

Geography is taught by Mr Mundy, who is also Deputy Head of the Academic Learning Faculty, and Mr Thurston. Geography is exciting, topical and relevant. It is a fun and interesting subject which encourages students to be intrigued and to ask questions about the world around us. It provides students with a range of cross-curricular and valuable life skills.

At KS3 students study a variety of topics that help prepare students for the later GCSE. We build a sound understanding of geographical places, geographical processes that shape places and develop geographical skills that help make sense of the world.

We investigate places at a range of different scales from our local area to far away continents and oceans. We discuss complex issues and try to make connections and links. We seek to understand some of the biggest modern challenges that people face today such as climate change, poverty and sustainable living.

Topics studied include:

Year 7:

Skills, Extreme environments, Sustainable Living, China, Weather and Climate

Year 8:

Coasts, Globalisation, Natural Hazards, Tourism

Year 9:

Rivers, Population, India, Global Challenges, and Fieldwork.

At KS4 the Edexcel specification A syllabus is followed.

This involves 3 examinations covering the 3 main components and the following 8 topics

Unit 1 (Physical environment)37.5%

- Changing landscapes +Coasts and Rivers
- Weather and Climate Ecosystems

Unit 2 (Human environment)37.5%

- Changing cities
- Global development
- Resource Management + Energy

Unit 3 (Geographical Investigations) 25%

- Fieldwork Coasts/Fieldwork Urban
- UK Challenges

We also offer students several opportunities for out of school learning with trips at KS4 to areas that are local and further afield.

Geography is a modern, relevant, popular and successful subject.

For further information and support about Geography at the Open Academy please contact the Academic Faculty.

Geography Curriculum Sequencing Rationale

1a.	<p>What are the key topics taught in Year 7? We teach types of geography, geographical skills, Ecosystems, Settlements, China and Russia, Energy and Sustainable living.</p>
1b.	<p>Why is this? We build upon KS2 themes and introduce the foundations of geography. Our course starts with geographical skills as these underpin human and geography topics that we study later on. We build knowledge of the local area and then recap on countries and continents through the use of an atlas, OS maps and online mapping (GIS). We introduce the major physical environments of the world in 'ecosystems' and look at human environments which people inhabit through the Settlements unit. We also research the larger countries of China and Russia and their physical and human geography. We finish on the topic of energy which has an environmental link.</p>
2a.	<p>What order is this taught in and why? We teach skills first along with knowledge of places/locations to help with later topics that focus on different parts of the world. We develop knowledge of physical environments in order to then understand how humans interact with them. We describe the characteristics of different physical and human landscapes and we apply our newly acquired knowledge to understand other countries. We end our studies by looking at physical energy sources that supply our human world as this introduces the concept of sustainability.</p>
3a.	<p>How do we build on these topics and rationale in Year 8? We continue building our students knowledge of core physical topics like Coasts and Natural Hazards and Weather and Climate, while introducing more complex human topics such as Globalisation. These help illustrate the connections that exist in our world at larger scales in both the natural world and the human one. We investigate the continent of Africa and explore the connections between physical geography and human geography at a large scale. We build on students geographical skills to look at a local issue and carry out a local fieldwork project.</p>
3b.	<p>What order is this taught in and why? This enables our students to understand the main themes in human and physical geography and gives us a wider understanding of the inter-connections of the wider world through plate tectonics in natural hazards and global trade in globalisation. We build our students fieldwork skills towards collecting and analysing their own data.</p>
4a.	<p>How do we build on these topics and rationale in Year 9? In year 9 we choose to look at more complex issues linked to the interactions of humans in the physical world. We investigate how humans can both cause and manage flooding and contrast richer (developed) and poorer (developing) countries experiences of flooding. Through studying the topics of population and later on India students look at the impacts of growing populations and economic development in rapidly developing countries. In global challenges we debate complex issues for future generations to solve such as climate change and ecosystem destruction.</p>
4b.	<p>What order is this taught in and why? Students understand the main processes that shape our human and physical world and we also enable them to look at the environmental issues that affect our world. This links more directly to the GCSE where students often look at located examples and case studies that show how these places are changing and often pose the question why and what is being done to reduce damaging change.</p>
5a.	<p>Select one concept/theme you teach in your subject across more than one key stage How is this taught in each year? The theme of sustainability is explored throughout the years in a number of different ways. Year 7: This is explored in the first week when we discuss types of environmental geography. In settlements we look at cities in impossible places suggesting that access to resources may be a problem. We also explore types of energy looking at renewables and contrast these with fossil fuels that are un-sustainable. Year 8: This year references the impacts of climate change, for example sea level changes and the problems of coastal defense. By looking at global poverty in globalisation we are investigating how growing populations lack resources often creating difficulties with living conditions (that affect sustainable living).</p>

	<p>Year 9: We look more specifically at managing risks and impacts in topics like rivers and we look at the ways that global challenges such as climate change will lead to choices being made about how we live in a more sustainable way.</p> <p>Year 10: Year 10 topics mainly look at how people are adapting their way of life and their responses to hazards such as coastal cliff recession, river flood management, the biosphere and resource over-extraction and the impacts of extreme weather events. We investigate the ways that the UK is challenged to manage its environment for future generations.</p> <p>Year 11: Year 11 GCSE topics investigate sustainable living in Managing Resources and Changing Cities, in these topics we explore different stakeholders views on complex issues such as controversial energy types. We carry out our own data collection through fieldwork in a human and a physical landscape, drawing conclusions and evaluating the process.</p> <p>Year 12/13: Although A level is not taught at Open Academy we prepare our students through the promotion of independence during fieldwork and sustainability linked topics.</p>
5b.	<p>How does this become progressively more challenging?</p> <p>In Year 7, students learn geographical skills and recognise environmental geography. By Year 8 students widen their knowledge of physical geography and human geography and learn that the world is interconnected but imbalanced. In Year 9 students look at the complex interactions between humans and their physical surroundings and we explore more controversial issues linked to sustainable living at a global scale.</p>
6.	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <p>We follow the GCSE Edexcel 'A' specification. This course includes many of the human and physical topics that were studied through KS3 in more detail and with an emphasis on understanding processes and changes that shape these landscapes. It also includes the 'UK Challenges and fieldwork' unit. Students are required to formulate their own fieldwork questions, collect, analyse and evaluate data from the coast, and from an urban environment.</p>
6.	<p>What career opportunities does the study of your subject bring?</p> <p>Studying Geography can open a wide range of career opportunities. Some careers linked to the subject include energy and utilities, the armed forces, education, public sector, farming, conservation, tourism, town planning and forestry.</p>