

Geography

There has never been a more important time for students to study geography. From climate change to natural disasters, and from Brexit to social inequality, geography really is the subject for an ever changing and increasingly complex world. Geography is about finding patterns in the complexity of the world and we aim to give our students a deep and secure knowledge of geography so that they can start to make sense of the world¹.

Skill

Ever since Eratosthenes coined the phrase *geō-graphia*, which literally means ‘writing the world’, geographers have sought to learn about the world around them. As the next generation of geographers, we want our students to benefit from thousands of years of discoveries about our planet² and for them to use this knowledge to make sense of the complex world.

The central focus of geography is places, how they are connected to one another and how they interact with both human and natural processes. At TGAW, we aim to provide students with a high-quality geography education which gives them knowledge about diverse places, people, resources and natural and human environments together with a deep understanding of the Earth’s key physical and human processes³. Students can be expected to know the locations of the places they are studying⁴.

As students progress in geography at TGA, their growing knowledge about the world will give them a deeper understanding of the interaction between physical and human processes and the formation and use of landscapes and environments³.

Character

As well as being an instruction manual for the present, geography is our students’ inheritance¹ as one day they will be the decision-makers, the policy writers and the influencers. It is therefore vital that we create global citizens that are aware of and understands the wider world - and their place in it. At TGA we believe that all of our students can make a difference and we encourage them to develop the knowledge, skills and values they need to engage with the world⁵.

We feel that through geography, our students can contribute to the school community and beyond as becoming global citizens allows students to:

- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

Experiences

As well as learning about the world, we encourage our students to experience the world around them and get a sense of different places in the world. We do this in the classroom, using a number of resources from pictures and videos through to maps and GIS. However, it is outside of the

classroom where students will get to experience fieldwork and gain a much deeper understanding of the world around them.

Fieldwork offers our students the chance to explore first-hand how physical and human processes are changing our world⁶. At TGA Worcester, we offer opportunities for fieldwork across all key stages. From studying the geography of our local area, to studying large urban areas and visiting physical landscapes, we aim to give our students a broad experience outside as well as inside the classroom.

Criticality

We aim to inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives³. Indeed, to gain a deep and secure knowledge of geography and start making sense of the world, students need to 'think like a geographer'. This means that students will not only look at the world, but also investigate it⁴.

We aim to take what students already know about the world around them, help them make sense of that, but also make new connections to ideas and knowledge that they will not have come across before. Students will learn to see the world differently and understand the processes that happen around us. Students will draw on other disciplines, such as biology, chemistry, maths and history to make conclusions about the world¹.

Additionally, we aim to give students a sense of place, so that when they are studying different places they gain an understanding of those places. Through a range of secondary sources of information, students will learn about cultural, political, social, economic and environmental characteristics of different places and as such will think about the world and its people in a curious and fascinated way.

Programme of study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	My local place	Fantastic places	Volcanoes	Africa	Water	
Year 8	Tourism	Connected world	Earthquakes	Challenging cities	Blue Planet	Sustainable futures
Year 9	The living world - rainforests	The living world – hot deserts	Resource management - water	UK physical landscapes - coasts	UK physical landscapes - rivers	Fieldwork 1 – physical investigation
Year 10	Hazards- tectonic hazards	Hazards – weather hazards	Hazards – climate change/urban issues	Urban issues – case study (LIC/NEE)	Urban issues – UK case study and sustainability	Fieldwork 2 – human investigation
Year 11 (2019-2020 only)	The Living World – Ecosystems and Hot Deserts	The Living World – Tropical Rainforests	Economic World – UK economy	Mastery, Pre-release enquiry and geography skills		Examination
Year 11 (2020 onwards)	The changing economic world		Geographical issues and skills	Mastery and challenge		Examination

GCSE specification: AQA

Year 7, 8, 9, 10 and 11 fundamentals

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 7 half term 1: My local place	<ul style="list-style-type: none"> • Where they are in the world: region, county, country • The main 8 points of a compass • A range of map symbols (OS) 1:50,000 • How to measure scale and distance on a map • How to read a map using 4 and 6 figure grid references • How height and relief are shown on a map 	Continent, country, city, Europe, United Kingdom, British Isles, scale, distance, grid references, contour, spot height, layer shading, key, direction, landform, valley, hill top, plateau
Year 7 half term 2: fantastic places	<ul style="list-style-type: none"> • The main biomes and their limiting factors • Location, climate, plants and animal adaptations for: Rainforests, deserts, and polar regions 	Tropical rainforests, deserts, polar region, tundra, temperate deciduous woodland, savanna, temperature, rainfall, climate, biome, adaptation, biodiversity, limiting factor, arid, humid, vegetation, dense, sparse
Year 7 half term 3: Volcanoes	<ul style="list-style-type: none"> • The internal structure of the Earth • What plates are and how they move • The types of volcanoes • A case study of a constructive and destructive volcano (causes, impacts, management) 	Core, mantle, crust, tectonic plate, plate margin, convection current, lava, shield, composite, magma, cause, impact, management, pyroclastic, ash/tephra, lahar, crater, vent, magma chamber,
Year 7 half term 4: Africa	<ul style="list-style-type: none"> • The seven continents and five oceans of the world and that Africa is the 2nd largest • Different climate zones: Tropical, Savannah & Desert • The colonial history of Africa • Identify the main physical features, the impact of tourism, and strategies to reduce the development gap in the Horn of Africa 	Continent, Region, Colonialism, Biome, Subsistence farming, Human development Index, Fairtrade, Gross National Income
Year 7 half term 5-6: water	<ul style="list-style-type: none"> • How rain reaches the river through flows and transfers • Hydraulic action, Abrasion, Attrition & Corrosion • Waterfall and levee formation • Two physical and human causes of flooding • Flood management: One soft and one hard engineering management strategies 	Hydrological cycle, drainage basin Watershed, Channel, Tributary, Confluence, Relief, Geology, Social, Economic, Engineerin, Traction, Saltation, Suspension, Solution

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 8 Half term 1: Tourism	<ul style="list-style-type: none"> • How tourism has changed and factors responsible for the change • The impacts of tourism on a UK destination (positive, negative, social, economic, environmental) • How tourism is managed sustainably in a UK National Park • How ecotourism manages tourism sustainably in an overseas destination/resort 	Tourism, domestic tourist, international tourist, package holiday, city/short break, long haul, short haul, positive impacts, negative impacts, social impacts, economic impacts, environmental impacts, National Park, Ecotourism
Year 8 Half term 2: Connected World	<ul style="list-style-type: none"> • Why the world is becoming more interconnected • What the impacts of globalisation are on their local area • What the impacts of globalisation are in the UK • What the impacts of globalisation are on an LIC • That the impacts of globalisation can be reduced 	Globalisation, interconnected, technology, TNC, trade, transport, employment, primary sector, secondary sector, tertiary sector, migration, immigration, economic migrant, HIC, LIC, fairtrade, sustainable, equality
Year 8 Half term 3: Earthquakes	<ul style="list-style-type: none"> • The causes of earthquakes • Earthquakes cause primary and secondary effects • People can prepare for earthquakes • Earthquakes can cause tsunamis • The effects of earthquakes can vary due to the development of a country 	Inner core, outer core, collision, conservative margin, constructive margin, destructive margin, primary effect, secondary effect, seismometer, appropriate technology, tsunami,
Year 8 half term 4: Challenging Cities	<ul style="list-style-type: none"> • The causes of urbanisation and the differences between HIC's/NEE's/LIC's • Know push & pull factors and rural to urban migration • Know the social, economic & environmental (SEE) challenges of rapid urban growth and its impacts • Example (eg Kibera, Dharavi etc..) – know the location, issues, challenges (SEE) and solutions • Define sustainable development and know an example of a sustainable city to illustrate sustainability in Transport/Housing/Waste/Energy (eg Curitiba, Masdar) 	Urbanisation, Rural to urban migration, Push and pull factors, sustainability, Economic migrant, Population, renewable/non-renewable energy
Year 8 Half term 5: Blue Planet	<ul style="list-style-type: none"> • The seas surrounding the UK and the location of the Mediterranean. • Know that both prevailing wind and the moon have an effect on the movement of the water. • The impact of human interaction in terms of Tourism, Overfishing, Oil Exploitation and Plastic. • An example of an oil spill. Know its causes, impacts and solutions in terms of Social, Economic and Environmental. • An example of a Coral Reef. Know its location, importance and the threats to it. 	Ocean, Sea, Tide, Prevailing Wind, Lunar Cycle, Interaction, Tourism, Overfishing, Petrochemical, Trawling, Bleaching, Global Warming, Greenhouse effect, Tropical, Coral reef

Year 8 half term 6: sustainable Futures	<ul style="list-style-type: none"> • Examples of threats to sustainable futures. • Causes and problems of climate change. • Causes and problems of an increasing world population. • Examples of sustainable futures in food, energy and water. (HIC/LIC/NEE) 	Sustainable, sustainability, climate change, NEE, resource, management / mitigate, natural increase, sanitation, healthcare, fairtrade, water transfer, desalination, greywater, greenhouse effect, thermal expansion, deforestation
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Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term: HT 1 The Living World - Rainforests HT 2 The Living World – Hot Deserts	<ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components – example of a small-scale ecosystem • Tropical rainforest ecosystems have a range of distinctive characteristics – interdependence, adaptations and biodiversity issues • Deforestation has economic and environmental impacts – case study • Tropical rainforests need to be managed to be sustainable – the value of rainforests and the strategies used to manage them • Hot desert ecosystems have a range of distinctive characteristics. • Development of hot desert environments creates opportunities and challenges – case study • Areas on the fringe of hot deserts are at risk of desertification – causes of desertification and strategies to reduce the risk of desertification 	Ecosystems, biotic, abiotic, producers, consumers, decomposers, food chain, food web, nutrient cycling, biome, tropical rainforest, interdependence, adaptation, biodiversity, deforestation, subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth, economic development, soil erosion, climate change, sustainability, selective logging and replanting, conservation and education, ecotourism, debt reduction, farming, tourism, extreme temperatures, water supply, inaccessibility, desertification, climate change, population growth, fuel wood, overgrazing, over-cultivation, soil erosion, water and soil management, tree planting, appropriate technology.
Year 9 spring term: HT1 The Challenge of resource management HT2 UK Physical Landscapes - Coasts	<ol style="list-style-type: none"> 1. Food, water and energy are fundamental to human development – well being & global inequalities 2. The changing demand and provision of resources in the UK create opportunities and challenges.– overview of food, water and energy in the UK <p>Focus on WATER</p> <ol style="list-style-type: none"> 1. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict – surplus and deficit, impacts of insecurity. 2. Different strategies can be used to increase water supply. – examples: of large scale transfer scheme and sustainable local scheme in LIC/NEE <p>The UK has a range of diverse landscapes</p>	<p>Resources, well-being, inequalities, imports/exports, seasonal, organic, carbon footprints, ‘food miles’, agribusiness, deficit, surplus, fossil fuels, renewables, surplus (security), deficit (insecurity), over-abstraction, limited infrastructure, poverty, desalination, water transfer scheme, sustainable, water conservation, groundwater management, recycling, ‘grey’ water</p> <p>Waves, weathering, mechanical, chemical, mass movement – sliding, slumping and rock falls, erosion – hydraulic power, abrasion and attrition, transportation – longshore drift, deposition, sediment, geology,</p>

	<p>The coast is shaped by a number of physical processes.</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes – including an example of stretch of coastline</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes – coasts and benefits, example of management scheme</p>	<p>headlands and bays, cliffs and wave cut platforms, caves, arches and stacks, beaches, sand dunes, spits and bars, hard engineering – sea walls, rock armour, gabions and groyne, soft engineering – beach nourishment and reprofiling, dune regeneration, managed retreat – coastal realignment.</p>
<p>Year 9 summer term: HT1 UK Physical Landscapes - Rivers</p> <p>HT 2 Physical investigation – river study</p>	<ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream - processes • Distinctive fluvial landforms result from different physical processes – example of a river valley • Different management strategies can be used to protect river landscapes from the effects of flooding – hydrographs, hard and soft engineering, example of flood management scheme <ol style="list-style-type: none"> 1. Suitable question for geographical enquiry 2. Selecting, measuring and recording data appropriate to the chosen enquiry 3. Selecting appropriate ways of processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data 5. Reaching conclusions <ul style="list-style-type: none"> • Evaluation of geographical enquiry 	<p>Long profile, cross profile, fluvial processes, erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion, transportation – traction, saltation, suspension and solution, deposition, interlocking spurs, waterfalls and gorges, meanders and ox-bow lakes, levées, flood plains and estuaries, relief, hydrograph, precipitation, discharge, hard engineering – dams and reservoirs, straightening, embankments, flood relief channels, soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration</p> <p>Aims, hypotheses, geographical theory, primary and secondary data, risk, sampling methods – stratified, random, systematic, graphical, cartographical, statistics – mean, mode, median, Inter-quartile range,</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 10 autumn term:</p> <p>Urban issues and challenges – Opportunities and challenges in</p>	<ul style="list-style-type: none"> • Urban trends in different parts of the world, including HICs and LICs • The factors affecting the rate of urbanisation and the growth of megacities. • A case study of a major city in an LIC or NEE to show 	<p>Higher income country, newly emerging economy, Lower income country, natural increase, birth rate, death rate, megacity, urbanisation, counter-urbanisation, rural to urban migration, push factor, pull factor, distribution, regional, national, international, inequalities, infant mortality rate, healthcare, infrastructure, formal economy,</p>

<p>LICs and NEEs</p>	<ul style="list-style-type: none"> • The location and importance of this city and the reasons for its growth • The social, economic and environmental opportunities in this city • The social, economic and environmental challenges in this city. <p>An example of how urban planning can improve the quality of life for the urban poor.</p>	<p>informal economy, manufacturing, service industry, squatter settlement, favela, local authority, de-industrialisation, sewage treatment, suburbs, quality of life, illegal, population density, unemployment rate, self help scheme, site and service scheme, commute, commuter, green space, CBD, recreation, industrialisation, integrated transport system, urban greening, conservation, derelict, urban sprawl, greenfield, brownfield, gentrification, regeneration, listed buildings, emissions, recycle, sustainable, social deprivation, rural-urban fringe, renewable, traffic congestion</p>
<p>Year 10 summer term:</p> <p>Urban issues and challenges – Opportunities and challenges in the UK</p> <p>Fieldwork 2 – Human investigation</p>	<ul style="list-style-type: none"> • A case study of a major city in UK to show • The location and importance of this city and the reasons for its growth and character • How urban change has created social, economic and environmental opportunities in this city • How urban change has created social, economic and environmental challenges in this city. • Why an urban area needed regeneration and the main features of this project. • Features of sustainable urban living including water and energy conservation, waste recycling, creating green spaces • How urban transport strategies are used to reduce traffic congestion. • Suitable question for geographical enquiry • Selecting, measuring and recording data appropriate to the chosen enquiry • Selecting appropriate ways of processing and presenting fieldwork data • Describing, analysing and explaining fieldwork data • Reaching conclusions • Evaluation of geographical enquiry 	<p>Higher income country, newly emerging economy, Lower income country, natural increase, birth rate, death rate, megacity, urbanisation, counter-urbanisation, rural to urban migration, push factor, pull factor, distribution, regional, national, international, inequalities, infant mortality rate, healthcare, infrastructure, formal economy, informal economy, manufacturing, service industry, squatter settlement, favela, local authority, de-industrialisation, sewage treatment, suburbs, quality of life, illegal, population density, unemployment rate, self help scheme, site and service scheme, commute, commuter, green space, CBD, recreation, industrialisation, integrated transport system, urban greening, conservation, derelict, urban sprawl, greenfield, brownfield, gentrification, regeneration, listed buildings, emissions, recycle, sustainable, social deprivation, rural-urban</p> <p>Aims, hypotheses, geographical theory, primary and secondary data, risk, sampling methods – stratified, random, systematic, graphical, cartographical, statistics – mean, mode, median, Inter-quartile range,</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 11 autumn term: Changing Economic World: Development and the development gap</p> <p>LIC/NEE case Study Changing Economic World: the effects of major changes in the UK economy on employment patterns and regional growth.</p>	<ul style="list-style-type: none"> • Different economic and social measures of development. • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes & consequences of uneven development. • An overview of the strategies used to reduce the development gap. • An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. <ul style="list-style-type: none"> • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context • the changing industrial structure. • The balance between different sectors of the economy. • How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. • Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the environmental impacts of economic development • the effects of economic development on quality of life for the population. <ul style="list-style-type: none"> • All studied within the context of the UK • the causes of economic change • the development of a post-industrial economy • the impacts of industry on the physical environment • an example of how modern industrial development can be more environmentally sustainable • the social and economic changes in the rural landscape in an area of population growth 	<p>Gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Demographic Transition Model, physical, economic and historical. disparities in wealth and health, international migration.</p> <p>investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</p> <p>Deindustrialisation, globalisation, primary industry, secondary industry, tertiary industry, quaternary industry, trade, science parks, business parks, heavy industry, traditional industry, north-south divide, devolution, infrastructure, Enterprise Zones, EU, Commonwealth</p>

	<ul style="list-style-type: none"> • the social and economic changes in the rural landscape in an area of population decline • how transport infrastructure is being improved • the north–south divide and strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. 	
<p>Year 11 spring term: Fieldwork</p> <p>&</p> <p>Issue Evaluation</p>	<ul style="list-style-type: none"> • Suitable question for geographical enquiry • Selecting, measuring and recording data appropriate to the chosen enquiry • Selecting appropriate ways of processing and presenting fieldwork data • Describing, analysing and explaining fieldwork data • Reaching conclusions • Evaluation of geographical enquiry <p>A contemporary geographical issue is set by the exam board each year to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding to interpret, analyse and evaluate the information and issue. • use geographical skills to set the issue in context and to examine conflicting viewpoints about the issue. • develop a critical perspective on the issue studied • consider the points of view of the stakeholders involved, • make an appraisal of the advantages and disadvantages. • evaluate the alternatives. <p>consider physical and human interrelationships make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p>	
<p>Year 11 summer term: EXAMS</p>	<ul style="list-style-type: none"> • EXAMS • Revision and Examination preparation 	