



## Statement of Curriculum Intent Geography – KS1/KS2/KS3/KS4

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The *Geography* curriculum offers an exciting breadth of topics studying the characteristics of the physical and human world in which we live.

Studying geography enables students to explore the world around them, investigate how it works, develop curiosity, promote critical thinking all whilst in a safe and nurturing environment.

At Brades Lodge, we aim to develop students' contextual knowledge of their local area as well as the wider environment, allowing them to make links between locations and geographical processes. We aim to empower students to become global citizens who can question actions, have educated viewpoints, make judgements and reflect upon the processes of important current issues like sustainability, climate change and an increasing population.



Our Geography Curriculum will provide opportunities to:

- Develop their knowledge of locations, places and environments and of different scales.
- Gain understanding of the connections between people and environments, and change in places over time.
- Use a variety of skills and techniques to investigate geographical issues.
- To explore geography outside of the classroom (fieldwork)
- To make cross curricular links with other subjects, developing skills that are transferable.
- Develop a keen judgement and make reasoned decisions: this includes making moral and ethical choices.

# Geography Pathways at Shenstone Lodge School

Academic support:  
1-2-1 sessions  
Off-site trips  
Use of IT to engage learners

Shenstone Lodge Site –  
EYFS

Shenstone Lodge Site –  
Lower School

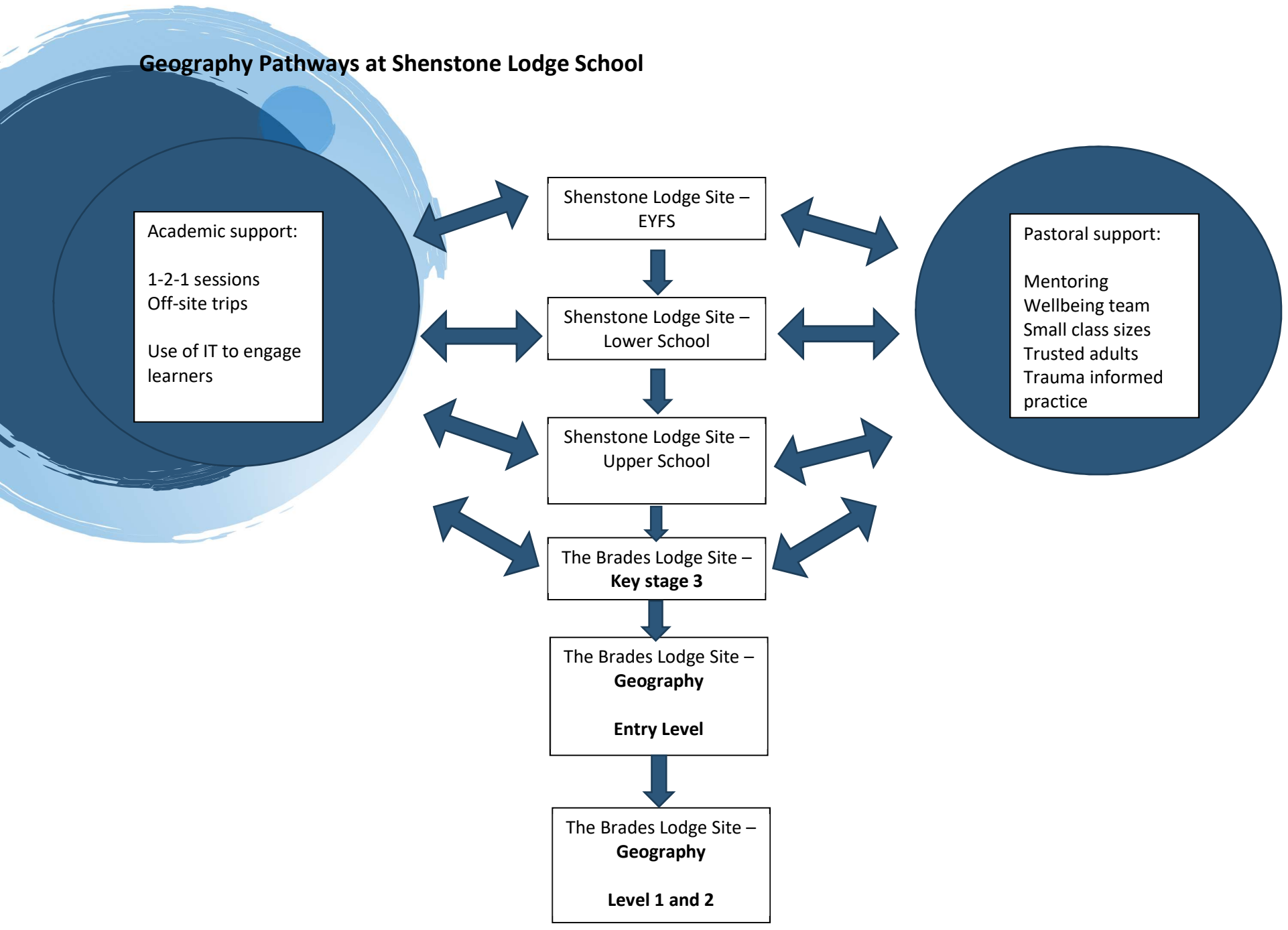
Shenstone Lodge Site –  
Upper School

The Brades Lodge Site –  
**Key stage 3**

The Brades Lodge Site –  
**Geography**  
**Entry Level**

The Brades Lodge Site –  
**Geography**  
**Level 1 and 2**

Pastoral support:  
Mentoring  
Wellbeing team  
Small class sizes  
Trusted adults  
Trauma informed practice



|          | Autumn 1 | Autumn 2   | Spring 1 | Spring 2   | Summer 1 | Summer 2  |
|----------|----------|--|----------|--|----------|---|
| Year 2/3 |          | <p><b>Europe</b></p> <ul style="list-style-type: none"> <li>- Continents</li> <li>- Countries in</li> </ul> <p>- Europe- Germany, France etc</p> <p>Map Work<br/>Atlases<br/>Identify<br/>Compare and contrast<br/>Recognise<br/>Observe</p> |          | <p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>- What is a mountain?</li> <li>- Where are mountains found?</li> <li>- Famous mountains in UK</li> </ul> <p>Map Work<br/>Atlases<br/>Identify<br/>Recognise<br/>Observe</p> |          | <p><b>*Coasts- by the seaside</b></p> <p>Seas around Britain<br/>Coastal structures- rock pools, cliffs, piers etc</p> <p>Recognise<br/>Identify<br/>Describe<br/>Observe<br/>Categorise<br/>Compare and Contrast</p> |

|        | Autumn 1   | Autumn 2 | Spring 1 | Spring 2   | Summer 1 | Summer 2   |
|--------|--|----------|----------|--|----------|--|
| Year 4 | <p><b>*UK Geography- caps cities and countries</b></p> <p>Four UK countries<br/>Four UK capitals<br/>Major cities<br/>Our county and cities<br/>(Link to Europe work, coasts, oceans and rivers)</p> <p>Map Work<br/>Atlases<br/>Identify<br/>Compare and contrast<br/>Recognise<br/>Observe</p> |          |          | <p><b>North America</b></p> <p>States<br/>Capital<br/>Climate<br/>Culture- Food, pop culture, music<br/>(Link to Europe- differences)</p> <p>Map Work<br/>Atlases<br/>Identify<br/>Compare and contrast<br/>Recognise<br/>Observe<br/>Describe<br/>Explain</p> |          | <p><b>*Oceans, Water cycles and rivers</b></p> <p>Oceans of the world<br/>British rivers<br/>Rivers near us<br/>Water cycle<br/>(Link to coastal work)</p> <p>Recognise<br/>Identify<br/>Describe<br/>Compare and Contrast<br/>Explain</p> |

|        | Autumn 1 | Autumn 2  | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
|--------|----------|---|---|----------|--|----------|
| Year 5 |          | <b>Frozen Kingdoms</b><br>Poles<br>Arctic vs Antarctic<br>Wildlife links<br>Climate<br>Where in the world?<br><i>(link to oceans)</i><br><b>Map Work</b><br>Atlases<br>Identify<br>Compare and contrast<br><i>Recognise</i><br><i>Observe</i> | <b>Hola Mexico</b><br>Culture comparison<br>Music<br>Food<br>Day of the dead<br><i>Recognise</i><br><i>Identify</i><br><i>Describe</i><br><i>Observe</i><br><i>Explain</i><br><br><i>Compare and Contrast</i><br><b>Map Work</b><br>Atlases |          | <b>*Volcanoes</b><br><i>What is a volcano</i><br><i>Where are volcanoes found</i><br><i>Why don't we have volcanos here</i><br><i>Why are volcanos important</i><br><i>Recognise</i><br><i>Identify</i><br><i>Describe</i><br><i>Observe</i><br><i>Explain</i> |          |

|               | Autumn 1 | Autumn 2  | Spring 1 | Spring 2  | Summer 1   | Summer 2 |
|---------------|----------|---|----------|---|--|----------|
| <b>Year 6</b> |          | <p><b>*WW2</b></p> <p>Key figures/ influence<br/>           Countries involved<br/>           Countries before and after- devastation<br/>           Impact on land- where did they fight<br/>           Countries after the war- break down of empires<br/>           Holocaust- where?<br/>           (Link to European work and America and Touch on Asia)</p> <ul style="list-style-type: none"> <li>- EXPLAIN</li> <li>- RECALL</li> <li>- DESCRIBE</li> <li>- OBSERVE</li> <li>- SEQUENCE</li> <li>- DEMONSTRATE UNDERSTANDING</li> <li>- REASON</li> <li>- JUSTIFY</li> <li>- COMPARE</li> <li>- REACH INFORMED CONCLUSIONS</li> <li>- MAKE REASONED JUDGEMENTS</li> </ul> |          | <p><b>Rainforests</b></p> <p><i>Layers of the rainforest</i><br/> <i>Animals in the rain forest</i><br/> <i>Weather and temperature- climate</i><br/>           (Link to water cycles)</p> <ul style="list-style-type: none"> <li>- Recognise</li> <li>- Identify</li> <li>- Describe</li> <li>- Observe</li> <li>- Compare and contrast</li> <li>- Explain</li> <li>- Demonstrate understanding</li> </ul> | <p><b>*Longitude and Latitude</b></p> <p><i>Map work- equator tropic of Capricorn and cancer</i><br/>           (link back to rainforests and volcanoes)</p> <p style="text-align: center;"><b>Recognise</b></p> <p style="text-align: center;"><small>Identify</small></p> <p style="text-align: center;"><small>Describe</small></p> <p style="text-align: center;"><small>Observe</small></p> <p style="text-align: center;"><small>Demonstrate Understanding</small></p> <p style="text-align: center;"><small>Explain</small></p> |          |

|        |   | Autumn   | Spring  | Summer  |   |
|--------|---|--|---|---|---|
| Year 7 |   | <b>Unit 1 Making connections</b><br><b>Baseline assessment</b>   | <b>Unit 5</b><br><b>Exploring England</b><br><br><b>Offsite visit – Airport – cultural areas.</b>   | <b>World Cities</b><br><br><b>Offsite visit – Birmingham using public transport.</b>  |   |
|        |   | Types of geography, continents and oceans, scales, compass points, map symbols and grid references.  | Physical land features, human landmarks, regions & counties, weather patterns, populations (data & distribution), work types, national incomes. | Settlements, features of low & high income countries & newly emerging economies (LIC/HIC/NEE), UK cities & Megacities (Brazil study, populations, housing, employment, crime & pollution) |   |
|        | To explore the land and oceans around us. To explore a range of geographical measuring skills | Students will be able to explain how continents were formed, locate continents & oceans on a map. Students will be able to use a range of skills to describe & orientate direction in a variety of scales on various maps. | To explore England; its characteristics, populations and how humans live within its coasts.   | Students will recognise how land features effect how humans live, they will understand how weather is different in different areas and identify working types, patterns and incomes.      | To explore how countries are economically different and the impact this has upon the population. To understand settlement functions |



|        | Autumn  |   | Spring  |   | Summer   |   |
|--------|---|---|---|---|--|---|
| Year 8 | <b>Unit 4 &amp; 7<br/>Rivers and flooding</b><br><br>Offsite visit – Waseley & Bewdley.   |   | <b>Unit 14<br/>Can the earth cope? Ecosystems</b><br><br>Offsite visit – Botanical gardens.   |   | <b>Natural Hazards</b><br><br>Offsite visit – Barrow hill, Dudley.   |   |
|        | Features of a river, river profiles, uses & environmental issues, types of flooding, water cycle, land factors, deforestation, urbanisation, impacts of flooding, flooding preventions. |   | What are ecosystems?, weather v's climate, hot and cold lands, biomes, rainforests (focus on Amazon) layers, features and usage of rainforest, types of destruction & sustainability. |   | The structure of the Earth, tectonic plates and boundaries, what are earthquakes and volcanoes, strengths and measurements, physical, social and economic impacts. Prevention, preparation and prediction. Tsunami's, tornadoes and hurricanes to be taught, time dependent. |   |
|        | To understand river features and recognise the causes and impacts of flooding   | Students will have the knowledge and understanding of river systems, they will recognise causes of floods and explain the social, personal & economic consequences. Students will compare HIC/LIC | To explore the different temperature zones of the globe and recognise how the biomes within them exist.   | Students will have a knowledge and understanding of issues that effects them in the wider world. They will be able to locate biomes and explain how they function and how they are at danger. | Students to understand the structure of the earth and recognise the effect of the earth's movements.   | Students will be able to annotate the earths layers, describe processes that create earthquakes and volcanoes & investigate impacts and changes to environments |

|        | Autumn  | Spring  | Summer   |
|--------|---|---|--|
| Year 9 | Africa & Kenya  | Global fashion, Cocoa & Fairtrade   | Unit 19<br>Tourism: Good or bad<br>Coasts<br><i>Offsite visit – Eden Project/Burnham on sea.</i>   |
|        | Identify Africa's location (oceans, capital city, temperatures), comparison of Africa to other continents, Africa's history, population distribution, physical features (deserts/rivers/mountains) biomes<br>Use Kenya as a case study to consolidate learning of Africa. To include: work/jobs, government initiatives, tourism & poverty. | What is Globalisation and how does it affect our lives? Advantages & disadvantages, Sweatshops and exploitation, The power of TNC's, What is Fairtrade, how does it work, who benefits, sustainability.   | What is tourism? What impact does tourism have on areas (employment, financial gains for retail establishments etc.), advantages and disadvantages, holiday destinations (UK and abroad) package holidays, attractions, carbon footprint. Collapsing Coasts: how do waves work? Coastal features, erosion & transportation, coastal protection of homes and landscapes.  |
|        | <p>To explore the diverse &amp; historical continent of Africa.</p> <p>Students will describe the physical and human features of Africa, draw conclusions on key environmental issues, locate various biomes and investigate methods of sustainability.</p>   | <p>To examine the impact of globalisation on individuals, countries and businesses.</p> <p>Students will have knowledge of how globalisation allows companies to trade across countries with minimal barriers. They will recognise and analyse economic and ethical evidence of exploitation and be able to evaluate methods of sustainability.</p> | <p>To investigate the positive and negative impact tourism has on towns, cities and coastal areas both in the UK and abroad.</p> <p>To investigate coastal erosion along British beaches.</p> <p>Students will describe and explain economic processes which create patterns in the tourist industry. They will recognise and evaluate reasons for change and reflect upon environmental issues. Students will have explored a range of coastal features and have assessed coastal protection methods.</p> |

|         | Autumn  | Spring   | Summer  |  |
|---------|---|--|---|--|
| Year 11 | <b>Dynamic World:</b><br>Our World<br>Destructive World<br>Resourceful World  | <b>Dynamic World:</b><br>Our World<br>Destructive World<br>Resourceful World | <b>Fieldwork</b>  | <b>Personal Project Coursework</b>   |
|         | <p><b>Our World:</b> How is the UK/world changing? Local and global (populations (diversity), scales, changes in function, issues with housing, crime, waste, land uses, regeneration and solutions. To include a case study of a UK city and a megacity.</p> <p><b>Destructive World:</b> <i>Plate tectonics</i>; earths structure, plate boundaries, earthquake and volcano hazards, impacts and protection. Case study on earthquake or volcanic eruption. <i>Flooding</i>; recognise natural &amp; human causes of flooding, impact of flooding, how hazardous are floods, flood preparation. Case study on flood event.</p> <p><b>Resourceful World:</b> <i>Tropical rainforests</i>; Why are they so important? describe plants and animals that live in the rainforests, locate rainforests on the globe, resources from the rainforest. Case study on a rainforest country. <i>Natural resources</i>; where does our food come from? Types of energy, Fair trade to include a case study on a Fair trade product.</p> |  | Fieldwork project: students choose topic.<br>All topics require students to apply research skills (data collection) to research a real life geographic question | Preparation for exam<br>Personal project; students choose topic.   |
|         | <ul style="list-style-type: none"> <li>• Develop their knowledge of locations, places and environments and of different scales</li> <li>• Gain understanding of the connections between people and environments, and change in places over time</li> <li>• Develop a range of skills including those used in fieldwork</li> <li>• Apply geographical knowledge and understanding to real world contexts</li> </ul>  |  |   | Students will have an in-depth knowledge of Our world, the Destructive world and the resourceful world. They will be able to locate places and environments, describe and explain physical and human features and investigate change in places.<br>Students will understand and reflect upon environmental management and sustainable development. |