

Geography Policy

Whitefriars School



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Intent



Article 29: *Your right to become the best that you can be.*

We will inspire in our pupils a sense of awe and wonder at our beautiful world and enable our pupils to explore and appreciate at first hand a range of distinctive environments, both natural and human through learning outside of the classroom.

Pupils will develop locational knowledge about places. They will learn about both physical and human processes and understand how these interact to explain how landscapes are formed and change over time. Pupils will learn how human activity in one part of the world can have impacts on environments and people in other places. Pupils will deepen their appreciation of the diversity of peoples, and compassion for people living in more challenging circumstances. Pupils will be shown how all peoples and their futures are interconnected and that all human activity relies upon the effective functioning of natural systems.

Through their study of geography, pupils will become confident at using a range of geographical skills. Pupils will be able to locate places. Pupils will be able to use and interpret a range of geographical sources such as satellite images, maps, and graphs. Pupils will be able to describe distributions shown on maps and trends revealed by graphs. Pupils will learn how to explain processes using chains of reasoning. Pupils will develop the ability to appraise geographical evidence and communicate their conclusions in writing. Pupils will learn how to ask relevant geographical questions and use an enquiry approach to undertake investigations. Pupils will be able to collect, present and analyse data collected through fieldwork and use this evidence to arrive at conclusions. Pupils will be able to critique and evaluate their own investigations and fieldwork, as well as that of others, considering levels of bias, accuracy, and validity. Pupils will be able to evaluate solutions to geographical problems and write at length about their own opinions. Pupils will build the knowledge, understanding and skills to become active citizens of the future.

Implementation



Article 28: *Your right to learn and go to school.*

Skills and Content

The teaching of geographical knowledge, understanding and skills at Whitefriars School is undertaken using a through-school approach; secondary section teaching is fully integrated with and builds upon the development of skills in the primary section. There is a planned sequential and systematic development of content and skills across the through-school.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the early years foundation stage, and enhances this according to the needs of our pupils.

Timetable

In the primary section at KS1 and KS2 Geography is taught as part of Humanities. Humanities (topic) lessons alternate between Geography and History topics. This creative and innovative Humanities approach allows for the necessary cross-curricular links to aid full understanding. For example, the geographical aspects of historical periods can be fully explored to aid understanding across all of the Humanities. Regular planning sessions ensure that coverage is thorough.

In Key Stage 3 pupils have bespoke Geography lessons. Pupils have two timetabled lessons per week in Years 7, 8 and 9.

Pupils have the option of studying Geography at GCSE level in Years 10 and 11. Pupils are encouraged to study Geography or History in order to fulfil the requirements of the English Baccalaureate. These pupils have three lessons per week.

Pupils have the option of studying Geography for one of their A-Levels. These pupils have five lessons per week.

EYFS

In EYFS pupils will explore the topic 'Our Wondrous World' and 'Our Colourful World' and will undertake class walks to observe their surroundings and develop a sense of place.

Primary section

Pupils learn about a variety of Geography topics during the academic year. In KS1 pupils learn about navigation and how to navigate. They complete local studies. They compare Wealdstone to Chalfont St Giles and learn about the geographical development of Harrow over time. They also learn about life on Planet Earth. This includes studies of climate, oceans, rainforests, various biomes and the causes and effects of climate change.

In KS2 pupils learn more specifically about life in the UK and in Europe. This includes the similarities and differences between the various regions and countries of the United Kingdom and the geographical differences, and their impact, across Europe. They also learn about the differing landscapes of Brazil and how this affects inhabitants and their way of life. They learn about the causes and effects of natural events, including volcanoes and earthquakes. Finally they complete a study of rivers, including how they work and examples from around the world.

Secondary section

The curriculum fully builds on the primary section curriculum and continues the development of the geographical skills. Specific skills are emphasised within different topics to ensure skill development and support mastery.

In each year group there is an identified fieldwork investigation which students complete to deepen their understanding of processes and places and build the skills necessary for GCSE and A-Level.

In each year there is a synoptic, location-based topic which allows students to apply and deepen their previous knowledge and understanding within the context of a specific

continent; in Year 7 this is Africa, in Year 8 the Middle East and in Year 9 Asia (including the study of China, India and Russia). These locations have been chosen to be in-line with the KS3 National Curriculum. The final three topics of Year 9 have been designed to overlap with knowledge and skills from Science, Maths and English to support students' progress at GCSE for those students who choose not to continue to study Geography.

GCSE and A-Level

The curriculum has been designed so that Geography teaching at GCSE and A-level fully develops from that taught in the earlier key stages.

For Geography GCSE there are two compulsory fieldwork days which are undertaken during the summer of Year 10. There is a visit to Ashridge Woodland in Hertfordshire to complete a day of physical geography fieldwork, and a visit to Canary Wharf in London to complete a day of human geography fieldwork. There is an additional optional residential trip to North Norfolk to study coasts in the Autumn Term of Year 11.

An integral part of the A-Level is the individual NEA investigative project. Pupils are given the opportunity to identify a location and topic of their own choosing from the syllabus to allow pupils to develop a genuinely individual project. There is an additional optional residential trip to South Wales in the summer of Year 12 to deepen students' understanding of their A-Level topics.

Extra-curricular

Primary section pupils take part in a virtual reality workshop to deepen their learning about volcanoes. Pupils also take part in orienteering workshops, in our Forest School, to practise the navigation skills taught in the curriculum.

There is a KS3 Geography Club where pupils learn more about different countries of the world and play a variety of geographical games with the interactive whiteboard, globes and cards.

At KS4 there is an optional residential trip to the Kingswood Centre on the North Norfolk Coast. This trip includes outdoor activities as well as a trip to see different coastal management along the coast. At KS5 students can choose to support in KS4 and KS3 lessons as part of their community enrichment. They are also encouraged to read the Geography Review magazine and to use the online resources provided by the Royal Geographical Society including online lectures.

When possible, external speakers are invited in to discuss careers and issues in Geography.

Implementation – Skills

	Locating places	Understanding places and processes	Interpreting geographical information	Communicating ideas and opinions in geography	Undertaking fieldwork
Year 1	<p>Begin to explore maps and globes and become aware that a map and a globe show the same area.</p> <p>With guidance, name and locate the 7 continents and 5 oceans on a world map and a globe.</p> <p>With guidance, name and locate the UK, its 4 countries and capital cities.</p> <p>With guidance, use directions (N/S/W/E) when describing features on a map.</p>	<p>Begin to observe and describe similarities and differences between places.</p> <p>Observe and describe the characteristics of the four seasons.</p>	<p>Discuss pictures of different places.</p> <p>Relate changes in seasonal and daily weather patterns in the UK to the need for different types of clothing.</p>	<p>Draw pictures of different places.</p> <p>With guidance, use geographical vocabulary. For example, mountain, coast and cliff.</p> <p>Begin to give their own opinions about places and what it might be like to live in a different place.</p>	<p>With guidance, use an aerial photograph of school to identify their location and key features they have seen.</p> <p>With guidance, undertake simple fieldwork within the locality. Observe, take photographs and record simple information about the locality.</p> <p>With guidance, create simple maps with blocks.</p>
Year 2	<p>Name and locate the 7 continents and 5 oceans on a world map and on a globe.</p> <p>Locate the North and South Pole and equator.</p> <p>Name and locate the UK, its 4 countries and capital cities. Use directions (N/S/W/E) when describing features on a map.</p>	<p>Observe and describe similarities and differences between places.</p> <p>Explore and explain the similarities and differences of places through studying the physical and human geography of the UK and a non-European country.</p>	<p>Confidently discuss pictures of different places.</p> <p>Identify the location of landmarks from aerial photographs.</p> <p>Interpret photographs of cold and hot places. For example compare the differences between landscape, vegetation etc.</p> <p>Look at photographs of places taken at different times and identify changes -especially the difference between old and new buildings.</p>	<p>Draw pictures of different places and write comparatively about similarities and differences.</p> <p>Use geographical vocabulary. For example, city, town, village, capital, coast, equator, climate, physical and human.</p> <p>Give opinions about places and what it might be like to live in a different place</p>	<p>With guidance, use an aerial photograph and map of school to identify their location and label on key features they have seen.</p> <p>Use directional language to find places around school.</p> <p>Undertake simple fieldwork within the locality. Observe, take photographs and record simple information about the locality.</p> <p>With guidance, create simple maps of the locality with a key.</p> <p>With guidance, use directions when describing a route being followed on a map.</p>
Year 3	<p>Begin to use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>With guidance, locate several countries in the northern hemisphere and describe their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>With guidance, locate the major volcanoes of the world.</p> <p>Use OS maps, the 8 points of the compass, symbols and a key.</p> <p>Know what 4 figure grid references are.</p>	<p>Begin to describe similarities and differences between places through the study of the UK, a region in an EU country and a region in North or South America</p> <p>Begin to describe and explain key aspects of physical and human geography, including volcanoes, earthquakes and what attracted early settlers to places.</p> <p>Begin to explain the cause and effect of places changing over time.</p>	<p>Begin to use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>Begin to use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>Begin to present geographical data visually, for example as tables, and graphs.</p> <p>Begin to analyse data shown in tables, graphs and on maps.</p> <p>Begin to use numbers for measurement.</p> <p>Use numbers as grid references and for longitude and latitude.</p>	<p>Begin to write using a range of genres. Begin to draw diagrams. For example, line graphs to show how data changes over time or space. For example, bar charts to represent groups of data.</p> <p>Begin to use subject-specific vocabulary in writing. For example, climate, precipitation, zone, weather, humidity, warming, implications, temperature and rainfall</p> <p>Begin to develop own views related to the topics they are studying.</p> <p>Begin to have a broader understanding about some environmental topics like climate change and start to contribute their ideas about how to help their community.</p>	<p>Use aerial photographs and maps to find their location and begin to use orienteering skills to find different locations around the outdoor areas of the school grounds.</p> <p>Begin to use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Make an aerial plan/map of the school/ local area.</p> <p>Use directions when describing a route on a map.</p>
Year 4	<p>With guidance, use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Locate several countries in the northern hemisphere, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>With guidance, locate the countries related to Islamic Civilization.</p> <p>With guidance, use OS maps, the 8 points of the compass, 4 figure grid references, symbols and a key.</p> <p>Know what 6 figure grid references are.</p>	<p>With guidance describe similarities and differences between places through the study of the UK, a region in an EU country and a region in a non- EU country</p> <p>With guidance explain the effect water has on landscapes, people and the environment.</p> <p>With guidance, explain the cause and effect of places changing over time, with reference to physical processes.</p>	<p>With guidance, use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>With guidance, use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>With guidance, present geographical data visually, for example as tables and graphs.</p> <p>With guidance, begin to analyse data shown in tables and graphs and on maps.</p> <p>With guidance, use numbers for measurement, e.g., temperatures, percentages, distances, and river flows.</p> <p>Also use the numbers for grid references and longitude and latitude.</p>	<p>With guidance, write in different genres. Draw diagrams and use subject-specific vocabulary. Use ICT to present information including data.</p> <p>With guidance express views related to the topics being studied</p> <p>Understand how our actions affect the planet we live on.</p> <p>Give opinions as to how our lives affect the planet we live on.</p> <p>Respond to a stimulus by writing at length (paragraphs about concepts)</p>	<p>Practise using maps, atlases, globes and digital/ computer mapping to locate their locations.</p> <p>With guidance, use an OS map to find their location while undertaking fieldwork.</p> <p>With guidance, use fieldwork to observe, measure, record and present the human and physical features in the local area together with practising using sketch maps, plans and graphs, and digital technologies.</p> <p>With guidance begin to create sketch maps of an appropriate scale and can add a north point.</p> <p>Confidently discuss a route.</p>
Year 5	<p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and time zones (including day and night).</p> <p>Locate Europe (including the location of Russia) and North and South American and describe their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use OS maps, the 8 points of the compass, four figure grid references, symbols and a key.</p> <p>With guidance, use 6 figure grid references.</p>	<p>Describe similarities and differences between places through the study of the UK, a region in an EU country and a region in North or South America.</p> <p>Describe key aspects of: Physical geography, including climate zones, mountains, volcanoes and earthquakes.</p> <p>Describe key aspects of Human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use cause and effect to explain how places change over time and that all places are interconnected and interdependent.</p>	<p>Use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>Use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>Choose ways to collect geographical data and decide the most appropriate units of measure and method of presentation.</p> <p>Analyse and evaluate data. For example, population data, environmental data etc.</p>	<p>Communicate geographical ideas using maps, diagrams and numerical information and ICT.</p> <p>Identify and explain different views that people have, including their own view.</p> <p>Demonstrate an understanding that decisions about environments affect the quality, and future quality, of peoples' lives.</p>	<p>Use maps, atlases, globes and digital/computer mapping to find their location.</p> <p>In the field, use an OS map to identify their location.</p> <p>Undertake fieldwork. Measure and record the human and physical features in the local area using a range of methods including sketch-maps, plans, graphs and digital technologies.</p> <p>Create sketch maps of an appropriate scale and add a north point.</p> <p>Discuss and write about a route to school.</p>
Year 6	<p>Confidently use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Confidently identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and time zones (including day and night).</p> <p>Confidently locate Europe (including the location of Russia) and North and South America and describe their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Locate the world's longest rivers.</p> <p>Confidently use OS maps, the 8 points of the compass, four and six figure grid references, symbols and a key.</p>	<p>Confidently describe similarities and differences between places through the study of the UK, a region in an EU country and a region in North or South America.</p> <p>Confidently describe and explain key aspects of physical and human geography. For example, river landforms and how rivers can influence where people live and affect the lives of people. For example, how the world's population is distributed and how this can change over time, the reasons for population growth and movement.</p> <p>Confidently demonstrate an understanding of cause and effect, that places change over time and that all places are interconnected and interdependent.</p>	<p>Confidently use aerial photographs, maps, atlases, globes and digital/computer mapping (inc. GIS) to find out about places and features being studied.</p> <p>Confidently use photographs, diagrams, videos and web resources to find out more about what a place is like.</p> <p>Confidently choose ways to collect geographical data and decide the most appropriate units of measure and method of presentation.</p> <p>Confidently analyse and evaluate data</p>	<p>Confidently write at length</p> <p>Confidently communicate geographical ideas using maps, diagrams and numerical information and ICT.</p> <p>Confidently discuss and write about different peoples' views on geographical issues, including the reasons for their own views.</p> <p>Confidently demonstrate an understanding that decisions about environments affect the quality, and future quality, of peoples' lives.</p>	<p>Confidently use maps, atlases, globes and digital/computer mapping to find their location.</p> <p>In the field, confidently use an OS map to identify their location.</p> <p>Confidently undertake fieldwork. Measure and record the human and physical features in the local area using a range of methods including sketch-maps, plans, graphs and digital technologies.</p> <p>Confidently create sketch maps of an appropriate scale.</p> <p>Confidently discuss and write about routes on a map.</p>
Year 7	<p>With guidance, use an advanced atlas to locate places.</p> <p>Use longitude and latitude to locate places.</p> <p>Locate the major countries of Africa, the main physical features of the continent and major cities.</p>	<p>With guidance, write detailed descriptions of photographs, maps and graphs describing the main trend and giving data to support this.</p> <p>With guidance, write detailed explanations about a range of physical and human processes studied.</p>	<p>Interpret aerial and satellite images, topographical and thematic maps, and graphs.</p> <p>With guidance, use a range of general numerical skills to analyse geographical data. For example, mean, mode and median.</p>	<p>With guidance, write at length and evaluate the causes and impacts of geographical processes using the thinking framework of social/economic/ environmental and short/long-term impacts.</p> <p>With guidance, write at length and evaluate solutions to geographical problems and give opinions with justifications.</p>	<p>In the field, use an OS map to identify their location, relief and aspect.</p> <p>Collect fieldwork data and name the sampling methods being used.</p> <p>Present, analyse and communicate fieldwork data.</p>

	<p>Locate places on OS maps (1:50,000) using 4 and 6 figure grid references, directions and scale.</p> <p>Use OS maps to locate and identify the characteristics of urban locations.</p>	<p>With guidance, refer in writing to a range of general geographical concepts and models to understand places. For example, differences in urban and rural places, employment structures and plate tectonics.</p>	<p>With guidance, use a range of general assessment questions to validate geographical data such as the year the data was collected in, and the sample size used.</p>	<p>With guidance, respond to a range of possible geographical futures and state their preference with justifications.</p>	<p>With guidance, reflect on their fieldwork experiences to deepen their understanding of geographical processes and identify ways in which their fieldwork could have been improved.</p>
Year 8	<p>Use an advanced atlas to locate places.</p> <p>Use longitude and latitude, including minutes and seconds.</p> <p>Locate the major countries of the Middle East, as well as the main physical features and major cities of the region.</p> <p>Locate places on OS maps (1:25,000 and 1:50,000) using 4 and 6 figure grid references, directions and scale.</p> <p>Use OS maps to locate and identify the characteristics of river locations.</p>	<p>Write detailed descriptions of photographs, maps and graphs describing the main trend and giving data to support this.</p> <p>Write detailed explanations about a range of physical and human processes. For example, microclimates, flooding and changes in tourism.</p> <p>Refer in their writing to a range of general geographical concepts and models to understand places. For example, the water cycle, heat islands and climate change models.</p>	<p>Interpret a range of aerial and satellite images, topographical and thematic maps, and graphs.</p> <p>Use basic GIS to view, analyse and interpret data.</p> <p>Use a range of general numerical skills to analyse geographical data such as mean, mode and median.</p> <p>Use a range of general assessment questions to validate geographical data such as the year the data was collected in, and the sample size used.</p>	<p>Write at length and evaluate the causes and impacts of geographical processes using the thinking framework of social/economic/ environmental and short/long-term impacts.</p> <p>Write at length and evaluate solutions to geographical problems and give opinions with justifications.</p> <p>Envision and write about their preferred future.</p>	<p>In the field, use an OS map to identify their location and its characteristics.</p> <p>Collect fieldwork data, aware of how the fieldwork has been designed and the sampling methods being used.</p> <p>Present, analyse and communicate fieldwork data.</p> <p>Reflect on their fieldwork experiences to deepen their understanding of geographical processes and identify ways in which their fieldwork could have been improved.</p>
Year 9	<p>Confidently use an advanced atlas to locate places.</p> <p>Confidently use longitude and latitude, including minutes and seconds.</p> <p>Locate the major countries of Asia, the main physical features of the continent and its major cities.</p> <p>Confidently locate places on OS maps (1:25,000 and 1:50,000) using 4 and 6 figure grid references, directions and scale.</p> <p>Use OS maps to locate and identify the characteristics of coastal locations.</p>	<p>Confidently write detailed descriptions of photographs, maps and graphs describing the main trend and giving data to support this.</p> <p>Confidently write detailed explanations about a range of physical and human processes. For example, plate tectonics and globalisation.</p> <p>With guidance, refer in writing to a range of general geographical concepts and models to understand places. For example, the Burgess model and the multiplier effect.</p>	<p>Confidently interpret a range of aerial and satellite images, topographical and thematic maps, and graphs.</p> <p>Confidently use basic GIS to view, analyse and interpret data.</p> <p>Confidently use a range of general numerical skills to analyse geographical data. Such as mean, mode and median.</p> <p>Confidently use a range of general assessment questions to validate geographical data such as the year the data was collected in, and the sample size used.</p>	<p>Write at length and confidently evaluate the causes and impacts of geographical processes using the thinking framework of social/economic/ environmental and short/long-term impacts.</p> <p>With guidance, respond to statements about places, learning to give a balanced appraisal and their own opinion.</p> <p>Write at length and confidently evaluate solutions to geographical problems and give their own opinions with justifications.</p> <p>Confidently envision and write about their preferred future.</p>	<p>In the field, confidently use an OS map to identify their location and its characteristics.</p> <p>Confidently collect fieldwork data, aware of how the fieldwork has been designed and the sampling methods used.</p> <p>Confidently present, analyse and communicate fieldwork data from contrasting locations, using increasingly complex information.</p> <p>Confidently reflect on their fieldwork experiences to deepen their understanding of geographical processes and identify ways in which their fieldwork could have been improved.</p>
Year 10	<p>Describe in writing the location of an unfamiliar place using a given map, employing longitude and latitude, directional terms and distances calculated using a given scale.</p> <p>Locate specific places which have been identified as case studies in the GCSE Specification. For example, cities (London and Mumbai), the North Norfolk Coast (UK) and the world's biomes.</p> <p>Use OS maps (1:50,000 and 1:25,000) to locate places using grid references, directions and distances (calculated using the scale).</p>	<p>Describe in writing photographs, maps and graphs of familiar and unfamiliar places-identifying patterns in distributions and using data in responses.</p> <p>Identify and explain in writing geographical processes occurring in familiar and unfamiliar places using chains of reasoning. For example, erosion and landform change, migration and the growth of cities.</p> <p>Refer in writing to a range of geographical concepts and models to understand places. For example, the concept of sustainability and Eagan's Wheel Model. The concepts of risk, place and sphere of influence. Be able to use systems models.</p>	<p>Interpret information from a range of complex photographs, maps and graphs. For example, satellite photographs, synoptic charts and triangular graphs.</p> <p>Pupils can analyse data using numerical calculations, measures of central tendency, dispersion diagrams, % increase and scatter graphs.</p> <p>Critique secondary sources, especially online sources and those relating to contested issues.</p> <p>Use Census data.</p>	<p>Evaluate statements about places -writing balanced, knowledgeable responses and substantiating conclusions.</p> <p>Evaluate in writing solutions to geographical problems -using the thinking frameworks of political/social/economic and environmental and/or short and long-term impacts -to make fully justified decisions and their preferred options with reference to these.</p> <p>Envision and write persuasively about their preferred geographical future and the actions required to achieve this.</p>	<p>In the field, use OS maps, GPS and digital technologies to locate their position and determine additional information about the location.</p> <p>Design fieldwork - select appropriate sampling methods, create data collection sheets, use equipment accurately, present findings using a range of complex methods, make conclusions and evaluate the accuracy and validity of their work.</p> <p>Critique the fieldwork design of others and identify areas where accuracy and validity could be improved.</p>
Year 11	<p>Confidently describe in writing the location of an unfamiliar place using a given map, employing longitude and latitude, directional terms and distances calculated using a given scale.</p> <p>Confidently locate places which have been identified as case studies in the GCSE Specification. For example, cities (London Mumbai), the North Norfolk Coast (UK) and the world's biomes.</p> <p>Confidently use OS maps (1:50,000 and 1:25,000) to locate places using grid references, directions and distances calculated using the scale</p>	<p>Confidently describe in writing photographs, maps and graphs of familiar and unfamiliar places-identifying patterns in distributions and using data in responses.</p> <p>Confidently identify and explain in writing geographical processes occurring in familiar and unfamiliar places using chains of reasoning.</p> <p>Confidently refer in writing to a range of geographical concepts and models to understand places. For example, the concept of sustainability and Egan's Wheel Model. The concepts of risk, place and sphere of influence. Be able to use systems models.</p>	<p>Confidently interpret information from a range of photographs, maps and graphs. For example, satellite photographs, synoptic charts and triangular graphs.</p> <p>Confidently analyse data using numerical calculations, measures of central tendency, dispersion diagrams, % increase and scatter graphs.</p> <p>Confidently critique secondary sources, especially online sources and those relating to contested issues.</p> <p>Confidently use census data.</p>	<p>Confidently evaluate statements about places -writing balanced, knowledgeable responses and substantiating conclusions.</p> <p>Confidently evaluate in writing solutions to geographical problems - using the thinking frameworks of political/social/economic and environmental and/or short and long-term impacts -to make fully justified decisions and their preferred options with reference to these.</p> <p>Confidently envision and write persuasively about their preferred geographical future and the actions required to achieve this.</p>	<p>In the field, confidently use OS maps, GPS and digital technologies to locate their position and determine additional information about the location.</p> <p>Confidently design fieldwork - select appropriate sampling methods, create data collection sheets, use equipment accurately, present findings using a range of complex methods, make conclusions and evaluate the accuracy and validity of their work.</p> <p>Confidently critique the fieldwork design of others and identify areas where accuracy and validity could be improved.</p>
Year 12 and 13	<p>Have comprehensive knowledge of the location of globally significant places.</p> <p>Confidently locate places which are studied as case studies throughout the A-Level course.</p> <p>Confidently offer informed suggestions about places based upon their location.</p>	<p>Confidently explain geographical processes, assessing the relative significance of different factors.</p> <p>Confidently use geographical concepts and models to understand geographical phenomena and be able to critique their usefulness.</p>	<p>Confidently interpret information from a very wide range of geographical sources.</p> <p>Confidently use statistical tests as outlined in the A-Level specification to determine the significance of data sets.</p> <p>Confidently use the ONS Nomis database.</p>	<p>Confidently analyse and write about geographical phenomena in terms of players, attitudes, potential futures and associated risks.</p> <p>Confidently evaluate geographical phenomena in writing -be able to form a line of argument which shows understanding of causes, effects, impacts, implications for the future and suggested adaptations and mitigations.</p>	<p>Confidently design investigative fieldwork for their NEA. Choose a topic and location and undertake risk assessments before selecting appropriate sampling methods, creating data collection sheets and leading a team of other students to undertake data collection.</p> <p>Use a range equipment accurately, present findings using a range of complex methods, make conclusions and evaluate the accuracy and validity of their work. Understand the significance of their findings and place their conclusions in the wider context of their chosen topic.</p> <p>Be a supportive team member in helping others collect data, demonstrating integrity and resilience throughout.</p>

Implementation – Content



Article 13: *Your right to have information.*

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Nursery		Our colourful world: What do you see?			Our wondrous world: Where did it come from?	
Reception			What's out there and where will we land?	What goes Splish, Splash, Splosh?	What is the circle of life?	
Year 1			How do you navigate your world?		How is Wealdstone different to Chalfont St Giles?	
Year 2	What is life like on Planet Earth?	Where is Harrow and how has it changed?				
Year 3		What is it like to live in the UK?			How does the landscape of Brazil affect its inhabitants?	
Year 4	How do natural events occur?				How does our food reach our plate?	What is life like across Europe?
Year 5			What are the similarities and differences across North and South America?			How can we navigate from one place to another?
Year 6			What is the greatest river?			
Year 7	Our Rocky Planet	World Biomes	Map Skills	Settlements	Economic Activities	Africa
Year 8	Weather and Climate	Rivers and Coasts	Population	Energy	Tourism	The Middle East
Year 9	Development	Plate Tectonics	Asia	Climate Change	The Geography of Disease	Contemporary World Issues
Year 10	Landscapes River Landforms Drainage basins and flooding Global Cities -Mumbai Global Cities -London		Weather Patterns and Processes Natural Climate Change Human Enhanced Climate Change The Urban-Rural Continuum		Population and Urban Change in the UK Processes and interactions in ecosystems Human activity and ecosystems Fieldwork: Ashridge Woodland and Canary Wharf	
Year 11	Coastal Landforms Vulnerable Coastlines Managing Coastal Hazards Measuring Global Inequalities Causes and consequences of uneven development – Malawi and India		Water Resources and their Management Tourism and Ecosystems Consumerism and its impact on the environment Damaged environments and their restoration		Revision Exams	
Year 12	Tectonic Processes and Hazards Globalisation		Coastal Landscapes Regenerating Places		The Water Cycle and Water Insecurity Coursework Superpowers	
Year 13	The Carbon Cycle and Energy Security Superpowers Global Development and Health		Global Development and Health Preparation for the Synoptic Paper Revision		Revision Exams	

Implementation – GCSE Geography (Eduqas)

Component title	Content Overview
<p>Component 1: Changing Physical and Human Landscapes</p> <p>35%</p> <p>1 hour 30 mins written paper</p>	<p><u>Theme 1: Landscapes</u></p> <ul style="list-style-type: none"> • Distinctive landscapes • Rivers • Coasts <p><u>Theme 2: Rural Urban Links</u></p> <ul style="list-style-type: none"> • Global cities—London and Mumbai • Settlements across the UK • Population and urban change <p><u>Theme 3: Tectonic Landscapes and Hazards</u></p> <ul style="list-style-type: none"> • Tectonic landforms • Tectonic vulnerability and hazard reduction
<p>Problem Component 2:</p> <p>35%</p> <p>1 hour 30mins written paper</p>	<p><u>Theme 5 : Weather, Climate and Ecosystems</u></p> <ul style="list-style-type: none"> • Climate and weather • Ecosystems • Human activity and ecosystems <p><u>Theme 6: Development and Resource Issues</u></p> <ul style="list-style-type: none"> • Global development issues • Water resource management • Regional economic development <p><u>Theme 8: Environmental Challenges</u></p> <ul style="list-style-type: none"> • Consumerism and its impact • Ecosystem management
<p>Applied Fieldwork Enquiry</p> <p>30%</p> <p>1 hour and 30mins written paper</p>	<p>You will be asked about fieldwork that you have undertaken and to evaluate fieldwork scenarios. [We will undertake urban fieldwork in London and ecosystems fieldwork at Ashridge Woodland. –There is an optional residential trip to Norfolk to study the coast.]</p> <p>You will complete a decision-making activity linked to a challenge facing the UK at the current time.</p>

Implementation – A-Level Geography (Pearson)

Component title	Content Overview
<p>Physical Geography</p> <p>30%</p> <p>2 hours 15 minutes written paper</p>	<p>Tectonic Processes</p> <p>Coastal Landscapes and Change</p> <p>The Water Cycle and Water Insecurity</p> <p>The Carbon Cycle and Energy Security</p>
<p>Human Geography</p> <p>30%</p> <p>2 hours 15 minutes written paper</p>	<p>Globalisation</p> <p>Shaping Places -Regeneration</p> <p>Superpowers</p> <p>Development -Health, Human Rights and Intervention</p>
<p>Synoptic Issue</p> <p>20%</p> <p>2 hours 15 minutes written paper</p>	<p>You will be set a synoptic investigation by the exam board. It will be based on a geographical issue within a place-based context that links to the content above.</p> <p>You will be required to answer short and long answered questions and to come up with a solution to the problems posed by the issue set.</p>
<p>Individual Investigation</p> <p>20%</p> <p>3000-4000 word final report</p>	<p>You will identify a question to investigate. You will design your own data collection and fieldwork to enable you to answer this question. You will present and analyse your data, identify conclusions and evaluate the processes you have used.</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teachers track and monitor learning of content and development of skills to plan future learning.

Secondary section teachers complete class feedback logs to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Year 10, Year 11 and Year 12 pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Geography department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.