

Curriculum intent

Understanding the **World** in which we live, the **challenges** faced and how to **sustainably** secure our future

The geography department delivers a curriculum to allow students to develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. The curriculum is designed to encourage an enquiring mind and a curiosity about the world in which they live and how it works. British values are also delivered throughout the course where a range of different cultures are explored across the World.

The geography curriculum has been designed for students

- To understand the World around them and their place within it. To gain knowledge about diverse places, people, resources and natural and human environments
- To give students the ability to understand the impact of Geography on the people and places around them.
- To explore and be accepting of people's cultures and traditions
- To develop a range of geographical skills that can be used in the subject and a wider context
- Understand how key human and physical features are formed, the impacts that they have immediately as well as over time.
- To explore the impacts that humans have on the World around us and how we can change to become more sustainable
- To be encouraged to think like a geographer

Throughout the course there is a strong focus on geographical literacy. Students are regularly introduced to new terminology in lessons and in Years 7 & 8 Bedrock is used for home learning to broaden and develop their understanding of the key terminology. Literacy mats are displayed in Geography classrooms to give students support while learning to 'write like a geographer'.

Students learn a range of case studies throughout the curriculum with a minimum of 1 for each topic. These look at examples both in the UK and across the World. Through the KS3 curriculum students cover 20 case studies, with a further 20 covered at GCSE and 15 at A level.

To show students that geography is relevant to their lives 'In the news' events are discussed in the classroom as and when they happen and the curriculum is regularly reviewed and updated as new case studies emerge and new issues are brought to the attention of the media, such as the impacts of plastic.

Environmental issues are explored throughout the curriculum, this is delivered either as part of a unit, such as exploring the impacts that humans have on landscapes as part of the 'Amazing landscapes' unit or by studying an entire unit dedicated to an environmental issue such as 'Plastics' and 'Climate change'.

Through the geography course students develop a range of transferrable skills that can be used post education, for example, becoming confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and being able to articulate arguments and opinions in writing and verbally.

Implementation

Throughout student's time studying geography they develop a wide range of knowledge and understanding of the World around them through topics designed to cover the 3 fundamentals of geography; human, physical and environmental.

Students develop an understanding of different cultures and life at different stages of development around the World. The curriculum introduces them to new ideas and concepts from the World around them and an understanding of the impact that their actions have on the planet on which they live.

Departmental staff work hard with the department to collaboratively develop schemes of work and lessons to engage students and look at relevant topics in the World today. The development of knowledge and skills has been sequenced and planned to allow all students to access the curriculum and make progress.

Assessments are designed to monitor student progress and effective feed forward tasks are in place to support students and help them to move forward whether this is improving technique/skill or correcting students understanding of an element of the topic studied. Students understanding is assessed regularly in the classroom as staff deploy a range of strategies to ensure pupils understand the content and skills being delivered allowing students to make progress.

Through geography students learn valuable transferable employability skills, such as:

- Think clearly and logically.
- Interpret and analyse information.
- Evaluation and justification.
- Communicate and express ideas and information.
- Organize and work to deadlines.
- Engage with others.
- Work independently.

Opportunities are provided in lessons to ensure that students can communicate articulately and confidently in various forms. Discussions, group and paired work are used to encourage active participation and deeper understanding.

KS3 Geography

The Key stage 3 curriculum is designed to give students a balance of human, physical and environmental geography. It is closely linked to the National curriculum and a wide variety of places are covered throughout the topics to give students broad locational knowledge but also to spark students interests not only in the world around them

but also further a field. There are clear links to prior learning of both knowledge and skills but the complexity at which these are applied increases as they progress through the KS3 course. For example students start off looking at impacts in general, then move on to being able to categorise these impacts into social, economic and environmental and then primary and secondary. We implement our curriculum through a variety of teaching approaches as well as a wide variety of learning and teaching resources.

The course covers a range of cultures and encourages pupils to look at the way other people live in a range of developing and developed countries, the impacts that ourselves and others are having on the planet and to explore sustainable solutions to the future. We look at a range of current and ongoing issues such as climate change, an ever growing population and the environmental issue of plastics. We have also developed units to support students with giving them a base level to progress on from at GCSE. This involves teaching of key skills, knowledge and concepts at a foundation level. Each unit also focuses in detail at a place or looks at several places to open students up to the use of 'case studies' at key stage 3.

Skills are developed and embedded throughout the course and transferable skills are taught to students. The sequence of units throughout the 3 years shows a clear skills and knowledge progression to maximise learning for all children.

KS4 Geography

At GCSE level we follow the OCR B curriculum which encompasses knowledge and understanding of places and processes applied across a range of environments and countries across the World, local fieldwork and decision making skills. The knowledge and skills outlined in the specification are delivered to students using a range of teaching activities and resources. As a department we define the powerful knowledge our students need and help them recall it by using a range of recap activities in lessons, knowledge organisers and a range of other revision resources (which are available on the student sharepoint for all exam groups to access for their exam preparation) and regular application to exam questions in lessons, in class assessments, and school exam sessions. Alongside this the department have produced a case study revision guide to support students with their revision and a whole bank of other revision resources such as GCSE pods are also available on sharepoint. Use of regular assessment for learning, particularly using mini whiteboards, diagnostic quizzes and plenary tasks.

At key stage 4 fieldwork is a compulsory element of the course and is examined in the human and physical papers. All pupils are given the opportunity to participate in fieldwork at Stratford and Walton-on-the-Naze to apply the skills and knowledge beyond the classroom.

Units are delivered with the larger 4 units from the course being delivered first and the shorter units after. Units such as distinctive landscapes and global hazards are units which students typically find difficult to access. By delivering these early in the course it allows revisiting and recap to be undertaken throughout the 2 years. Human and physical units are alternated over the 2 years.

KS5 Geography

Units studied (compulsory and optional) at KS5

- Land scape systems – Coastal landscapes

- Earths life support systems
- Changing spaces; making places
- Global connections – Human rights and migration
- Disease Dilemmas
- Hazardous Earth

Throughout KS5 a range of transferable skills are delivered alongside the content which will be valuable to students both if they choose to study geography further, go in to a geography related career or any unrelated career. These skills such as evaluating, analysing, concluding etc which are key aspects of the geography course are transferable to a range of careers and university courses. Through studying geography at KS5 the subject also equips students with a broad range of personal learning and thinking skills (PLTs) such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

There are several optional units at KS5, the topics chosen are a mix of units which develop and build on GCSE content, such as coasts and hazardous earth, but also some such as disease dilemmas which are new content. There is also a balance between human and physical geography in the chosen and compulsory units.

Sixth form geographers at the school undertake a residential fieldtrip to gain the confidence to undertake their own individual investigation entirely on a topic of their choice. They then complete a second residential fieldtrip to collect their individual data for their NEA. The fieldwork undertaken is then used to write up their NEA to gain an award worth up to 20% of their final marks in geography.

Year 7 - Unit 1

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Global connections	<p>Knowledge:</p> <ul style="list-style-type: none"> • Global Connections • Continents and Oceans • Latitude and Longitude • The EU • Human, Physical and Environmental Geography • Time zones • Asking Geographical Questions <p>Understanding:</p> <ul style="list-style-type: none"> • Our place in the world • How latitude and longitude help locate places around the world • Difference between the 3 types of Geography • Why asking geographical questions is important to deepen understanding. • Key terminology <p>Skills:</p> <ul style="list-style-type: none"> • Describe their place in the world • Identify and locate Continents and oceans • Describe location of places • Understand and be able to categorise the different types of Geography 	<ul style="list-style-type: none"> • To differentiate and define the 3 types of Geography and give examples for each. • To confidently state the 7 continents and 5 oceans and locate them on a map. • To use latitude and longitude to locate places on a map. • To state factual information the EU, its formation, its benefits and its challenges. • To explain how time-zones work and link it to lines of longitude. • To formulate geographical questions using the 5 Ws using visual stimuli. 	<p>Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to:</p> <ul style="list-style-type: none"> • to locate the world’s countries, using maps • name and locate counties and cities of the United Kingdom and physical features from maps • identify and understand geographical similarities and differences through the study of human and physical Geography 	<p>Longitude and Latitude Song by Tom Glazer and Dottie Evans</p> <p>Greenwich Mean Time Explained Time Zones For Kids https://www.youtube.com/watch?v=C-whBKIB1e0</p>

Year 7 - Unit 2

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Map skills</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Compass Directions • What Makes a Good Map? • Map Symbols • 4 and 6 Figure Grid References • Measuring Distance • Contour Lines • Using an OS map <p>Understanding:</p> <ul style="list-style-type: none"> • The factors which make a map effective • How to use a map to locate places on a map • The different techniques used to measure height on a map • Why it is important to be able to read maps • Key terminology <p>Skills:</p> <ul style="list-style-type: none"> • Basic map skills • Grid references • Symbols • Direction • Distance • Relief 	<ul style="list-style-type: none"> • To independently draw and label a 16-point compass rose accurately. • To explain the qualities that make a map effective and useful and use this knowledge to create their own map. • To identify basic map symbols and locate them on an OS map. • To read and use 4 and 6 figure grid references, be able to use this information to locate places on a map. • To understand how to use scale lines to measure distance on a map. • To use contour lines, spot heights and colour shading to identify height on a map. • To effectively use an OS map to locate places, measure distance and gain a sense of space and position. 	<p>Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to:</p> <ul style="list-style-type: none"> • Develop and embed map skills which will be required right through to KS5 	

Year 7 - Unit 3

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Exploring Britain</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Countries of the UK • Population • Weather and Climate • Industries • Physical Features of the UK <p>Understanding:</p> <ul style="list-style-type: none"> • The difference between the UK, Great Britain and the British Isles • Why population is different in different parts of the UK • What is weather and climate? • Key terminology <p>Skills:</p> <ul style="list-style-type: none"> • Describing location and their place in the World • Graphical Representation of Data • Using relief maps 	<ul style="list-style-type: none"> • To understand that the United Kingdom, Great Britain and the British Isles are all different and explain the differences between them. • To know the different countries that make up the United Kingdom, including their capital cities and location on a map. • To understand how the population of areas differs in the UK and explain reasons for that. • To explain what the difference is between weather and climate, identifying examples of both and using graphs. • To identify and recognise weather symbols. • To describe the different industries found in the UK and explain reasons for this. • To understand the term “relief” and identify different physical features in the UK. 	<p>Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to:</p> <ul style="list-style-type: none"> • to locate the world’s countries, using maps • to name and locate counties and cities of the United Kingdom and physical features from maps • to identify and understand geographical similarities and differences through the study of human and physical Geography • to describe and understand key aspects of: <ul style="list-style-type: none"> ♣ physical Geography - climate ♣ human Geography - settlement and land use, economic activity 	

Year 7 - Unit 4

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Settlement	<p>Knowledge:</p> <ul style="list-style-type: none"> • Sustainability of Settlements Types of Settlement/Functions Urban Land Use Models Map Skills • Field sketches Place Specific Detail <p>Understanding:</p> <ul style="list-style-type: none"> • Types of settlement • Functions of settlement • Linking settlements to use of OS maps to locate them • Urban Land Use Model • Case specific example of Curitiba • Key terminology <p>Skills:</p> <ul style="list-style-type: none"> • Describe their place in the world Identify uses of settlements • OS Map skills • Field sketches • Graphical representation/ models 	<ul style="list-style-type: none"> • To explain the term “settlement”. • To understand the types of settlement and to give an example of each settlement in their local area. • To describe the different functions of settlements, their characteristics, and identifying these settlements on an OS map. • To understand the Urban Land Use Model/Burgess Model and what it shows, then use evidence to decide where examples would be found in the model. • To use maps of the local area to identify settlement types using 4 and 6 figure grid references. • To draw a field sketch using the school’s outside space to gain a sense of space and size. • To explain the challenges faced in Curitiba and how they have tried to overcome these challenges. 	<ul style="list-style-type: none"> • Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to: • to describe and understand key aspects of: <ul style="list-style-type: none"> ♣ human Geography - settlement and land use 	

Year 7 - Unit 5

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Amazon</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describing location • Climate • Adaptation of plants and animals • River Landforms • Human Uses of the Amazon • Deforestation • Ecotourism • People of the Amazon • Brazil <p>Understanding:</p> <ul style="list-style-type: none"> • The climate of a rainforest • Location of rainforests • Adaptations • How humans can positively and negatively impact the rainforest • What is being done to combat negative impacts • Deforestation – process, impacts, solutions • Key terminology <p>Skills:</p> <ul style="list-style-type: none"> • Graphical Representation of Data • Describe how the Amazon is a diverse place • Identifying uses of rainforests and their challenges 	<ul style="list-style-type: none"> • To accurately describe the location of the Amazon rainforest and locate it on a world map. • To describe the climate in the Amazon using graphs. • To describe and explain how flora and fauna have adapted to live in the rainforest using specific named examples. • To identify river landforms in the Amazon. • To understand and describe the human uses of the Amazon rainforest and explain how these uses effect humans and the environment. • To understand the term “deforestation” and explain its impacts. • To explain the term “ecotourism”, give named examples and analyse its effect. • To appreciate native tribes in the Amazon and describe their challenges. 	<p>Should (depending on what/how much they actually covered at KS2) build on and consolidate students in their ability to:</p> <ul style="list-style-type: none"> • to locate places on a world map • to describe and understand key aspects of: <ul style="list-style-type: none"> ♣ physical Geography - climate, biomes and rivers ♣ human Geography - natural resources 	<p>Rainforests 101 National Geographic</p> <p>Rainforests Geography - Ecosystems and Biomes</p> <p>Amazon rainforest indigenous people in fight for survival- BBC News</p> <p>Climate 101: Deforestation National Geographic</p>

Year 7 - Unit 6

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Weather and climate	Knowledge: Understanding: Skills:	•	•	Difference between weather and climate from NASA https://www.youtube.com/watch?v=vH298zSCQzY Elements of weather https://www.youtube.com/watch?v=XirAUvS_29I Activity on microclimates https://www.jkGeography.com/microclimates.html

This unit is currently being written to replace the unit previously taught.

The main objectives of the unit will be:

- What is the difference between weather and climate?
- Why is weather and climate different around the World?
- What causes extreme weather?
- What are the impacts of weather?