

Subject	Geography
Director of subject Deputy director of subject	Mr Paul White Miss Emma Warren
Subject Intent	<p>The Geography curriculum at Lealands High School allows us to inspire students to think about the Earth and provide them with a deep and rich understanding of the world they live in.. Although we have a culturally diverse student body, opportunity to expand horizons beyond their immediate context is often limited. The geography curriculum provides many opportunities for cultural capital which is outlined below and in more detail in the documents for the individual year groups.</p> <p>The NC states that at KS3, students must be taught about:</p> <ul style="list-style-type: none"> • Location knowledge • Place Knowledge • Human geography • Physical geography • Geographical skills (maps skills, GIS and fieldwork.) <p>As the NC does not stipulate specific topics to study, geography at Lealands uses the GCSE course to structure KS3 to ensure cohesion between the studies and enable all students, whether they go on to study GCSE Geography, so leave with a deep understanding of diverse places, people, resources and natural and human environments.</p> <p>KS3: The curriculum is has a breadth and depth of knowledge, which allows students to investigate the contemporary world around them, understanding of big themes such as:</p> <ul style="list-style-type: none"> • political decisions and economic forces can lead to change. • social differences across location and place and the different development speeds this creates. • environmental impacts of physical and human factors. <p>In addition to the aims of the NC, the aims of Lealands High School</p>

	<p>Geography are to:</p> <ul style="list-style-type: none"> • Challenge students to think and speak like a geographer, leaving their study with an understanding of how to communicate their thoughts about the world around them with fluidity. • Apply principles of geography to familiar and unfamiliar contexts • Build on cultural capital in order to bring the world around them alive. • Increase literacy skills. • Students will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. • Students will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. • Students will then utilise the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places. <p>We recognise that recent employment statistics show that geographers are the most employable graduates and wish to transmit that benefit to school leavers.</p>
Years of study	Compulsory at KS3 Foundation Option at GCSE
Exam board	AQA
External websites utilised	<p>https://www.bbc.co.uk/bitesize/subjects/zrw76sg</p> <p>https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</p> <p>https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p>

			https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc https://www.internetgeography.net/aqa-gcse-geography/ https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/			
Useful resources			As above Plus: Progress in Geography: Key Stage 3, Hodder GCSE 9-1 Geography AQA Revision Guide: 1st edition, Oxford Press			
Years	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Fantastic Places and Weather & Climate	Russia	Population and Migration	The Middle East	Natural Hazards	Resource Management
Year 8	China	Development	Rivers and Climate Change	Cold Environments	Rocks and Soils	The Geography of Crime
Year 9	Coasts	Energy	Newly Emerging Countries	Africa	Tectonic Hazards	Weather Hazards
Year 10	Climate Change	Ecosystems and Tropical Rainforests	Cold Environments	Urban Challenges (Rio De Janeiro) and London)	Development	Coasts
Year 11	Rivers and Fluvial Processes	Changing Economics (Nigeria and UK)	Resource Management	Paper 3 and the Field Trip	Targeted Exam Preparation	