

Curriculum Progression (Intent) Geography

Long Term Intent

- To develop in learners, the scientific powers of enquiry, exploration, investigation, evaluation and resilience.
- To develop successful learners who are independent and enjoy learning; making outstanding progress and achieving personal excellence.
- To learn through discovery and exploration and develop a love of learning Geography.
- To be confident individuals who understand how Geography fits into society and future careers.
- To develop an ethos which allows everyone to experience success and build resilient and confident Geographers.
- To inspire and empower pupils to take next steps in Geography education beyond Unsworth Academy.

	Knowledge and Understanding	Skills
Year 11	• Know the following topics to a secure understanding: – Global ecosystems – Tropical rainforests – Coral reefs – Global development – Uneven development – Ethiopia – changing economic development – Global urbanisation – Rapid urbanisation in LIDCs – Rio: a major city in an EDC – Climate change from the start of the Quaternary – Causes of climate change – Consequences of climate change – Global circulation of the atmosphere – Extreme weather: tropical storms and drought Fieldwork: Section A: Geographical skills Questions based on cartographic, graphical, numerical and statistical skills. Section B: Fieldwork on 2 compulsory human & physical topics Questions relating to the assessment of fieldwork both in relation to the learners' own experiences of fieldwork and unfamiliar contexts. • Within all topics show a detailed understanding of geography • Use technical vocabulary appropriately	• Photo interpretation • Extracting information from diagrams • Classifying information • Presentation of data using appropriate graphical technique – e.g. Climate graphs • Independent research • Interpretation of maps, satellite images and graphs • Describe patterns, trends & categorisation • Numerical calculations e.g. percentages & ratios • Drawing, annotating or drawing a cross-section of diagrams and sketches • Use of an atlas • Team working & reflection • Descriptive writing • Creative thinking • Interpretation of choropleth maps • Describing global patterns

	• Demonstrate clear communication skills • Explain how geographical theories link to specific topical areas • Apply geographical knowledge to a range of tasks and situations • Understand the key command terms, i.e. Describe, state, list, explain, compare, analyse, evaluate, justify and to what extent.	
Year 10	• Know the following topics to a secure understanding: – Physical landscapes of the UK – Geomorphic processes – Rivers - landforms, river basin case study, management and human activity – Coasts – landforms, coast case study, management and human activity – The UK's major trading partners – Diversity in the UK – Development in the UK – The UK's changing population – Urban trends in the UK – Manchester: a major city in the UK – Extreme weather in the UK – Resources and UK ecosystems – Energy sources in the UK – Energy Management Fieldwork: Section A: Geographical skills Questions based on cartographic, graphical, numerical and statistical skills. Section B: Fieldwork on 2 compulsory human & physical topics Questions relating to the assessment of fieldwork both in relation to the learners' own experiences of fieldwork and unfamiliar contexts. • Within all topics show a detailed understanding of geography • Use technical vocabulary appropriately • Demonstrate clear communication skills • Explain how geographical theories link to specific topical areas • Apply geographical knowledge to a range of tasks and situations	• Team working & reflection • Descriptive writing • Creative thinking • Interpretation of choropleth maps • Describing global patterns • Photo interpretation • Extracting information from diagrams • Classifying information • Presentation of data using appropriate graphical technique – e.g. Climate graphs • Independent research • Interpretation of maps, satellite images and graphs • Describe patterns, trends & categorisation • Numerical calculations e.g. percentages & ratios • Drawing, annotating or drawing a cross-section of diagrams and sketches

Year 9	• Economy • Coasts • Climate change • Enquiry & field work • Middle East • Natural hazards: earthquakes and volcanoes	• Interconnectivity • Appreciate the world • Understand physical and human landscapes are independent and interconnected • Consider what places are like • How does the past explain the present and predict the future? • Investigate places from all scales, personal to global • Expand world knowledge of places and their location
Year 8	• Geography of Russia • Development • Glaciers & Ice • Weather & climate • Enquiry and fieldwork • Asia	• Engage with and enjoy your studies • Developing a passion for learning about our rich and diverse planet • Strengthen arguments by justifying views • Reach conclusions and make decisions • Identify and challenge bias • Think critically about different viewpoints • Expand geography vocabulary • Communicate your geographical ideas through discussion, debate and writing • Make sense of people and places • Use a wide range of geographical data
Year 7	• What is a Geographer? • Rivers • Populations • Challenges & opportunities Africa • Natural resources	• Engage with and enjoy your studies • Use OS maps routinely • Develop spatial awareness of a variety of places at different scales • Investigate and ask own geographical questions • Investigate the world • Use complex, geographical enquiries

	• Enquiry and fieldwork	• Develop understanding of the big ideas in Geography • Interconnectivity • Appreciate the world • Understand physical and human landscapes are independent and interconnected • Consider what places are like • How does the past explain the present and predict the future • Investigate places from all scales, personal to global • Expand world knowledge of places and their location
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