Cultural Capital in Geography

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'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' Ofsted School Inspection Handbook 2019

Central to the teaching of geography is the enrichment of the curriculum through trips and visits. Children have regular fieldwork activities within the local and/or the regional area. Pupils develop these skills over time, from experiences in the local area, woodland and the school grounds, to conducting fieldwork at popular tourist attractions. These first-hand experiences provide children with a contextual understanding of the subject. These take place in Years 7, 8 and 9.

We promote a language-rich geography curriculum which is carefully planned in each topic. This is important to prepare our children for future success.
Another significant area in geography is the links to other curriculums. Our children have started to use their geographical knowledge in class discussions, presentations and debates. We want pupils to feel excited and engaged with the world around them and to draw upon their knowledge and experiences. We see links with every subject and find our children do this naturally. Recent examples of how our students have accomplished this is children include links with Maths by calculating deforestation rates, in Science by discussing renewable and non-renewable energies and being able to make links of town growth and settlement hierarchy in History.

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Tthrough careful sequencing of subjects, we are able to explore places of the world at different times and scales, affording students the opportunity to appreciate and understand a sense of place that helps them to begin to understand their own position within the world.

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 7	**Geographical Skills** **Sequencing** Students should have been exposed to the majority of these skills in KS2 however not all students will have. The purpose of this unit is mostly consolidation and to catch up students who have deficits within this area. Once we are confident these deficits have been addressed, we can progress onto unfamiliar topics.	**The United Kingdom** **Sequencing** This is the next key stone topic that draws upon the previous unit of map skills to support students in understanding the geography of the country that they live in. It also provides students with a wider understanding disciplinary knowledge of urban, rural, physical and human geography which they will need throughout KS3	**Weather & Climate** **Sequencing** Now students have gained some skill in using maps and have an overview of the physical geography of the UK we can link this to the weather and climate of the UK. Within this topic they will need to know how the relief of the UK from Term1b influences weather patterns. We can also begin to introduce the instruments and skills needed to carry out successful fieldwork.	**All About Africa** **Sequencing** In this unit, students are able to use their knowledge and skill of weather and climate graphs to compare this to the regions within Africa. They will need knowledge of place and map skills to locate various countries and begin to look at how climate of a region can affect development in preparation for the next topic.	**Economic Activity &** **Sequencing** Students learn new ideas in this topic but will draw upon their knowledge and understanding of the African climatic zones to aid how they explain why some countries within Africa haven't developed. They will explore how we measure development and learn terms such as 'life expectancy' influenced by water availability which links to the next topic.	**Water & The UK** **Sequencing** Students continue to develop and exercise their map skill of place and choropleth ability to explain the impact of water availability in The UK. Using their knowledge of HIC, LIC and NEE introduced in the previous topic they can draw links between wealth and how we tackle water shortages in the UK.
Year 8	**Plate Tectonics** **Sequencing** Students begin the topic by recalling their place knowledge from Year 7 and the location of named continents and oceans. Their skill of longitude and latitude exercised in Year 7 enables them to describe patterns of tectonic activity. Drawing on their knowledge of rich and poor areas of the world, students can begin to make plausible links between the effects of tectonic activity on HICs and LICs and should now be able to describe patterns of which areas of the world will suffer more greatly due to their ability to plan, predict and prepare for earthquakes – all linked to wealth.		**Population & Urbanisation** **Sequencing** Students must draw upon their knowledge of HIC and LICs in this topic to draw conclusions about how wealth of a country from Term3a will influence population. Students use population pyramids to think about how they tell a story of wealth and how access to water, for example from Term 3b can directly influence life expectancy. Choropleth skill is once again revisited in this topic.	**Natural Resources** **Sequencing** In this unit, students must once again use their keystone map skills to plot the location of natural resources. They are able to marry up if population patterns from the previous topic link to the location of resources. Students can explore and draw links about how natural resource access can influence the wealth and development of a country and if this will impact the population structure of a country (Term2a)	**Tourism** **Sequencing** Tourism directly impacts the lives of people and can bring a whole host of opportunities and challenges. The unit explores mass tourism and how this can support the development of a country (Yr 7 – Term 3a) and go on to influence the lives of people – we can revisit why people live near volcanoes, for example. We deploy this topic here to enable us to visit a National Park in the summer months and carry out a second piece of fieldwork that will influence Glaciation in the final topic of Year 8.	**Glaciation** **Sequencing** Tourism often relies on the *physical* geography of an area to attract people. Following questionnaire data from Term 3a fieldwork in The Lake District, we draw links between natural features created by glaciation and why they attract tourists using photographs taken on the trip. We use knowledge from the weather and climate topic and altitude from Year 7 to explore why and where glaciation has changed landscapes.
Year 9	**Sustainable Living** **Sequencing** Students should have, by now, been exposed to some complex models of climate change impacts and some of the economic, social and environmental concepts of thinking and writing like a Geographer. Sustainability is a more complex idea as it isn't a physical entity to grasp, rather a notion and requires a full understanding of the geography behind it to be able to advise on it.	**Extreme Environments** **Sequencing** Students will have to draw on locational knowledge and basic map skills to access areas of the topic such as the location of hot and cold deserts with a link back to latitude from previous topics. The previous topic of **sustainability** will assist students in their understanding of the opportunity of renewable energy production in The Sahara and how this can be a sustainable option for the area and surrounding countries in Africa.	**Forests of The World** **Sequencing** Biomes have been explored in the previous topic so we can build on this here to dive deeper into how climatic zones affect the forests of the world. The boreal, rainforest and deciduous forests of the world are mapped. Now students know about sustainability from Term 1a we are able to evaluate the success of management schemes in the TRF and TDW and make decisions whether these are sustainable or not.	**Crime & GIS** **Sequencing** Satellite imagery and mapping is a key element in this topic, as well as analytical skills. Students have by now used all these skills which will support their ability to map crime and use their fieldwork-style data presentation to plot accurate data of crime as overlays on maps. Crime here can be linked to development and with their knowledge of rural and urban areas from both Year 7 & 8, can draw conclusions about what type of crime happens where.	**Coasts** **Sequencing** The topic of coasts allows students to use all their skills and knowledge built up in KS3 to support their understanding of coastal features. They use their map skills to measure scale of features and knowledge of the benefits of tourism to make sustained arguments about how best to manage coastal erosion. Using their knowledge of climate change in Term 1a, they can look at why sea levels are rising and use higher order skills, now established to *assess* different coastal management plans.	**Rivers** **Sequencing** One reason rivers is taught here is to enable outdoor fieldwork that will be enjoyable in summer months. Once again, map skills and their confidence in evaluative ability enables students to be thinking critically about the best plans to stop river flooding and the impacts. Students must once again use their knowledge of population growth and urbanisation to look at the effects of building towns and cities and how this affects flooding.