Our vision and philosophy

Geography is, in its simplest form, a desire for humankind to interact, describe and

understand the world around us. As the world shifts and evolves at an increasing pace so

too must its inhabitants. It is therefore the intention of our Geography curriculum to inspire

and inform young global citizens. In service of equipping our students with the knowledge

and skills to encounter and experience our diverse planet, we have incorporated the themes

of globalisation, sustainability, and a sense of place.

Our curriculum aims to create a sense of place outside of everyday lived experience. This is

central to the study of Geography and is created through understanding the relationship

between physical processes and human interactions. These geographical concepts will

allow our students to be introduced to geopolitical powers such as the conflict of the Gaza

Strip, the disappearing islands of Kiribati and the interdependence of nations. We pride

ourselves on introducing our students to the traditions of geographical academia grounded

in exploration and fieldwork. Fieldwork will allow a first-hand experience of geomorphic

processes and an opportunity to explore perception and place.

Through studying Geography at HAOC students will have a fundamental understanding of

the world around them. They will be informed citizens of the planet who have learnt about

space and place outside of their lived experience. They will be ambassadors for sustainable

living and have a geopolitical understanding promoting tolerance, mutual respect and

democracy. This cultural capital will make our geographers will be academically successful

and well-informed with powerful knowledge, empowering them to achieve.

KS4

Year 10

Students will begin their geographical journey in KS4 by building on their prior knowledge of

plate tectonics through the study of Global Hazards here we will consolidate learning and

introduce more the more complex concepts of hot spot volcanoes and convection currents.

Students will have been introduced to a number of biomes throughout KS3 this is studied as

a discrete unit of work Sustaining Ecosystems in Year 10. Students will focus on Polar and

Rainforest Biomes which will have been studied at KS2 and KS3 previously. Here we build

on prior knowledge and establish why and how these biomes are located across different

regions. Students also continue their work on sustainability by looking at both regional and

global responses to climate change. Students then study the UK in the 21st Century followed

by Distinctive Landscapes, this will be revisiting and building on concepts introduced within

the KS3 topics of the UK, Rivers and Coasts. Students will be introduced to more complex

theories such as the Demographic Transition Model and the Bradshaw Model when

considering these topics in greater depth. Students will examine how real-world processes

can be understood through theoretical models. Here students will complete fieldwork of a

river and an urban area. Here we will introduce similarly complex methods of statistical

analysis, data collection and presentation.

Year 11

In Changing Climate, we consider the impact on climate change on the UK having previously

studied Kiribati and China. Students will evaluate the qualitative and quantitative evidence

of out changing climate. Students then draw on prior knowledge during the topic of Urban

Futures. This builds on concepts of urbanisation introduced in Year 8 during the China topic

and explores London as a city which was first introduced in Year 7. Students will contrast the

urbanisation of Lagos to that of London using qualitative and quantitative data analysis. This

leads to the following topic on Resource Reliance where students are re-introduced to the

ideas of supply and demand and its impact on food and water security.

At the conclusion of their five-year geography curriculum students will be keen lifelong

geographers with a strong sense of place through studying a myriad of regions and nations

in juxtaposition to the UK. They will have mastered the concepts of human and physical

geographies and will have a concrete understanding of their interactions. Students will have

a clear understanding of climate change and sustainability and will have contextualised this

knowledge across the globe at a variety of scales. Students will be critical thinkers confident

in dispelling misconceptions around development, climate and geographical theory.

Students will have mastered fundamental map and graph skills and can use these with

confidence. Students have a clear understanding of fieldwork its practice and limitations,

they have completed fieldwork in a variety of locations and completed competent data

analysis and presentation. Our students will be academically successful and informed global

citizens. They will be advocates of a democratic and sustainable world and will have the

qualifications to enable them to be successful members of society.