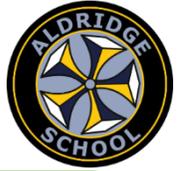


Geography – KS3



In Geography at Aldridge School, our intent is to promote a curiosity about the world and the people within it for all learners. Our curriculum enables learners to be confident, understand and ask questions about the world around them: locally, regionally and internationally. Students are encouraged to come into each lesson **ready to learn** and show an inquisitive nature as we explore a diverse range of topics that develop their geographical skills, knowledge and understanding. Geography at Aldridge School inspires pupils' curiosity and fascination about the world and its people, through exploring key geographical concepts as well as human and physical processes that help shape the world around us. Students grow to appreciate the different values and morals that they should uphold in order to protect and **respect** our local and global environment. Geography encourages students to develop the **responsibility** and **resilience** to become effective learners inside and outside of the classroom by promoting independence. Geography enables pupils to become global citizens who are inquisitive and informed and who can make sense of a complex and ever-changing world. The Geography curriculum has been designed around the key concepts of location and place, change, cause and effect, systems and processes and planning and decision making. Opportunities to study the Geography of the local area are embedded, where possible. within the curriculum to make learning relevant.

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Mapping	Fantastic Places	The UK	Tourism	Africa	Our Living World

All year 7 topics cover elements of both human and physical geography to show how both aspects of the subject are interconnected. The 'Mapping' topic provides students with an opportunity to develop core geographical skills that will be drawn upon and applied throughout their whole geography education at Aldridge School. 'Fantastic Places' topic is designed to inspire curiosity and fascination of the world around us in order to become responsible geographers. In comparison the following topic 'The UK' examines both the physical and human geography at a national and local scale. 'Tourism' is a growing industry in the UK and around the world, the topic provides an opportunity for students to understand models/theories based on tourism growth for a range of tourist destinations in a variety of continents. The summer term focuses on 'Africa' and 'Our Living World' which helps to consolidate learning from previous topics, whilst expanding geographical understanding of more complex processes and issues eg desertification, opportunities and challenges within the NEE of Nigeria and deforestation. **This provides pupils with an understanding of the importance of our natural world and the impact that our actions have on its future, making links between our lives and global ecosystems. Pupils require an understanding of the importance of protecting our planet from further harm before leading into Year 9 topics.**

Year 8	Restless Earth	Russia	Coastal landscapes	World Cities	Glacial landscapes	China
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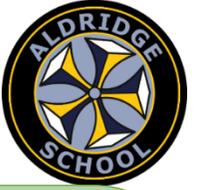
In order to promote engagement our curriculum alternates human and physical topics throughout the year. This allows for interleaving and aids with embedding key concepts enabling pupils to develop synoptic links between different units. The 'Restless Earth' topic allows pupils to develop an understanding of plate tectonics and the associated tectonic hazards on a global scale, building upon prior knowledge of Supervolcanoes in year 7. The 'Russia' topic provides pupils with the opportunity

to explore the human and physical Geography of the largest country of the world. Russia is home to a diverse environment and population enabling students to investigate the relationship between the population and the environment and therefore providing an opportunity for students to understand the reasons for the differences between Russia and the UK (year 7). The 'Coastal landscapes' topic gives pupils the opportunity to explore physical systems and processes in a study of how water (coasts) have shaped the landscape in the UK. The focus is now brought back down to a national scale to allow pupils to explore how the physical world has changed the UK landscape over time. OS map skills from year 7 will be interleaved within this topic. The 'World Cities' topic builds on from the study of the UK population in year 7 by providing pupils with an understanding of how the world's population has changed over time and the challenges that this can cause for cities in both LICs and HICs. Having explored the impact of the physical world on humans, pupils can now explore the impact humans have on the physical world. The 'Glacial landscapes' topic gives pupils the opportunity to explore physical systems and processes in a study of how ice (glaciers) have shaped the landscape in the UK. The focus is brought back down to a national scale again to allow pupils to explore how the physical world has changed the UK landscape over time. OS map skills from year 7 will be interleaved within this topic. **The final topic 'China' provides pupils with the opportunity to explore the human and physical Geography of China and to understand the reasons for the differences between China and the UK. Following on from studying changing population in the UK, Africa and Russia pupils complete an in-depth study of one of the countries which struggles with its population.**

Year 9	Challenges & Opportunities in the UK	Global Issues	Weather & Climate	Work, Rest & Play	River landscapes	Our unequal World
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In order to promote engagement our curriculum alternates human and physical topics throughout the year. This allows for interleaving and aids with embedding key concepts enabling pupils to develop synoptic links between different units. The 'Challenges & Opportunities in the UK' topic focuses on key issues at a national scale such as poverty, water supply, waste management, air pollution, energy consumption and the opportunities to overcome these challenges within the UK. Not only does this topic build on from the year 7 UK topic but there is a skills focus based on GIS where students will further develop their OS map skills. The following unit links pupils' learning to current global issues, engaging them in higher level deeper thinking to conclude whether we have past the point of no return for our planet and covers poignant issues such as climate change, plastic pollution in oceans, wilderness areas under threat and conflict zones. This topic elaborates on aspects covered in year 7 and 9 to open discussion on key current global issues. The 'Weather & Climate' topic focuses on the key processes in weather and climate and how it affects human activities at a national and global scale, including tropical storms. This topic continues to allow pupils to interpret geographical information from maps and graphs and analyse data. The 'Work, Rest and Play' topic focuses on the changing employment structure on a local, national and global scale, communication, transport and leisure. Key issues addressed centre around current controversial transport improvements of HS2, a decision making exercise based on the Heathrow airport expansion, as well as opportunities and challenges of TNC's locating in NEE. The 'River landscapes' topic gives pupils the opportunity to explore physical systems and processes in a study of how water (rivers) have shaped the landscape in the UK. The focus is brought back down to a national scale again to allow pupils to explore how the physical world has changed the UK landscape over time. OS map skills from year 7 will be interleaved within this topic. The final topic 'Our unequal World' allows pupils to explore why different countries are at different stages of development as well as addressing any misconceptions based around population growth, resource and health inequality and escaping poverty. Before progressing onto GCSE it is important that pupils understand how the world is not the same for everyone.

Geography – KS4



The GCSE Geography course, following the AQA exam board specification, deepens pupils understanding of geographical processes. It illuminates the impact of change and of complex people-environmental interactions, highlighting the dynamic links and interrelationships between people, places and environments at different scales. It develops pupils' competence in using a wide range of geographical investigative skills and approaches. Students are encouraged to come into each lesson **ready to learn** and show an inquisitive nature as we explore a diverse range of topics that develop their geographical skills, knowledge and understanding. Students grow to appreciate the different values and morals that they should uphold in order to protect and **respect** our local and global environment. Geography encourages students to develop the **responsibility** and **resilience** to become effective learners inside and outside of the classroom by promoting independence. Geography at Aldridge School allows young people to be globally and environmentally informed as well as thoughtful, enquiring citizens.

The GCSE course alternates between human and physical geography to allow for interleaving and to embed key concepts throughout and allow pupils to develop synoptic links between different units. All geographical concepts from the first three years of the curriculum continue to be addressed across each unit, in line with the requirements of the GCSE specification and key skills and will be embedded within lessons as part of the learning process: cartographic, graphical, numerical, statistical, qualitative and quantitative data. Pupils are taught in mixed-ability groups and, whilst common resources are available to ensure consistency in content, delivery is tailored by class teachers to meet the needs of individuals.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	What: The Living World (<i>Paper 1</i>)	What: The Changing Economic World (<i>Paper 2</i>)	What: Urban Issues and Challenges (<i>Paper 2</i>) & Fieldwork (<i>Paper 3</i>)	What: Pre-release TRF 2019 & Mock (<i>Paper 3</i>)	What: Physical Landscapes (<i>Paper 1</i>) & Fieldwork (<i>Paper 3</i>)	What: Revision & Mock (<i>Paper 1 & 2</i>)
	Why: <ul style="list-style-type: none"> • Explore how ecosystems exist at a range of different scales and involve the interaction between biotic and abiotic components. 	Why: <ul style="list-style-type: none"> • Explore global variations in economic development and quality of life. • Explore the strategies that exist for reducing the development gap. 	Why: <ul style="list-style-type: none"> • Explore why a growing percentage of the world's population lives in urban areas. • Explore how urban growth creates opportunities and challenges for cities 	Why: <ul style="list-style-type: none"> • Pupils will draw together knowledge, understanding and skills from the full course of study to date, providing an opportunity for pupils to show their breadth of 	Why: <ul style="list-style-type: none"> • Explore the diverse physical landscapes within the UK, exploring how coasts are shaped by physical processes and the distinctive landforms created as a result. 	Why: <ul style="list-style-type: none"> • Pupils will draw together knowledge, understanding and skills from the full course of study to date, providing an opportunity for pupils to show their breadth of

	<ul style="list-style-type: none"> • Explore the characteristics, adaptations, uses and management of tropical rainforests (Malaysia). • Explore the characteristics, adaptations, uses and management of cold environments (Svalbard). <p>The option of cold environments has been selected as pupils have studied a variety of aspects relating to cold environments previously.</p> <p>Why now: To commence GCSE study with a continuation of the themes explored within KS3 to bridge the gap.</p>	<ul style="list-style-type: none"> • Explore how LICs and NEEs experience rapid economic development, leading to significant social, environmental and cultural change (Nigeria). • Explore how major cities in the UK affect, and will continue to affect, employment patterns and regional growth (a variety of UK examples). <p>Local examples have been selected where possible to provide pupils with a relevance to their ongoing studies.</p> <p>Why now: This topic underpins further study across the course with a recap of the issue of uneven development across the world studied lower down the school.</p>	<p>within LICs and NEEs (Rio de Janeiro).</p> <ul style="list-style-type: none"> • Explore how urban change creates opportunities and challenges within a city in the UK (Bristol changing this to Birmingham). • Explore how urban sustainability requires management of resources and transport. • Human geographical enquiry based on 'Housing inequality within Walsall' involves the collection and use of primary data. <p>Case studies have been selected to further broaden pupils' knowledge and understanding from prior learning. Looking to change the UK city to a local case study (Birmingham) to provide pupils with a relevance to their ongoing studies.</p> <p>Why now: This topic links back to the Changing Economic World previously studied and allows key concepts to be embedded via a study of cities within LICs and HICs. Pupils will</p>	<p>understanding and an evaluative appreciation of the interrelationships between different aspects of geographical studies.</p> <p>This aspect of the course contributes a critical thinking and problem-solving element, with pupils analysing a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p> <p>Why now: This is the first time students will be exposed to the GCSE Pre-release material based on the TRF 2019 Paper and will be studied in class at this point. Any remaining lesson time will be used for focused taught revision based on the Human Fieldwork. This Paper 3 result will be combined with the June mock results from Paper 1 & 2 to give a more accurate overview of pupils' performance at GCSE.</p>	<ul style="list-style-type: none"> • Explore the different management strategies used to protect coastlines. • Explore how river valleys change downstream and why different landforms result of these processes. • Explore how different management strategies can be used to protect river landscapes from flooding. • Physical geographical enquiry based on 'Channel characteristics causing Carding Mill Valley stream to flood at Church Stretton' involves the collection and use of primary data. <p>Coasts has been selected due to pupils' greater familiarity with these landscapes compared to glacial landscapes.</p> <p>Why now: To provide the necessary knowledge and understanding required to link directly into the fieldwork aspect of the GCE course which follows this unit. Pupils</p>	<p>understanding and an evaluative appreciation of the interrelationships between different aspects of geographical studies.</p> <p>This aspect of the course allows students to reflect and consolidate their learning through a variety of revision lessons and exam technique practice.</p> <p>Why now: Provides an opportunity for students to experience two GCSE papers of 1 hour each. Combined with the Paper 3 exam from Spring 2 this gives a more accurate picture of students performance in Geography to make informed predictions.</p>
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			have also covered key concepts required for fieldwork.		will have also covered all key concepts required for fieldwork, enabling pupils to show an understanding about the interaction between physical and human geography.	
Year 11	What: The Challenge of Natural Hazards (<i>Paper 1</i>)	What: Pre-release Slums SAM1, Revision & Mock (<i>Paper 1, 2 & 3</i>)	What: Resource Management (<i>Paper 2</i>)	What: Revision (<i>Paper 1 & 2</i>) and teaching of Pre-release (<i>Paper 3</i>)	What: Pre-release (<i>Paper 3</i>)	
	<p>Why:</p> <ul style="list-style-type: none"> • Explore how natural hazards pose major risks to people and property as a result of physical processes. • Explore how the effects of natural hazards vary between areas of contrasting levels of wealth and the significant effects on people and the environment. • Explore how monitoring, prediction, protection and planning can reduce the effects of natural hazards. <p>Provide a study of the UK to exemplify increases in extreme weather events and explore the causes,</p>	<p>Why:</p> <ul style="list-style-type: none"> • Pupils will draw together knowledge, understanding and skills from the full course of study to date, providing an opportunity for pupils to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical studies. <p>This aspect of the course contributes a critical thinking and problem-solving element, with pupils analysing a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p>	<p>Why:</p> <ul style="list-style-type: none"> • Explore how food, water and energy are fundamental to human development and how the changing demand and provision of resources in the UK creates opportunities and challenges. • Explore how the demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. • Explore how different strategies can be used to increase energy supply. <p>The option of energy has been selected to further broaden the curriculum, as access to food and water is explored in prior learning in KS3 eg 'Our Unequal World'.</p> <p>Why now:</p>	<p>Why:</p> <ul style="list-style-type: none"> • Pupils will draw together knowledge, understanding and skills from the full course of study, providing an opportunity for pupils to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical studies. <p>This aspect of the course contributes a critical thinking and problem-solving element, with pupils analysing a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p> <p>Why now: From Summer term 1 to Easter a scheduled revision timetable will be followed. The pre-release material is issued in mid-March and will be studied in class at this point. Any remaining lesson time after this will be used for focused taught revision.</p>		

<p>effects and management of climate change.</p> <p>Why now: Following on from a recap of the concept of uneven development between different countries, pupils will be able to access why LICs and HICs have differing experiences of natural hazard events.</p>	<p>Why now: This is the second time students will be exposed to the GCSE Pre-release material based on the Slums SAM1 Paper and will be studied in class at this point. Any remaining lesson time will be used for focused taught revision in preparation for Dec mocks.</p>	<p>Consolidation of the course reflecting on how different places have different access to resources and how this directly impacts on levels of development and highlighting the importance of interrelationships between the human and physical world.</p>		
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Suggested Revision Website	Exam Board Link	Recommended Revision Guide
<p>https://www.senecalearning.com/blog/gcse-geography-revision/ https://www.listennotes.com/podcasts/revise-gcse-geography-revision-seneca-1-wq2iBZk_b/time for geography</p>	<p>https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p>	<p>GCSE 9-1 Geography AQA Exam Practice - ISBN:978-019-842348-5 published by Oxford University Press GCSE 9-1 Geography AQA Revision Guide - ISBN: 978-019-842346-1</p>

Human Geography – KS5



KS5 Human Geography at Aldridge School aims to excite the students' minds, challenge perceptions and stimulate their analytical skills. This is a two year A Level course which follows the guidance of AQA. Human Geography is taught with the aim of creating synoptic links and identifying interrelationships between all three topics whilst exploring the impact they have on one another. The course encourages students to come to lesson **ready to learn** and to **respect** the environment. Furthermore, Human Geography encourages students to develop the **responsibility** and **resilience** to become effective learners inside and outside of the classroom creating well-rounded geographers.

Topic 1 – Year 12 - Changing places

The changing places topic is taught at the beginning of Year 12 as it provides a new challenge and new content, and is very different to anything they may have studied before. This topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. This topic allows students to acknowledge the importance of engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time, which will ultimately make them more critical successful geographers. Student engagement with subject content fosters an informed appreciation of how and why places change over time and space. The topic offers the opportunity for students to develop detailed knowledge of a far and a near place (Detroit and Walsall). The topic is becoming increasingly more relevant to today's society as it investigates the impacts of global change on places local to the students. The topic develops fundamental skills such as data manipulation through the analysis of source material and statistical skills and provides the students with knowledge, skills and understanding enabling them to complete their NEA.

Topic 2 – Year 12 - Global systems and global governance

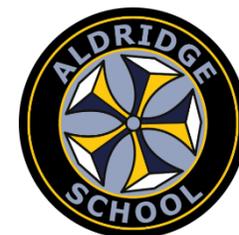
This topic focuses on globalisation and the economic, political social and technological changes that are associated with it. This topic also studies the increasing interdependence that exists due to globalisation between people, states and the environment and how these interactions are governed and managed. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this topic offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data, which supports the student's success in their NEA as this topic is taught concurrently with NEA data analysis and stats lessons.

Topic 3 – Year 13 - Population and the environment

This topic focuses on the relationships between the physical and human environment. It investigates climate, soils and food production systems as well as food security, human health, natural and migration population change and looks at global population futures and varying scenarios that might arise. It explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the relationships between the physical environment and human populations. The opportunity to develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills are provided.

Suggested Revision Website	Exam Board Link	Recommended Revision Guide
https://www.listennotes.com/podcasts/revise-a-level-geography-revision-seneca-hM7fdb5grq4/time-for-geography	https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037	AQA A Level Geography Exam Practice - ISBN: 978-0-19-843258-6 published by Oxford University Press, AQA Geography for A Level & AS Physical Geography Revision Guide - ISBN: 978-0-19-843266-1 published by oxford University Press, AQA Geography for A Level & AS Human Geography Revision Guide - ISBN: 978-0-19-843269-2 published by Oxford University Press.

Physical Geography – KS5



KS5 Physical Geography at Aldridge School aims to excite the students' minds, challenge perceptions and stimulate their analytical skills. This is a two year A Level course which follows the guidance of AQA. Physical Geography is taught with the aim of creating synoptic links and identifying interrelationships between all three topics whilst exploring the impact they have on one another. The course encourages students to come to lesson **ready to learn** and to **respect** the environment. Furthermore, Physical Geography encourages students to develop the **responsibility** and **resilience** to become effective learners inside and outside of the classroom creating well-rounded geographers.

Topic 1 – Year 12 - Coastal Systems and Landscapes

The coastal systems topic is taught at the beginning of Year 12 as it allows students to draw upon previous knowledge learnt from KS4. Student engagement with subject content fosters an informed appreciation of beauty and diversity of coasts and their importance as human habitats. The topic offers the opportunity for students to build upon the understanding of how coastal processes create coastal landscapes at both local and global scales. The topic is becoming increasingly more relevant to today's society as it draws upon the impacts of a changing climate. The topic develops fundamental skills such as data manipulation through the analysis of source material and statistical skills.

Topic 2 – Year 12 - Water and Carbon Cycles

The Water and Carbon Cycle topic is taught after Coastal Systems in Year 12 as the theme of climate change follows on throughout with the students being given the opportunity to explore the causes of climate change and how to mitigate the impacts associated with it. This topic focusses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. The topic invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their importance for human populations. The topic enables students to consolidate skills that have been learnt throughout KS5 Physical Geography course.

Topic 3 – Year 13 - Hazards

The Hazards topic is taught at the beginning of Year 13. Due to the challenging nature of the topic, it requires students to have a mature geographical understanding and therefore, is the final topic to be taught. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. The topic further develops skills such as geospatial mapping and data in order to understand the interrelationships between the nature of hazards and the impact they have on human populations.

Suggested Revision Website	Exam Board Link	Recommended Revision Guide
https://www.listennotes.com/podcasts/revise-a-level-geography-revision-seneca-hM7fdb5grq4/ time for geography	https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037	AQA A Level Geography Exam Practice - ISBN: 978-0-19-843258-6 published by Oxford University Press, AQA Geography for A Level & AS Physical Geography Revision Guide - ISBN: 978-0-19-843266-1 published by oxford University Press, AQA Geography for A Level & AS Human Geography Revision Guide - ISBN: 978-0-19-843269-2 published by Oxford University Press.