



Subject: Geography	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews Geography student will...
	Year 10	Year 11		
Autumn	Unit 2 – Challenges in the Human Environment Section A - Urban Issues and Challenges	Unit 1 – Living with the Physical Environment Section B - The Living World	<p>This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.</p> <p>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).</p> <p>Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use, so students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p> <p>The knowledge they will gain will enable them to be successful in their GCSE exam, therefore allowing them wide options for the future in a variety of subjects.</p>	<p>By the end of year 11 students will have a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.</p> <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical</p>
Spring	Unit 2 - Challenges in the Human Environment Section C - The Challenge of Resource Management	Unit 3 - Geographical Application and Skills - Issue Evaluation		
Summer	Unit 1 – Living with the Physical Environment Section C - Physical Landscapes in the UK Unit 3 – Geographical Application and Skills - Fieldwork	Revision		



			<p>information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>
<p>Rationale for these specific components and composite outcomes:</p>	<p>Specific components are dictated by the GCSE specification.</p> <p>Variety in order of human and physical units allows for the revisiting of concepts and synoptic element which is assessed though paper 3.</p> <p>Physical landscapes in the UK and fieldwork are best placed for appropriate weather and timing means that the knowledge gained through fieldwork is not forgotten.</p>		
<p>How is challenge embedded into the KS4 curriculum?</p>		<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p>	
<ul style="list-style-type: none"> ➤ Students are 'taught to the top' using GCSE terminology and learning GCSE skills from the outset. ➤ Incremental development of knowledge and conceptual understanding builds within and across each unit of study. ➤ The expectation is that all students are taught up to grade 7 (minimum) within lessons irrespective of their potential. ➤ Challenge is also evident in: homework challenge tasks, opportunities to choose activities, inbuilt extensions within tasks in lessons and exam questions. 		<p>The KS3 programme of study allows students to:</p> <ul style="list-style-type: none"> ➤ Investigate the world through increasingly complex geographical enquiry ➤ Use different maps routinely to develop spatial awareness of a variety of places at different scales ➤ Make sense of people and places using a wide range of geographical data ➤ Expand geographical vocabulary, using it to communicate your ideas through discussion, debate and writing ➤ Identify and challenge bias when thinking critically about different viewpoints ➤ Strengthen arguments by justifying views when reaching conclusions and making decisions <p>Students who complete the course will have the skills and experience to progress onto A-level and beyond.</p>	