GEOGRAPHY

CURRICULUM OVERVIEW KS3

OUR CURRICULUM INTENT

At The Forest Academy, our Geography curriculum is designed to develop curious, knowledgeable and informed young people who understand the world around them and their place within it. We aim to provide students with a broad and ambitious understanding of physical and human geography, enabling them to explore the relationships between people, places and environments at local, national and global scales.

The TFA Geography Curriculum will equip students with a balanced understanding of the physical and human worlds, as well as an appreciation of how interconnected the world remains to be, more at present than ever. It seeks to strengthen knowledge of key geographical processes and how human actions impact on these processes. Equally, as important it will give students the knowledge and skills to become action global citizens and engage them to confidently identify and respond to the complex current issues our planet faces. Students will have opportunities to engage and apply geographical skills through fieldtrips so that they are able to experience the key concepts covered in lessons.

We intend for students to become confident geographical thinkers who can interpret maps and data, undertake geographical enquiry, critically analyse evidence and evaluate different perspectives. By developing these skills, students are equipped to make informed, well-supported judgements about geographical issues and are prepared for further study, future opportunities and their responsibilities as global citizens.

We promote diversity at TFA and the curriculum therefore explores and celebrates a range of global places, cultures and traditions. The curriculum covers how changing socio-economic circumstances impact on quality of life and well being; students are encouraged to become the best version of themselves by emphasising their role in order to better understand how their actions impact on the local as well as global environments. The TFA curriculum gives students the skills to use knowledge to think deeply about key geographical concepts and processes. Central to the curriculum is the application of this knowledge to answer complex questions developing skills of critical thinking, analysis and evaluation. Furthermore, students will develop geographical skills, gaining confidence in interpreting information from maps, data, graphs and photographs.

The curriculum will help students to understand local, national and global communities. Students are encouraged to study the interconnected nature of the world and look at their role in an ever-changing planet. The curriculum fosters this through the provision of opportunities for students to take action and become active members of society, championing for sustainable change.

CURRICULUM JOURNEY

Year 7 establishes essential locational knowledge, map skills and physical and human processes. Year 8 deepens understanding of interconnected systems, hazards and changing places. Year 9 applies earlier learning to sustainability, development, geopolitical challenges and independent enquiry. GCSE study in Years 10–11 extends this foundation through detailed case studies, fieldwork and evaluative examination responses.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 7	**What is Geography?** Distinguish physical and human geography; locate the UK and its regions. On site fieldwork researching environmental quality.	**Tourism** Understanding the social, economic, and environmental impacts of tourism through a range of national and global places (Lake District National Park and Dubai) and the extent to which tourism can be sustainable.	**Development** A focus on a country experiencing rapid development – Brazil	**Natural resources** Understanding the need to meet energy demands in the future by learning about the positive and negatives impacts of renewable and non-renewable energy sources.	**Climate Change** A focus on the causes and impacts of climate change contextualized by the case study of the Maldives.	**Coasts** Apply erosion and deposition knowledge to coastal processes, landforms and contrasting management approaches in the UK
YEAR 8	**Hot deserts** Ecosystem processes, global biomes and hot deserts; threats to biodiversity and sustainable management.	**Cold deserts and ecosystem fieldwork** Study glacial processes and landscapes. Assess opportunities and challenges, Svalbard. Visit Hainault Country Park to understand the social, economic and environmental importance of a local ecosystem.	**Weather hazards** Atmospheric circulation, global climate, tropical cyclones and drought; causes, consequences and management of extreme weather.	**Migration and Settlement** Explore global influences which shape the movement of people and place across the world.	**Superpowers** Explore the increasing importance of Superpowers and the role of China in the world.	**Rivers** Apply erosion and deposition knowledge to river processes, landforms and contrasting management approaches on a global scale.

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CURRICULUM OVERVIEW – PROGRESSION INTO GCSE

Year 9 brings together physical and human geography, requiring students to explain geographical relationships, compare contrasting places, evaluate responses to global issues.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 9	**Development** Use development indicators to explain inequalities and their causes; evaluate strategies for reducing development gaps within Nigeria.	**Tectonics – earthquakes** Explain plate movement with a focus on earthquakes and tsunamis. Use contrasting case studies to compare impacts and extent of hazard management.	**Tectonics – volcanoes** Explain plate movement with a focus on volcanic eruptions. Use contrasting case studies to compare impacts and extent of hazard management.	**Population** Study the impacts and management of population change relating to level of wealth. Apply concepts though the case studies of Japan and Democratic Republic of Congo.	**Geographical Global Challenges in 21st century** Using an enquiry based approach, an understanding of the complexity of key human and physical issues such as climate change facing our planet and our vital role as Global Citizens.	**Resources and Sustainability** Study the global distribution of water, energy and food. A deeper understanding of energy use - supply and demand, environmental pressures, management and sustainability. Case study application through China and Germany.

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CURRICULUM OVERVIEW – GCSE GEOGRAPHY A – DEVELOPING DEPTH

Students build detailed knowledge of the Pearson Edexcel GCSE Geography A content, applying concepts from Key Stage 3 to specified physical and human geographical contexts. By the end of year 10, apply geographical enquiry methods to physical and human fieldwork in their local area.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 10	**Changing cities** Urbanisation and contrasting cities of London and Mexico City; inequality, regeneration, migration and strategies for sustainable urban futures.	**Global development** An evaluation of Development measures, inequalities, changing economic patterns and the effectiveness of development strategies using the example of India.	**Resources and Sustainability** Study the global distribution of water, energy and food. A deeper understanding of energy use - supply and demand, environmental pressures, management and sustainability. Case study application through China and Germany.	**UK landscapes and Coasts** UK geology and relief; processes shaping the UK landscape. UK coastline - apply erosion and deposition knowledge to coastal processes, landforms and management.	**UK Rivers and Mock consolidation** Apply erosion and deposition knowledge to river processes, landforms and management. **Exam application [P1–2]** Practice extended evaluative responses under timed conditions.	**Fieldwork [P3]** Conduct a rivers investigation at **Epping Forest** - sampling, data collection, presentation, analysis and evaluation. Investigate land use in **Hainault** and **Stratford** compare evidence, consider limitations.

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CURRICULUM OVERVIEW – KEY STAGE 4

YEAR 11 | APPLICATION AND EVALUATION

Students consolidate GCSE knowledge, analyse unfamiliar resources and develop reasoned explanations and judgements. Retrieval and examination practice strengthen connections across the specification.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1
YEAR 11	**Global development** An evaluation of Development measures, inequalities, changing economic patterns and the effectiveness of development strategies using the example of India.	**Exam application [P1–3]** Practice case-study explanation, calculations, resource interpretation and extended evaluative responses under timed conditions. **Weather hazards** Atmospheric circulation, global climate, tropical cyclones and drought; causes, consequences and management of extreme weather.	**Ecosystems** Ecosystem processes, global biomes. Tropical rainforests and deciduous woodlands; threats to biodiversity and sustainable management.	**UK challenges [P3]** Apply knowledge to UK resource, population, settlement, economic and environmental challenges; consider trade-offs.	**Consolidation [P1–3]** Retrieve and connect knowledge, address misconceptions and revisit fieldwork methods, findings and evaluation.

GCSE QUALIFICATION | PEARSON EDEXCEL GEOGRAPHY A (1GA0)

PAPER 1 • PHYSICAL ENVIRONMENT
1GA0/01 | 1h 45m | 37.5% | 94 marks

PAPER 2 • HUMAN ENVIRONMENT
1GA0/02 | 1h 30m | 37.5% | 94 marks

PAPER 3 • FIELDWORK & UK CHALLENGES
1GA0/03 | 1h 30m | 25% | 64 marks

GEOGRAPHICAL ENQUIRY AND ASSESSMENT

Across the course, students use maps, photographs, graphs, statistics and geographical information to describe patterns, explain processes, assess impacts and justify decisions. Fieldwork develops the full enquiry cycle: questions, methods, data collection, presentation, analysis, conclusions and evaluation. Regular assessment checks knowledge and understanding alongside interpretation and extended writing.

OFFICIAL GCSE SPECIFICATION LINK Pearson Edexcel GCSE Geography A (1GA0) qualification specification