

Rationale:

Our vision is for Geography to be relevant, engaging and topical. It takes inspiration from the Cardinal Wiseman's **compass for life**. The curriculum is designed to prepare our students for success at each stage of their key assessment checkpoints. In addition, the department considers that we live in challenging times and that the struggle for *economic development* should be finely balanced to minimise the impact upon our *global environment*. As a core subject within the realms of *Social Sciences*, we recognise that we live in a rapidly changing, information-rich society where students are bombarded by information in a wide variety of formats, often offered from widely differing perspectives. It is important that our curriculum offers all students the opportunity to gauge provenance, to interpret information and to practice the application of their understanding in various settings. Through our assessment framework, we equip students to be conversant in a broad range of skills that will sustain them in their own journey of personal learning.

As stated, the curriculum seeks to help students understand their setting within a variety of contexts, engendering a wider curiosity and interest in natural processes and places of interest that students may have lived in, visited or heard of. We also want our students to be able to experience and **respect** the diversity of all other cultures, traditions and attitudes they encounter as well as broadening their **knowledge** of globally significant features and recent events, both physical and human. We want them to pay close attention to the skills required to research effectively, to obtain robust primary and secondary data, and to question its reliability. From our own thorough planning and with links to cross-curricular studies, students will be well supported to understand information such as complex diagrams, detailed infographics, topic-specific graphs and specialist maps with embedded GIS. From our recent experiences of virtual teaching and learning, alongside school based lessons, we will offer links for students to access other excellent resources. These may be freely available to them online (e.g. Exam Board specimen papers (AQA), The Oak Academy lessons) and expertly written resources such as Seneca Learning, RGS-IBG and GA materials.

We will support students to face global uncertainty with courage and to foster a level of **resilience**, encouraging them to achieve their own **ambitions** with the ability to choose their individual pathways to personal success.

Subject: Geography

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Year 7	The UK + Map skills Climate	Brazil	Rivers (Fieldwork) Tourism
Year 8	Glaciation Development	Coasts Water as a resource	Populations Climate change and oceans
Year 9	The Philippines: Climate change, Typhoons and Rainforests.	The UAE: Hot deserts, water management	The UK: Changing UK economy, Deciduous woodlands
Year 10	Urban Issues and challenges - Bristol (Fieldwork) Urban Issues and challenges - Rio Sustainable urban living	Tectonic hazards + extreme weather Ecosystems	Changing economic world A case study of an NEE Coasts and Urban Spaces - Fieldwork
Year 11 GCSE final yr.	Challenge of resource management Physical landscapes of the UK Coasts	Physical landscapes of the UK Rivers Paper 3 preparation	Revision
Year 12 A-Level Yr. 1	Water and Carbon cycles (10 weeks) Coasts (5 weeks)	Coasts (5 weeks) Changing places (6 weeks)	Changing places (4 weeks) Global governance (10 weeks)
Year 13 A-Level Yr. 2	Contemporary Urban Environments (10 weeks) Ecosystems (4 weeks)	Ecosystems (6 weeks) Coursework (6 weeks)	Revision