

HOLLAND PARK SCHOOL 2022 to 2023

SUBJECT CURRICULUM | GEOGRAPHY

SUBJECT LEADER

MS JENNIFER CROWDEN (jennifer.crowden@hollandparkschool.co.uk)

CURRICULUM INTENT STATEMENT

At Holland Park School, we want students to be in receipt of a geography curriculum that enables them to access relevant topics and contemporary issues. To do this, we plan a knowledge-rich course focused on cultivating in students a sense of place. Do prioritising core knowledge we enable students to have the capacity to think about the changing world around them by understanding the complex nature of human and physical interactions. We aim to help cultivate critically reflective, skilful global citizens.

KS3 CURRICULUM OVERVIEW

The aim of our KS3 geography curriculum is for students to receive an engaging curriculum that creates a sense curiosity and fascination about the world around them both near and far. We want students to build on knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's complex key physical and human processes that creates critical, skilful and global citizens.

By the end of KS3 students should be able to make connections in their learning and use their knowledge with increasing fluency in different and more complex situations as well as use the geographical skills and personal development they have learnt over the three years. They will be able to 'think geographically' as they interpret this world and interact with it – recognising that geographers see the world through social, economic, environmental and political lens. Students will have continually built upon the geographical skills of investigative and field work skills; map skills; graphical skills; numerical skills and extended writing skills within each year. Such development means that they will be confident in asking suitable enquiry questions, making connections between human and physical processes and can compare and contrast different locations whilst developing their sense of place. They will also be confident in producing a balanced and thoughtful argument which recognise the opinions of others in response to geographical issues. This and the acquisition of geographical skills we have given them will be invaluable for any further study.

YEAR 7 | TOPICS

1. What is a geographer?
2. How do we use the planets resources?
3. What are earth's environments?
4. Local fieldwork
5. How do rivers shape our landscape?
6. What are the challenges and opportunities facing Africa?

YEAR 8 | TOPICS

1. What is development?
2. Tectonic Hazards
3. 7 million people and counting
4. How do coasts change the landscape
5. Asia
6. Weather and Climate

YEAR 9 | TOPICS

1. Our Shrinking World
2. Climate Change
3. Frozen Landscapes
4. Oceans
5. Superpowers
6. Local Fieldwork

KS4 CURRICULUM OVERVIEW

Students at KS4 have the option of studying Edexcel's GCSE Geography specification B course. This course allows students to adopt an investigative approach to each of the key ideas of place, process and interaction by applying their knowledge, understanding and skills to 21st century people and environment issues. As part of this enquiry process, students are encouraged to use integrated geographical skills, fieldwork and appropriate mathematical and statistical skills, in order to critically approach geographical questions and issues.

The topics:

Paper 1 Global Geographical Issues

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Paper 2 UK Geographical Issues

- Topic 4: The UK's evolving physical landscape
- Topic 5: The UK's evolving human landscape
- Topic 6: Geographical investigations

Paper 3 People and Environment Issues

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Students will sit two 1 hour and 45 minute examination papers each worth 102 marks.

KEY STAGE 5 OVERVIEW

At KS5 students study Edexcel A Level Geography. Edexcel A Level offers students issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues that allows students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.

Paper 1

Topic 1: Tectonic Processes and Hazards

Topic 2B: Coastal Landscapes and Change

Topic 5: The Water Cycle and Water Insecurity

Topic 6: The Carbon Cycle and Energy Security

Paper 2

Topic 3: Globalisation

Topic 4A: Regenerating Places

Topic 7: Superpowers

Topic 8B Migration, Identity and Sovereignty

Paper 3

The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas. The compulsory content is contained in Topics 1, 3, 5, 6 and 7

The specification contains three synoptic themes within the compulsory content areas:

- Players
- Attitudes and actions
- Futures and uncertainties

Non-examination assessment: Independent Investigation

Students' investigations will incorporate fieldwork data (collected individually or as part of a group) and their own research and/or secondary data. The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.
