

Curriculum Overview Geography (Intent, Implementation, Impact)

Intent (our vision and aims)

We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We 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.

Subject specific skills:

- Location and spatial awareness of the world's countries using maps. Interpreting Ordnance Survey maps, using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Interpreting and manipulating data from graphs, charts, photographs and other qualitative sources.
- Fieldwork (asking geographical questions, planning an investigation, collecting, analysing and drawing conclusions from geographical data. Using both primary and secondary data to inform the enquiry) and effective research.
- Using Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Understanding of scale
- Understanding of interdependence and interconnectivity e.g. / how events and processes affect each other / how past and present actions shape the future.
- Evaluation and assessment of issues from a variety of points of view

Subject specific knowledge and content:

- Place studies within the UK, Africa, Asia (especially China and India) and Russia, focusing on knowledge of key physical and human characteristics.
- Physical geography: the formation of distinctive landscapes through physical processes, plate tectonics; rocks, weathering and soils; weather, climate and environmental regions; hydrology and coasts.
- Human geography: population and urbanisation; international development; economic activity in different sectors; the use of natural resources;
- Environmental awareness: how humans influence the natural environment; how human activity relies on effective functioning of natural systems
- Interdependence: making links between different aspects of geography at a variety of geographical and temporal scales.

Assessment objectives:

We use the GCSE assessment objectives and KS3 and KS4. Most assessments focus on AO1 and one other and AOs are assessed with formal feedback at least twice per year. We make sure there is a balance of the AOs in all year groups, although assessments in the lower years don't have the exact GCSE proportions (shown in grey) until they have built up the knowledge and skills to access them.

AO1 – Knowledge of places / processes / events - 15%

AO2 – Understanding of places / processes / events (describing, explaining, making links) - 25%

AO3 – Interpretation, evaluation, assessment and judgement - 35%

AO4 – Skills (maps, fieldwork, data manipulation, interpretation) - 25%

Inclusion, passion for geography, careers and further study:

We cover all areas of the national curriculum in years 7-9. Year 9 is a 'bridging year' which covers content which is on the GCSE but which is also essential knowledge for life as a responsible global citizen e.g. resource management. Years 10 and 11 cover the more complicated GCSE topics, once students have built the foundations in years 7-9. Students on the core pathway cover the same topics as all other students, ensuring they have the same opportunities to access the breadth of knowledge, although they cover the content in less depth for example

Curriculum Overview Geography (Intent, Implementation, Impact)

focusing on one case study rather than comparing two. Students on the advanced pathway are often exposed to more challenging reading / research material or are challenged to make more complex links between geographical contexts. School and student context is taken into account, particularly in the research projects in year 7 & 8 when students investigate aspects of their own lives (sustainability, heritage / cultural diversity / a country they have links with.) Where possible, we align our curriculum with other subjects and make explicit links to common skills e.g. teaching pie charts when maths do, linking sustainability to science, using the super reading skills they are taught in English. The curriculum is supported by a range of trips, workshops, events and documentaries to foster a life-long interest in geography. We use the careers flag icon to signpost specific careers related to geography and include examples of geographical careers in as many lessons as possible, including activities where students imagine they have a particular role. We also endeavour to reference current affairs and geographical happenings in our lessons and case studies to ensure students see the relevance of geography to their lives.

Implementation (Key principles of unit planning)

Skills and knowledge are built upon using a spiral approach, with fundamentals of geographical understanding learnt first. Concepts are then revisited and built on with greater detail and new concepts which require foundational understanding are introduced later.

The year 7 curriculum begins with local geography and basic mapping skills, then increases in scale, studying geographical concepts in relation to the UK, then on a global scale. Year 8 focuses on place studies of the world's major regions and year 9 focuses on **processes** and issues in both human and physical geography.

Lessons work progressively through bronze and silver objectives, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained, and allowing teachers to adapt as necessary. Most lessons are designed so that the silver and gold outcome can be demonstrated once bronze is complete, to allow for further differentiation and stretch for the most able.

Both geographical and general skills are developed through repeated experience, with each encounter being in the context of content of increasing complexity (also a spiral approach). Literacy is developed through systematic use of talk frames, explicit teaching of keywords, use of key word glossaries on knowledge organisers, and systematic use of connective, discussion, experimental write up and exam command word literacy mat.

Impact (Key assessment principles)

Regular low stakes testing of key knowledge through golden nuggets at the start of each lesson following spaced practise as well as regular opportunities for AfL in all lessons using a range of strategies such as Self and Peer assessment, MWBs, low stakes testing and should lead to adaptive teaching strategies.

Student progress signposted by formative feedback in quarterly exams and standardised homework

All 4 assessment objectives are formally tested at least twice each year

December and summer exams assess cumulative recall

Students track their progress through the skills e.g. RAG-ing skills on the front of exams / next steps reflection after exams and standardised homework

Curriculum Overview Geography (Intent, Implementation, Impact)

Course overview		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	Place / locational knowledge	Unit 1 / 3– Longitude, latitude, countries, continents Unit 3 – China physical geography and population SAH 4 - China fact file	Unit 1 – African geography – African country fact file Unit 2 –volcano Guatemala, earthquake in Japan Unit 3 – Hurricane USA, Haiti, UAE, Kiribati, Unit 4 - Tundra in Siberia, Deserts in Australia / Middle East / Rainforests Brazil	Unit 1 – Coasts UK Unit 2 – Fracking USA, Overfishing North Sea, Energy Senegal /UK energy Mix Unit 3 – Rainforest Indonesia & Brazil, Deciduous forest UK / USA	Unit 1 – Rivers in the UK Unit 2 –India Unit 3 – City studies of Mumbai and London/Brighton	Unit 1 – Hurricane USA / Philippines, Drought USA / Namibia / Ethiopia	<u>Changing Places</u> Ealing Broadway Southwold, Liverpool La Perla, Taiwan, Alcatraz, Hull, Uluru, <u>Contemporary Urban Environments (CUE)</u> London, Mumbai, London Docklands, Hulme City Challenge and Devonport, Copenhagen, Cheonggyecheon, Battersea, Lingang, Shanghai, Amsterdam, Singapore, Bogota <u>W& C Cycle</u> Ganges River, Mississippi River, Siberian Tundra, <u>Madagascan/Amazon</u> rainforest River Nar <u>Coasts</u> Holderness and Sundarbans coast	<u>Hazards</u> – Mount Nyiragongo and Mount Ontake eruptions Haiti (2010) and Tohoku (2011) earthquakes, Hurricane Katrina (2005) and Typhoon Haiyan (2013), 2009 Victoria wildfires, The Philippines, Tokyo <u>Global Systems and Global Governance (GSGG)</u> - Antarctica
	Physical geography	Unit 2 – Caves, coasts, Unit 3 – China’s physical geography	Unit 2 –plate tectonics, earthquakes, volcanoes Unit 3 – weather, climate, hurricanes, enhanced greenhouse effect	Unit 1 – Coasts Unit 3 – Ecosystems, biodiversity and management	Unit 1 – Rivers Unit 3 - Physical features of City case studies	Unit 1 – Weather and Climate Unit 3 - Changing Landscapes of the UK	<u>Water and the carbon cycle</u> <u>Coastal landscapes and Processes</u> <u>Changing Places</u> – how physical processes contribute to the character of place <u>CUE</u> – Urban Heat Island effect	<u>Hazards</u> <u>Revision Unit – W&C, Coasts</u>
	Human geography	Unit 1 – Sustainability Unit 2 – Settlement, Tourism + impacts Unit 3 – Population, migration, development	Unit 1 – development, inequality, migration, employment sectors	Unit 2 – Resource Management (energy focus)	Unit 2 – Global development Unit 3 – Changing Cities	Unit 2 – UK Challenges	<u>Changing Places</u> <u>CUE</u> Human impacts on the <u>W& C cycle</u> Human impacts on the <u>Coastal system</u>	Global systems and Global Governance Responses to and Management of Hazards
	Environmental awareness	Unit 1 – individual role in school sustainability	Unit 3 – human impact on climate including responses to climate change	Unit 1 – Coasts (climate change / human impact) Unit 2 – Resource management Unit 3 – Human impact on ecosystems	Unit 1 – Rivers (climate change / human impact)	Unit 1 – Weather and Climate Unit 2 – UK Challenges	Impacts and mitigation in the Carbon Cycle Impacts of Coastal management	Changing Frequency and intensity of hazards linked to climate change. Impact of Climate Change on Antarctica
	Skills	OS Map skills	Unit 1 – symbols, grid references, scale, contours		Unit 1 – symbols, grid references, scale, contours, interpretation	SAH1 - symbols, grid references, scale, contours, interpretation	Revision unit	With Southwold/Ealing case studies
	Interpreting graphs / charts / photos / qualitative sources	Unit 1 Unit 3 – World population line graph, choropleth maps	Unit 1 – Choropleth maps, line graphs Unit 1 – Climate graphs	Unit 1 – Coasts examine essays (Satellite photos, diagrams)	Unit 1 – Drawing and interpreting river cross sections, river long profile	Unit 2 – UK Challenges (articles, bar charts, line graphs, infographics, photos)	6-mark exam questions in all topics 9-mark questions in CUE	6 mark and 9-mark questions in all topics

Curriculum Overview Geography (Intent, Implementation, Impact)

			Unit 2 – interpreting map of plate boundaries and earthquakes and volcanoes	Unit 2 – Resource management (pie charts, stacked bar charts, photos)	Unit 1b and 3b – drawing and interpreting graphs for fieldwork			
Using GIS	Unit 3 – virtual fieldtrip to Malham (Google Earth & Street View)	Unit 2 – live volcanic eruptions / earthquakes Unit 3 – displaying data for microclimate fieldwork	Unit 1 – Defences on the Holderness coast Unit 2 – Tropical rainforest destruction in Indonesia	Unit 1b – secondary data for fieldwork finding river catchment, flood risk Unit 3 – using Google Street view to examine cities in different parts of the world. Unit 3b – secondary data for fieldwork (demographics using Datashine, crime data from police website, Google Street View) displaying fieldwork data e.g. proportional symbols along a transect.	Unit 1 – tracking a hurricane	Holderness story map IP/NEA planning CP – understanding places using Datashine/BGS Viewer/IMD	IP/NEA planning and Analysis	
Research	Unit 2 – impacts of tourism on Malham	Unit 1 – African country fact file (reliable sources, referencing, summarising information) Unit 2 – researching the eruption of Volcan del Fuego	Unit 2 – impacts of fracking SAH		SAH 1 preparation – researching negative effects of climate change	NEA/IP planning Induction Task	Impacts of Hazard case studies	
Fieldwork	Unit 1 (School Sustainability study) Unit 3 – (How diverse is my class?)	Unit 3 (School microclimate fieldwork)		Unit 1b (River fieldwork) Unit 3b (Brighton fieldwork)		Acton Fieldwork Battersea Fieldwork – Battersea Power Plant and Park Southwold Residential Fieldwork	Individual collect of field data for NEA/IP	
Understanding of scale	Unit 1 – Map skills Unit 1 – Sustainability study Unit 3 – Scale of population growth	Unit 1 – Scale of population growth Unit 2 – Scale of impact / response of natural disasters Unit 3 – scale of response to climate change	Unit 2 – Scale of impacts of resource exploitation / scale of management strategies Unit 3 – Human impact on ecosystems accelerating	Unit 2/3 - Scale of population growth / inequalities on a local / national / international scale	Unit 1 – temporal scale of climate change, scale of impacts of natural disasters	Impacts of climate change on a range of scales Mitigation strategies at different scales (local vs global) in the carbon cycle, coastal system,	Impacts of Globalisation Impacts of primary and secondary hazards on a range of scales	
Understanding of interdependence	Unit 1 – Sustainability study Unit 3 – Impacts of migration Unit 3 – Impacts of China's 1 Child policy	Unit 1 – Legacy of colonialism in Africa, impacts of global technology industry on coltan miners in DRC Rural- urban migration. Impact of climate change on migration. Unit 3 – impacts of climate change	Unit 1 – Human impact on the coastline Unit 2 – Resource management unit (fracking, overfishing. Unit 3 – Impacts of ecosystem destruction, pollution of marine habitats, link between population growth and human impact	Unit 1 – link between humans and river flooding. Unit 2/3 – link between economic development and socio-economic wellbeing, impact of past events of development, future implications of population growth	Unit 1 – Link between hazard management and economic development. Link between climate change and extreme weather. Unit 2 – Synoptic (complexities of the UK's geographical challenges)	Embedded throughout E.g. Link between impacts of: - climate change and coastal management - Climate change and changing rainfall patterns Embedded throughout	Embedded throughout E.g Link between: - Hazard impact and climate change - Challenges of managing hazards in relation to climate change - Level of development and hazard impact, management and response	
Evaluation / assessment of an issue	Unit 3 and SAH3 - Is tourism good for Malham? Unit 4 – Was China's 1 child policy a good thing?	Unit 1 – Evaluating slum improvement programme, deciding whether to move to a city or not. Unit 2 – Assessing responses to a tectonic hazard	Unit 2 – Should we defend the Holderness coast? Unit 3 – Can veganism save the world? Fracking debate, SAH 3 – Fracking essay	Unit 2/3 – assessing/ evaluating effects of development / effectiveness of management strategies	Unit 1 – Assessing the effects and responses to droughts and hurricanes SAH 1 – Assessing impacts of climate change Unit 2 (UK challenges)	Evaluating mitigation strategies for the carbon cycle Assessing the causes of coastal flooding	Evaluating the impacts, responses and management of hazards	

Curriculum Overview Geography (Intent, Implementation, Impact)

			Unit 3– Assessing responses to a hurricane and responses to climate change	Unit 4 – evaluating threats to ecosystems / management strategies		Regular examine / assess essay practice in revision unit	Assessing the effectiveness of ICZM/SMPs	
	Literacy and numeracy in geography	Unit 1 – letter writing / report writing Unit 2 – Tourism in Malham newspaper article Unit 2/3 – Discussion stems, connectives for evaluate and assess All units - peer marking for literacy	Unit 1 – letter writing Unit 2 – evaluation of the responses to a tectonic hazard Unit 3 – Hurricane newspaper article Unit 1 - Climate Graph, economic structure pie charts Unit 3 – calculating averages in microclimate results	Unit 1 – process vocabulary and examine essays Unit 2/3 – discussion stems, evaluate / assess essays Unit 3 – climate graphs in Ecosystems,	SAH2 / SAH3 – report writing Unit 1 – process vocabulary and examine essays Unit 2/3– discussion stems, evaluate / assess essays	Unit 1 – discussion stems, evaluate / assess essays Unit 2 – Discuss essays	Assess, Evaluate, “To what extent...” 20-mark essay planning Stats tests in IP/NEA – IQR, Spearman’s rank, Chi-Squared test	Stats tests in IP/NEA – IQR, Spearman’s rank, Chi-Squared test
Careers / wider learning		Unit 1 – gingerbread geographer Unit 1 - Careers lesson – where can I go with geography Ada only Eco-teams	Eco-teams	What can I do with geography? Before options Careers assembly Roles in GIS along coasts Eco-teams	Eco-teams		Outside speakers from Royal Holloway, University of Middlesex, Eco-teams Scrapbooks	Global Issues Discussion group Eco-teams Scrapbooks