



LLOYD WILLIAMSON  
FOUNDATION

# **The Lloyd Williamson Schools Foundation**

**Whole School Scheme of Work:  
Geography**

**2023-24**

## Introduction and Rationale

The purpose of this document is to outline the topics, skills, knowledge and opportunities students studying Geography at LWSF will gain throughout their time at the Schools. The Schools' aim is to provide a whole-school curriculum for subjects, so that both specialist and non-specialist teachers can provide students with the tools they need to succeed in Geography.

Pupils at LWSF study Geography as part of their compulsory curriculum from Reception to Year 9. In Year 10, students have the option to study Geography IGCSE, where we currently follow the Cambridge International course. It is important to understand that Geography is a multi-disciplinary subject, so pupils who choose not to study Geography at IGCSE level will, through this whole-school scheme of work, be equipped with relevant skills for other subjects (Figure 1).

**Figure 1: The skills and relationships that Geography has with other popular subjects**

English	Mathematics	Biology	Chemistry	Physics	MFL	Art and Design
Critical analysis of sources, engaging in debates, forming evidence-based arguments, spelling and grammar	Understanding scale, statistical analysis, chart and graph interpretation, distance calculations on a map, using formulae	Food webs, plant and animal adaptations, biological weathering, climate change	Chemical weathering, fossil fuels, equations, geology	Space and stars, atmospheric pressure, river flows and velocity, land engineering	International cultures, fact recall, information synthesis	Cartographic skills (GIS), cultural geographies, place-making and settlements, photographic analysis
ICT	Business Studies / Economics	History	RS / Philosophy	Drama	Food Technology and Nutrition	
Cartographic skills (GIS), fieldwork skills (data analysis), report writing	The global economy, TNCs and outsourcing	Sociohistorical context of case studies, colonialism, formation of trade blocs and NGOs, essay writing, argument formation	Argument formation, debate, ethics of planning or land management, geographies of religion	Confidence in debate and argument, synthesis of material	The process of the farming system, food miles and carbon emissions	

In planning a whole-school curriculum, the aims are:

- To bridge the commonly found gaps between all Key Stages;
- To ensure non-specialist teachers, particularly those in the Primary phase, are well equipped with the resources and ideas to set children up for success in Geography;
- To demonstrate the relationship between skills taught throughout a child's education in Geography

There is also significant demand for improving Geography teaching across Primary and Secondary schools. In Ofsted's review of Geography teaching in Outstanding Primary Schools, they found:

***“Very few teachers had actually been trained in teaching geography, although some could remember a brief session as part of their initial teacher training. In some cases, this led to teachers not drawing out important geographical concepts or introducing errors. We found that pupils often struggled to recall places they had studied, including***

the principal cities of the United Kingdom and major world oceans. **Very few showed a good appreciation of scale.**

**Important geographical skills (using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using Ordnance Survey maps and fieldwork) were not taught particularly well.** When pupils were constructing their own plans or maps, these **often lacked the accuracy or conventions followed by geographers, such as the use of scale.**

Fieldwork is vital to geographical practice, but this was weak in key stage 2 in many of the schools we inspected. That's not to say that pupils did not visit different places, but, when they did, **they did not make the observations or collect data that they could analyse and present their findings.** Fieldwork was much stronger in the early years and key stage 1. **Very few schools were working with secondary schools.** This limited the precision with which primary schools set their curriculum goals and make sure pupils are properly prepared for the next phase of education" (Ofsted 2021).

This curriculum addresses the concerns Ofsted found at the national level to ensure LWSF pupils achieve their full potential in Geography. This curriculum focuses on skills, and the content suggestions are indicative. Geography teachers should seek opportunities to collaborate with teaching in other subjects. The curriculum has a practical focus, where students are encouraged to be critical and explore geography in the real world.

This curriculum is organised into 6 'fertile' questions which guide pupils' learning from EYFS through to when they leave after IGCSE. These six questions are prominent questions in geographical research, and helps teachers to monitor progress. The six questions are:

**Should we always holiday where it is hot? (1)**

**Can we build a better future for the environment? (2)**

**How do people live their lives around the world? (3)**

**Why are some countries more powerful than others? (4)**

**How does our local area change? (5)**

**Is nature as safe as it seems? (6)**

In each Key Stage, pupils study relevant topics at an appropriate level of detail to answer part of the fertile question. Each half term students focus on one particular topic, with a smaller 'sub-question' related to the broader fertile question. It is recommended that teachers use questions as the titles of their lessons; in this way, pupils have a focus for their lesson and a problem to tackle.

The curriculum avoids a distinction between human and physical geography; students are encouraged to think of geography as the interaction between people, animals, plants and the environment. Thus there is overlap between traditionally 'physical' and 'human' topics.

## **Reception (EYFS)**

In Reception, Geography should be primarily focused on exposing children to the world around them. This can be through sensory experiences, outdoor learning and play, reading (fiction and non-fiction) and more. Rather than have a full, year-long curriculum plan (as shown for other year groups in this document), below is a list of ways in which teachers in EYFS can integrate Geographical learning into their wider teaching practice.

- Spotting plants, insects and animals in an allotment, park or local greenspace, as well as in urban areas (like pigeons, ants and bugs). **(3, 6)**
- Collecting leaves or other plant debris and comparing them. What colours are different leaves, plants or trees? What does the soil feel like? **(3, 6)**
- **Reading** books from other countries and cultures to expose children to difference from a young age. Some books which may be suitable are:
  - o *Handa's Surprise*, Eileen Browne (set in Kenya)
  - o *Shu Lin's Grandpa*, Matt Goodfellow and Yu Rong (about Chinese art and culture)
  - o *The Lost Homework*, Richard O'Neill (about Gypsy Roma traveller communities)
  - o *Dear Zoo*, Rod Campbell (about different animals)

This list is not exhaustive, but with each book teachers could introduce activities like:

- o Where is this book set?
- o Who are the characters and where are they from?
- o Where are these countries on a map or atlas?
- o Where do the characters go?

For example, books (like *We're Going on a Bear Hunt!* by Michael Rosen) might follow a character's journey – pupils may wish to draw a map of this journey **(3, 5)**.

- Using visual activities (video and film) to show pupils different animals and habitats. Some good examples of clips we may use are:
  - o *Happy Feet (2006)* – on watching this film, students might consider food webs. What animals are eaten and what is top of the food chain?
  - o *Encanto (2021)* – set in Colombia, what things can pupils identify which are different / similar to their own home country?
  - o *Up (2009)* – what animals and plants do Russell and Ed encounter on their journey through the rainforest? **(1, 2, 3, 4, 5, 6)**
- Drawing the world around them, both in a dense urban setting (residential area) and a greener setting (like a park or garden) **(2, 3, 5)**
- Aural learning opportunities such as playing rainforest sounds and trying to identify different elements (like chirping birds, rainfall) or animal noises (like lions, bears). Students can be pushed to think about how these animals live on their own **(1, 2, 3, 5)**
- Using simplified maps to investigate local area points of interest and understanding where buildings, bus stops and shops are in relation to one another **(2, 3, 5)**

- Observational points, such as: what do we wear when it is cold? What happens to the world around us when it is colder or warmer? **(1, 2, 3, 4, 5, 6)**
- The School as a Country: students can question differences within countries through the model of a school. Who is in charge (Prime Minister/President = Principal), who takes care of things on smaller scales (Local Mayors/Councillors = Class Teachers), what are similarities and differences in different 'countries' (classrooms)? **(3, 4, 5)**

Overwhelmingly, students leaving EYFS should have had the opportunity to explore their local area and get an appreciation for other cultures, people and communities. They should, wherever possible, be introduced to simple maps of roads, amenities, and properties in the Telford Road area. They should be introduced to animals and plants in their local area and opportunities should be provided for children to understand where they live (either through maps, images or aural and motor skill practice). Pupils should be able to name animals and plants they have studied through these sensory experiences. For example, when looking at images, they should be able to distinguish different animals and insects. This will set them up with a good foundation for Key Stage 1. Useful introductory atlases include *My First Atlas* (Dauncey 2013) or *Early Years Atlas* (Wright 2009) to provide children in EYFS with opportunities to familiarise themselves with the world map.

A flexible, but suggested, termly breakdown of topics and how to organise Geographical teaching in Reception is below.

**Table 2: Outline of a brief LTP for Reception pupils in Geography**

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1 Summer 2</b>
<b>Fertile Question (Overall FQ link)</b>	Where do I live? <b>(5)</b>	Is it always cold? <b>(2)</b>	How do animals and plants live with us? <b>(6)</b>	Does everyone live like me? <b>(3)</b>	What is a holiday? <b>(1, 4)</b>
<b>Targets for Students</b>	Describe the immediate environment around the school and the pupil's home  Name and identify features of the school and classroom  Recognise the size of the world and identify the Mercator	Observe key characteristics of autumn weather (leaf fall, temperature change)  Describe different types of weather (sunny, rain, wind, snow)  Describe how the weather impacts people (wearing coats, using an umbrella, wellies)	Look at different insects found in urban areas and describe them  Observe animals and plants in natural habitats, such as parks, and draw and recognise them  Use maps to identify where natural environmental features are	Be introduced to different cultures and begin to describe one's own identity  Identify foods and drink from different parts of the world  Understand how classmates, teachers and friends are from different backgrounds	Know some similarities and differences between contrasting environments  Understand where people go on holiday / what a holiday is  Observing summer weather and how the weather is different from other seasons

	world map projection  Write the school's address and name the road		(such as noting where trees are on a road, or where a puddle or pond was spotted)	Compare characteristics of urban and rural places through visual prompts (it is busy vs it is quiet)	
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### **Assessment**

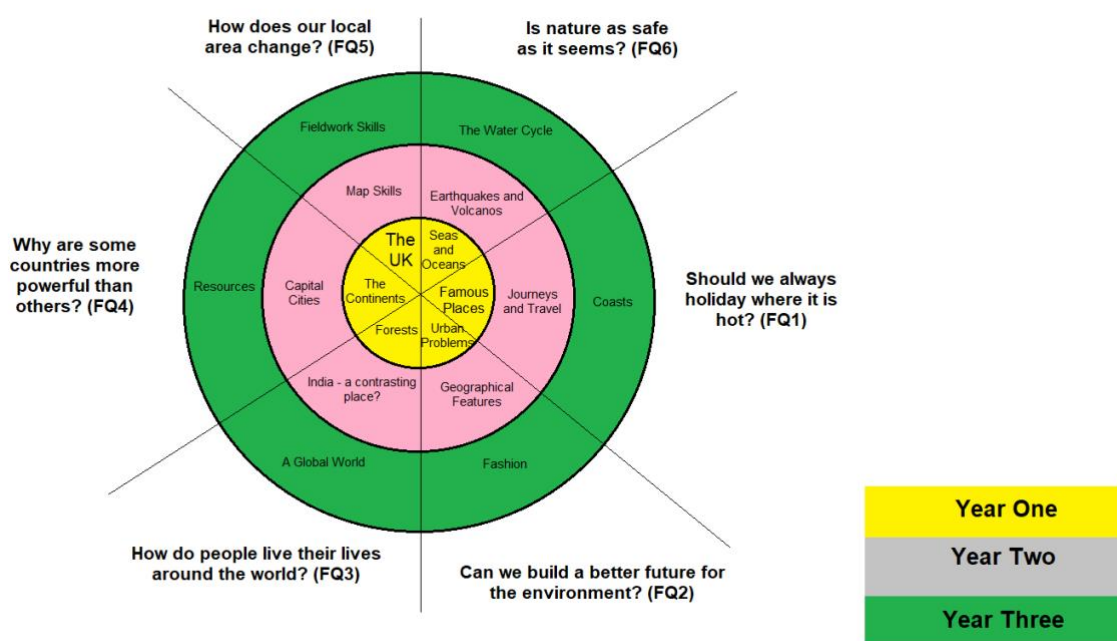
No formal assessment should take place in EYFS, but student assessment should look at the work they produce and fact recall, as well as assessing student knowledge through conversation: what can they tell you and what can they write? What are they able to draw?

This knowledge should be used to plan Next Steps.

## Key Stage 1

In Key Stage One, according to the National Curriculum, “pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.” The curriculum allows students to progress from EYFS and build on their sensory and early learning.

Key Stage One topics are organised by the Fertile Questions as the pinwheel shows.



A recommended sequence for teaching these topics is in the LTP:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What does the world look like?	Where do we live?	What lives in the sea?	What lives in our trees?	What do people like to see?	Should we dump our rubbish?
<b>Topic/FQ</b>	The Continents (4)	The UK (5)	Seas and Oceans (6)	Forests (3)	Famous Places (1)	Urban Problems (2)
Year 2	How do we know what the world looks like?	Is London a big city?	What are different countries like?	Does everyone need a car?	Is everywhere on earth flat?	What happens underground?
<b>Topic/FQ</b>	Map skills (5)	Capital cities (4)	India – a contrasting place? (3)	Journeys and travel (1)	Geographical Features (2)	Earthquakes and Volcanoes (6)

Year 3	Why does it rain?	Can we go to the other side of the world?	What is life like at the beach?	Does everyone need to wear the same clothes?	Can the planet give us anything?	How do geographers ask and answer questions?
<b>Topic/FQ</b>	The water cycle <b>(6)</b>	A Global World <b>(3)</b>	Coasts <b>(1)</b>	Fashion <b>(2)</b>	Resources <b>(4)</b>	Fieldwork skills <b>(5)</b>

### Indicative Content – KS1

	<b>YEAR 1</b>
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Learn where the seven continents are in relation to one another <b>(4)</b></li> <li>• Identify differences in the characteristics of the seven continents, such as size and climate, especially using visual prompts <b>(4)</b></li> <li>• Learn which continent the UK is in, and learn which continent pupils' families and friends are from <b>(4)</b></li> <li>• Learn the names of, and locations of, the five major oceans (Pacific, Atlantic, Indian, Southern, Arctic) <b>(6)</b></li> <li>• Identify the characteristics of these oceans, such as size and relative location <b>(6)</b></li> <li>• Recognise the UK's distinctive shape on a map of Europe <b>(5)</b></li> <li>• Identify the difference between a country, continent, and a city <b>(5)</b></li> <li>• Understand where London is in the UK <b>(5)</b></li> <li>• Name the four constituent countries of the UK <b>(5)</b></li> <li>• Identify differences between the UK and the geography of other European countries <b>(5)</b></li> <li>• Recognise famous tourist attractions and landmarks in the UK, such as Buckingham Palace, the Houses of Parliament, the London Eye, the Tower of London <b>(1)</b></li> <li>• Understand where common landmarks are in London, and what a landmark is <b>(1)</b></li> <li>• Identify local points of interest, e.g. Portobello Market, Ladbroke Grove</li> </ul>



	station, the Schools' building(s), supermarkets, parks etc. <b>(1)</b>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Identify where cold and warm parts of the world are <b>(4)</b></li> <li>• Identify problems and benefits of living in the local area <b>(2)</b></li> <li>• Identify where trees are local to the school <b>(3)</b></li> <li>• Recognise that there are different types of tree <b>(3)</b></li> <li>• Identify animals that live in trees <b>(3)</b></li> <li>• Identify differences in trees, leaves and bark, such as size and colour <b>(3)</b></li> <li>• Name things which humans depend on for survival <b>(2)</b></li> <li>• Suggest reasons why people litter, and learn why this is a problem <b>(2)</b></li> <li>• Recognise why food is important and where it comes from <b>(2)</b></li> <li>• Understand the purpose of trees <b>(3)</b></li> <li>• Identify the differences between different bodies of water (lake, pond, puddle, river, sea, ocean) <b>(6)</b></li> <li>• Recognise the animals and plants which can be found in bodies of water like oceans, especially large animals like sharks, whales, mantra rays etc. <b>(6)</b></li> <li>• Understand the differences between sea water and drinking water <b>(6)</b></li> <li>• Describe vehicles which can be used in the sea and oceans (submarine, boat, surfboard) <b>(6)</b></li> <li>• Identify places where humans can interact with the sea (beaches) <b>(6)</b></li> <li>• Recognise the difference between near and far <b>(1)</b></li> <li>• Describe the characteristics of the four seasons experienced in the UK (temperature, visual changes) <b>(5)</b></li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Learn the names of the seven continents <b>(4)</b></li> <li>• Be familiar with the Mercator projection of the world, through the use of globes and atlases <b>(4)</b></li> </ul>

	YEAR 2
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Describe differences between the local area of the school and of rural areas, including using geographical terminology <b>(2)</b></li> <li>• Describe the geographical features of the local area, and confidently name roads <b>(2)</b></li> <li>• Describe what is meant by a capital city <b>(4)</b></li> <li>• Understand a brief history of London, such as the founding of Londinium <b>(4)</b></li> <li>• Suggest likely differences between historic and present-day London <b>(4)</b></li> <li>• Describe and recall major tourist attractions in London, including government buildings <b>(4)</b></li> <li>• Describe the transport developments in capital cities like London and across Europe <b>(4)</b></li> <li>• Name and identify on a map the capital cities of major countries, like the UK (excluding constituent countries) and the US <b>(4)</b></li> <li>• <b><i>Through the study of a named, non-European city (e.g. New Delhi):</i></b></li> <li>• Describe the visual differences between London and the contrasting city (<i>New Delhi</i>)</li> <li>• Describe and identify similarities and differences in physical geographical features between the UK and the chosen contrasting place (India, specifically in and around New Delhi)</li> <li>• Describe and identify similarities and differences in human geographical features between the UK and the chosen contrasting place (India, specifically in and around New Delhi)</li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe what an earthquake is <b>(6)</b></li> <li>• Describe the shape of a composite (cone) volcano <b>(6)</b></li> <li>• Recognise and describe the damage that earthquakes and volcanos can cause <b>(6)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Understand how a volcano erupts and the consequences of this <b>(6)</b></li> <li>• Describe how an earthquake might cause damage for people and the environment through role play <b>(6)</b></li> <li>• Describe the differences and similarities between earthquakes and volcanoes <b>(6)</b></li> <li>• Recognise, through using mapping software and images, a 'bird's eye'/aerial view of volcanoes and earthquake sites <b>(6)</b></li> <li>• Identify similarities and differences between different modes of public transport, including frequency, cost, shape, passenger count <b>(1)</b></li> <li>• Understand why people take journeys <b>(1)</b></li> <li>• Describe the various modes of transport available in our local area (tube, trains, buses, cycle hire, private cars, walking) <b>(1)</b></li> <li>• Suggest reasons why people go on holidays and understand that holidays may not always be international <b>(1)</b></li> <li>• Describe different types of holiday accommodation (hotel, hostel, caravan, tent) <b>(1)</b></li> <li>• Understand the boarding process for various modes of transport (i.e. how easy is it to board a plane vs a train) <b>(1)</b></li> <li>• Suggest the most effective mode of transport to reach a destination <b>(1)</b></li> <li>• Describe the characteristics of geographical features through fieldwork or visual prompts, such as rocky vs sandy beaches, large vs small waves, steep vs gentle slopes <b>(2)</b></li> <li>• With confidence, name and describe the features of the four seasons experienced in the United Kingdom, such as through descriptions of weather and impacts on flora and fauna <b>(2)</b></li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Confidently use the geographic terminology of the compass rose (north, east, south, west) <b>(5)</b></li> <li>• Construct simple maps with some accuracy and create legends (of a local area, or of a classroom (plan)) <b>(5)</b></li> </ul>

	<ul style="list-style-type: none"><li>• Confidently recall the location of the seven continents, and recognise their shape <b>(5)</b></li><li>• Use compass directions to describe a route (such as a journey home from school) <b>(5)</b></li><li>• Recognise that the world is spherical, and that it is a different time in different places <b>(5)</b></li><li>• Reproduce simplified versions of the Mercator projection of the world map <b>(5)</b></li><li>• Use tools like rulers to measure simple straight-line distances on maps <b>(5)</b></li><li>• Begin to use digital mapping software (Google Maps) and familiarise with the concept of zooming into and out of an area <b>(5)</b></li><li>• Understand and interpret legends on a map <b>(5)</b></li><li>• Use local fieldwork skills to map local public transport access points and routes <b>(1)</b></li><li>• Recognise the name of geographical features like beaches, cliffs, hills, mountains and rivers from images <b>(2)</b></li></ul>
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	YEAR 3
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Describe the similarities and differences between coastal environments in the UK and those in common, named tourist destinations (<i>named examples can be used here, such as Marseille, Barcelona, Malaga</i>) <b>(1)</b></li> <li>• Identify the location of clothing manufacturers on a map <b>(2)</b></li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe what is meant by a coastal environment and contrast coastal environments with those found in the local area <b>(1)</b></li> <li>• Identify plants and animals found in coastal environments, especially those in the UK <b>(1)</b></li> <li>• Describe some basic features of plants which are more likely to be found in coastal environments <b>(1)</b></li> <li>• Suggest the dangers and positives of being by the sea <b>(1)</b></li> <li>• Understand a basic coastal food chain (seaweed → sea urchins → fish/crabs → seals) <b>(1)</b></li> <li>• Reflect on pupils' own clothes – where do they come from before they make it to the supermarket or retailer? <b>(2)</b></li> <li>• Understand the basics of the concept of fairtrade <b>(2)</b></li> <li>• Describe how fashion forms a part of culture, especially through exposure to traditional clothing from other countries <b>(2)</b></li> <li>• Describe how the internet is related to geography <b>(3)</b></li> <li>• Understand how the internet has helped people to stay connected, <i>with reference to the COVID-19 pandemic, if appropriate</i> <b>(3)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Explain what the basic needs of a person are and what resources we depend on as a result <b>(4)</b></li> <li>• Describe what is meant by a resource <b>(4)</b></li> <li>• Describe what is meant by energy and how we use it <b>(4)</b></li> <li>• Reflect on pupils' own consumption and how they can reduce it (with reference to resource consumption) <b>(4)</b></li> <li>• Understand that rain comes from clouds <b>(6)</b></li> <li>• Describe why it rains in some countries more than others <b>(6)</b></li> <li>• Describe the basic process of the water cycle, using some key geographic terminology <b>(6)</b></li> <li>• Understand how the water cycle affects people, such as through periods of drought or floods, and use some case studies to understand this <b>(6)</b></li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Gain competency using computers to design simple plans and maps <b>(3)</b></li> <li>• Use computers to confidently read maps such as Google Maps <b>(3)</b></li> <li>• Use basic fieldwork skills to understand the changes in the local area, such as photographic analysis, land use changes, pedestrian counts, transport counts <b>(5)</b></li> <li>• Apply skills learnt throughout KS1 to present findings from fieldwork, such as map construction and presentation skills <b>(5)</b></li> </ul>

### Assessment

Students in KS1 should be assessed continuously, both informally and formally, in line with the Schools' assessment policy. However, examples of assessment tasks may include:

- Multiple-choice quizzes relevant to content taught
- Marking of student workbooks and assessed pieces of homework
- Presentation skills such as drawing

- Skills-based assessments in familiar and unfamiliar scenarios

Assessment may include homework tasks. Homework should be set in line with the Schools' policy.

### **Wider Reading and Resources**

Pupils in KS1 should be encouraged throughout their studies to read for enjoyment, to build their vocabulary and confidence with grammar. This should not be limited to English, Phonics or in-school reading.

Some recommendations for how to engage with the subject include:

#### *Fiction Texts*

Numenia and the Hurricane (Fiona Halliday)

Water – Protect Freshwater to Save Life on Earth (Catherine Barr)

The Tale of the Whale (Karen Swann and Padmacandra)

#### *Non-Fiction Texts*

Britannica First Big Book of Why? (Sally Symes and Stephanie Warren Drimmer)

Geography: A Children's Encyclopaedia (DK Books)

Children Just Like Me (DK Books)

The Real Wonders of the World (Lonely Planet)

Adventures on Earth (Simon Tyler)

#### *Films*

Finding Nemo (2003, Cert. U)

Shark Tale (2004, Cert. U)

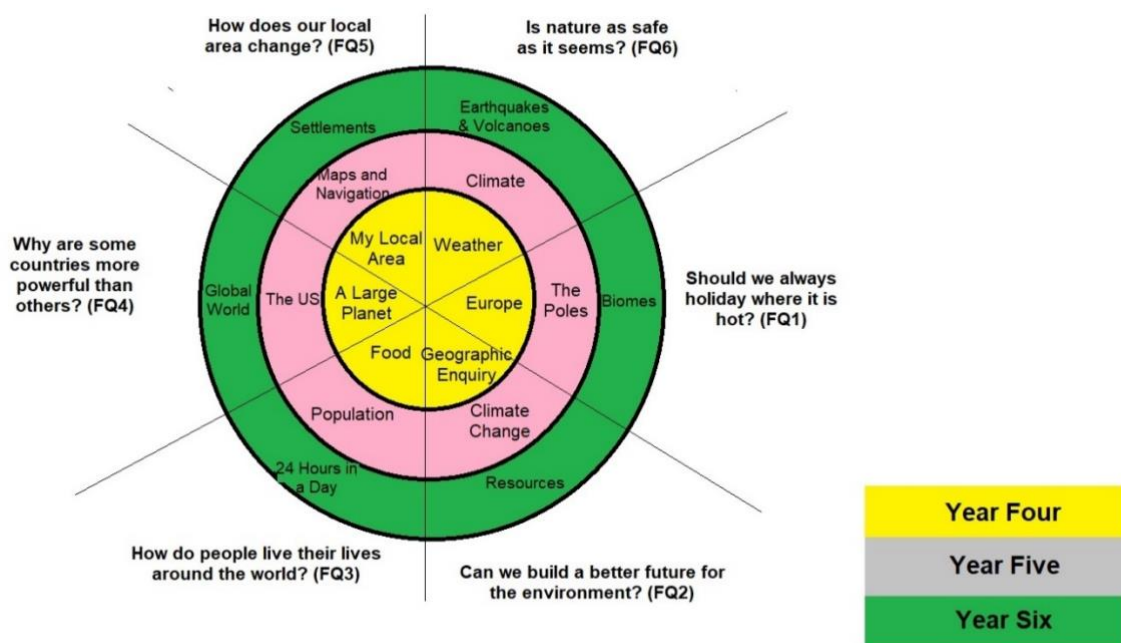
The Gruffalo (2009, Cert. U)

Madagascar (2005, Cert. U)

Kirikou and the Sorceress (1999, Cert. U)

## KEY STAGE 2

In Key Stage 2 pupils should continue to develop their knowledge and understanding of a range of key geographic concepts. There is a strong focus throughout this curriculum on skills, and pupils should continue to build on those in Years 4-6. There is also a focus on growing the ability to explain ideas, rather than simply describing as is the focus in KS1. The pinwheel below demonstrates how the topics taught can still link to the key fertile questions:



A recommended sequence for teaching these topics is in the LTP:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Just how big is our world?	Does everyone feel the same weather?	What is our continent like?	How do different people eat?	Is everywhere always the same?	
<b>Topic/FQ</b>	The Large Planet (4)	Weather (6)	Europe (1)	Food (3)	My Local Area / Geographic Enquiry (2, 5)	
Year 5	Could Santa really live at the North Pole?	What can maps tell us?	Is America all the same?	How many people can live on Earth?	Is anywhere always sunny?	Is England getting hotter?
<b>Topic/FQ</b>	The Poles (1)	Maps and navigation (5)	The US (4)	Population (3)	Climate (6)	Climate Change (2)
Year 6	Is the world growing?	Is everyone	Can we have earthquakes in England?	Can polar bears live	Will we always	Why did the Romans



	more connected?	living the same life?		in hot places?	need lights?	want Londinium?
<b>Topic/FQ</b>	Global world <b>(4)</b>	24 Hours in a Day <b>(3)</b>	Earthquakes and volcanoes <b>(6)</b>	Biomes <b>(1)</b>	Resources <b>(2)</b>	Settlements <b>(4)</b>

### Indicative content

	<b>YEAR 4</b>
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Identify and describe features of the European continent, such as size, countries, general shape <b>(1)</b></li> <li>• Name major European cities and countries and identify their shape <b>(1)</b></li> <li>• Describe the popularity of European countries as tourist destinations <b>(1)</b></li> <li>• Describe cultural and demographic features of named European countries <b>(1)</b></li> <li>• Describe the demographic and cultural features of a named region in Europe (preferably Eastern Europe) and compare these with the UK <b>(1)</b></li> <li>• Use the internet to get a better understanding of the local area <b>(2, 5)</b></li> <li>• Identify the largest and smallest countries in the world <b>(4)</b></li> <li>• Suggest likely differences between the UK and larger countries, like USA and China <b>(4)</b></li> <li>• Suggest likely differences between the UK and smaller countries, like Croatia or Malawi <b>(4)</b></li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Suggest why some areas have different weather to the UK <b>(6)</b></li> <li>• Describe the consequences of different types of weather <b>(6)</b></li> <li>• Understand where foods come from <b>(3)</b></li> <li>• Explain why people need food and what staple foods are <b>(3)</b></li> <li>• Describe national dishes from around the world and describe different tastes and flavours <b>(3)</b></li> <li>• Understand which different ingredients can and can not be grown in the UK <b>(3)</b></li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Collect some basic data on the weather, such as using a</li> </ul>

	<p>thermometer or rain gauge, and use geographic terminology to describe the day's weather <b>(6)</b></p> <ul style="list-style-type: none"><li>• Describe how the size and makeup of countries has changed through analysing older world maps <b>(4)</b></li><li>• Work on basic research skills like reading books, using the internet or analysing images <b>(2, 5)</b></li><li>• Work out solutions to problems</li><li>• Answer basic research questions, such as "What is the area where I live like?" <b>(2, 5)</b></li><li>• Conduct primary fieldwork skills, such as passenger counts, pedestrian counts, traffic counts, tree and vegetation studies etc. <b>(2, 5)</b></li></ul>
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	YEAR 5
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Identify and describe the location of the Arctic and Antarctic Circles, the North Pole and Antarctica <b>(1)</b></li> <li>• Describe the climate of the Antarctic and Arctic regions, to include temperature and weather patterns <b>(1)</b></li> <li>• Suggest and explain why the Antarctic and Arctic regions are not very habitable <b>(1)</b> Look at how scientists (and historically spies) live and work there.</li> <li>• Identify animals (land and sea) and plants from the Arctic and Antarctic regions <b>(1)</b></li> <li>• Identify the most and least populous countries in the world <b>(3)</b></li> <li>• Locate the US on a world map, including states <b>(4)</b></li> <li>• Describe the different climate and time zones in the US <b>(4)</b></li> <li>• Understand, describe and suggest the likely similarities and differences between a city in the west of the USA and the east of the USA <b>(4)</b></li> <li>• Describe the physical geography of different parts of USA, such as the varying biomes within the country, contrasting areas like Hawaii with Alaska <b>(4)</b></li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Suggest and explain the likely consequences of climate change on the Arctic and Antarctic regions <b>(1)</b></li> <li>• Understand what is meant by the term 'climate' <b>(6)</b></li> <li>• Explain the difference between climate and weather <b>(6)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Describe and suggest reasons for the UK's climate patterns, including seasonality <b>(6)</b></li> <li>• Identify, study and describe a country with a binary pattern of seasonality (wet/dry) <b>(6)</b></li> <li>• Understand the importance of the Equator and the Tropics in determining climate <b>(6)</b></li> <li>• Describe and explain some of the impacts climates have on human and animal life <b>(6)</b></li> <li>• Define what is meant by 'climate change' (in relation to the term 'climate') <b>(2)</b></li> <li>• Understand natural processes of climate change <b>(2)</b></li> <li>• Describe previous instances of observed natural climate change such as ice ages <b>(2)</b></li> <li>• Describe the greenhouse effect and name the greenhouse gases <b>(2)</b></li> <li>• Suggest some anthropogenic contributors to climate change, such as vehicle emissions <b>(2)</b></li> <li>• Suggest some likely consequences of anthropogenic climate change <b>(2)</b></li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Use choropleth maps and climate charts to identify regions with similar climates <b>(6)</b></li> <li>• Use an atlas to identify key features such as the Equator, Arctic and Antarctic circles, Tropics <b>(1, 6)</b></li> <li>• Interpret basic data on climate change through analysis of basic line graphs <b>(2)</b></li> <li>• Analyse choropleth maps of population data <b>(3)</b></li> <li>• Understand how one can locate oneself, such as through postcodes,</li> </ul>

	<p>signage and new tools like <i>what3words</i> <b>(5)</b></p> <ul style="list-style-type: none"><li>• Use confidently the eight points of a compass rose (NE/SE/SW/NW) when describing map locations <b>(5)</b></li><li>• Use maps to, by hand and using online mapping software, plan basic routes within the local area <b>(5)</b></li><li>• Use rulers to construct basic plans of rooms and buildings in an area <b>(5)</b></li><li>• Create maps of the local area, designing an appropriate key <b>(5)</b></li><li>• Appreciate that different types of map exist and different maps can be used for different things (e.g. the London Underground map, a building plan) <b>(5)</b></li><li>• Use maps to build knowledge of the UK's geography <b>(5)</b></li><li>• Construct memory maps of routes like the route to school <b>(5)</b></li></ul>
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	YEAR 6
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Study particular regions such as the Sahara Desert and Amazon Rainforest, understand the adaptations of plants and animals in these regions and recognise the threats to them <b>(1)</b></li> <li>• Through the study of resources, use a named country or region with high amounts of natural resources (e.g. Chile) <b>(2)</b></li> <li>• Through local fieldwork, identify how globalisation has impacted the local community <b>(4)</b></li> <li>• Describe the differences between a named village in the UK and named rural area in another, non-European country <b>(5)</b></li> <li>• Study a named, recent earthquake/volcanic eruption event <b>(6) or Popeii.</b></li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe and explain the similarities and differences between different biomes <b>(1)</b></li> <li>• Name and give some characteristics (climate, plants, animals) of major biomes (tropical rainforest, tundra, taiga, grasslands, deserts) <b>(1)</b></li> <li>• Understand the uses of different biomes <b>(1)</b></li> <li>• Explain why some biomes are at risk of harm by people <b>(1)</b></li> <li>• Describe the adaptations of some animals and plants in named biome regions, and explain why these adaptations are necessary <b>(1)</b></li> <li>• Explain confidently what is meant by the term 'sustainability' <b>(2)</b></li> <li>• Explain what non-renewable and renewable resources are, and how these are used in our daily lives <b>(2)</b></li> </ul>

- Describe the differences in resource consumption in the UK today and previously **(2)**
- Explain what is meant by the circular economy and how countries can adapt to it **(2)**
- Explain how waste can be used as a resource **(2)**
- Explain the reasons behind shorter and longer days (in the same country) **(3)**
- Explain why different time zones exist, and what the consequences of this are **(3)**
- Explain why some people work outside of 'traditional' times **(3)**
- Understand what is meant by 'globalisation' **(4)**
- Suggest and explain factors which contribute to the idea of a 'shrinking world' such as transportation and IT **(4)**
- Understand what is meant by trade and how globalisation has impacted trade **(4)**
- Explain the impact of globalisation on students' lives such as through mobile phone / computer use, culture, migration etc. **(4)**
- Explain why people choose to migrate **(5)**
- Describe different types of settlement (rural/urban) **(5)**
- Describe the similarities and differences between rural and urban areas **(5)**
- Explain how settlements form and change over time **(5)**
- Identify the three main layers in the Earth's structure **(6)**

	<ul style="list-style-type: none"> <li>• Explain what tectonic plates are and how they move <b>(6)</b></li> <li>• Describe how plate movement creates areas of tectonic activity <b>(6)</b></li> <li>• Explain how volcanoes form as a result of tectonic plate movement <b>(6)</b></li> <li>• Explain how earthquakes occur because of plate movement <b>(6)</b></li> <li>• Describe the likely impacts of earthquake and volcano events, and how their impacts can be mitigated against <b>(6)</b></li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Using atlases and online mapping tools, locate major biomes through satellite imaging and plant coverage <b>(1)</b></li> <li>• Use comfortably the terms latitude and longitude to describe climate zones <b>(1)</b></li> <li>• Describe patterns of resource consumption in the UK and around the world using basic data analysis tools like interpreting choropleth maps and tables <b>(2)</b></li> <li>• Identify areas of high and low resource consumption through data analysis <b>(2)</b></li> <li>• Calculate differences in time across the world through using a time zone map <b>(3)</b></li> <li>• Use historical maps and photographic analysis to understand the changes in a named area <b>(5)</b></li> </ul>

### Assessment

Students in KS2 should be assessed continuously, both informally and formally, in line with the Schools' assessment policy. However, examples of assessment tasks may include:

- Projects such as creative writing, poster design etc.
- Marking of student workbooks and assessed pieces of homework
- Open answer questions (not multiple choice)
- An end of topic quiz, spelling test etc.



Assessment may include homework tasks. Homework should be set in line with the Schools' policy.

### **Wider Reading and Resources**

Pupils in KS2 should be encouraged throughout their studies to read for enjoyment, to build their vocabulary and confidence with grammar.

Some recommendations for how to engage with the subject include:

#### *Fiction Texts*

The Boy Who Biked The World (Alastair Humphreys)

Song of the River (Gill Lewis)

The Uprising – The Map Makers in Cruxia (Eirlys Hunter)

#### *Non-Fiction Texts*

Amazing Transport (Tom Jackson and Chris Mould)

Dear Greenpeace (Simon James)

Earthquakes and Tsunami (Ben Hubbard)

#### *Films*

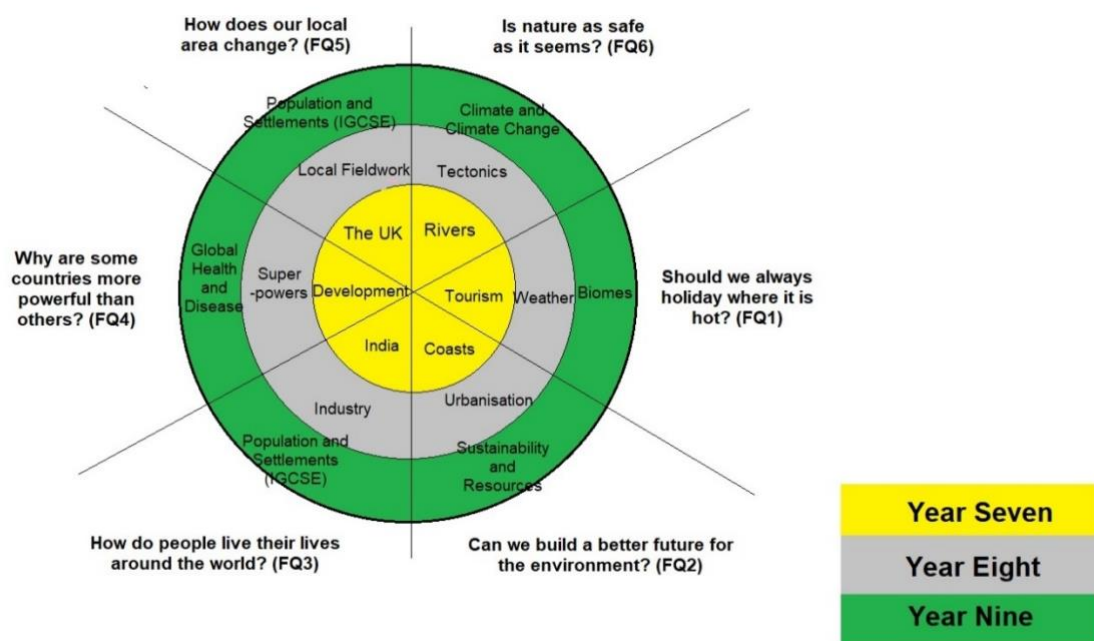
Around the World in 80 Days (2004, Cert. PG)

March of the Penguins (2005, Cert. PG)

Before the Flood (2016, Cert. PG)

### Key Stage 3

In Key Stage 3, students are now being actively taught how to be more critical of the world around them. Whilst on the pinwheel, some of the topics may have similar names to those taught in Key Stages 1 and 2, students must be taught to question the world whilst getting a full appreciation for the depth of some earlier topics. This will ensure they are ready for IGCSE study later in their academic careers. In practice, this should mean pupils engage in debate, form evidence-based arguments and learn to articulate themselves maturely through written work, including in extended pieces of writing.



A recommended sequence for teaching these topics is in the LTP:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Where on earth are we?	Is a river always calm?	Will inequality always exist?	Is India becoming a powerful country?	Does a beach always look the same?	Are holidays different now to 100 years ago?
<b>Topic/FQ</b>	The UK (5)	Rivers (6)	Development (4)	India (3)	Coasts (2)	Tourism (1)
Year 8	Does a volcano always kill?	Does moving to a city make life better?	Why is London hotter than other places in the UK?	What does 'getting a better job' mean?	Who are the most powerful people in the world?	Will London ever change?
<b>Topic/FQ</b>	Tectonics (6)	Urbanisation (2)	Weather (1)	Industry (3)	Superpowers (4)	Local Fieldwork (5)

Year 9	Why do Geographers care about health?	Should we fear hot weather?	Can deserts form on their own?	Do we need to watch what we use?	Does migration help or hinder?
<b>Topic/FQ</b>	Global Health and Disease <b>(4)</b>	Climate and climate change <b>(6)</b>	Biomes <b>(1)</b>	Sustainability and resources <b>(2)</b>	<b>IGCSE GEOGRAPHY TOPIC 1: POPULATION AND SETTLEMENTS</b>

### Indicative content

	YEAR 7
Locational and Place Knowledge	<ul style="list-style-type: none"> <li>• Through the study of a named river, name locations at the upper, middle and lower course (e.g. River Thames – Thames Head, Henley, London, Thames Estuary) <b>(6)</b></li> <li>• Analyse how tourist destinations fit (or not) to the Butler model (e.g. Blackpool, UK; Medellin, Colombia or Accra, Ghana) <b>(1)</b></li> <li>• Describe the human geography of India, such as demography, transport etc. <b>(3)</b></li> <li>• Describe the physical geography of India, such as relief, climate etc. <b>(3)</b></li> <li>• Explain how urban areas in India have developed over time, and how India has thrived as an independent country since the 1940s <b>(3)</b></li> <li>• Suggest how India can meet its targets for environmental sustainability and explain the challenges the country faces <b>(3)</b></li> <li>• Using a named country with low levels of development (e.g. countries in the bottom 10% of HDI) and a named country at high levels of development (e.g. in the top 10% HDI), describe and explain the similarities and differences between developed and developing countries <b>(4)</b></li> <li>• Using a map, locate the four constituent countries of the UK, understanding the difference between the UK and GB <b>(5)</b></li> <li>• Identify and describe the cultural, economic and environmental characteristics of the four capital cities of the UK <b>(5)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the UK's physical geography, including climate, mountains and rivers <b>(5)</b></li> <li>• Describe the UK's human geography and how it has changed over time, including impacts from migration <b>(5)</b></li> <li>• Understand what is meant by democracy, and how the UK is run by central and local governments <b>(5)</b></li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe how water is processed through the water cycle, through a system of stores and flows <b>(6)</b></li> <li>• Explain what a drainage basin is, and describe the inputs and outputs of this system <b>(6)</b></li> <li>• Explain the difference between an open and closed system <b>(6)</b></li> <li>• Explain how the processes of erosion, deposition and transport take place along a river's course <b>(6)</b></li> <li>• Identify the upper, middle and lower course of a river and some landforms found in each section <b>(6)</b></li> <li>• Explain how a river can be used (e.g for tourism, activities, food/water) <b>(6)</b></li> <li>• Understand what is meant by tourism and how the tourism industry has changed over time <b>(1)</b></li> <li>• Explain why people have different preferences for holidays <b>(1)</b></li> <li>• Describe the different types of holiday (beach/city, package etc.) <b>(1)</b></li> <li>• Suggest and explain the benefits and drawbacks of tourism for destination areas <b>(1)</b></li> <li>• Describe the Butler model and how it applies to tourist destinations <b>(1)</b></li> <li>• Explain how tourism is likely to change in the future <b>(1)</b></li> </ul>

- Describe how different types of wave (destructive/constructive) impact a coastline **(2)**
- Understand how waves contribute to erosion, deposition and weathering **(2)**
- Describe a beach profile, and how the foreshore, backshore, nearshore and offshore zones are related **(2)**
- Describe named types of coastal landform and explain how they are formed **(2)**
- Explain how coastal regions are used (such as through fishing, tourism etc.) and how this use leads to conflicts of interest **(2)**
- Describe the process of a storm surge and the impact it has on coastal areas **(2)**
- Decide which coastal management tools are best for a named region **(2)**
- Explain why some coastal areas are allowed to decline **(2)**
- Describe the various types of coastal management **(2)**
- Explain what factors influence development, including social and environmental factors **(4)**
- Explain how development can vary at a national level **(4)**
- Explain what is meant by the term 'inequality' and how this impacts people's daily lives **(4)**
- Explain the differences between wants and needs **(4)**
- Describe how governments can help people in poverty and suggest ideas for this **(4)**

Geographical Skills and Fieldwork

- Through maps and more practical studies, analyse the change in a river's course **(6)**
- Make evidence-based decisions on coastal management on a named area **(2)**
- Construct structured arguments and engage in debates over where to allocate resources to promote development **(4)**
- Conduct research using secondary sources and present findings on countries of different levels of development **(4)**
- With confidence, use an atlas to find and locate countries including the UK and India **(3, 5)**
- Construct arguments about what is meant by the concept of Britishness, and whether this still exists in the 21<sup>st</sup> century **(5)**

	YEAR 8
<p><b>Locational and Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand what the rural-urban fringe is, and how areas are becoming increasingly urbanised as a result of rural-urban migration <b>(2)</b></li> <li>• Using a named case study (Sao Paolo, Dharavi), understand how urbanisation can lead to inequalities being exacerbated <b>(2)</b></li> <li>• Define urbanisation <b>(2)</b></li> <li>• Interpret Lee's Push-Pull model of migration to understand how international migration, as well as internal migration, impact urban areas <b>(2)</b></li> <li>• Suggest how urbanisation can be managed to promote sustainable growth <b>(2)</b></li> <li>• Describe what primary, secondary, tertiary and quaternary sector jobs are <b>(3)</b></li> <li>• Explain how employment structure can indicate a country or region's level of development <b>(3)</b></li> <li>• Describe the Clarke-Fisher model's strengths and weaknesses <b>(3)</b></li> <li>• Through the study of a named area, explain how a country can progress through the various stages of the Clarke-Fisher model (e.g. the UK, the US) <b>(3)</b></li> <li>• Explain the impact of globalisation on employment through the study of a named case study (e.g. a TNC, or</li> </ul>

	<p>a named event like the Rana Plaza collapse) <b>(3)</b></p> <ul style="list-style-type: none"> <li>• Suggest how countries and NGOs can collaborate to improve working standards through a named example (e.g. Fairtrade, SDGs) <b>(3)</b></li> <li>• Describe what is meant by power and understand the difference between hard and soft power <b>(4)</b></li> <li>• Describe the history of the British Empire chronologically <b>(4)</b></li> <li>• Describe the fall of the British Empire and explain the positive and negative legacies which remain because of it <b>(4)</b></li> <li>• Studying a named group of people, explain the impact of power on them (such as Philippine migrants in the UAE, the Syrian migrant crisis, civil war in named African countries) <b>(4)</b></li> <li>• Suggest which countries hold the most power and explain why, as well as describing how this may have changed <b>(4)</b></li> <li>• Through a named case study, describe and explain regions of contested power (Taiwan, Western Sahara) <b>(4)</b></li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Describe the weather of the day, and how it can change <b>(1)</b></li> <li>• Explain how data on the weather can be collected <b>(1)</b></li> <li>• Explain the impact of air masses on the UK's weather system <b>(1)</b></li> <li>• Understand how tools such as a rain gauge, thermometer, wet/dry thermometer and wind vane can be used to collect weather data <b>(1)</b></li> <li>• Explain how severe weather events have an impact on people and the environment, such as flooding,</li> </ul>



	<p>heatwaves, forest fires etc. using named case studies <b>(1)</b></p> <ul style="list-style-type: none"> <li>• Explain how rainfall occurs <b>(1)</b></li> <li>• Describe and explain the concept of air pressure and the impact this has on the weather <b>(1)</b></li> <li>• Explain how the Earth's structure contributes to tectonic plate movement (such as through convection) <b>(6)</b></li> <li>• Describe the earth's structure and the characteristics of each layer <b>(6)</b></li> <li>• Describe the processes which occur at plate boundaries and their consequences (primary and secondary hazards) <b>(6)</b></li> <li>• Through named case studies, describe, explain and evaluate how tectonic events impacts people and the environment and how they can be managed for (using models like the Disaster Management Cycle) <b>(6)</b></li> <li>• Describe methods of hazard management including aseismic building design and land use zoning <b>(6)</b></li> </ul>
<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Collect and present weather data <b>(1)</b></li> <li>• Interpret choropleth maps, weather forecasts, temperature charts and other data presentation methods for the weather <b>(1)</b></li> <li>• Evaluate the success of methods to improve working conditions for people in developing countries <b>(3)</b></li> <li>• Describe the basic route to enquiry <b>(5)</b></li> <li>• Understand how to use libraries, local reference sources and physical sources to collect secondary data <b>(5)</b></li> <li>• Understand how to use the internet to collect secondary data <b>(5)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the various problems with data collection <b>(5)</b></li> <li>• Conduct a piece of fieldwork using primary and secondary data collection methods <b>(5)</b></li> </ul>
	<b>YEAR 9</b>
<b>Locational and Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Using a named case study, describe and explain the adaptations, food web, uses and threats to a named biome environment (e.g. deforestation The Amazon or Congo rainforests) <b>(1)</b></li> <li>• Using a named example, describe and evaluate the land use conflicts in a region of sustainable planning <b>(2)</b></li> <li>• Describe the energy mix of two contrasting countries (e.g. the UK and Iceland) <b>(2)</b></li> <li>• Using the example of Dr Snow, understand the importance of mapping in health management (through the Soho cholera outbreak example) <b>(4)</b></li> <li>• Describe the climate of two contrasting countries <b>(6)</b></li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Explain why different biomes exist <b>(1)</b></li> <li>• Describe the geographic distribution of biomes using terms like latitude and longitude <b>(1)</b></li> <li>• Using two specific biomes (e.g. deserts and rainforests), describe the typical characteristics of these biomes <b>(1)</b></li> <li>• Explain how plants and animals have adapted to the environments they live in (such as camels in deserts) <b>(1)</b></li> </ul>

- Suggest and explain the likely consequences of climate change on biome distribution **(1)**
- Define what is meant by 'sustainability' **(2)**
- Explain the difference between renewable and non-renewable resources **(2)**
- Suggest how sustainable resources can be used in urban planning (e.g. hydrogen fuelled buses or solar panelling) **(2)**
- Describe the consequences of energy consumption on climate change patterns **(2)**
- Explain how the UK's energy mix will change in the future **(2)**
- Explain why health is a concern for geographers **(4)**
- Understand the difference between communicable and non-communicable disease, using named examples **(4)**
- Describe and explain how health conditions disproportionately impact different social groups (e.g. gender, race, age) **(4)**
- Through the study of named diseases, explain how countries can manage health issues and evaluate the success of existing management schemes (e.g. obesity in the US, advertising restrictions on the London Underground, mental health concerns, or the spread of viral diseases like HIV, COVID-19) **(4)**
- Explain the difference between prevention and treatment of diseases **(4)**
- Suggest alternative methods to management to prevent future health problems in the UK, such as increased diseases of affluence **(4)**

	<ul style="list-style-type: none"> <li>• Interpret the epidemiological transition model <b>(4)</b></li> <li>• Describe how the global climate system produces regular patterns such as seasonality <b>(6)</b></li> <li>• Explain anomalies to climate patterns such as El Nino <b>(6)</b></li> <li>• Describe how one can study climate change over long periods, such as ice core and tree ring analyses <b>(6)</b></li> <li>• Suggest how climate change can be both natural and anthropogenic <b>(6)</b></li> <li>• Describe the evidence for climate change <b>(6)</b></li> <li>• Explain the likely impacts of climate change on different countries <b>(6)</b></li> <li>• Suggest how climate change can be managed at the personal, governmental and NGO level, including through activism <b>(6)</b></li> </ul>
<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Use maps and choropleth maps to estimate plant coverage and biome distribution <b>(1)</b></li> <li>• Interpret data to understand the spread of diseases around the world, especially using named pandemics like HIV/AIDS and COVID-19 <b>(4)</b></li> <li>• Describe what is meant by misinformation and how to tackle this through effective research <b>(4)</b></li> <li>• Explain what the difference between climate and weather is and analyse climate charts <b>(6)</b></li> </ul>

**Fertile Questions 3 and 5 in Year 9 are met through the early start of the IGCSE curriculum.**

### **Assessment**

Students in KS3 should be assessed continuously, both informally and formally, in line with the Schools' assessment policy. However, examples of assessment tasks may include:

- Debate and presentations, including assessment on argument formation, evidence, research skills
- Marking of student workbooks and assessed pieces of homework

- Essay style questions or extended writing pieces
- Posters or other projects of creative work as summative assessment

Assessment may include homework tasks. Homework should be set in line with the Schools' policy. Assessment may also be formalised through end of year or end of term examinations which support students in familiarising with question types at IGCSE level.

### **Wider Reading and Resources**

Pupils in KS3 should be encouraged throughout their studies to read for enjoyment, to build their vocabulary and confidence with grammar.

Some recommendations for how to engage with the subject include:

#### *Fiction Texts*

The Boy at the Back of the Class (Onjali Rauf)

The Breadwinner (Deborah Ellis)

Journey to Jo'Burg (Beverley Naidoo)

#### *Non-Fiction Texts*

Rivers and Mountains (Joanna Brundle)

Ordnance Survey Puzzle Book (Gareth Moore)

Coming to England (Floella Benjamin)

#### *Films*

The Social Network (2010, Cert. 12A)

A Life on Our Planet (2020, Cert. PG)

The Englishman who went up a hill but came down a mountain (1995, Cert. PG)

## KEY STAGE 4

By Key Stage 4, pupils will have confidence in how they approach the problems in the world. They will be critical of the world around them and come up with solutions to problems. They will articulate themselves with confidence, and regularly base conclusions in evidence-based evaluations.

As Geography is no longer a core subjects, pupils are enrolled onto the Cambridge IGCSE in Geography (Grades 9-1). This is a course typically covered over two academic years, with a minimum of two fieldtrips advised for pupils to engage in field studies. All of the content is available through the existing Specification.

A recommended sequence of teaching for the IGCSE is as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Population and Settlement (cont'd from Y9 Sum1/2)	Earthquakes and Volcanoes, Rivers	Rivers, Coasts	Weather, Climate & Nat. Veg.	Climate & Nat. Veg.	Fieldwork (Paper 3/4)
Year 11	Development, Food, Industry	Tourism, Energy, Water	Env. Risks, Paper 2 Analysis Skills	Paper 2 Map Skills	EXAMS	

## Assessment

Students in KS4 should be assessed continuously, both informally and formally, in line with the Schools' assessment policy. However, examples of assessment tasks may include:

- Debate and presentations, including assessment on argument formation, evidence, research skills
- Marking of student workbooks and assessed pieces of homework
- Essay style questions or extended writing pieces
- Posters or other projects of creative work as summative assessment
- Exam style questions

Assessment may include homework tasks. Homework should be set in line with the Schools' policy.

Students sit three formal assessments in Geography for the IGCSE: Paper 1 (a knowledge focused paper, worth 45% of the grade), Paper 2 (a skills focused paper, worth 27.5%) and **either** Paper 3 (a piece of coursework, of 2000 words) **or** Paper 4 (a skills focused paper concentrating on fieldwork, worth 27.5%). These are sat early in the Summer Term of Year 11. There are re-sit opportunities in November and June.

Students should therefore be given opportunities for fieldwork where possible.

### **Wider Reading and Resources**

Pupils in KS4 should be encouraged throughout their studies to read for enjoyment, to build their vocabulary and confidence with grammar.

Some recommendations for how to engage with the subject include:

#### *Non-Fiction Texts*

Prisoners of Geography (Tim Marshall)

Factfulness (Hans Rosling)

There is no Planet B (Mike Berners-Lee)

The Almighty Dollar (Dharshini David)

My GPS won't work: a quick guide to reading maps (Baby Professor)

When the Rivers Run Dry (Fred Pearce)

The Unsustainable Truth (David Ko)

#### *Films*

Slumdog Millionaire (2009, Cert. 15)

Sitting in Limbo (2020, No certificate)

Super Size Me (2004, Cert. 12) – related to TNCs

Seven Worlds, One Planet (2019, Cert. U)

### **Opportunities for Further Study**

This curriculum sets pupils up well for study at IGCSE level in Geography, Travel and Tourism, or Global Perspectives. There is some overlap with core subjects throughout the curriculum in Mathematics, Science, History and Politics – teachers should seek to capitalise on opportunities for co-curricular teaching when planning.

At A-Level, pupils may study Geography, Geology, Business, Economics, Politics, Philosophy, History or Mathematics based on their studies at LWSF. BTEC Level 3 courses may include Business, Construction, Travel and Tourism, Land-based studies and more. Students should be given full information about how Geography can be used in later life through the careers provision at LWSF.

Careers for geographers include teaching, research, cartography, GIS analysis, town planning, social development, consulting, politics and more.

### **SEND Provision**

All teachers in Geography should ensure that this curriculum remains accessible as far as possible to pupils with specific educational needs. This has, in the past, included adapting lessons to be more practical, making assessments simpler and/or tailoring assessment and simplifying the content taught to some pupils. This should be done in line with the Schools' Differentiation and SEND policies.