



Faculty: Geography

School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Subject Vision:

[Curriculum Policy](#)

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Issues explored include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

What's the purpose of teaching Geography?

- Give pupils knowledge of their world and the human and physical process that shape it.
- Allow pupils to explore different regions of the world to apply their geographical knowledge to these areas.
- Ensure that pupils develop the geographical skills necessary to make sense of the world.
- Develop the ability to "think geographically" by making explicit the links between topics.

Subject Curriculum Mapping - Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Fantastic Places	Population Pressures	Weather and Climate	Emerging Economies	Emerging Economies	Sustainable Consumption and Production
	National Curriculum Links	1,2,3,4,6	1,4,5,6	1,2,5,6	1,2,3,4,5,6	1,2,3,4,5,6	1,3,4,5,6
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Fantastic Places (Retrieval and Big Question Essay /20)			Cumulative Assessment 2 (Up to Weather & Climate /40)		End of Year Exam (all topics /40)
	Formative Assessment (8) Hope Academy Assessment Model.docx Subject Assessment Model Overviews	The Maldives Decision Making	Refugee Migration Decision Making Uganda – To what extent?	UK Weather – using a figure and own knowledge Depressions v Anticyclones	TNCs – Explain Q	Big Question Essay	Fast Fashion Extended Writing (Big Question Essay)
Y7 Intent & Rationale: Students start Year 7 with a module on “Fantastic Places.” Most of these are extreme environments and it is designed to inspire a sense of awe and wonder about their world whilst being introduced to some of the core threshold concepts within Geography. Next, the students move on to studying Population Pressures. Population and migration are key issues across the globe and the thread of population pressures and policies runs throughout most topics in Geography. Therefore, it is important that students understand the theory behind this. Next, students study the theoretical knowledge of “Weather and Climate,” within this topic, they will consider the impact of extreme weather in the UK and the causes, effects and responses of climate change. Next, students are introduced to issues surrounding the economic development of countries with particular focus on China and India and how they have become NEEs and the social, economic and environmental implications of this. Finally, students will look at the issue of sustainability more closely, with a focus on their own consumption habits. They will consider the sustainability of fast fashion, food miles and energy and suggest ways in which they can change their habits to help the planet. GIS is embedded throughout the topics to enable students to engage with a range of geographical sources.							
Reading and Literacy	Literary Canon Overview GEOGRAPHY 2023-24.docx						

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Natural Hazards	Physical Diversity in the UK	East Africa: Barriers to Development	East Africa: Barriers to Development/ Middle East	Middle East/Local Fieldwork	Local Fieldwork
	National Curriculum Links	1,3,5,6	1,3,5,6	1,2,3,4,5,6	1,2,3,4,5,6	1,2,3,4,5,6	1,2,3,4,5,6,7
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Natural Hazards (Retrieval, skills and big Q essay /30)		Cumulative Assessment 2 (Natural Hazards and Physical Diversity /40)			End of Year exam (all topics /40)
	Formative Assessment (8) Hope Academy Assessment Model.docx Subject Assessment Model Overviews	HIC v LIC natural disasters extended writing (crib sheet)	Economic activities in glaciated areas (crib sheet) Big Question Essay (Crib Sheet)	Climate Extended writing (crib sheet) Addis Ababa Extended Writing (crib sheet)	“Political stability and leadership is the main reason for the differences in development between the UAE and Yemen.” To what extent do you agree? (Crib Sheet)	Big Question Essay	To what extent did your enquiry allow you to reach valid conclusions? (crib sheet)
<p>Y8 Intent & Rationale:</p> <p>In year 8, students start with looking at Natural Hazards, with a particular focus on those that they do not get to study at GCSE, such as volcanic eruptions, super volcanic eruptions, and tsunamis. Students will learn the causes, consequences and responses to these hazards. In the next topic, students return to the UK and look at the physical diversity of the UK. They will consider how glaciation has shaped the landscape, river erosion and coastal erosion. This topic is also used as an opportunity to reinforce their understanding of geographical skills, including OS maps, identifying, and interpreting OS maps and practicing grid references and scale. In the next topic, students will focus on the region of East Africa, they will consider how tectonics have shaped the landscape, explore the different climate zones and opportunities and challenges, along with looking at slums, and economic development. Next, students will look at the region of The Middle East. They will focus on the climate, the importance of resources such as oil and water and the issue surrounding sustainability. In the final topic, students will conduct a structured fieldwork enquiry on the school grounds. They will use this to recall prior knowledge from the weather and climate topic in Year 7 to study microclimates. This will help them to gain the skills needed to be successful in fieldwork enquiries. Students also use GIS as part of the fieldwork enquiry in order to interpret and present the data collected. GIS is embedded throughout the topics to enable students to engage with a range of geographical sources.</p>							
Reading and Literacy	Literary Canon Overview GEOGRAPHY 2023-24.docx						

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	UK: Urban Change and Rural Change	Russia: Power and Borders	Peru: Decision Making Exercise	Peru: Decision Making	Resource Security	Resource Security
	National Curriculum Links	1,3,4,6	1,3,4,6	1,2,3,4,5,6	1,2,3,4,5,6 SPEC 3.2.3	1,2,3,4,5,6 SPEC: 3.1.2	1,2,5,6 SPEC: 3.1.2
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Assessment 1 (Retrieval, skills & big question essay /30)		Cumulative Assessment 2 (All topics so far /40)		End of Year Exam (Pre-release style + all topics /40)	
	Formative Assessment (8) Hope Academy Assessment Model.docx Subject Assessment Model Overviews	East Manchester – Sports Led Regeneration Rural Regeneration – Cornwall	Big Question Essay – Russia	Peru’s Background–		Carbon Footprint on food (crib sheet) Big Question Essay (sustainable water use) – crib sheet	
<p>Y9 Intent & Rationale:</p> <p>In Year 9, students will use their prior knowledge of social/economic issues in urban areas to understand the context of urban regeneration in the UK. They will understand the context behind regeneration, why it was needed, and they will evaluate the success of it for various stakeholders. Next, they will look at Russia and how it is a significant place globally due to its power and borders and the diverse range of landscapes within it. By this point, students will have studied India and China and The Middle East as areas with global importance. They will also have gained an understanding of issues associated with development in countries within Africa. This will enable them to understand the geopolitical relationships that Russia has established and the continued dependence that many countries around the globe have on Russia. As part of this, they will touch upon the annex of Crimea in 2014 and the significance and impact this had on the existing conflict happening between Russia and The Ukraine today. Students will then have enough background knowledge to compare this to the conflicts they have studied in East Africa and Yemen and the humanitarian crisis in Yemen. Next, students will complete a decision-making module about Peru and it’s Amazon Rainforest. Peru is experiencing increasing rates of deforestation, students will consider the reasons for this, the dilemmas Peru faces developmentally and the environmental consequences of deforestation. Students will then reach a decision about the best way forward for Peru and its use of the Amazon. This decision-making activity helps to prepare students for the Pre-Release exam at Key Stage 4 and enables them to be familiar with the skills needed to be successful in that module whilst enabling them to understand and appreciate issues associated with our use of the Tropical Rainforest globally. This helps to foreshadow the topics that conclude Key Stage 3, which both focus on improving sustainability. Students will return to the issue of sustainability by considering the implications of the UK’s changing energy mix, demand for food and the increasing demand for water. This topic enables them to return to themes studied in the previous topic, alongside consolidating knowledge gained in the emerging economies and sustainability topic studied in Year 7. They will also consider sustainability in various world biomes including the Alaskan Tundra and Antarctica. This enables them to review the knowledge learnt about physical landscapes, climates and interdependence gained in a range of topics, including Russia, and compare this more specifically to a region within the USA. GIS is embedded throughout the topics to enable students to engage with a range of geographical sources.</p>							
Reading and Literacy	Literary Canon Overview GEOGRAPHY 2023-24.docx						

National Curriculum Content

-Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries, and major cities Place Knowledge **(NC1)**

-Understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Human and physical geography **(NC2)**

-Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts **(NC3)**

-Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources **(NC4)**

-Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems **(NC5)**

-Geographical skills and fieldwork - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field; interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs, use Geographical Information Systems (GIS) to view, analyse and interpret places and data. **(NC6)**

-Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. **(NC7)**

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 10	Topic	Natural Hazards	Natural Hazards/ Urban Issues and Challenges	Urban Issues and Challenges	Rivers	Coasts	Fieldwork – Ainsdale & Liverpool	
	National Curriculum Links	AQA – Paper 1 (3.1.1.)	AQA – Paper 1 (3.1.1.) AQA – Paper 2 (3.2.1)	AQA – Paper 2 (3.2.1)	AQA – Paper 1 (3.1.3)	AQA – Paper 1 (3.1.4)	AQA – Paper 3	
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Past Paper Living World and Resource Management		Past Paper – Living World, Natural Hazards, Urban Issues & Challenges				Mock – Full Paper 1
	Formative Assessment (11) Hope Academy Assessment Model.docx Subject Assessment Model Overviews	6 marker – plate boundaries (crib sheet) 6 marker - Severity of tropical storms (crib sheet) 9 markers to use I, We, You Modelling to embed skills.	9 marker – Effects of climate change (crib sheet) 9 marker – Mitigation and Adaptation (crib sheet) 6 marker – opportunities and challenges in Lagos (crib sheet)	9 marker – Opportunities and challenges, London (Crib Sheet) 9 marker – Environmental Issues, London (crib sheet)	6 marker – causes of flooding (crib sheet)	6 marker – soft engineering (Crib sheet)	9 marker – evaluation of enquiries (crib sheet)	
<p>Y10 Intent & Rationale:</p> <p>At KS4, students follow the AQA A specification. Through the thematic approach of the curriculum, students explore relevant geographical, political and economic issues around the globe. Students will explore a wide range of case studies, in depth, in order to have a greater understanding of these issues and how global issues, such as climate change, politics and economic development, can have stark impacts at a local and national scale. From this, students are able to debate the importance of these geographical issues and consider the actions that they can take in order to ensure that their impact on the world is less damaging.</p> <p>The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students’ competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.</p>								
Reading and Literacy	Literary Canon Overview GEOGRAPHY 2023-24.docx							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Changing Economic World	Changing Economic World/Revision	Revision	Revision/Unfamiliar Fieldwork	Pre-Release	Revision/Masterclass
	Specification Points	AQA Paper 2 – 3.2.2	AQA Paper 2 – 3.2.2	All Spec Points	All spec points/ AQA Paper 3 - 3.3.2	AQA Paper 3 - 3.3.1	
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Past Paper – Rivers and Fieldwork		Mock 1 – Full Paper 1 and Full Paper 2		Walking Talking Mock Paper 3	Final Exams (External)
	Formative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	9 marker – reducing the development gap (crib sheet) 6 marker - TNCs – Shell	6 marker Post-Industrial Economy (Crib Sheet) 9 marker – North South Divide (Crib Sheet)	9 marker – Evaluating 3Ps of Hazards (Crib Sheet) 6 marker – river landforms (Crib Sheet) **Revision responsive dependent on needs of cohort. Formative assessment subject to change.	6 marker – Coastal Landforms (Crib Sheet) **Revision responsive dependent on needs of cohort. Formative assessment subject to change.	6 marker + 9 marker – various – depends on content of pre release	N/A
<p>Y11 Intent & Rationale:</p> <p>At KS4, students follow the AQA A specification. Through the thematic approach of the curriculum, students explore relevant geographical, political and economic issues around the globe. Students will explore a wide range of case studies, in depth, in order to have a greater understanding of these issues and how global issues, such as climate change, politics and economic development, can have stark impacts at a local and national scale. From this, students are able to debate the importance of these geographical issues and consider the actions that they can take in order to ensure that their impact on the world is less damaging.</p> <p>The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.</p>							
Reading and Literacy	Literary Canon Overview GEOGRAPHY 2023-24.docx						