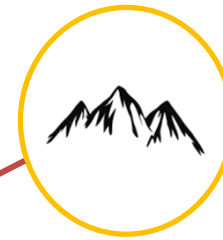


Geography @ FHS

Curriculum Intent



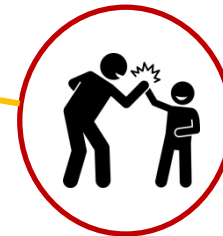
Promoting a curiosity, interest and enjoyment in Geography to highlight the 'awe and wonder' of the modern world.



Provide exciting fieldwork enquiry opportunities which take students beyond their own experience and which complement the curriculum.



Establishing a culture which places students centrally in their curriculum; as empathetic, objective learners, enhancing their sense of place from local, national to international scales.



Encourage students to 'think like a geographer' by having open, enquiring, creative minds and to perceive Geography in the context of the world in which they will live and work as global citizens.



Developing knowledge and understanding of physical, human and environmental geography; considering the interactions between them and the connections beyond the subject, with a focus on terminology, skills and techniques.

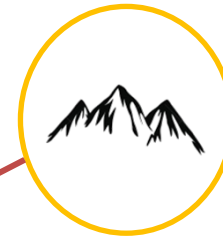
Geography @ FHS

Curriculum Intent: Links to the FHS Curriculum Intent



Promoting a curiosity, interest and enjoyment in Geography to highlight the 'awe and wonder' of the modern world.

 A strong ETHOS of enjoyment, curiosity and aspiration.



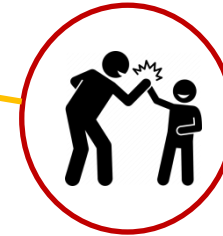
Provide exciting fieldwork enquiry opportunities which take students beyond their own experience and which complement the curriculum.

 A diverse range of ENRICHMENT opportunities within and beyond the curriculum.



Establishing a culture which places students centrally in their curriculum; as empathetic, objective learners, enhancing their sense of place from local, national to international scales.

 GOOD PROGRESS through high quality teaching and inclusive feedback.



Encourage students to 'think like a geographer' by having open, enquiring, creative minds and to perceive Geography in the context of the world in which they will live and work as global citizens.

 Provision that PREPARES students for life in a rapidly changing world.







Developing knowledge and understanding of physical, human and environmental geography; considering the interactions between them and the connections beyond the subject, with a focus on terminology, skills and techniques.







 Acquisition of a BROAD AND RICH GENERAL KNOWLEDGE & A WORD-RICH culture that promotes literacy, oracy and a love of reading.









1. GEOGRAPHY DEPARTMENT CURRICULUM INTENT

 <p>Promoting a curiosity, interest and enjoyment in Geography to highlight the 'awe and wonder' of the modern world.</p>	 <p>Provide exciting fieldwork enquiry opportunities which take students beyond their own experience and which complement the curriculum.</p>	 <p>Establishing a culture which places students centrally in their curriculum; as empathetic, objective learners, enhancing their sense of place from local, national to international scales.</p>	 <p>Developing knowledge and understanding of physical, human and environmental geography; considering the interactions between them and the connections beyond the subject, with a focus on terminology, skills and techniques.</p>	 <p>Encourage students to 'think like a geographer' by having open, enquiring, creative minds and to perceive Geography in the context of the world in which they will live and work as global citizens.</p>
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2. KEY STAGE THREE GEOGRAPHY CURRICULUM AIMS & LEARNING OUTCOMES

 THEMES & PROCESSES	 PLACES 	 SKILLS 	 FIELDWORK
<p>Knowledge and understanding of population, physical processes & landforms, urbanisation, weather & climate, tectonic processes & landforms, glacial landscapes, inequality, climate change (causes, impacts and mitigation) international and economic development.</p>	<p>Accurately locate the following countries, regions and places and their human & physical features: The British Isles, Africa (including East Africa & Kenya), SE Asia (including India & China), The Middle East, (including Dubai), Russia and Europe.</p>	<p>Competently apply the Secondary KS3 map skills to a range of physical, political and thematic maps, including Ordnance Survey maps. Use graphical and basic numerical skills to present data in order to complete data analysis. Sequence the formation of landforms using an understanding of physical processes.</p>	<p>Complete human enquiry fieldwork at Chapel Lane, Formby and physical enquiry fieldwork at Cwm Idwal, Snowdonia and Newborough Beach, Anglesey.</p>

3. KEY STAGE FOUR AQA GCSE GEOGRAPHY AIMS & LEARNING OUTCOMES | AQA GCSE GEOGRAPHY 8035

  <p>Develop and extend their knowledge of locations, places, environments and processes and of different scales including global; and of social, political and cultural contexts (know geographical material).</p>	 <p>Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).</p>	  <p>Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis (study like a geographer).</p>	 <p>Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).</p>
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4. KEY STAGE FIVE AQA A LEVEL GEOGRAPHY AIMS & LEARNING OUTCOMES | AQA A LEVEL GEOGRAPHY 7037

<p>Develop their knowledge of locations, places, processes and environments at all geographical scales from local to global.</p>	<p>Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales.</p>	<p>Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales and appreciate how these underpin understanding the key global issues.</p>	<p>Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE.</p>	<p>Gain understanding of specialised concepts of: causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation & adaptation, sustainability, risk, resilience and thresholds.</p>	<p>Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop as a citizen.</p>	<p>Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches.</p>	<p>Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.</p>	<p>Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork.</p>	<p>Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.</p>
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