

HOLLAND PARK SCHOOL

GEOGRAPHY

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CURRICULUM INTENT STATEMENT

At Holland Park School, we want students to be in receipt of a geography curriculum that enables them to access relevant topics and contemporary issues. To do this, we plan a knowledge-rich course focused on cultivating in students a sense of place. Do prioritising core knowledge we enable students to have the capacity to think about the changing world around them by understanding the complex nature of human and physical interactions. We aim to help cultivate critically reflective, skilful global citizens.

KEY STAGE THREE OVERVIEW | The KS3 curriculum aims to generate curiosity and fascination about the world and its people and build knowledge about diverse places, people, resources, natural and human environments, the Earth's key physical features and human processes. Throughout KS3 students' will deepen core knowledge in relation to human and physical geographical principles as well as develop key geographical skill, such as map-reading and data analysis and interpretation.

YEAR 7 | TOPICS

Unit 1: What is geography?
Unit 2: Energy Resources
Unit 3: Climate Change
Unit 4: Earth's Environments
Unit 5: Distinctive Landscapes: Rivers and Coasts
Unit 6: Our Growing Planet
Unit 7: Russia

YEAR 8 | TOPICS

Unit 1: Development
Unit 2: Tectonics
Unit 3: Globalisation
Unit 4: Asia
Unit 5: Weather and Climate

KEY STAGE 4 OVERVIEW | Students at KS4 have the option of studying Edexcel's GCSE Geography specification B course. This course allows students to adopt an investigative approach to each of the key ideas of place, process and interaction by applying their knowledge, understanding and skills to 21st-century people and environment issues. As part of this enquiry process, students are encouraged to use integrated geographical skills, fieldwork and appropriate mathematical and statistical skills, in order to critically approach geographical questions and issues.

The topics:

Paper 1 Global Geographical Issues

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Paper 2 UK Geographical Issues

- Topic 4: The UK's evolving physical landscape
- Topic 5: The UK's evolving human landscape
- Topic 6: Geographical investigations

Paper 3 People and Environment Issues

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Students will sit two 1 hour and 45 minute examination papers each worth 102 marks.

KEY STAGE 5 OVERVIEW | At KS5 students study Edexcel A Level Geography. Edexcel A Level offers students issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues that allows students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.

Paper 1

Topic 1: Tectonic Processes and Hazards
Topic 2B: Coastal Landscapes and Change
Topic 5: The Water Cycle and Water Insecurity
Topic 6: The Carbon Cycle and Energy Security

Paper 2

Topic 3: Globalisation
Topic 4A: Regenerating Places
Topic 7: Superpowers
Topic 8B Migration, Identity and Sovereignty

Paper 3

The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas. The compulsory content is contained in Topics 1, 3, 5, 6 and 7

The specification contains three synoptic themes within the compulsory content areas:

- Players
- Attitudes and actions
- Futures and uncertainties

Non-examination assessment: Independent Investigation

Students' investigations will incorporate fieldwork data (collected individually or as part of a group) and their own research and/or secondary data. The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.
