



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

GEOGRAPHY

INTENT

“Not only must teachers encourage academic success, but they must also help students to recognise, understand and critique social inequities” - **Gloria Ladson-Billings**

At South, the geography curriculum is committed to guiding students to comprehending the complexities of the world around us and the challenges it presents. Geography is deeply interwoven into the world around us, with every interaction we have. Our aim is to cultivate students’ understanding of their environment and their role in shaping our future. Our geography curriculum combines human and physical strands, showing how interconnected and related all aspects of geography are. It also weaves climate change and the climate emergency throughout the five-year curriculum. By doing this, we have created a holistic geography curriculum that provides students with knowledge, skills and a sense of social responsibility to confront and address societal inequities.

Throughout the curriculum, students embark on a learning journey that spans key stages, equipped with knowledge and skills which support their ongoing education both in and outside of geography. We strive to offer a comprehensive learning experience which highlights the synoptic nature of geography, emphasising the interconnectedness of various topics to strengthen students’ comprehension and awareness. One primary objective is to immerse students in the exploration of diverse cultures, landscapes and the remarkable diversity of our planet. We seek to instil confidence in our students’ understanding of how the world works, while also exposing them to the social inequalities that have shaped our current global landscape.

Within our curriculum, we foster a community of learners where students are invited to contribute their knowledge and experiences. Through this collaboration, students have the opportunity to share their insights, engage in critical discussions and develop a deeper understanding of geography. Throughout key stages 3 and 4, students will develop a strong foundation of geographical knowledge, encompassing places, locations, environments and



processes at various scales. Moreover, they will acquire the analytical tools necessary to explore and evaluate interactions between people and their environment, as well as changes that occur across time and space.

Central to our curriculum is the acquisition of essential skills including map reading, fieldwork and enquiry skills, and geographical information systems (GIS). These skills will empower students to investigate and critique the world around them constantly, enabling a deeper comprehension of their surroundings. Overall, our geography curriculum at South is designed to provide students with the means to navigate and interpret the world they live in. By equipping them with knowledge which goes above and beyond the national curriculum, critical thinking skills and a heightened awareness of societal inequalities, we strive to foster engaged global citizens who are capable of making change in the world.



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

In Year 11, geography students are studying Paper 2 (People and society), which focuses on predominantly human geography and Paper 3 (Geographical exploration) which is an unseen, synoptic paper. By spring 2 they finish content and begin to explore exam technique and how to revise effectively, until Summer 2 where they sit their GCSE exams. By this point, students are well-rounded and have the breadth and depth of knowledge to be successful in their summer exams. They have had a holistic five-year curriculum which has enabled them to think critically and effectively, enabling them to challenge inequities they come across.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	
KNOWLEDGE	Paper 2 – Urban futures	Paper 2 – Dynamic development	Paper 2 – UK in the 21 st Century	Paper 2 – Resource reliance	Paper 3 practice Papers 1 and 2 revision	
SKILLS	<ul style="list-style-type: none"> Knowledge of maps and atlases Interpret maps Use thematic mapping Compare and contrast information Oracy and debate skills. 	<ul style="list-style-type: none"> Knowledge of maps and atlases Interpret maps Use thematic mapping Compare and contrast information 	<ul style="list-style-type: none"> Knowledge of maps and atlases Evaluation skills Compare and contrast information Use thematic mapping 	<ul style="list-style-type: none"> Knowledge of maps and atlases Evaluation skills Compare and contrast information Use thematic mapping 	<ul style="list-style-type: none"> Development of writing skills Exam technique 	
ASSESSMENT	<ul style="list-style-type: none"> 4 mark question 6 mark question 8 mark question End of topic test 	<ul style="list-style-type: none"> 4 mark question 6 mark question 8 mark question CEE MOCK – Paper 1 and Autumn 1 and 2 	<ul style="list-style-type: none"> 4 mark question 6 mark question 8 mark question End of topic test 	<ul style="list-style-type: none"> 4 mark question 6 mark question 8 mark question MOCK – Paper 1 and 2 in full 	<ul style="list-style-type: none"> 4 mark question 6 mark question 8 mark question 	
HOME LEARNING	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term Assigned reading 13 mark topic quiz – 1 x per half term Revision Seneca – fortnightly 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term Assigned reading 13 mark topic quiz – 1 x per half term Revision Seneca – fortnightly 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term Assigned reading 13 mark topic quiz – 1 x per half term Revision Seneca – fortnightly 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term Assigned reading 13 mark topic quiz – 1 x per half term Revision Seneca – fortnightly 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term Assigned reading 13 mark topic quiz – 1 x per half term Revision Seneca – fortnightly 	<ul style="list-style-type: none"> Assigned reading Revision Seneca Practice papers
READING, WRITING, TALK, NUMERACY	<ul style="list-style-type: none"> Reading and inference from academic text Analysing academic text Writing developed points and arguments 	<ul style="list-style-type: none"> Reading and inference from academic text Analysing academic text Writing developed points and arguments 	<ul style="list-style-type: none"> Reading and inference from academic text Analysing academic text Writing developed points and arguments 	<ul style="list-style-type: none"> Reading and inference from academic text Analysing academic text Writing developed points and arguments 	<ul style="list-style-type: none"> Reading and creating Cornell notes Writing developed points and arguments 	



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<ul style="list-style-type: none"> Using and creating graphs. 	<ul style="list-style-type: none"> Using and creating graphs. 	<ul style="list-style-type: none"> Using and creating graphs. 	<ul style="list-style-type: none"> Using and creating graphs. 	
	Rural, urban, opportunity, challenge, migration, crime, describe, explain, discuss, evaluate.	Development, indicator, economic, social, environmental, history, trade, aid, change, colonisation, identity, assess, compare, describe, explain.	Housing shortage, ethnic minorities, development, jobs, change, media exports, conflict, diversity, identity, assess, compare, describe, explain.	Food, water, oil, energy, conflict, identity, assess, compare, describe, explain.	
	Urbanisation, suburbanisation, counter urbanisation, gentrification, bottom-up, top-down, favela, informal housing, mitigation.	GDP, GNI, post-colonialism, gender inequality, equity, neo-colonialism, AC, LIDC, EDC.	Primary, secondary, tertiary, influence, ageing population.	Food security, insecurity, top-down, bottom-up, strategy.	
Students study diverse perspective, demonstrating diversity and social/cultural skills . They also explore opportunities and issues facing urban areas around the world, again improving diversity . They explore ideas around individual liberty, democracy, respect and tolerance when learning about issues surrounding cities and mitigation around them. They think about moral obligations to improve cities and peoples' quality of life.	Students learn about the impacts of colonialism, neo-colonialism and post-colonialism and how it influences the world around them. This offers them a more accurate and diverse study. They also explore the moral obligations of other countries, companies and organisations to support LIDCs. They think about how much individual liberty citizens and governments in LIDCs really have in their development journey.	Students have an in-depth study of the UK and explore British values in depth. They look at democracy, rule of law, individual liberty, mutual respect and tolerance through their study of the UK in the 21st Century and how migration, the economy, and power struggles have changed the UK as a country.	Students learn about moral obligation and social/cultural differences regarding food and food security. They explore individual liberty and respect surrounding ways in which to achieve food security around the world.		