



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 9

RATIONAL / NARRATIVE

Our world is a rich and diverse mix of human and physical landscapes and features which are constantly changing. In Year 9, students get the opportunity to explore our physical and human landscapes and seek to understand the patterns and processes that shape them. Students explore the physical elements of our planet including weather hazards linked to climate change and how humans interact with these challenges. These skills are further deepened through the study of coasts and ecosystems with a further focus on how humans interact with these environments and live alongside these landscapes. Patterns and processes that shape the human planet are explored illustrating how human interactions can alter these processes in a positive and negative manner. At the end of this year, all students will have experienced the breadth of content necessary for them to have a well-rounded knowledge of the processes that are constantly shaping our world and how us as humans we can influence these changes for both the better and worse.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Weather hazards

1. How does weather become hazardous?
2. Climate change and weather
3. UK extreme weather
4. Beast from the East
5. Tropical storms
6. Hurricane Katrina case study part 1
7. Hurricane Katrina case study part 2
8. Climate change and tropical storms
9. Mitigation to tropical storms
10. Who is affected by extreme weather?
11. Are weather hazards natural disasters?

Urbanisation

1. Birth of towns and cities
2. Industrial revolution
3. Migration to cities
4. Migration theories
5. OS maps and GIS maps
6. Urbanisation around the world
7. Birth of megacities
8. Advantages and disadvantages of migrating to cities
9. Favelas in Rio
10. Land use surveys & EQA fieldwork
11. Climate change and cities
12. Cities of the future
13. Male case study

Economic development

1. Economic sectors
2. UK economy today
3. Changes to the global economy
4. Colonisation
5. Economic theories
6. Globalisation
7. Neocolonialism
8. Foreign direct investment
9. Trade vs aid
10. Top-down vs bottom up.
11. Rwanda's economic development
12. How climate change will impact the economy

Coasts

1. Waves and longshore drift
2. Erosion, transportation, deposition
3. Headlands & bays
4. Arch, stack and stump
5. Beach and spit
6. Coastal landforms on a map
7. Sea level rise
8. Holderness coast and climate change
9. Coastal management
10. DME

India – Synoptic topic

1. India's varied climates
2. Biomes
3. Plate tectonics
4. The Himalayas
5. Colonisation – Bengal Famine
6. Development
7. Inequality
8. Urbanisation
9. India's economy
10. Population growth
11. Extreme weather in India
12. Climate change affecting rural women

Superpowers

1. Chomsky's three strands
2. Military power
3. Economic power
4. Cultural power
5. Geographical power
6. Neocolonialism
7. USA & Space race
8. India & skilled based economy
9. China & SCS
10. Russia & Ukraine conflict
11. Are there any other superpowers?
12. Oracy debate

SKILLS

- Knowledge of maps and countries
- Applying knowledge and understanding from prior learning
- Oracy and debate skills

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

- Interpreting data and analysing it
- Using thematic mapping
- Identifying trends
- Compare and contrasting information.

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CHS SOUTH - CURRICULUM - FRAMEWORK FOR LEARNING



ASSESSMENT	<ul style="list-style-type: none"> • Writing using “explain”, “assess”, “discuss” command words. 	<ul style="list-style-type: none"> • Oracy and debate skills. 	<ul style="list-style-type: none"> • Applying knowledge and understanding from prior learning. 	<ul style="list-style-type: none"> • Describe physical processes 	<ul style="list-style-type: none"> • Describe physical processes. 	<ul style="list-style-type: none"> • Applying knowledge and understanding from prior learning • Oracy and debate skills.
	<ul style="list-style-type: none"> • Explain the formation of a tropical storm. Explain why the impacts of Hurricane Katrina were so severe. 	<ul style="list-style-type: none"> • Evaluate mitigation techniques in cities. 	<ul style="list-style-type: none"> • Explain how colonisation has influenced the global economy. • Progress test – covering Autumn 1 and 2 content. 	Describe the formation of a coastal landform.	<ul style="list-style-type: none"> • Describe how plate tectonics have formed India. <p>Discuss the extent to which extreme weather has been the most significant impact on India’s social and economic development.</p>	<ul style="list-style-type: none"> • Progress test – Covering Autumn 1 to Summer 1 content.
HOME LEARNING	<ul style="list-style-type: none"> • TEAMS Home learning Quiz – 1 x per half term based on Autumn 1 content. <p>Assigned reading</p>	<ul style="list-style-type: none"> • TEAMS Home learning Quiz – 1 x per half term based on Autumn 2 content. <p>Assigned reading. Revision</p>	<ul style="list-style-type: none"> • TEAMS Home learning Quiz – 1 x per half term based on Spring 1 content. <p>Assigned reading.</p>	<ul style="list-style-type: none"> • TEAMS Home learning Quiz – 1 x per half term based on Spring 2 content. <p>Assigned reading.</p>	<ul style="list-style-type: none"> • TEAMS Home learning Quiz – 1 x per half term based on Summer 1 content. <p>Assigned reading.</p>	<ul style="list-style-type: none"> • TEAMS Home learning Quiz – 1 x per half term based on Summer 2 content. <p>Assigned reading. Revision</p>
	<ul style="list-style-type: none"> • Reading complex academic texts • Inferring and predicting during reading • Writing using new and more complex command words such as “explain”, “discuss”, “evaluate”. 	<ul style="list-style-type: none"> • Reading complex academic texts • Inferring and predicting during reading • Writing using Cornell notes. • Oracy and class discussion • Evaluative writing. 	<ul style="list-style-type: none"> • Reading complex academic texts • Inferring and predicting during reading • Writing at length and developing points. • Oracy and class discussion. 	<ul style="list-style-type: none"> • Inferring and predicting during reading • Writing at length and developing points • Ordering description of geomorphic processes • Fieldwork skills: data collection, presentation, and analysis. 	<ul style="list-style-type: none"> • Reading complex academic texts • Inferring and predicting during reading • Ordering description of geomorphic processes • Oracy and class discussion • Writing at length and developing points. 	<ul style="list-style-type: none"> • Reading complex academic texts • Inferring and predicting during reading • Oracy and class discussion • Writing at length and developing points.
TIER 2 VOCABULARY	Rain, weather, climate, drought, climate change, discuss, describe, evaluate, assess, tropical storm.	Rural, urban, opportunity, challenge, migration, crime, describe, explain, discuss, evaluate.	Economic, money, development, changes, trade, aid, climate change, inequality, renewable energy, identify, explain, describe, discuss, evaluate.	Wave, beach, hard/soft rock, geology, sea level rise, process, describe, explain.	Ecosystem, mountains, gender equality, drought, weather, storm, identify, describe, explain, discuss, evaluate.	Geography, culture, military, economy, money, conflict, identify, describe, explain, evaluate, discuss.
	Hazard, disaster, mitigation.	Urbanisation, suburbanisation, bottom-up, top-down, favela,	Colonisation, neo-colonisation, communism, capitalism, primary, secondary,	Longshore drift, headland, bay, weathering, erosion, deposition, spit, beach,	Biome, climate, plates, collision, colonisation, famine.	Hegemony, neo-colonialism, AC, LIDC, EDC. TNC.
TIER 3 VOCABULARY						



PSPSMC, BRITISH VALUES AND DIVERSITY

		informal housing, gecekondru, mitigation.	tertiary, quaternary sector.	arch, stack, stump, hard/soft engineering.		
	Students study a balanced and diverse curriculum when studying weather hazards. They explore their moral obligations, mutual respect, tolerance when learning about Hurricane Katrina. They develop social/cultural skills by being able to identify and challenge inequity in society.	Students study the history of urbanisation from a Middle Eastern 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 explore how the global economy has developed before studying a variety of economic theories and looking at the UK economy today and apply British values such as rule of law, liberty, mutual respect and democracy . They apply this to alternate situations and learn about how Rwanda's economy is bustling through the diverse curriculum which supports social/cultural development . They then explore moral obligations surrounding top-down and bottom-up approaches to supporting economies in LIDCs.	Students explore their physical understanding of the world around them and further develop this. They spend time learning more about cultural diversity and why some people/cultures choose to in areas prone to coastal erosion. They compare and contrast coastal erosion in the UK and Caribbean. They think about individual liberty and moral obligations surrounding mitigation against erosion and climate change.	Students develop their knowledge of place with this topic, studying diverse and knowledge rich which is unbiased and focuses on challenges as well as successes in India. They must apply British values such as mutual respect, democracy, tolerance which supports their social/cultural development . They also explore moral obligations surrounding challenges in India.	Students learn about moral duties, democracy, rule of law, tolerance and respect when learning about geographical superpowers. They will regularly explore moral dilemmas which enable them to develop their spiritual knowledge/wellbeing .