



GEOGRAPHY PATHWAY  
Taunton Preparatory School  
&  
Taunton Senior School  
January 2020





## Taunton Pre-Prep School

### Early Years

The children learn about similarities and differences in relation to places, objects, materials and living things and are encouraged to talk about the features of their immediate environment. They make observations of animals and plants and explain why some things occur and talk about changes. They begin to identify similarities and differences between themselves and others and amongst families, communities and traditions.

### Key Stage 1

Following topics, such as London, The Wonderful World of Chocolate, Pole to Pole and Out of Eggs, the children participate in a variety of activities to introduce and develop further their understanding and knowledge of the world around them. Using atlases, globes and world maps, the children learn to name and locate cities, countries, continents and oceans. They are taught about the seasonal and daily weather patterns in the United Kingdom and begin to identify similarities and differences between contrasting areas. They are encouraged to use simple compass directions, as well as locational and directional language.

## Taunton Prep School

### Key Stage 2

Year 5&6 Pupils are taught by their form teacher, a non-subject specialist who are guided by the HoD and have one double lesson per week. The aim is to foster a lifelong love of Geography and to focus firmly on the skills needed for progression in the subject. Year 6 is taught by a Subject specialist.

<p><b>Year 3 Topics - Creative Curriculum</b></p> <ul style="list-style-type: none"> <li>• I Am Warrior</li> <li>• Swords and Sandals</li> <li>• Steam and Ice Cream</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics and their major cities.</li> <li>• Name and locate counties and cities of the United Kingdom and identify human and physical characteristics.</li> <li>• Identify the position and significance of latitude and longitude.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Describe and understand key aspects of Human geography including types of settlement and land use, economic activity and the distribution of natural resources.</li> <li>• Understand through the use of detailed place-based exemplars at a variety of scales, the key processes in geological timescales.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul>
<p><b>Year 4 Topics - Creative Curriculum</b></p> <ul style="list-style-type: none"> <li>• Privateers and Petticoats</li> <li>• Ice Worlds</li> <li>• Marvellous Mayans (Tropical Rainforests)</li> </ul>	
<p><b>Year 5 Topics – Creative Curriculum</b></p> <ul style="list-style-type: none"> <li>• Vile Victorians</li> <li>• Journey to Jo'burg</li> <li>• Coasts (<i>including Year 5 residential trip to Cornwall</i>)</li> </ul>	
<p><b>Year 6 Topics</b></p> <ul style="list-style-type: none"> <li>• Geographical Skills – A transition...</li> <li>• Britain and its place in the world.</li> <li>• Earth's Story.</li> </ul>	



### **Key Stage 3 (only Years 7 and 8 as GCSE Geography is taught in Year 9)**

Pupils continue to have one double lesson per week taught by a subject specialist. The focus is firmly on developing the skills needed to study Geography and to extend and deepen their Geographical knowledge of Place & Space providing a well-informed context for further learning. Pupils are encouraged to create relevant, structured and evidentially supported case studies to broaden their knowledge base and provide a literacy focus. In addition they carry out short bursts of fieldwork in the school grounds.

<p style="text-align: center;"><b>Year 7 Topics</b></p> <ul style="list-style-type: none"> <li>• Water on the Land</li> <li>• Population and Migration</li> <li>• Summer Project: Taunton (Airborne Assault) – Seize the Bridges.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Asia (including China and India), and the Middle East with a focus on their physical and human geography.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa and a region in Asia.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Understand through the use of detailed place-based exemplars, at a variety of scales, the key processes in physical geography relating to plate tectonics, rocks, weathering and soils and weather and climate (including global climate change).</li> <li>• Understand, through the use of detailed place-based exemplars, at a variety of scales, the key processes and concepts in human geography relating to population.</li> <li>• Understand how human and physical processes interact to influence and change landscapes, environments and the climate and how human activity relies on effective functioning of natural systems.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> <li>• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul>
<p style="text-align: center;"><b>Year 8 Topics</b></p> <ul style="list-style-type: none"> <li>• Restless Earth</li> <li>• Weather and Climate</li> <li>• Summer Project: Lyme Regis Seaborne Assault.</li> </ul>	



## Taunton Senior School

### Year 9 and Key Stage 4

GCSE Geography is taught from Year 9 when it is considered a core subject and is taught in 2 x 35 minute lessons per week. In Year 10 (KS 4) Geography is an optional subject. We follow the AQA GCSE course which is comprised of three exam papers (Physical Geography, Human Geography and Issue Evaluation/Fieldwork Skills). In the exams pupils have to demonstrate knowledge and understanding of key processes, concepts and issues; they also need to be able to analyse and evaluate at a high level as well as applying a range of numeracy, literacy and geographical skills.

<p style="text-align: center;"><b>GCSE Topics</b></p> <ul style="list-style-type: none"> <li>• The Development Gap</li> <li>• Nigeria</li> <li>• The UK Economy</li> <li>• The Urban World (including a data collection trip to Bristol).</li> <li>• Resource Management in the UK.</li> <li>• Coastal landscapes in the UK (including data collection trip to Lulworth).</li> <li>• River landscapes in the UK (including data collection trip to the River Horner, Exmoor).</li> <li>• Hazards (UK and Global).</li> <li>• Ecosystems (Tropical rainforests and Deserts).</li> </ul>	<p style="text-align: center;"><b>Locational and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• To extend knowledge and understanding of the physical and human geography of the UK (rivers, coasts, hazards, ecosystems, the changing economy, changing urban environments, the North/South divide as well as the management of food, water and energy in the UK).</li> <li>• To extend knowledge and understanding of the physical and human geography (and major issues) facing LICs and NEEs (Nigeria and Brazil).</li> </ul> <p style="text-align: center;"><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• To extend knowledge and understanding of the main processes, patterns, landforms, concepts and issues in Physical Geography (Coasts, Rivers, Hazards and Ecosystems).</li> <li>• To extend knowledge and understanding of the main processes, patterns, concepts and issues in Human Geography (Development, Resources and Urban Environments).</li> </ul> <p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Specific OS map skills – understand and be able to interpret height and relief on a map (including drawing cross sections). Be able to describe physical and human geography features and how they affect each other.</li> <li>• Graphical Skills – be able to critique given forms of graphical presentation.</li> <li>• Statistical Skills – be able to measure central tendency.</li> <li>• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data as well as being able to evaluate methodologies.</li> </ul>
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#### **Note**

*HIC – High income country*

*LIC – Low income country*

*NEE – Newly emerging economy*



### Key Stage 5

In the 6<sup>th</sup> form there is a choice between A Level and IB. For A level there are 8 taught lessons per week whereas for IB there are 6 taught lessons at HL and 4 taught lessons at SL. At A Level the OCR board is followed. A level Geography (with OCR) is comprised of three exam papers (Physical Geography, Human Geography and Geographical Debates) and a non-examined assessment (NEA – Independent investigation). At IB there are also 3 exams at HL (Optional themes, Core themes and Extension Themes). At SL IB there are two exam papers (Optional themes and Core themes); both the A level and IB courses demand high levels of literacy, requiring extended reading and writing as well as sophisticated analysis and evaluation.

Four days of data collection must be carried at A level Geography. This is achieved by taking the pupils on a residential trip at the end of Year 12 (Lower Sixth).

<b>A Level Topics</b>	<b>Locational and Place Knowledge</b>
<p><b>Paper 1 (Physical geography)</b></p> <ul style="list-style-type: none"> <li>Coastal landscapes</li> <li>Earth's Life Support Systems (Water and Carbon).</li> </ul> <p><b>Paper 2 (Human Geography)</b></p> <ul style="list-style-type: none"> <li>Space and Place</li> <li>Migration</li> <li>Human Rights</li> </ul> <p><b>Paper 3 (Geographical Debates)</b></p> <ul style="list-style-type: none"> <li>Hazardous Earth</li> <li>The Future of Food</li> </ul> <p><b>NEA</b></p> <p>A 4000 word geographical investigation chosen by the pupil.</p>	<ul style="list-style-type: none"> <li>To extend knowledge and understanding of the physical and human geography of the UK (coasts, the water cycle, the carbon cycle, urban and rural environments, migration and food).</li> <li>To extend knowledge and understanding of the physical and human geography (and major issues) facing ACs, EDCs and LIDCs).</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>To extend knowledge and understanding of the main processes, patterns, landforms, concepts and issues in Physical Geography (coasts, the water cycle, the carbon cycle and hazards).</li> <li>To extend knowledge and understanding of the main processes, patterns, concepts and issues in Human Geography (space/Place, migration, human rights and food).</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Graphical Data/Skills – to undertake informed and critical questioning of data sources, methodologies and data presentation. To be able to use digital geo-located data/GIS via a smart phone or Ipad.</li> <li>Statistical Skills – be able to carry out tests of association as well as central tendency and lines of best fit/correlation.</li> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data as well as being able to evaluate methodologies.</li> </ul>

#### **Note**

*AC - Advanced country*

*LIDC - Low income developing country.*

*EDC – Emerging and developing country.*



<p style="text-align: center;"><b>IB Topics</b></p> <p><b>Optional Themes</b></p> <ul style="list-style-type: none"> <li>• Freshwater (including a data collection trip to the River Horner, Exmoor)</li> <li>• Geophysical Hazards</li> <li>• Extreme Environments (HL only)</li> </ul> <p><b>Core Themes</b></p> <ul style="list-style-type: none"> <li>• Changing Population</li> <li>• Global Resource Consumption and Security</li> <li>• Global Climate – vulnerability and resilience.</li> </ul> <p><b>HL Extension</b></p> <ul style="list-style-type: none"> <li>• Global Interactions.</li> </ul> <p><b>Internal Assessment (IA)</b></p> <p>A 2500 word write up of a geographical investigation.</p>	<p><b>Locational and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• To extend knowledge and understanding of the physical and human geography (and major issues) facing a range of countries around the world.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• To extend knowledge and understanding of the main processes, patterns, landform, concepts and issues in Physical Geography (Coasts, Hazards and Extreme Environments).</li> <li>• To extend knowledge and understanding of the main processes, patterns, concepts and issues in Human Geography (Population, Development, Resources, Climate change and globalisation).</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Specific OS map skills – understand and be able to interpret height and relief on a map (including drawing cross sections). Be able to describe physical and human geography features and how they affect each other.</li> <li>• Graphical Skills – be able to critique given forms of graphical presentation. To be able to interpret ‘Infographics.’</li> <li>• Statistical Skills – be able to measure central tendency as well as carry out tests of association.</li> <li>• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data as well as being able to evaluate methodologies.</li> </ul>
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Contributors:

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