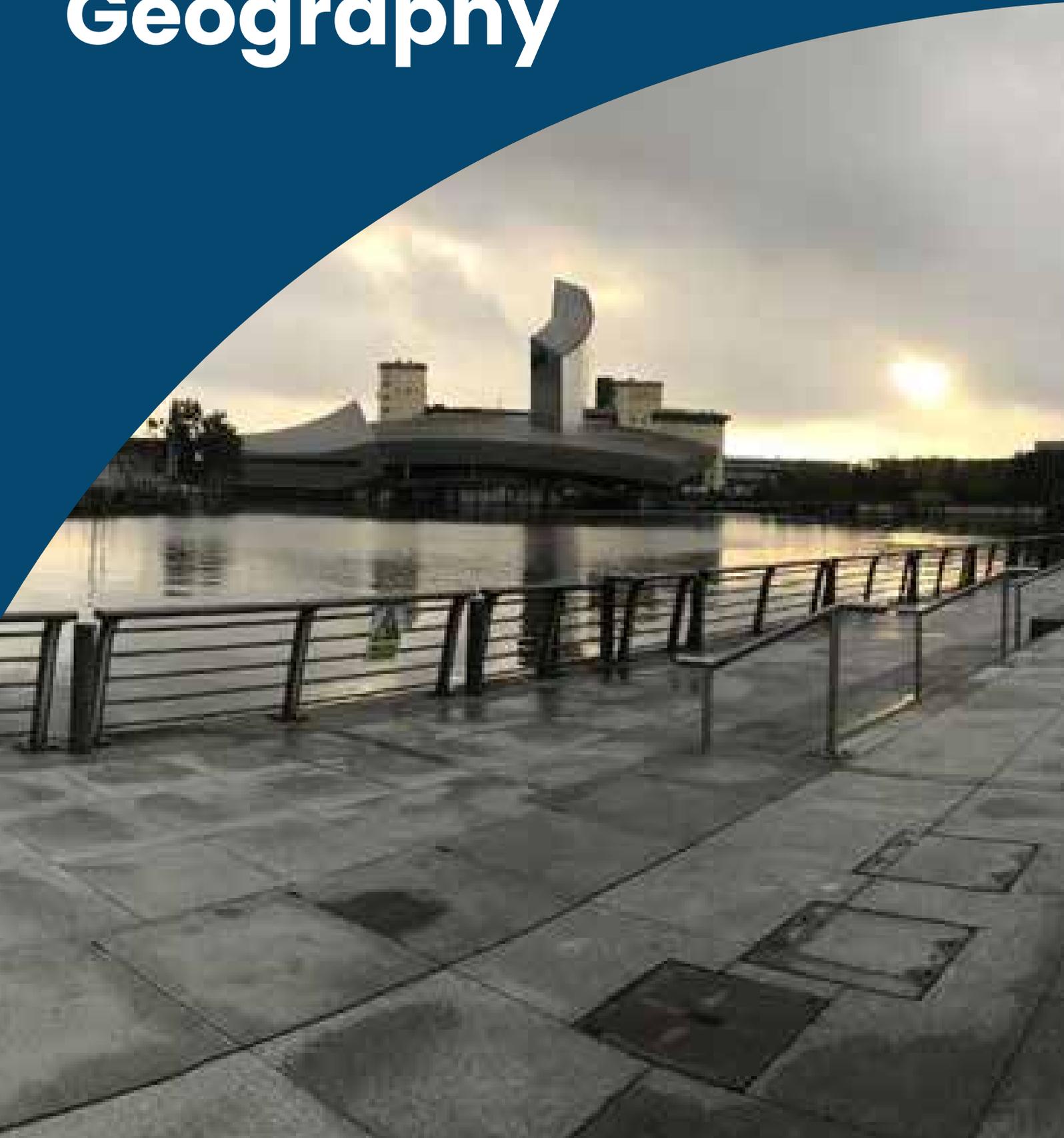




Meridian
Trust

Curriculum Overview Geography



Curriculum Overview

Key Stage 3

Curriculum Aims

In key stage three, geography aims to inspire awe and wonder in the world in which we live. Students will develop as global citizens through learning about physical and human processes, as well as understanding the importance of environmental interaction, sustainable development, cultural understanding and diversity.

The aim at every stage is to provide every student with a fundamental awareness, knowledge and understanding of the geographical issues they may face in the future be it flooding, climate change, pressure on resources, or the global shift in population.



Key Curriculum Content

At Key stage 3 students will learn about geography through a variety of different concepts:

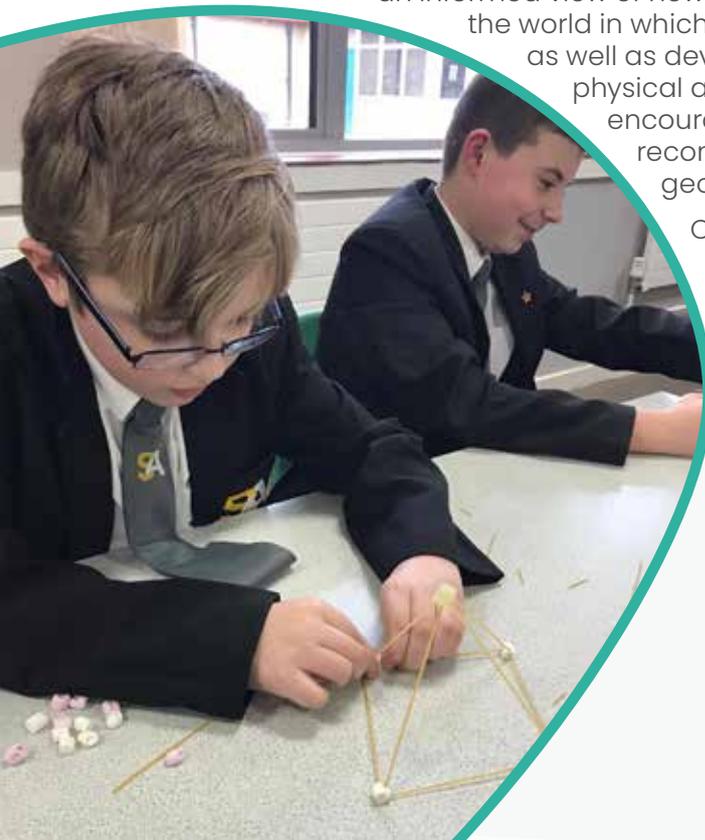
- Contextual world knowledge of locations, places, and geographical features.
- Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.
- Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating, and communicating geographical information.

Our programmes of study are designed to ensure that all elements of the core knowledge and topics covered by the national curriculum are covered in years 7 and 8.

Geography seeks to promote an interest and curiosity in the human and physical world, to develop an informed view of how humans have both positive and negative impacts on the world in which we live. Students are encouraged to ask “big” questions as well as developing understanding and knowledge of the key physical and human processes that operate around them. They are encouraged to consider the impact of actions on the world and recommend ways to improve their local, regional, and global geography.

Our students develop the ability to analyse the causes, effects, and solutions to complex problems. Geography helps our students to enact our trust value of “valuing people” by developing an appreciation and understanding of societies and people around the world.

Our schools have some autonomy in the topics that they teach to support the development in understanding of local and national geography. Topics studied include:



- Induction to Year 7 Geography
- Processes that change landscapes
- People and the Biosphere
- Hazardous Earth,
- Global issues and places at a range of scales.

How are students taught and assessed?

Geography across our schools is taught via a themed approach which is determined by each school to reflect the diversity of the subject and to develop lessons that reflect teachers' areas of expertise. Schools have crafted their lessons to meet the needs of the students in their local context.

Typical Curriculum Allocation:
3-4 hours per fortnight

Students are taught to see how concepts in year 7 link to themes taught in year 8 and beyond, laying a solid foundation to extend geographical understanding across all key stages. Lessons are crafted in geography to challenge perceptions and thinking. Students will be encouraged to ask questions about what they are learning, challenge what they see and offer solutions to the big problems.

From the outset, students will learn and develop the principles of informed decision making and to look at and consider all viewpoints and evidence before coming to an informed conclusion. We place great value in our students being abreast of current affairs from an early age.

Assessments in Year 7 will begin to develop pupils' awareness of the GCSE Assessment Objectives which are built around geographical principles. Assessments will cover a mixture of geographical knowledge of places and their processes; geographical understanding of concepts; and application of knowledge and understanding to interpret sources of information. Principles of geographical decision making will also be assessed to allow students to apply geographical knowledge to a variety of scenarios.

Fieldwork is a core element that all students will be given the opportunity to undertake, be it in lesson time or through offsite work. Fieldwork allows students to apply what they have learnt in the classroom and apply it to the real-world setting. It will give students the chance to see the world they live and interact with in a different light.



Curriculum Overview

Key Stage 4

Curriculum Aims

Geography at key stage 4 will deepen pupils' fascination for the world in which they live. Meridian Trust students will grow their knowledge and understanding of geographical processes developing an appreciation for the complex relationship between people and the environment. Respect and tolerance for culture and diversity inform every aspect of our learning.



Key Curriculum Content

At Key stage 4 all our trust schools are aligned to the AQA 8035 specification for geography. This course brings the world to the classroom, with students developing their knowledge of wider world geography, looking at contrasting places and deepening their understanding of UK geography. Topics that are studied include: climate change; poverty; deprivation; global shifts in economic power and the challenge of sustainable resource use.

Students will build on content and skills taught at Key stage 3 to further develop their understanding of the world in which they live. GCSE geography allows students to fine tune their questioning skills and to start to effectively seek answers to these questions. Students will start to synthesise an array of answers to challenging and complex questions. They will start to craft how they can use a range of evidence to formulate their answers and use this to support answers they give.

Fieldwork will be undertaken around a physical and a human theme identified by our schools and students will learn how to formulate a geographical route to inquiry that allows. More specific information on the AQA geography GCSE can be found here: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



"THROUGHOUT THE CURRICULUM STUDENTS DEVELOP A LIFELONG LOVE OF LEARNING AND THE NECESSARY SKILLS TO BE A RESILIENT, CONFIDENT AND INDEPENDENT LEARNER."

Students are assessed and taught on the following subjects:

Living with the Physical Environment (Paper 1)

This unit is concerned with physical processes and systems, their dynamic nature and human interaction with them at a range of scales and in a range of places.

- **Section A:** The challenge of natural hazards (including tectonics, weather hazards and climate change)
- **Section B:** The living world (including ecosystems, tropical rainforests and cold environments)
- **Section C:** Physical Landscapes in the UK (Schools will choose two from rivers, coasts, glacial landscapes)

Typical Curriculum Allocation:
4-5 hours per fortnight

Challenges in the Human Environment (Paper 2)

This unit is concerned with human processes, systems, and outcomes and how these change both spatially and temporally.

- **Section A:** Urban issues and challenges
- **Section B:** The changing economic world
- **Section C:** The challenge of resource management (schools will choose from food, water or energy management)

Geographical Applications (Paper 3)

This unit is an opportunity for students to show their breadth of understanding and appreciation of the inter-relationships between different aspects of study. Students will undertake two geographical enquiries, both physical and human based, and they will be assessed on these as part of the exam.

- **Section A:** Issue Evaluation
- **Section B:** Fieldwork



Curriculum Overview

Key Stage 5

Curriculum Aims

Geography at A level will inspire students to enhance their understanding for the geographical world and to grow as independent learners. Meridian Trust students will engage critically with the issues of today to shape the world of tomorrow. Students will embrace & celebrate culture and diversity.



Key Curriculum Content

Geography at Key stage 5 allows students within our trust to explore and widen their knowledge of the world in which they live. Students will explore and understand the complex interactions between human and physical elements. They will develop an appreciation for global systems and the impact that these have on the places in which we live.

Students in our schools will gain an insight in to how differing geo-political issues are explored and debated, and how these issues have shaped the world in which we live today.

Students will develop an interest in understanding how the world on which we live is fragile and prone to a range of hazards. They will gain valuable insight into how places respond to and manage these events. Student will also have to undertake their own geographical research into an area of geography that interests them, writing a clear a concise report into their findings.

Geography has strong links with other subjects such as biology, maths, history, geology, environmental science, economics, and business studies. It develops a range of enquiry, scientific and analytical skills, and encourages more independent approaches to learning through your own research. Fieldwork is a core element of key stage 5 geography. Students will have a range of opportunities to explore what they have learnt in the classroom and apply it to real life.

We actively encourage all our geography students to think synoptically and make informed links between the topics they are studying. Meridian trust schools have the autonomy to select the specifications they teach from a range of exam boards. Many students from across Meridian Trust move on to higher education to study geography or related subjects at the next level.



Typical Curriculum Allocation:
8 hours per fortnight

How are students taught and assessed?

The different exam boards taught by a school will determine the content being taught. All schools will cover the following common content:

- **Water and carbon cycles** – This focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them.
- **Landscape systems** – looking at one of the following dryland systems, coastal landscapes, or glaciated landscapes.
- **Global systems and global governance** – This unit focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.
- **Changing places** – this focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.
- **Non-examined Assessment** – Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both.

Curriculum Overview

Enrichment

Beyond the classroom

Fieldwork in geography is a key element and each school will offer a range of fieldwork that meets the needs of its students. This includes visits to city centres such as Birmingham or coastal fieldwork in Norfolk. When opportunities allow, schools will offer international trips so students can see first-hand the world in which they live. These can include visits to destinations such as Iceland.

Cross-Trust Activities

All students in geography will have the opportunity to take part in cross-trust activities through hub events. The focus of these is to allow students to undertake active geography that allows for consolidation of learning and the exploration of practical and tangible geography.





Meridian
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