



GEOGRAPHY

Curriculum Intent

At Stonehenge School we aim to provide a high-quality geography education which inspires in pupils a curiosity and fascination about the world and its people. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, we aim to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.

We want students to 'think like a geographer' using an enquiry approach through understanding the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts

We want students to study like a geographer by developing and extending competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses .

Finally we want students to apply geographical knowledge, understanding, skills and approaches to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding. We wish students to realise Geography is relevant in all contexts of our lives in the 21st century.



Curriculum Rationale

Through our rich and varied curriculum at Key Stage 3, we hope that as many students as possible will continue their study of geography throughout Key Stage 4 and into Key Stage 5. For that reason, the concepts that underpin our Key Stage 3 curriculum are taken from the GCSE and A-Level Geography specifications – helping us to envisage the 5 year curriculum of our students.

Threshold Concepts

Sustainability Processes (Systems) Development Interdependence
 Resilience Globalisation Risk Place (at different scales) Change (Dynamic world) Inequality

Sequencing and progression:

Year 7	Year 8	Year 9	Year 10	Year 11
Excellent Geographers What skills do I need as a Geographer? Where can Geography take you? Sustainability Place Careers	An Uneven Society Why does a development gap exist? Globalisation Place Dynamic world Inequality Sustainability Interdependence	GCSE skills boot camp Sustaining Ecosystems	Completing Distinctive landscapes/ Resource reliance	Human and Physical Fieldtrip and write up /geographical exploration. Mock/Revision
Fragile Ecosystems Why are the world's major biomes under threat? Systems Interdependence Sustainability Place	Worlds Apart How do other parts of the world differ from us? Interdependence Place Globalisation Dynamic world Risk	Sustaining Ecosystems End of unit assessment	Resource reliance	Our natural World Mock exam – Paper 1
Weather and Climate Change Why should we be concerned about	A Hazardous Planet	Dynamic Development	Changing climate	Revision – Our natural world/people and Society



THE STONEHENGE SCHOOL

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Year 7	Year 8	Year 9	Year 10	Year 11
<p>our changing weather?</p> <p>Systems Dynamic world Risk Resilience Place</p>	<p>To what extent is our planet hazardous?</p> <p>Systems Dynamic world Risk Resilience Place</p>	<p>End of unit assessment</p>		<p>Mock exam – Paper 2</p>
<p>Ocean plastic pollution</p> <p>Can we see a way through the environmental damage we've caused?</p> <p>Sustainability Dynamic world Risk Resilience</p>	<p>Blame the people!</p> <p>Where do the 7bn people in the world live?</p> <p>Place Globalisation Resilience Risk</p>	<p>Global Hazards</p>	<p>Urban Futures</p>	<p>Revision – people and Society</p> <p>Mock exam – Paper 3</p>
<p>Our Expanding Urban population</p> <p>Where do the 7bn people in the world live?</p> <p>Globalisation Place Sustainability Dynamic world world Risk Resilience</p>	<p>Raging Rivers</p> <p>How do rivers shape our landscape?</p> <p>Systems Dynamic world Risk Resilience world Interdependence</p>	<p>Human Fieldwork (Portsmouth or Southampton)</p> <p>Fieldwork assessment</p>	<p>UK in the 21st Century/ Fieldtrip*</p>	<p>Revision – Case studies and decision making</p>
<p>Depleting Natural Resources</p> <p>Is our planet sustainable?</p> <p>Sustainability Dynamic world Risk Resilience</p>	<p>Changing Coastlines</p> <p>How can we protect our coastlines?</p> <p>Place Risk Systems Sustainability Interdependence</p>	<p>Distinctive Landscapes</p> <p>Residential fieldtrip</p>	<p>Decision Making Exercise, Mock, Skills boot camp</p> <p>Residential fieldwork</p>	