs vs. LICs which develops awareness of environmental ethics and justice.

- Examining resource management students discover water scarcity: should water be privatised? Ethical sourcing of resources which encourages moral debate on rights, access, and sustainable use of resources.
- Exploring the effects of migration, tourism, and globalisation on cultural identity and community cohesion.
- Considering the social and economic impact of urbanisation, and how planning decisions affect quality of life.
- Understanding differences in inequalities and human rights
- Students learning about globalisation it is discussed the moral impacts of fast fashion on workers and the environment which promotes critical thinking about ethical consumerism and global responsibility
- Urban fieldwork in local town/city, looking at regeneration and social inequality encourages collaboration, community awareness, and active citizenship.
- Group project exploring push/pull factors and the experiences of refugees and migrants builds empathy, teamwork, and understanding of diverse social contexts.
- Evaluating the success of regeneration projects in urban areas and their impact on communities highlights to students how society is structured and how changes affect social cohesion.
- Explore the diversity of landscapes, cultures, economies in African and Asian countries helps to break down stereotypes and promotes appreciation of cultural diversity.
- Compare development paths of countries such as India and China; include cultural, historical, and economic contexts to enlighten a global outlook and cultural awareness.
- Study global institutions (e.g. UN, IMF) and their impact on cultural identities deepens understanding of international cooperation and cultural interactions.
- Field trips and residentials allow opportunities for social development through teamwork, and spiritual awareness through interaction with natural environments.

Overview of schemes of work at each key stage

Key stage 3	Key stage 4	Key stage 5
<p>In Key Stage 3, students will continuously develop their geographical skills, concepts and processes, taught through a variety of topics.</p> <p>Geographical skills include:</p> <ul style="list-style-type: none"> ● GIS skills ● ICT skills ● Cartographic skills ● Graphical skills ● Presentation skills ● Numerical skills ● Statistical Analysis skills ● Literacy skills ● Fieldwork skills <p>Geographical Concepts and processes:</p> <ul style="list-style-type: none"> ● Causality ● Globalisation ● Interdependence ● Geopolitics ● Development ● Identity ● Inequality ● Changing Landscapes through physical and human processes ● Climate Change ● Sustainability 	<p>In Key Stage 4, students will continuously develop their geographical skills, concepts and processes, taught through a variety of topics. Each component is taught with increasing complexity.</p> <p>Geographical skills include:</p> <ul style="list-style-type: none"> ● GIS skills ● ICT skills ● Cartographic skills ● Graphical skills ● Presentation skills ● Numerical skills ● Statistical Analysis skills ● Literacy skills ● Fieldwork skills <p>Geographical Concepts and processes:</p> <ul style="list-style-type: none"> ● Causality ● Globalisation ● Interdependence ● Geopolitics ● Development ● Identity ● Inequality ● Changing Landscapes through 	<p>Throughout the course in each year, there will be a focus on the Assessment Objectives:</p> <ul style="list-style-type: none"> ● AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales ● AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues ● AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> ➤ investigate geographical questions and issues ➤ interpret, analyse and evaluate data and evidence ➤ construct arguments and draw conclusions

- Global Citizenship
- Exploration of places
- Spatial scales
- Temporal scales

The topic is matched to the core themes which run in the same order each year. These themes are:

Theme 1 - Physical Landscapes
 Theme 2 - Human world interacting with the physical world
 Theme 3 - Human Issues
 Theme 4 - Geographical skills and issues

Each year has a place theme that is used as the basis for case studies and to apply theories learnt to real places:

Year 7 - Africa & Asia
 Year 8 - Oceania, South America and Antarctica
 Year 9 - Asia, North America and Europe

Year 7: *We have introduced an additional topic (Introduction to Geography) to baseline assess students and also to introduce the basics for the rest of KS3.*

- Introduction Topic - Geography Toolkit
- Topic 2 - Tectonics

physical and human processes

- Climate Change
- Sustainability
- Global Citizenship
- Exploration of places
- Spatial scales
- Temporal scales

Year 10:

- Topic 1 - Weather hazards and climate change
- Topic 2 - Weather hazards and climate change
- Topic 3 - UK Changing Landscapes
- Topic 4 - Resource Management
- Topic 5 - Water Resource Management

Year 11:

- Topic 1 - Coastal Landscapes and processes (taught here to prepare for fieldwork trip)
- Topic 2 - Fieldwork and Investigations based on the Fieldwork trip to Dorset (Swanage & Chesil Beach)
- Topic 3 - Global Development
- Topic 4 - River Landscapes and processes
- Topic 5 - UK Challenges

Year 12:

- Globalisation
- Tectonics
- Regenerating Places
- The Water Cycle and Water Insecurity

Year 13:

- Superpowers
- The Carbon Cycle and Energy Security
- Health, Human Rights and Intervention
- Coastal Landscapes and Change

- Topic 3 - Weather, Climate and Climate Change
- Topic 4 - Development
- Topic 5 - Map Skills

Year 8:

- Topic 1 - Biomes and Biodiversity
- Topic 2 - Globalisation
- Topic 3 - Resources
- Topic 4 - Rivers and Coasts

Year 9:

- Topic 1 - Climate Change
- Topic 2 - Impossible Places
- Topic 3 - Population
- Topic 4 - GEP (Geography Extended Project)