



Tuition, Medical and Behaviour Support Service

Curriculum Policy Geography

Reviewed:	September 2021
Next Review:	September 2022
Responsibility:	Andre Savchenko

Geography is a dynamic subject, which can engage pupils with many relevant current issues, such as climate change, sustainable development and cultural diversity. These issues can be identified in the curriculum but also offer opportunities for working with the other subject areas. Geography also offers many opportunities to drive Learning outside the classroom (Lotc), which can involve the whole curriculum, utilising the school site, local area, rural and urban areas, forest schools, visiting organisations or experiences, significant buildings or spaces and fieldwork. Delivering an inspiring, experiential curriculum through Lotc significantly improves pupil engagement. Geography has the ability to reveal the awe, wonder and dynamism of our planet.

Aims and Objectives

All pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Methodology

Pupils will follow Programmes of Study based on National Curriculum requirements common at Key Stage 3 and Key Stage 4 dependent on age and ability. The subject co-ordinator is available to advise teachers about planning for this subject.

KS3 Geography is delivered as part of a Humanities thematic programme.

Pupils are expected to participate in field trips in order to gather data and develop their understanding of the local environment.

OCR specifications form the basis of planning for geography at KS4
OCR Geography A (Geographical Themes) (9-1) - J383 – Full Course

Assessment processes:

- Observing pupils at work
- Written responses in a variety of forms (open / closed / short / long)
- Oral responses – question and answer, discussion
- Construction / interpretation of maps, photographs, diagrams and graphs
- Extension work
- Self assessment
- Consistent use of whole service marking policy
- Controlled assessments and final examinations

Literacy

Geography supports Literacy Across the Curriculum in line with whole service policy.

Resources

Recommended texts are available to all pupils. Pupils are encouraged to use ICT to present their work. A wide range of additional resources, e.g. books, maps, equipment for field trips are made available as needed to enable pupils to complete classwork and controlled assessments to a good standard.

Candidates are assisted in accessing an appropriate setting to carry out the fieldwork tasks.