



Curriculum Overview: Geography 2023-2024

* = Transition topics so will be replaced in the new 2024-2025 curriculum

Exam Board: AQA

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

7

Where in the world?

- Know a range of geographical skills and know how to apply them to fieldwork situations.
- Know the symbols and features shown on OS maps and know how to interpret them.

What is development and economy?

- Know how countries develop over time.
- Know how HICs support LICs to develop.
- Know the structure of the UK economy.

What is weather and climate?

- Know the difference between weather and climate and the way weather and climate impact our world.
- Know how to measure the weather.
- Know how to conduct local fieldwork into microclimates.

Why are rivers important?

- Know how river features change from the source to the mouth.
- To explain how processes create the different features.

How are populations changing?

- Know which parts of the world are sparsely populated and which are densely populated.
- Know the challenges population growth brings to places.

Is the Earth running out of natural resources?

- Know which resources are most important for a high standard of living.
- Know that sustainable use of resources is the best way to live.

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*What is development and economy?

- Know how countries develop over time.
- Know how HICs support LICs to develop.
- Know the structure of the UK economy.

Can we ever know enough about risky places to live safely?

- To understand how the earths structure causes hazards and how these are managed. To look at the varying effects these can have on different parts of the world.

What happens where the land meets the sea?

- To understand how the coastal landscapes around the UK are shaped, including the processes of erosion and deposition.

How does ice shape the land?

- To look at the role glaciers have had in shaping the land. To investigate how regions of the UK rely on glaciers.

*How is China being transformed?

- To look at China as an example of a newly emerging economy. To understand the opportunities and challenges faced in the country, and know about the physical landscape.

What happens in our natural world? * & Why are rivers important?

- To investigate how the UK is shaped by environments and the way wildlife connects us to the rest of the world.
- To explain how processes create the different features.

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*How is China being transformed?

- To look at China as an example of a newly emerging economy. To understand the opportunities and challenges faced in the country, and know about the physical landscape.

Why is the Middle East an important region?

- To know the places that are located in the Middle East and how these have changed over time and the challenges faced here.

What is the future for our planet?

- To know about the causes, impacts and effects of climate change. To understand the ways people can mitigate and adapt to climate change.

Is the Geography of Russia a curse or a benefit?

- To understand the geography landscape of Russia and the population distribution and reasons.

Why are tropical rainforests & cold environments important?

- To understand the characteristics of a tropical rainforest and cold environments, the animal and plant adaptations and how they are managed sustainably.

What are the challenges and opportunities for hot deserts?

- To know where cold environments are found, the opportunities and challenges within them and the protection taken.

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Changing Economic World (Global)

- To understand the demographic transition model and the links with development.
- To understand the strategies used to reduce the development gap.
- To know the NEE case study and the role TNCs play in development.

Challenge of Natural Hazards

- To know how geological and meteorological hazards occur and the impacts they have.
- To know the causes of climate change and the impacts this has in the UK and the world.
- To know how climate change can be managed.

Physical Landscapes - Rivers

- To understand how the river valley changes from upper course to middle, explaining the features and landforms found, and knowing the reasons and management of flooding.

Paper 3 Fieldwork 1

- To compare the Bradshaw Model in a real river study
- To conduct fieldwork, collect data and present findings.

Physical Landscapes - Coasts

- To understand the processes that change the shape of the coastline, create landforms and how people around the UK are trying to protect them.

Changing Economic World (UK)

- To know the way the UK economy varies.
- To apply knowledge to named examples

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Urban Issues and Challenges

- To know the urban issues faced by a NEE city and how urban planning can be used to overcome them.
- To know how a UK city has opportunities and challenges.

Paper 3 Fieldwork 2

- To know how regeneration has had an impact on local area
- To conduct fieldwork, collect data and present findings.

Challenges of Resource Management

- To know the 3 main resources and the distribution of these around the world.
- To know the impacts of resource insecurity.

Paper 3 – Pre Release

- To discuss themes and issues presented in the pre-release document and prepare for the paper 3 GCSE exam.

Exam Preparation

- To prepare for exams by revising all topics in year 10 and 11. Learners will practice exam questions and complete drills on key content.

Extra-Curricular Opportunities

- Year 7 Greenpeace Speaker
- Year 8 trip to Cadbury World (link to Autumn 1) & annual Geographical Association quiz for local schools
- Year 9 trip to Birmingham Botanical Gardens (link to Summer term)

International trips: Kenya 2023 and Iceland 2024 (Years 9&10)



Striving for Excellence

Fieldwork Topics

* = Re-launched topics this year

Exam Board: AQA

Curriculum Overview: Geography 2024-2025

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p>Where in the world?</p> <ul style="list-style-type: none"> Know a range of geographical skills and know how to apply them to fieldwork situations. Know the symbols and features shown on OS maps and know how to interpret them. 	<p>What is development and economy?</p> <ul style="list-style-type: none"> Know how countries develop over time. Know how HICs support LICs to develop. Know the structure of the UK economy. 	<p>What is weather and climate?</p> <ul style="list-style-type: none"> Know the difference between weather and climate and the way weather and climate impact our world. Know how to measure the weather. Know how to conduct local fieldwork into microclimates. 	<p>Why are rivers important?</p> <ul style="list-style-type: none"> Know how river features change from the source to the mouth. Know how to explain how processes create the different features. 	<p>How are populations changing?</p> <ul style="list-style-type: none"> Know which parts of the world are sparsely populated and which are densely populated. Know the challenges population growth brings to places. 	<p>Is the Earth running out of natural resources?</p> <ul style="list-style-type: none"> Know which resources are most important for a high standard of living. Know that sustainable use of resources is the best way to live.
8	<p>*What are opportunities and challenges in Africa?</p> <ul style="list-style-type: none"> Know how some African countries are connected to the UK via trade and other connections. Know how our lifestyle and culture is different from those in African countries. 	<p>Can we ever know enough about risky places to live safely?</p> <ul style="list-style-type: none"> To understand how the earths structure causes hazards and how these are managed. To look at the varying effects these can have on different parts of the world. 	<p>What happens where the land meets the sea?</p> <ul style="list-style-type: none"> To understand how the coastal landscapes around the UK are shaped, including the processes of erosion and deposition. 	<p>How does ice shape the land?</p> <ul style="list-style-type: none"> To look at the role glaciers have had in shaping the land. To investigate how regions of the UK rely on glaciers. 	<p>*How has Asia changed?</p> <ul style="list-style-type: none"> To look at China and India as examples of newly emerging economies. To understand the opportunities and challenges faced in them. 	<p>What happens in our natural world?</p> <ul style="list-style-type: none"> To investigate how the UK is shaped by environments and the way wildlife connects us to the rest of the world.
9	<p>*How can our local area be improved?</p> <ul style="list-style-type: none"> To investigate the local area and develop a geographical enquiry to carry out. To understand the process of planning, data collection and presentation and analysis. 	<p>Why is the Middle East an important region?</p> <ul style="list-style-type: none"> To know the places that are located in the Middle East and how these have changed over time and the challenges faced here. 	<p>What is the future for our planet?</p> <ul style="list-style-type: none"> To know about the causes, impacts and effects of climate change. To understand the ways people can mitigate and adapt to climate change. 	<p>Is the Geography of Russia a curse or a benefit?</p> <ul style="list-style-type: none"> To understand the geography landscape of Russia and the population distribution and reasons. 	<p>Why are tropical rainforests & cold environments important?</p> <ul style="list-style-type: none"> To understand the characteristics of a tropical rainforest and cold environments, the animal and plant adaptations and how they are managed sustainably. 	<p>What are the challenges and opportunities for hot deserts?</p> <ul style="list-style-type: none"> To know where cold environments are found, the opportunities and challenges within them and the protection taken.
10	<p>Changing Economic World (Global)</p> <ul style="list-style-type: none"> To understand the demographic transition model and the links with development. To understand the strategies used to reduce the development gap. To know the NEE case study and the role TNCs play in development. 	<p>Challenge of Natural Hazards</p> <ul style="list-style-type: none"> To know how geological and meteorological hazards occur and the impacts they have. To know the causes of climate change and the impacts this has in the UK and the world. To know how climate change can be managed. 	<p>Physical Landscapes - Rivers</p> <ul style="list-style-type: none"> To understand how the river valley changes from upper course to middle, explaining the features and landforms found, and knowing the reasons and management of flooding. 	<p>Paper 3 Fieldwork 1</p> <ul style="list-style-type: none"> To compare the Bradshaw Model in a real river study To conduct fieldwork, collect data and present findings. 	<p>Physical Landscapes - Coasts</p> <ul style="list-style-type: none"> To understand the processes that change the shape of the coastline, create landforms and how people around the UK are trying to protect them. 	<p>Changing Economic World (UK)</p> <ul style="list-style-type: none"> To know the way the UK economy varies. To apply knowledge to named examples
11	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> To know the urban issues faced by a NEE city and how urban planning can be used to overcome them. To know how a UK city has opportunities and challenges. 	<p>Paper 3 Fieldwork 2</p> <ul style="list-style-type: none"> To know how urban regeneration has had an impact on local area To conduct fieldwork, collect data and present findings. 	<p>Challenges of Resource Management</p> <ul style="list-style-type: none"> To know the 3 main resources and the distribution of these around the world. To know the impacts of resource insecurity. 	<p>Paper 3 – Pre Release</p> <ul style="list-style-type: none"> To discuss themes and issues presented in the pre release document and prepare for the paper 3 GCSE exam. 	<p>Exam Preparation</p> <ul style="list-style-type: none"> To prepare for exams by revising all topics in year 10 and 11. Learners will practice exam questions and complete drills on key content. 	

- Extra-Curricular Opportunities**
- Year 7 trip to Cadbury World (link to Autumn 2) & Greenpeace Speaker (linked to Summer 2)
 - Year 8 trip to Snowdon (link to Spring 2) & annual Geographical Association quiz for local schools
 - Year 9 trip to Birmingham Botanical Gardens (link to Summer term)

International trips: Italy 2024 and Canada 2025 (Years 9&10)

Curriculum Intent

- Our aim in Geography is for learners to leave Beacon Hill Academy with the capacity to make **informed decisions** that positively contribute to the **sustainability of the places and communities** they reach.
- Our broad and balanced curriculum is sequenced using **key concepts** and **'big ideas'** as golden threads to deliver powerful substantive knowledge to all learners.
- Our curriculum follows the DAT SMART curriculum that is **carefully sequenced** to offer regular opportunities for learners to **consolidate, apply, and recall** important geographical knowledge and skills. Clear **exposition phases** highlight the coherent links and connections of prior learning. Lessons embed appropriate **scaffold** and **stretch** opportunities.
- **Assessments of knowledge acquisition** take a range of forms like half termly holistic class tests, extended writing tasks and mock exam series.
- Our learners are guided to consistently produce high quality work that they are **proud** of.
- Our learners are encouraged to **understand and articulate** their roles in society, with **confidence and respect**, by considering different viewpoints, values, and attitudes.
- Our KS3 curriculum draws on **significant real-world challenges and opportunities** to deepen learners **locational and place knowledge** of Antarctica, Africa, Asia, and Europe.
- Our KS4 curriculum explores national and international **case studies** to deepen **contextual knowledge** of topics like climate change, poverty, and sustainable resource management.
- Our curriculum embeds **functional knowledge** of the English language through the delivery of tiered vocabulary and promotes accuracy of numerical and statistical skills.
- We offer a range of **extra-curricular opportunities** to bring learning to life, such as breakfast clubs, guest speakers and trips to places like Birmingham Botanical Gardens.
- We also encourage learners to act as **responsible global citizens** through fieldwork enquires and international expeditions, which have included impact project-work in Kenya.
- A strength of our curriculum is that it is **ambitious and challenging**. Our next steps are to develop more KS3 opportunities for GIS and geographical enquiry.

Curriculum Implementation

- The KS4 curriculum is guided by **AQA GCSE Geography** with the fieldwork being driven by Physical Landscapes of the UK (Paper 1) for a **rivers** study at Carding Mill Valley, and Urban Issues and Challenges (Paper 2) for an **urban regeneration** enquiry of Longbridge, Birmingham.
- The KS3 curriculum is guided by the **National Curriculum** whereby a range of topics are used as vehicles to develop geographical **skills**, such as use of GIS, and strengthen **knowledge** of location, place, human and physical geography. Each scheme of work utilises golden threads of core knowledge and skills, which include **systems, sustainability, development, interdependence, globalisation, inequality, mitigation & adaptation, and risk & resilience**.
- All lessons begin with a recall and retrieval **'Do Now Activity'** that is responsive to prior learning over a range of time periods i.e., last lesson, last topic, last year. There will also be a clear **exposition** phase to address **misconceptions** and highlight links to prior / future learning, as well as explaining the **Progress Indicators** of the lesson for good and outstanding progress.
- Geography staff use **explicit and implicit vocabulary instruction**, such as using the **Frustration model** for learners to develop their understanding of words. Learners will also have dual-coded glossaries and Learning Journey's at the beginning of each topic, which is to be self-reviewed using a 3-tick system to show confidence in the keywords and intended outcomes.
- Teachers of Geography at Beacon Hill Academy will adapt the DAT SMART curriculum to **tailor lessons** for learner progression using appropriate **scaffold** and **stretch**.
- Teachers use **scaffolding strategies (I/We/You Do)**, **live modelling**, **'The Zone'** and **planning mats** to facilitate the appropriate level/challenge needed for learners.
- In KS3 **Reciprocal Reading and Guided Reading strategies** are utilised for the learners to explore real-world applications of their geographical knowledge whilst being supported by teachers to access reading age-appropriate **texts** and then interpret them independently through **text-dependent and extended writing questions**.
- Teachers routinely use Doug Lemov **'Teach like a Champion' strategies** to assess learning and to **stretch** understanding, such as cold-call and targeted questioning.
- The **geography department marking and feedback policy** states that teachers should close the feedback loop as soon as possible to maximise its effectiveness. During lessons, this is achieved through consistent verbal feedback and live marking in red pen. **'Demonstrate and connect' tasks** also offer a mixture of peer, self and teacher assessed opportunities every half term for written work. This feedback is communicated to learners through RAG rated success criteria and detailed **WWW and EBI** comments. The EBI comments and Connect task should be actioned to make incremental improvements to their work, as identified in green pen (Green for Growth).
- Through regular tracking and monitoring of summative assessments and performance in lesson tasks, teachers can **identify learners who may need intervention**. Regular liaison with class teachers, SENCO, parents/guardians and learning managers is utilised to identify the most effective next steps for individual learners. At KS4, immersive revision days/sessions are used to help tackle gaps in learning, which include **Walking Talking Mocks, half term masterclasses, Breakfast Club and Period 6** sessions.
- Learners have partaken in **extra-curricular experiences** such as annual regional quiz competitions through the Geographical Association, guest speaker sessions from Greenpeace, and trips to Birmingham Botanical Gardens. International trips have also been offered to Kenya and Iceland with future trips planned to Italy and Canada.

Implement: Ambitious Curriculum (2023+ Changes)

Area of Focus	Ambition
Curriculum; KS3 fieldwork	2023 Yr7 microclimate of school 2023 Yr8 natural world of school 2023 Yr9 school improvement project
Curriculum; KS3 topics	'Beyond the Spec' lessons on the North Pole, coral reefs, and cold environments (Alaska). Yr7 topics focus on the building of golden threads then Yr8 and Yr9 build on these with place/location applications i.e. Africa moved from Yr7 to Yr8; Russia & Middle East taught in Yr9 due to complexity and sensitivity of topics covered Yr8 'natural world' topic added to explore British wildlife and local ecosystems as a vehicle to drive GIS and fieldwork.
Curriculum; GIS	Geographical Association led a workshop for all Geography teaching staff on basics of Google Earth & ArcGIS. To meet again in summer 2024 to review progress. GIS lesson mapped into most KS3 topics; computer & paper based with a mix of teacher and learner led depending on specialism and equipment.
Curriculum; KS4 named examples	<p>Paper 1</p> <p>Replaced Haiti & Kobe with Nepal & New Zealand (earthquakes) Replaced Malaysia with Amazon tropical rainforest Replaced Thar Desert with Sahara Desert Teach 'Somerset Flood Level 2014' for Section A & C, as well as Banbury (Section c) to stretch higher ability learners Replaced Dorset for Holderness Coast Replaced Lyme Regis for Holderness Coast Replaced River Clyde for River Tees</p> <p>Paper 2</p> <p>Replaced Liverpool for Birmingham Replaced India for Nigeria Swapped from 'water' to 'energy' in Section C</p>
Curriculum; KS4 topics	'Beyond the Spec' lessons like different types of weathering taught in PLUK topic, which was removed from Geography & Science specifications but is still important to know to stretch learner's knowledge of physical processes & landform creation. Also teach about volcanic eruptions to link to our Iceland trips but only earthquake named examples are needed as per specification. Replaced delivery of Question 5 (Water) with Question 6 (Energy) after discussing cross-curricular links with Science.
Extracurricular; International Trips	2023 Kenya (July; 4-week expedition) 2024 Iceland (March; 3 nights, 4 days) 2025 Sicily (July; 3 nights, 4 days) 2025 Canada (November; 4 nights, 6 days)
Extracurricular; National Trips	2023 – Yr11 Nottingham Albert Hall (March; AQA Revision Masterclass) 2023 & 2024 – Yr9 Birmingham Botanical Gardens (July; linked to GCSE topic 'The Living World') 2024 – Yr8 Cadbury World (February; linked to economy; chocolate industry) Upcoming – Yr7 Greenpeace Speaker (linked to natural resources and global sustainability) Upcoming – Yr8 Snowdon (linked to glaciation)

Impact

- GCSE summer exam progress improvements from -0.83 in 2022 to **-0.57 in 2023**. Similar progress predicated for 2024.
 - 50% achieved a pass or above, 37% achieved at least a strong pass (including 33% SEND), and over 15% achieved a Level 7 or 8. This is back in line with 2019 headlines.
- Cohort numbers have increased from 45 learners entered in the 2022 summer exams to **85 entered for the 2024 exams**. There are currently 65 Year 10 learners to be entered in the 2025 exams.
- More learners choosing to study Geography (or similar) courses in next Post-16 steps
- Clear links to learning and addressing misconceptions through clear exposition phases. Also, more promotion of literacy through reciprocal reading, glossaries, spelling tests, and Frayer Models.
- Quality Assurance, book scrutinies and lesson observations show improved quality (scaffolding, stretch & challenge) and quantity of learner-produced written work, especially in extended writing.
- KS3 and KS4 assessments show improved breadth & depth of learning. Improvements to the consistency of the feedback cycle including purposeful PLCs & clear reteach and reassess phases.
- Overall, positive and calm learning environments across the Geography department with a more engaging and up-to-date curriculum.

Trip impacts can be seen below:

Fieldwork	International
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Date	Event	Intended Impact	Year Group	Total	Gender (M:F)	PP	SEND	Fundraising / Subsidies
Mar 2023	AQA Revision Conference	Targeted at learners to 'tip to level 4 and 5'. Joined other schools in a revision conference and tasks.	11	15	5:10	5	1	S: Yes (all)
July – Aug 2023	Kenya	To positively impact local communities. We were involved in projects like brick making, building mud houses, school grounds' improvements, and a beach clean-up of microplastics. We also went on safaris, trekking and snorkeling.	10 & 11	9	2:7	3	1	F: Yes for x2 through charity projects in and our of school
Oct 2023	GA Quiz (hosted at BHA)	To allow learners to apply their skills and knowledge, in a team, under the pressure of a competition setting against other secondary schools in the local area.	9	4	2:2	1	0	Free
Nov 2023	Longbridge	To conduct a study of urban regeneration to assess the social, economic and environmental impacts. We visit the Lickey Hills, two comparative housing estates, and the town centre.	11	83	51:31	25	12	S: Yes (all)
Mar 2024	Carding Mill Valley	To conduct a rivers study to compare to the Bradshaw Model. We measure the width, depth, velocity and sediment of the river, and the gradient of the valley at multiple sites.	10	64	33:31	21	11	S: Yes (all)
Feb 2024	Cadbury World	To deepen knowledge of economic sectors and job opportunities within the chocolate industry.	8	26	16:10	7	2	S: Yes (partial)
Mar 2024	Iceland	To explore the sights of Reykjavík (glaciers, volcanoes, Golden Circle tour, national park, geothermal spas & power plant workshop).	9 & 10	30	11:19	6	4	No