

Subject overview for: Geography

1. Subject overview

The flow of learning at JMHS has been based around demonstrating the dynamism and interdependency of our world; beginning in year 7 with how change has impacted our local space and moving within and between each topic to wider world examples. We examine both physical and human aspects within each key stage to show the inter relationships between humans and their environments.

2. Year 7, Year 8 and Year 9 summary (Key Stage 3)

Students begin in Year 7 with an introduction into the importance of studying geography, with a focus on both human and physical concepts, atlas and map skills in the first term (How can we study the geography of Ledbury?). These skills and key building blocks are built upon throughout Key Stage 3, 4 and 5. Students then begin to develop geographical enquiry by investigating the interchanging relationship between population growth and resources. Students then move on to study how the changing climate is impacting our local space and comparing these impacts to wider world examples including India and Tuvalu. The summer term provides continuation with a focus on the increasing risk of river and coastal flooding due to climate change and human activity. Year 7 is channelled through a local lens so that students can relate geographical concepts to personal experiences.

In Year 8 student address common geographical misconceptions which provide them with the skills to 'think like a geographer'. These skills are then applied to key geographical processes such as development and tectonics. Students explore several global biomes and the impact of human activity, culminating in a decision-making activity whereby students decide if Antarctica should be preserved or exploited for human use. The end of Year 8 offers students the chance to apply geographical concepts and skills to a country-based study (Philippines) with the aim of creating synoptic links between different strands of geography explored throughout key stage 3.

Throughout, key countries and regions are used as case studies which display the processes occurring; these include Philippines, Indonesia, India, Tuvalu, Antarctica, Brazil, Nigeria, Ethiopia, USA and the UK. Enquiry led learning is used to encourage students' decision making and develop comprehension and data handling skills. By the end of Key Stage 3 students should be able to use specific geographical language to explain key processes of change and the impacts confidently.

Year 9 in Geography is fundamental as it covers foundational knowledge that allow students to 'think like a geographer' and enable a succinct and successful study of GCSE Geography in Years 10 and 11. Topics such as 'how do we approach geographical enquiry' and 'how diverse is Asia' cover pivotal concepts such as fieldwork, sustainability and globalisation which will be built on at GCSE level.

Year Group	Autumn Term	Spring Term	Summer Term
	Topics:	Topics:	Topics:
7	<ol style="list-style-type: none"> How can we study the Geography of Ledbury? Can the planet support us all? 	<ol style="list-style-type: none"> How are glacial landscapes formed? Why is our planet changing? 	<ol style="list-style-type: none"> Why does Worcester flood? Should we protect the Norfolk Coast?
8	<ol style="list-style-type: none"> Why is our understanding of the world wrong? 	<ol style="list-style-type: none"> Why are the continents moving? 	<ol style="list-style-type: none"> Should we preserve Antarctica?

	2. Why are some places more developed than others?	2. Why save the rainforests?	2. Why is the Philippines multi-hazardous?
9	1. Has globalisation turned Ledbury into a clone town? 2. How diverse is Asia?	1. How have past processes shaped the landscape? 2. How does a river change as it travels towards the sea?	1. Why is the UK's human landscape changing? 2. Why is London changing?
	3.	3.	3.

3. Key Stage Four summary (Year 10 and 11 – GCSE Geography)

Progression onto GCSE continues with learning through enquiry questions but develops complexity of processes operating at a variety of scales and with multi-faceted impacts; combining both physical and human geography. It allows students to examine international remedies and collaborations between stakeholders and evaluate factors to produce evidenced judgements. We build on the range of data sources introduced earlier and continue to embed key map, graphs and photograph interpretations. We revisit the concept of magnitude and frequency of changes explored in younger years.

4. Sixth Form courses

Edexcel A Level Geography

In A level we progress further to examine the synoptic issues facing an ever-changing world; particularly hazards and landscape change, globalisation, superpowers, climate change, trade, energy and water.

We utilise emphasises the use of evidence based discussions to justify the extent to which stakeholders are able to influence the world around them.

5. Contribution to preparing for life in modern Britain/equalities

Throughout lessons in Geography students are exposed to a multitude of cultures and ways of life. Students explore how multiculturalism has contributed to a modern Britain (study of ethnic enclaves, diasporas). Students also challenge misconceptions about development throughout the world (Africa, Natural Hazards and Climate Change) through our 'Factfulness: Is our understanding of the world wrong?' topic and consider whether we should all be following the 'Western' pathway of development.

6. Contribution to careers provision

The study of Geography enables students to embark on a career in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors.

Students will gain many transferable skills such as numeracy, statistical analysis, prioritising a range of information, time management and organisation.