



Subject: Geography

Head of Department: Miss M Jaroudi

Curriculum Intent

When studying geography, we want to inspire a pupil's curiosity and fascination of the world we live in. All pupils will be able to study the physical environment as well as the natural features formed within it. In addition, the human interactions within their environment and make links on opportunities and issues created as well as strategies to solve these.

All pupils will be able to understand the world we live in through threshold concepts of location/place, processes/patterns, understanding/relationships, sustainability and skills. These concepts are built upon each other and structured from KS3 to KS4 where they will be able to apply what they have learnt to unfamiliar geographical contexts by the end of KS4.

To aid pupils of a deeper understanding of geography, we conduct a series of fieldwork in and outside of school. This is an important part of being a geographer to enable the knowledge, understanding and skills to be applied to a real situation and in addition to learn to become independent and curious thinkers of the knowledge they have learnt.

In a world that is fast paced and ever changing, we want to ensure pupils are equipped with the best understanding of the world and to use their skills learnt to equip them with employment in the future. In addition, we pride ourselves on excellence for all and want our pupils to leave being the best global citizens.

Year 7 Topics

- Autumn Term 1 – UK features of where we live
- Autumn Term 2 – Population and cities including Environmental quality survey
- Spring Term 1 – Dangerous planet
- Spring Term 2 – Weather and climate in the UK
- Summer Term 1 – Physical and human geography of Africa
- Summer Term 2 – Natural resources

Year 8 Topics

- Autumn Term 1 – Global weather/climate and microclimates investigation
- Autumn Term 2 – Ecosystems and biomes
- Spring Term 1 – Development and the unequal world
- Spring Term 2 – Environmental concerns
- Summer Term 1 – Physical and human geography of Russia
- Summer Term 2 – Physical landscapes caused by glaciation



Year 9 Topics

- Autumn Term 1 – Physical and human geography of the Middle East
- Autumn Term 2 – Physical and human geography of India
- Spring Term 1 – Physical and human geography Antarctica and Arctic
- Spring Term 2 – Rivers and River management
- Summer Term 1 – Measuring development and the development gap
- Summer Term 2 – The challenge of resource management overview in the UK

Year 10 Topics

- Autumn Term 1 – Changing economic world in NEE's and HIC's
- Autumn Term 2 – The challenge of natural hazards
- Spring Term 1 – Urban issues and challenges
- Spring Term 2 – Global resource management- Food
- Summer Term 1 – Coasts and coastal management
- Summer Term 2 – Physical and Human Fieldwork

Year 11 Topics

- Autumn Term 1 – The living world
- Autumn Term 2 – The living world
- Spring Term 1 – Pre-release practice and fieldwork consolidation
- Spring Term 2 – AQA Pre release
- Summer Term 1 – Revision and exams
- Summer Term 2 – Revision and exams

GCSE Specification Details and Assessment:

AQA Geography 8085 - <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>

35% Written Examination: Paper 1 Living with the physical environment (1 hour 30 minutes)

35% Written Examination: Paper 2 Challenges in the human environment (1 hour 30 minutes)

30% Written Examination: Paper 3 Geographical application (1 hour 30 minutes)



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Additional Information

As part of the paper 3 exam, pupils will need to conduct a physical and human geography fieldwork.

Spiritual, moral, social and cultural development (SMSC)

The study of geography promotes a wonder for the world and with this an understanding of how humans are connected as well as interdependent, with the environment we live in. As a result, it can force us to reflect on how we influence and shape the environment, which can promote stewardship.

We look at different stakeholders on how strategies, development, opportunities and challenges that can affect individuals, economy or the environment. We encourage pupils with discussions to reflect on different points of view. As a result, this can encourage empathy towards people in situations that they might not ever find themselves in.

The outcome of this leads to pupils to apply their understanding to other cultures in which geography looks at a range of places and locations along with its diverse cultures including the UK's.

Staff Contact: Miss M Jaroudi

Email: reception@hornchurchhigh.com