## **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	<ul> <li>Know the following topics to a secure understanding:</li> </ul>	Photo interpretation
	Natural hazards Tectonic hazards	Extracting information from diagrams
	Weather hazards Climate change	Classifying information
	Ecosystems Tropical Rainforests Hot Deserts UK landscapes Rivers & Coasts The urban world & UK	<ul> <li>Presentation of data using appropriate graphical technique – e.g. Climate graphs</li> <li>Independent research</li> </ul>
	Sustainable development  Development	<ul> <li>Interpretation of maps, satellite images and graphs</li> </ul>
	Nigeria Changing UK economy	Describe patterns, trends & categorisation
	Resource & food management Issue evaluation Field work skills	Numerical calculations e.g. percentages & ratios
	<ul><li>Geographical skills</li><li>Within all topics show a detailed</li></ul>	Drawing, annotating or drawing a cross- section of diagrams and sketches
	<ul><li>understanding of geography</li><li>Use technical vocabulary appropriately</li></ul>	Use of an atlas
	<ul> <li>Demonstrate clear communication skills</li> </ul>	Team working & reflection
	<ul> <li>Explain how geographical theories link to specific topical areas</li> </ul>	Descriptive writing
	<ul> <li>Apply geographical knowledge to a range of tasks and situations</li> </ul>	Creative thinking
	<ul> <li>Understand the key command terms,</li> <li>i.e. Describe, state, list, explain,</li> </ul>	Interpretation of choropleth maps
	compare, analyse, evaluate, justify and to what extent.	Describing global patterns

Year 10	Know the following topics to a secure	Team working & reflection
1 Eal 10	understanding:	Team working a reflection
	understanding. Natural hazards	Descriptive writing
	Tectonic hazards	Descriptive writing
	Weather hazards	• Creative thinking
	Climate change	Creative thinking
	Ecosystems	a Interpretation of shareholds
	Tropical Rainforests	Interpretation of choropleth maps
	Hot Deserts	Describing alghal matterns
	UK landscapes	Describing global patterns
	Rivers & Coasts	Dhata into mystation
	The urban world & UK	Photo interpretation
	Sustainable development	• Extracting information from diagrams
	Development	Extracting information from diagrams
	Nigeria	• Classifying information
	Changing UK economy	Classifying information
	Resource & food management	a Dracontation of data value annual value
		Presentation of data using appropriate  graphical technique, a.g. Climate graphs
	Within all topics show a detailed	graphical technique – e.g. Climate graphs
	understanding of geography	a Indonondent recession
	<ul> <li>Use technical vocabulary appropriately</li> </ul>	Independent research
	Demonstrate clear communication	a Interpretation of many satellite images and
	skills	Interpretation of maps, satellite images and graphs
	Explain how geographical theories link	graphs
	to specific topical areas	• Describe natterns trands 9 estagaziontica
	Apply geographical knowledge to a	Describe patterns, trends & categorisation
	range of tasks and situations	Numorical calculations of a resentance 9
	5	<ul> <li>Numerical calculations e.g. percentages &amp; ratios</li> </ul>
		Tatios
		<ul> <li>Drawing, annotating or drawing a cross-</li> </ul>
		section of diagrams and sketches
		section of diagrams and sketches
	Economy	Interconnectivity
Year 9		
	<ul><li>Coasts</li></ul>	Appreciate the world
	30000	The state of the s
	Climate change	Understand physical and human landscapes
	Similate smallbe	are independent and interconnected
	Enquiry & field work	and marponasine and medical
	2 Linguity & Held Work	Consider what places are like
	Middle East	Soliside: What places are like
	- Wilder East	How does the past explain the present and
	Natural hazards: earthquakes and	predict the future?
	volcanoes	predict the rature.
	Volcariocs	Investigate places from all scales, personal
		to global
		55 B.555
		Expand world knowledge of places and their
		location
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Year 8	Geography of Russia	Engage with and enjoy your studies
	Development	Developing a passion for learning about our rich and diverse planet
	Glaciers & Ice	Tien and arverse planet
		Strengthen arguments by justifying views
		Reach conclusions and make decisions
	Enquiry and fieldwork	Identify and challenge bias
	• Asia	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?	<ul><li>Engage with and enjoy your studies</li><li>Use OS maps routinely</li></ul>
	• Rivers	<ul> <li>Develop spatial awareness of a variety of places at different scales</li> </ul>
	<ul> <li>Populations</li> </ul>	<ul> <li>Investigate and ask own geographical questions</li> </ul>
	Challenges & opportunities Africa	<ul> <li>Investigate the world</li> </ul>
		Use complex, geographical enquiries
	Natural resources	<ul> <li>Develop understanding of the big ideas in Geography</li> </ul>
	Enquiry and fieldwork	Interconnectivity
		Appreciate the world
		<ul> <li>Understand physical and human landscapes are independent and interconnected</li> </ul>
		Consider what places are like
		How does the past explain the present and
		predict the future
		Investigate places from all scales, personal to global
		<ul><li>to global</li><li>Expand world knowledge of places and their</li></ul>
		location