

PURPOSE OF THE CURRICULUM

In Geography we aim to enthuse students in an appreciation of the world that they live in. We all live on 'the same Earth' no matter what our race, religion, gender or political views are. Sharing an understanding of how other people live is vital to understanding the Geography of the world. Our world was shaped originally by fantastic physical processes but humans have had their impact as the population grew from the 1800s. Humans will continue to have an impact on their planet and students at Parklands will learn how to do this in a sustainable way.

We aim to give students an understanding of the past, the present and the future, of which they will be a part. We hope that our students will share their love of Geography with their children and grandchildren ... Students will gain knowledge of the world which will enhance travel experiences in their later life.

KEY LEARNING OBJECTIVES

We aim to ensure that all students:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- They must understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- They must be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- They must interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- The assessments are shown on our KS3 Concept Grids 2018 2019 Web Site document.

KEY CONCEPTS

- Students should consolidate and extend their knowledge of the world's major countries and their physical and human features (Year 7 - Las Vegas, Antarctica, The Great Barrier Reef in Australia, Sweatshops in Bangladesh or India; Japan; Year 8 - Kenya).
- Students should understand how geographical processes interact to create distinctive human and physical landscapes that change over time (Year 7 - Glaciation and the Ice Age, Volcanoes; Year 8 - Rainforests, Tsunamis, Tornadoes, Supervolcanoes).
- Students should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources (Year 7 Fieldwork - Chorley; Year 8 Fieldwork - Microclimate of the School).
- Students will continue to enrich their locational knowledge and spatial and environmental understanding.
- Assessments are a mixture of data response, previous knowledge, essay type and practical tasks.

CURRICULUM OVERVIEW GEOGRAPHY

SEQUENCE OF LEARNING

The units of work are in the following sequence. Physical and human geography have often been alternated so students aren't just following one specific theme for a whole term.

- 7:1 Introduction to Geography & Different Places - This unit studies the differences between physical, human and environmental Geography. The transition from Primary school can be difficult as many pupils haven't had specific lessons of Geography and have only studied Geography within 'topics of work'. They are often unclear what the studying of Geography involves. The studying of Las Vegas, The Great Barrier Reef and Antarctica enables pupils to grasp an understanding of where these places are in the world and helps us relate to the continent names which pupils should know from KS1/2. It also allows them to think about world issues such as the damage to Antarctica, how they should be environmental stewards and help to reduce the effects of Global Warming on an individual basis. This unit helps to build skills such as photo interpretation, interpretation of maps, diagrams, globes and aerial photos as well as them developing their opinions. Part of the assessment for this unit is a data response type of question on a topic they haven't studied, the Russian Oil Disaster. This enables them to transfer the skills they have learnt to a new topic, just like they have to do in GCSE exams when they see previously unlearn case studies.
- 7:2 Our Changing World & Our Different Hazards - In this unit students will study physical landforms i.e. volcanoes and the Ice Age which fits in with them appreciating the interactions between physical and human processes and how major physical landforms of the world are formed. Students will be given the chance to use practical skills for homework in this unit to construct a volcano model or cake.
- 7:3 Globalisation - Students will understand how people in other countries live and some of the economic and social impacts in places such as in Bangladesh and Costa Rica. Banana Trade and Sweatshops.
- 7:4 My local area - including fieldwork - Students will visit Chorley town centre to collect then analyse and conclude on a shopping survey, developing data collection skills that they may need at GCSE. They will use graph and numerical skills to present their results.
- 7:5 Extension Unit Far and Away - Japan - Students will develop their understanding of different cultures and ways of living in a richer HIC.
- 8:1 Different Places - Kenya - Students develop contextual knowledge of a globally significant LIC and the changes in how people live in different regions of the same country e.g the Maasai Tribe and those who live in the capital.
- 8:2 Our Changing World (Rainforests) & Our Different Hazards - Tsunamis & Tornadoes - as we study Earthquakes and Hurricanes at GCSE we wanted to give students an experience of understanding the impacts of different major world hazards and some of the responses to them. We use this unit as an introduction to some GCSE Geography before they choose their GCSE options. Pupils will learn about the link between physical/human interactions and processes in the rainforests section of this unit. They will learn to interpret climate graphs which may be useful when booking holidays as adults.
- 8:3 Discovering Landforms UK - National Parks, Supervolcanoes and Beach Tourism - This unit will help students to think about where they might travel to in the UK and worldwide and the attractions of these locations to tourists.
- 8:4 Weather & Climate - My local area including fieldwork - This unit allows students to develop fieldwork skills which may help those who study GCSE. They will be given the chance to analyse and interpret maps, graphs, aerial photos and diagrams. Students will use different techniques to represent data both specially and numerically.