



## Curriculum Intent – Geography

<p>The purpose of our curriculum</p>	<p><b>Purpose of study</b>  A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p> <p><b>Aims</b>  The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>○ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>
<p>How and why do you organise/sequence your curriculum in the way you do?</p>	<p>The Geography curriculum builds knowledge of critical content over time so that it is fluent and flexible. The Geography curriculum is sequenced so the fundamental knowledge and skills are taught at the beginning of the course so that pupils can build on prior learning in future topics, moving their understanding from the familiar and concrete to the unfamiliar and abstract. Pupils will develop a good understanding of conditions, processes and interactions, working with more complex information and in a variety of different contexts as the course proceeds. For example, at key stage 3 pupils learn about coastal processes in a broad sense, whereas at key stage 4 pupils study this in more depth, developing their long-term memory, to enable them to apply their knowledge and understanding through geographical enquiry by undertaking fieldwork. The nature of the curriculum allows us to ensure that pupils have progressed from knowledge and understanding to application of knowledge and understanding. Topics have been carefully sequenced to lay foundations for future topics (for example Year 9 Weather and Climate, followed by Climate Change), which in turn lays foundations for the topics being studied in ‘Natural Hazards’ and ‘Resource Management’ at GCSE level.</p> <p>At key stage 3 students study many topics, such as ‘Natural disasters’, which stresses the importance of the interconnection between human and/or physical processes, the location(s) studied and the effects on people and the environment. In doing so, pupils will gain a depth of knowledge and build a stronger sense of place. Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct pupils into the discipline of geography so that they can think and ask questions like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.</p>



How do skills develop over time?	The Geography curriculum is designed in a way that skills are built upon as time progresses. The geography curriculum is sequenced so that the fundamental skills are taught at the beginning of the course so that pupils can build upon and practice these in future topics. For the first term in year 7, the pupils are taught basic geographical skills to give them the foundations to develop in future learning. For example, in year 7 pupils are taught basic map skills including 4 figure grid references. By the end of year 9, pupils will be fluent in using 6 figure grid references and applying them to map activities. Another example of how skills develop over time is that in year 7 pupils are taught basic geographical enquiry skills where they are able to identify questions and sequences of enquiry. By the time pupils are in year 11 they are able to draw well-evidenced and informed conclusions about geographical questions and issues. To embed subject specific vocabulary pupils are provided with a glossary at the beginning of each topic which is used during lessons to broaden their use of key terminology.						
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	<b>Geographical Skills &amp; The UK</b> -Learning how to read maps -Physical features and geography of the UK -Learning how to use compass directions -Analysing different types of map and their uses	<b>Geographical skills &amp; Local Fieldwork</b> -Investigating a local area using key map skills and investigation techniques -Presenting data using key techniques such as graphs	<b>Connections to Africa</b> -How are our lives connected to Africa? -Ecotourism in Africa -Kenya case study -Tourism in Africa	<b>Tourism</b> -Reasons for the growth of tourism -Effects of tourism case study (Benidorm) -Impacts of the growth of tourism -Ecotourism – reasons and solutions	<b>Tropical Rainforests</b> -Biomes: Location of tropical rainforests -Tropical rainforest climate and structure -Animal adaptations -Causes and consequences of deforestation	<b>Ocean Plastics</b> -Extend locational knowledge and deepen spatial awareness of the world's countries and major cities using maps. -Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate; and glaciation, hydrology and coasts. -Human geography relating to: population and urbanisation; international development; economic activity and the use of natural resources. -Understand how human and physical processes interact to influence, and change landscapes,



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							environments and the climate; and how human activity relies on effective functioning of natural systems.
	8	<b>India</b> -Indian cultural traditions. - Physical geography of India. -Challenges facing India. -The Monsoon and its effects.	<b>Globalisation</b> -Transnational corporations and their implications. - The pros and cons of globalisation from differing perspectives. -Empathy with those in slave conditions. -Walter’s trousers case study: where do our clothes come from?	<b>Natural Disasters</b> -Volcanoes and their features. -Plate tectonics. -Volcano case study – cause, effect and response. -Tsunami case study – cause, effect and prevention. -Tropical storm causes and effects.	<b>Migration</b> -The causes of Mexico – U.S. Migration. -The effects and human impacts of Mexican – U.S. migration. -Mediterranean migration and the migrant crisis. -Human trafficking and slavery.	<b>The BRIC Countries</b> -The challenges of income inequality in Brazil. -Challenges and opportunities facing Russia. -The unique physical geography of India -The unique economic growth of China and the BRIC countries.	<b>Coasts</b> -Weathering -Coastal erosion processes. -Coastal deposition processes. -Coastal landforms -Coastal management
	9	<b>Weather and Climate</b> -Distinguish between weather and climate. -Demonstrate knowledge and understanding of the measurement of elements of the weather. -Identify sources of data used to create a weather forecast. -Know and understand the temperature and moisture characteristics	<b>Climate Change</b> -Causes of climate change. -Identifying effects of climate change. -Describing positive and negative consequences of global warming. -Explaining how human actions are linked to global warming.	<b>Russia</b> -Developing place (Russia) knowledge and how humans interact with the physical environment. -Understanding the physical and human characteristics of real places. Developing ‘geographical imaginations’ of places. -Appreciating different scales – from personal and local to national,	<b>Our World, Our Resources</b> -Global distribution of food, water and energy. -Provision of food in the UK. -Provision of water in the UK. -Provision of energy in the UK. -Global supply of food. -Global supply of water. -Global supply of energy. -Energy development in the UK (Renewables).	<b>Rivers</b> -Characteristics of river drainage basins -The shape of river valleys changes as rivers flow downstream. -Fluvial processes. -Physical and human causes of flooding -Impacts of flooding	<b>Crime</b> -Explore what crime is. -Explore where crime takes place. -Explore the fear of crime. -Modern day piracy. -Illegal trade. -Explore the impacts of conflict.



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		<p>of the following air masses affecting the British Isles and their seasonal variation.</p> <p>-Demonstrate (with reference to places for illustration purposes only) knowledge and understanding of the weather patterns associated with the British Isles.</p>		<p>international and global.</p> <p>-Exploring the social, economic and environmental and political connections between places.</p>			
	10	<p><b>Physical – Physical Landscapes in the UK</b></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.</p> <p>-Different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p>-The shape of river valleys changes as rivers flow downstream.</p> <p>-Distinctive fluvial landforms result from different physical processes.</p>	<p><b>Physical – Physical Landscapes in the UK</b></p> <p>-See previous term for content.</p> <p><b>Physical – The Living World</b></p> <p>-Ecosystems exist at a range of scales and involve the interaction between living and non-living components.</p> <p>-Global atmospheric circulation is the main factor determining the distribution of large-scale global ecosystems.</p> <p>-Tropical rainforests have distinctive environmental characteristics.</p>	<p><b>Physical – The Living World</b></p> <p>-See previous term for content.</p>	<p><b>Human – Urban Challenges</b></p> <p>-A growing percentage of the world’s population lives in urban areas.</p> <p>-Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p>-Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> <p>-Urban sustainability requires management of resources and transport.</p>	<p><b>Human – Urban Challenges</b></p> <p>-See previous term for content.</p> <p><b>Human – The Changing Economic World</b></p> <p>-There are global variations in economic development and quality of life.</p> <p>-Various strategies exist for reducing the global development gap.</p> <p>-Some LICs or NEEs are experiencing rapid economic development which leads to significant social and cultural change.</p> <p>-Major changes in the economy of the UK</p>	<p><b>Human – The Changing Economic World</b></p> <p>-See previous term for content.</p>



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		-Different management strategies can be used to protect river landscapes from the effects of flooding.	-Deforestation creates a number of issues. -Tropical rainforests need to be managed to be sustainable. -Hot deserts have distinctive environmental characteristics. -Development of hot desert environments create opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.			have affected and will continue to affect employment patterns and regional growth.	
	11	<b>Human – The Changing Economic World</b> -There are global variations in economic development and quality of life. -Various strategies exist for reducing the global development gap. -Some LICs or NEEs are experiencing rapid economic development which leads to significant social and cultural change. -Major changes in the economy of the UK have affected and will	<b>Human – The Changing Economic World</b> -See previous term for content.  <b>Physical – The Challenge of Natural Hazards</b> -Natural hazards pose major risks to people and property. -Earthquakes and volcanic eruptions are the result of physical processes. -The effects of and responses to tectonic	<b>Human – The Challenge of Resource Management</b> -The global distribution of food, water and energy resources is uneven. -The changing demand and provision of resources in the UK create opportunities and challenges. -Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.	<b>Fieldwork</b> -See Autumn 1 for content, plus the following:  Students' understanding of the enquiry process will be assessed in the following two ways:  - questions based on the use of fieldwork materials from an unfamiliar context  - questions based on students' individual	NA	NA



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		<p>continue to affect employment patterns and regional growth.</p> <p><b>Fieldwork Theory (WC 26.09.22 for 2 weeks)</b>            -Theory lessons to prepare students to be able to undertake <b>two geographical enquiries</b>, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.</p> <p>Fieldwork <b>must</b> take place outside the classroom and school grounds on at least <b>two</b> occasions.</p> <p>The two enquiries must be carried out in contrasting environments and show</p>	<p>hazards vary between areas of contrasting levels of wealth.</p> <p>-Management can reduce the effects of tectonic hazards.</p> <p>-Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> <p>-Tropical storms have significant effects on people and environments.</p> <p>-The UK is affected by a number of weather hazards.</p> <p>-Extreme weather events in the UK have impacts on human activity.</p> <p>-Climate change is the result of natural and human factors.</p> <p>-Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>-Different strategies can be used to increase food supply.</p> <p>-Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Different strategies can be used to increase water supply. -Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>-Different strategies can be used to increase energy supply.</p>	<p>enquiry work. For these questions students will have to identify the titles of their individual enquiries.</p> <p><b>Assessment: Paper 3, Section B</b></p> <p><b>Issue evaluation</b>            This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the subject content but may extend beyond it through the use of resources. Students develop knowledge and understanding of physical geography</p>		



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		an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.			themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of one or more of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select proposed solutions and justify their choices.		
What key concepts /core skills / themes are covered each half term?	7	Locational Knowledge, Place Knowledge, Geographical Skills and Fieldwork, Human and Physical Geography. Map skills.	Geographical Skills and Fieldwork, Place Knowledge, Fieldwork skills.	Locational Knowledge, Place Knowledge.	Locational Knowledge, Place Knowledge, Human and Physical Geography. Interrelationships between physical and human geography.	Locational Knowledge, Place Knowledge, Human and physical geography, sustainability.	Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills, map skills, interaction of physical and human processes, Sustainability.
	8	Locational Knowledge, Place Knowledge, Physical and Human Geography, Culture.	Locational Knowledge, Place Knowledge, Human Geography, Sustainability.	Locational Knowledge, Place Knowledge, Physical Geography.	Locational Knowledge, Place Knowledge, Human Geography.	Locational Knowledge, Place Knowledge, Human and Physical Geography.	Locational Knowledge, Place Knowledge, Physical Geography, Physical processes.
	9	Locational Knowledge, Human and Physical Geography.	Place Knowledge. Human and Physical Geography, interrelationships between physical and	Place Knowledge. Human and Physical Geography.	Locational Knowledge, Place Knowledge. Human and Physical Geography, interrelationships	Place Knowledge. Human and Physical Geography.	Locational Knowledge, Place Knowledge. Human and Physical Geography.

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			human geography, sustainability.		between physical and human geography.		
	10	(A01, A02, A03)	(A01, A02, A03)	(A01, A02, A03)	(A01, A02, A03)	(A01, A02, A03)	(A01, A02, A03)
	11	(A01, A02, A03, AO4)	(A01, A02, A03)	(A01, A02, A03,)	(A01, A02, A03, AO4)	NA	NA
<b>Assessment Objectives (AQA)</b>	<p><b>AO1:</b> Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p><b>AO2:</b> Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the inter-relationship between places, environments and processes (25%).</p> <p><b>AO3:</b> Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p><b>AO4:</b> Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>						