Geography

What is the aim of the curriculum? How does it demonstrate ambition for students?	Our curriculum is divided into a number of half termly topics which explore a range of human, physical and environmental themes. These serve to build students awareness and understanding of the natural (physical) and man-made (human) landscapes around us. Students gain an increased awareness and understanding of national and international geographical issues as well as being familiar with the physical and human geography of their local area. By learning the key processes that shape the natural and man-made landscapes and students should understand how these landscapes can change over time. Students have opportunities to collect and analyze local area data using fieldwork skills developing a number of geographical skills such as using GIS, constructing graphs and analysing data using IT. All classroom based learning is supported with follow up homework and formative assessments towards the end of each learned topic. The national curriculum for Geography aims to ensure that all pupils: ♣ 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 ♣ 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 ♣ are competent in the geographical skills needed to: ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Students demonstrate understanding of complex issues such as climate change, food and water insecurity and global poverty when learning differing perspectives and viewpoints. Students are challenged to think beyond their every day existence to empathise with people from different countries whilst also applying knowledge and understanding of familiar landscapes to less familiar through understanding and explaining the core processes which shape them all. Through looking at located examples and international case studies students demonstrate deeper locational knowledge and understanding of the social, economic, political and environmental factors that shape them. There are also opportunities for students to independently research and produce personalised work in the homework programme. -

How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	Cyclical revisiting of themes and skills are made possible by alternating between inter-linked human and physical topics throughout KS3 for example in Year 7 students learn about poorer country settlements, by year 8 there are overlaps with poverty and sweatshops and by year 9 youthful populations and global challenges look at issues of water and food insecurity affecting these same areas. Use of summative assessments at the end of each half term ensures gaps are identified through teacher marked responses, diagnostic feedback is provided based upon these knowledge gaps. Peer and teacher assessed work enables students to receive prompt feedback on next steps for improvement these could be based upon subject content gaps but also the literacy and grammar or basic foundational skills. DNA feedback is used in our marked work pieces to provide students with their next step feedback and enable improvements in written work, however we also provide verbal feedback with lessons and students themselves will peer and self-assess tasks according to shared success criteria. We teach a number of concepts that are shared with other subject areas such as the water cycle and cross-curricular topics such as ecosystems contain similar content links e.g. carbon and nutrient cycles in biology or interpreting bar charts or calculating mean averages in Maths. This further supports the teaching for students to approach learning from a different subject perspective. We start the Year 7 course by looking at geographical skills that form the foundation for later topics learning. For example we will investigate coastline maps early in year 8 but the foundational OS map skills were taught early in year 7 that enable students to recognize outlines and map symbols. The same skills and themes are taught within topics and lessons at intervals across KS3 and KS4 allowing students to regularly revisit them and develop their understanding of our core concepts. In order to demonstrate understanding of what has been learnt, there are regular written assessment tasks which enable students to display their understanding of smaller elements of each topic for example the formation of landforms explained using geographical processes. Students are encouraged to improve their verbal responses through extending their answers and using sentence stem prompts. Key terminology is revisited throughout the course as students study topics that are inter-linked for example flooding factors in the UK might be investigated in rivers and coasts but then revisited in monsoons within India. Content is revisited through regular retrieval tasks normally these are set as lesson starters 'do now' style questions but can also be demonstrated in homework, through reviews before and after assessments, and through the explicit links demonstrated and references made during lessons for example in plenary style tasks, these would include more formative style assessment. Progress trackers are used in dedicated progress folders to track the performance in assessed pieces of work, these provide students with opportunities to reflect and improve, track their own progress whilst teachers can provide detailed subject specialist expert advice and feedback to enable improvements. .

How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?	We teach skills first along with knowledge of places/locations to help with later topics that focus on different parts of the world. We develop knowledge of physical environments in order to then understand how humans interact with them. We describe the characteristics of different physical and human landscapes and we apply our newly acquired knowledge to understand other countries. In year 7 students learn geographical skills and geographical knowledge of their local area and the geography of the United Kingdom. Students acquire several foundational skills including mapwork and navigational skills, use of GIS, source interpretation including graphs and photographic evidence. Students are introduced to physical and human geography, we start by investigating physical environments of the world in 'ecosystems' and look at human environments which people inhabit through the Settlements unit these include the continuous application and building of geographical skills. Students describe the characteristics of different physical and human landscapes and begin to understand some of the processes that shape them such as the water cycle and urbanisation. We continue our human themes by looking at Industry and our final topic of Asia collates our human and physical knowledge. In Year 8 and 9 we continue building our students knowledge of core physical topics like Coasts and Natural Hazards and Weather and Climate, while introducing more complex human topics such as Globalisation. Students develop their knowledge through understanding geographical processes such as erosion, weathering and the chain of production. These help illustrate the connections that exist in our world at both smaller and larger scales in both the natural world and the human one. In coasts we investigate local scale coastal erosion impacts and analyse man-made coastal defence techniques whereas in the topic of Africa we explore the connections between physical geography and human geography at a continental scale. We build on students geographical skills to investigate a local issue and carry out a local fieldwork project. Themes in year 8 include the core physical topics of coasts and plate tectonics, human topics include globalisation and a mixed penultimate topic of Africa again combining previous themes knowledge. Within the physical topics of natural hazards we investigate earthquake impacts and survival, this helps students to understand knowledge of man-made management techniques. In Year 9 the topics studied include Rivers, Population, India, Weather and Climate and Global Challenges. Topics in Year 9 include some of the most important social and environmental concerns such as climate change, food and water security, inequality and poverty or impacts such as flooding and pollution. Within the topic of India we investigate the issues of rapid economic development in the Dharavi slums, and how these are being managed. These themes help prepare students for the later GCSE topics which incorporate man-made issue management and solutions such as the later GCSE human topics of Changing Cities, Global Development and Resource Management specifically through in-depth examples or 'case studies'.
How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)	Geography teaches students a number of useful lifelong skills such as navigational confidence, use of paper based maps and atlases as well as modern geographical information systems such as google earth, google maps, streetview and digimap for schools. Students become confident in years 8 and 9 of the process of fieldwork investigation involving the data collection, data presentation and data analysis. These skills prepare students for report writing, the analysis and summary of data evidence and the use of IT to present and summarise data. There are several fields of work where analysis of data and use of IT would be useful such as statisticians, insurance consultants etc. Knowledge of human based topics such as Changing Cities and Global development link directly to careers such as town planning, utilities management, civil engineering etc. Environmental topics like ecosystems but also human topics like settlements have links to environmental analysts, sustainability planners etc. Physical geography topics like coasts and rivers can link to the coastal defence marine engineering and coastal energy sectors. In year 8 students appreciate the difficulties of defending all coastlines from the perspective of council engineers. In Year 9 through river flooding students appreciate the difficult decisions made by environment agency planners when protecting some rivers and not others.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Geographical Skills	Geographical Skills	Ecosystems	Settlements	Industry	Asia
	8	Coasts	Globalisation	Natural Hazards	Glaciation	Africa	Local Fieldwork
	9	Rivers	Population	India	Weather and Climate	Global Challenges	Local Fieldwork
	10	Changing UK Landscapes/Coastal Landscapes	River Landscapes	Weather and Climate Change	Part W + CC/ Part Ecosystems, biodiversity and management	Part Ecosystems, biodiversity and management/Forests fieldwork Changing Cities (PART)	Changing Cities
	11	Changing Cities	Global Development and Urban Fieldwork	Global Development Managing Resources	Managing Resources	EXAMS REVISION	EXAMS
What key threshold concepts /core skills / themes are covered each half term?	7	Continents and Oceans Latitude and Longitude Projections UK, Europe and World maps	Distance and scale Compass Directions OS Map symbols Grid References Contours	Global biomes Ecosystems links Tropical Rainforests Threats Deserts	Settlement types Hierarchy Site Factors Zones of land use Megacities Shanty towns	Industry types Primary Sector Secondary Sector Tertiary Sector Quaternary Sector De-industrialisation Developing economies	Asia physical features Asia political countries China human geography, cities + population Changing China
	8	Waves Wave erosion Headlands and Bays Stack formation Spits Eroding coastlines Coastal defences	Globalisation examples Globalisation good effects Globalisation bad effects Chain of production TNCs Sweatshops Fair Trade	Natural hazard types Locating hazards Plate tectonics Tectonic boundaries Earthquakes Surviving earthquakes Volcanoes Volcanic eruptions	Glacial timescales Evidence of glaciations Glacial processes Glacial features Glacial landscapes and human activity	African continental features Africa political map Africa biomes Atlas mountain formation Rift Valley creation Tourism impacts	Stages of a project Collecting data/ fieldwork Presenting data in ICT Analysing and concluding Evaluating a project

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	9	River stages River processes Upper stage rivers Middle stage rivers Lower stage rivers River floods River management	Population growth Population measures Population pyramids Youthful populations Ageing populations Population control	India location map India physical features Cities and population Dharavi slums Changing India	Weather vs Climate Global climate zones Climate graphs Measuring/recording weather		Stages of a project Collecting data/ fieldwork Presenting data in ICT Analysing and concluding Evaluating a project
	10	UK rock types Upland and lowland landscapes Physical processes Human Activity Influence of Geology UK weather and climate Erosional landforms Depositional landforms Coastal Management	River valley changes Weather and climate Upper course landscape Lower course landscape Human Activity Causes and effects of flooding River management	Global atmospheric circulation Natural Climate Change Human Climate Change UK Climate Tropical Cyclones	Droughts Global Ecosystems Biosphere UK ecosystems	Tropical Rainforests Deciduous woodlands Sustainable management Urbanisation Birmingham context/ structure Processes changing Birmingham EXAM	Globalisation and economic change Inequality Retail Changes Sustainable living
	11	Mexico city context/ structure Rapid growth Inequality Solving problems Urban fieldwork	Defining development Measuring development Patterns and uneven development International strategies Top down vs Bottom up India location and context	Uneven development and change Trade, aid and investment Changing population Geopolitics and technology Impact of rapid development World's natural resources	Global energy usage/ consumption Energy production and development UK and global energy mix Impacts of non-renewables Impacts of renewables Meeting energy demands China and Germany	Revision of all Y10 content/ EXAM PAPER 1	EXAMS PAPER 2 PAPER 3

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Variety and distribution			