

## **Key Stage 4 & 5 Geography at Reach Academy Feltham**

### Geography GCSE Specification: AQA

We formally commence Geography GCSE in Year 10 and finish the content of Paper 1 and Paper 2 by October half term in Year 11. This then allows us time for revision that works the long-term memory, further exam practice, and preparation of Paper 3. We have carried out fieldwork in the summer term of Year 10 and at the end of the Autumn term in Year 11. There are advantages and disadvantages to both options.

In terms of the option units, we have previously studied Rivers and Glaciers in Paper 1, and Food Management in Paper 2. However, for fieldwork purposes we are changing to Rivers and Coasts in Paper 1.

There are a number of key ingredients that allow us to keep to the curriculum schedule we have set:

- important groundwork in KS3;
- pre-reading each week for HW that is utilised in the lesson;
- knowledge quizzes each week that draw on the pre-reading and the knowledge organisers;
- regular use of model answers and redrafting of practice questions;
- a formulaic approach to exam feedback, involving an annotated mark scheme and full model answers, which pupils use to redraft all exam answers.

### Geography A Level Specification: AQA

There are various ways in which the A Level can be delivered effectively. We have had two geographers teaching Year 12 and so decided to commence the A Level programme with Hazards (Paper 1) and Population and the Environment (Paper 2), teaching the units simultaneously. We started with these units because we felt they were the best transition topics from GCSE to A Level. We then teach Hot Deserts (Paper 1) and Changing Places (Paper 2) before starting NEA preparation at the end of Year 12.

Pupils are given some curriculum time for their NEA at the beginning of Year 13, before we start Water and Carbon Cycles (Paper 1) and Global Systems and Global Governance (Paper 2). We leave these units to Year 13 as we believe that the topics really benefit from pupils being able to think more synoptically, drawing on the topics already studied. Furthermore, being one year older, pupils are able to engage with these topics more maturely.