



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, 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 7

RATIONAL / NARRATIVE

In Year 7 students begin their learning journey in geography. The Year 7 curriculum starts with the fundamentals; key skills and knowledge which will set them up for success in the four years that follow. Regardless of prior knowledge students will all have basic knowledge and ability to locate places, read and use maps, create GIS maps, and then graduate on to foundational knowledge of rocks, natural resources, weather and climate, and water. At the end of Year 7, students will have a synoptic topic on the continent of Africa. This topic will allow students to apply their knowledge and understanding they have gained from the prior five topics and explore through a place study. We aim to introduce key terminology which is used throughout the five-year curriculum at South, in order to begin to develop students' oracy and subject-specific vocabulary. This first foundational year on their journey will set them up with the basics necessary to thrive in coming years in geography lessons at South.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Geographical skills

- Continents and oceans
- UK, GB and British Isles
- Physical and human features
- Grid references
- OS Maps
- GIS

Rocks

- The Big Bang
- The rock cycle
- Rock characteristics
- The layers of the Earth
- Weathering and erosion
- Soil
- Soil, rocks and climate change
- Infiltration fieldwork

Natural resources

- What is a natural resource?
- Water
- Oil
- Soil
- Climate change and desertification
- Renewables in Namibia

Weather and climate

- Weather vs. climate
- Air masses
- Water cycle and rain
- Microclimates fieldwork
- Changing climates

Rivers

- Rivers on maps
- Features of a river
- Geomorphic processes
- Formation of a meander and oxbow lake
- River flooding and climate change
- Mitigation

Africa – Synoptic topic

- The continent
- Geology of Africa
- Climate and biomes
- Climate change in Africa
- The River Nile

SKILLS

- Knowledge of maps and atlases
- Interpret maps
- Use grid references
- Use scale
- Use topographical mapping
- Use GIS to view, analyse and interpret places and data
- Compare and contrast information

- Knowledge of geological timescales, rocks, weathering and soils
- Compare and contrast information
- Use fieldwork to collect, analyse and draw conclusions from geographical data
- Evaluation skills

- Knowledge of maps and atlases
- Compare and contrast information
- Interpret maps
- Use thematic mapping
- Evaluation skills

- Knowledge of weather and climate, including climate change
- Compare and contrast information
- Use fieldwork to collect, analyse and draw conclusions from geographical data

- Knowledge of hydrology
- Knowledge of maps and atlases
- Evaluation skills
- Compare and contrast information
- Use grid references
- Use topographical mapping

- Knowledge of maps and atlases
- Interpret maps
- Use thematic mapping
- Use topographical mapping
- Compare and contrast information

ASSESSMENT

- Describe the difference between UK, Great Britain and British Isles.

- Compare and contrast three types of rock.

- Describe how climate change influences soil.

- Fieldwork write up.

- Compare and contrast two river processes.
- Describe the formation of a meander.

- Progress test – Covering Autumn 1 to Summer 1 content



<p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p> <p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p>	<ul style="list-style-type: none"> Grid references assessment 		<ul style="list-style-type: none"> Progress test – covering Autumn 1 and 2 content. 				
	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Autumn 1 content Assigned reading 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Autumn 2 content Assigned reading Revision 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Spring 1 content Assigned reading 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Spring 2 content Assigned reading 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Summer 1 content Assigned reading 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Summer 2 content Assigned reading Revision 	
	<ul style="list-style-type: none"> Break down information. Using cartographic techniques to find out information. Introduction of think, pair, share and questioning to improve factual recall. 	<ul style="list-style-type: none"> Reading articles shared on TEAMS as well as reading text and breaking down extracts for students. Describing processes as well as photographs. Questioning in class and factual recall. Class discussions and oracy tasks. 	<ul style="list-style-type: none"> Interpreting information and forming opinions based on extracts. Analysing extracts to decide whether they are biased or unbiased. Map reading skills to interpret information. Embedding geographical language in students’ writing and class discussion. Forming opinions on current events. Sharing opinions about resource provision. 	<ul style="list-style-type: none"> Students identifying and highlighting key information from texts. Completing comprehension around text extracts. Descriptive writing about processes and impacts on humans. Describing and explaining the influence of weather on humans. Speaking in class discussion, using precise tier 2 and 3 vocabularies. 	<ul style="list-style-type: none"> Reading and inferring photographs and maps to identify key processes and landforms. Describe processes and formation of landforms. Explain how climate change influences river processes. Discussion on river mitigation. Evaluating which are the most and least successful and why. 	<ul style="list-style-type: none"> Reading and inferring photographs and maps Reading climate graphs Describing the climate Explain how climate influences biomes Debate on impacts of climate change. 	
	Identify, describe, explain, location, map, compare, contrast.	Describe, explain, compare, contrast, erosion, weather, cycle, compact.	Describe, explain, compare, contrast, renewable/non-renewable, resource, oil, soil, desert, energy.	Describe, explain, identify, contrast, compare, weather, climate, air, water, rain.	Describe, explain, identify, river, map, flooding.	Describe, explain, identify, compare, contrast, weather, climate, resources river, map.	
	Continent, ocean, atlas, compass, landscape, Ordnance survey, geographical information system.	Infiltration, compaction, igneous, sediment, sedimentary, metamorphic, soil, erosion, weathering.	Desertification, climate change, degradation.	Air mass, water cycle, microclimate, enquiry, investigate.	Course, erosion, weathering, deposition, meander, oxbow lake, mitigation.	Geology, climate, biome.	



PSPSMC, BRITISH VALUES AND DIVERSITY

Students are introduced to map skills which enable them to study the **diversity** of the human and physical landscapes around the world. Their **personal awareness** of their place and space within the world is increased as they become more **aware** and **tolerant** to the world around them. They study multiple Indigenous cultures and are able to identify differences which make these cultures **diverse and unique**.

Students learn about the Big Bang and must be **tolerant** and **respect others' beliefs and faiths** when studying how the world began. They then practice their **physical** and **social** skills in a fieldwork study.

Students learn about the impact colonialism has had on wealth of countries in the 21st century. This enables them to look at the British values of **individual liberty, tolerance, mutual respect**. They also study renewable energies in Namibia which enables them to learn about **diversity**.

Students practice **social** and **cultural** skills through a fieldwork activity on-site. They practice **social** skills when interacting with one another, as well as cognitive **physical** skills when participating in the field study.

Students explore **moral** issues relating to mitigating against natural geomorphic processes and make decisions as to whether river engineering should take place, through a decision-making exercise which also represents the **British value of democracy** and **mutual respect**.

Students explore **social** and **cultural diversity** across Africa and how this differs to British culture in the UK. They also explore themes of liberty, tolerance, and respect. They also apply their **personal awareness** on their own views in order to provide justifications for their opinions, which encourages them to be **tolerant** and respect **individual liberty** whilst receiving a broad and balanced view, backed by evidence they have learned.