## GEOGRAPHY CURRICULUM INTENT:

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world. Geography is quite simply 'The best subject on Earth'. We aim to make pupils more aware of the environment in which they live, encouraging the development of positive attitudes and values towards people and places, so that they are better prepared for life as responsible individuals within a multicultural society. Our subject allows students to make sense of the world around them and in doing so, they are better equipped to face the challenges that will shape our future at the local, national and global scales.

Studying AQA geography at GCSE gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills. The content is based on real-life case studies to enable students of all abilities to learn and develop.

## CURRICULUM IMPLEMENTATION: GEOGRAPHY

| | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | | TRIPS AND EVENTS |
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| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Year 7 Knowledge:** What will students know? | **Place & map skills**<br>Compass direction.<br>Describing a route.<br>4 and 6 figure grid references.<br>Scale.<br>Continents and oceans.<br>Physical and Human geography of the British Isles. | **Weather and Climate**<br>The difference between weather and climate<br>Measuring the weather<br>Constructing climate graphs<br>Comparing countries climate<br>A look at major weather events and hazards. | **Physical landscape of the UK**<br>Relief<br>Why does the physical landscape of the UK vary?<br>Rivers<br>Coasts<br>Mountains and glaciers | **Human landscape of the UK**<br>Population<br>Settlements<br>Diversity in the UK<br>Migration<br>Ageing population<br>Measuring population<br>Population pyramids<br>Living in London | **World cities**<br>Urbanisation<br>Rural-urban migration in China<br>Megacities<br>Housing the poor: India<br>Sustainable cities | **Global issues**<br>Plastic in the oceans<br>Climate change<br>The geography of conflict zones<br>Case study: Syria<br>The Global Commons: Antarctica | |
| **Year 7 Skills:** What skills will students have developed? | **Literacy: Report writing**<br>**Investigative Skills:** enquiry lessons<br>**Numeracy:** handling quantitative data / constructing graphs<br>**Cartographic skills** through use of maps and data<br>Photographs: exploring qualitative sources | **SMSC: Appreciation** for natural processes<br>**Literacy**: Report writing<br>**Investigative Skills:** enquiry lessons<br>**Numeracy**: handling quantitative data / constructing graphs<br>Cartographic skills through use of maps and data<br>Photographs: exploring qualitative sources | **SMSC: appreciation** for natural processes<br>**Literacy:** Report writing<br>**Investigative Skills:** enquiry lessons<br>**Numeracy:** handling quantitative data / constructing graphs<br>Cartographic skills through use of maps and data<br>Photographs: exploring qualitative sources | **SMSC: Empathy** for how other people live<br>**Literacy:** Report writing<br>**Investigative Skills:** enquiry lessons<br>**Numeracy:** handling quantitative data / constructing graphs<br>Cartographic skills through use of maps and data<br>Photographs: | **SMSC: empathy** for how other people live<br>**Literacy: Report writing**<br>**Investigative Skills**: enquiry lessons<br>**Numeracy**: handling quantitative data / | **SMSC: empathy** for how other people live<br>**Cartographic skills** through use of maps and data<br>Photographs: exploring qualitative sources | |

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| | | | | exploring qualitative Sources. Population pyramids | | | |
| **Year 8 Knowledge:** What will students know? | **Our living world** The story of bamboo. Ecosystems. Biomes. Coral reefs. Mediterranean biome. Case study: Russia biomes | **Natural Hazards** Plate tectonics Earthquakes Volcanoes Tropical storms | **Our Unequal World** Global development Escaping inequality Food inequality Health inequality The geography of Chocolate | **Africa** What is Africa like? African populations The Sahara desert Nigeria case study – opportunities and challenges | **Interconnectedness** Afghanistan opium production Icelandic volcanic eruption COVID 19 Future connections | Fieldwork Fieldwork enquiries Planning fieldwork Presenting data Analysing data | |
| **Year 8 Skills:** What skills will students have developed? | **SMSC: Appreciation** for natural processes **Literacy:** Report writing **Investigative Skills:** enquiry lessons **Numeracy:** handling quantitative data / constructing graphs Cartographic skills through use of maps and data Photographs: exploring qualitative sources. | **SMSC: Appreciation** for natural processes and hazards **Literacy: Report** writing **Investigative Skills:** enquiry lessons **Numeracy:** handling quantitative data / constructing graphs Cartographic skills through use of maps and data Photographs: exploring qualitative sources. | **SMSC: Empathy** for how other people live **Literacy:** Report writing **Investigative Skills:** enquiry lessons **Numeracy:** handling quantitative data / constructing graphs Cartographic skills through use of maps and data Photographs: exploring qualitative sources. | **SMSC: Empathy** for how other people live **Literacy:** Report writing **Investigative Skills**: enquiry lessons **Numeracy**: handling quantitative data / constructing graphs Cartographic skills through use of maps and data Photographs: exploring qualitative sources. | **SMSC: Empathy** for how other people live **Literacy:** Report writing Investigative Skills: enquiry lessons Numeracy: handling quantitative data / constructing graphs Cartographic skills through use of maps and data Photographs: exploring qualitative sources. | **Literacy**: Report writing Investigative Skills: enquiry lessons **Numeracy:** handling quantitative data / constructing graphs Cartographic skills through use of maps and data Photographs: exploring qualitative sources. | Fieldwork trip – local high street |

| GCSE Examination Board: AQA | | | | |
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| **Year 9 Knowledge:** What will students know? | **The Living World**<br>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.<br>Tropical rainforest ecosystems have a range of distinctive characteristics.<br>Deforestation has economic and environmental impacts.<br>Tropical rainforests need to be managed to be sustainable.<br>Hot desert characteristics.<br>Development of hot environments creates opportunities and challenges.<br>The Sahel – area on the fringe of the desert at risk of desertification and the sustainable solutions to manage this. | **Urban Issues and Challenges**<br>A growing percentage of the world's population lives in urban areas.<br>Causes of urbanisation<br>Urban growth creates opportunities and challenges for cities in LICs and NEEs – case study; Rio<br>Increasing quality of life for the urban poor in Rio<br>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Case study: London<br>Urban sustainability requires management of resources and transport. | **Physical Landscapes in the UK**<br>The UK has a range of diverse landscapes.<br>**Coasts**<br>The coast is shaped by a number of physical processes.<br>Distinctive coastal landforms are the result of rock type, structure and physical processes.<br>Different management strategies can be used to protect coastlines from the effects of physical processes.<br>**Rivers**<br>The shape of river valleys changes as rivers flow downstream.<br>Distinctive fluvial landforms result from different physical processes.<br>Different management strategies can be used to protect river landscapes from the effects of flooding. | Trip: Kew Gardens – desert and plant adaptations |
| **Year 9 Skills:** What skills will students have developed? | **SMSC:** Appreciation for natural processes and hazards<br>**Literacy:** Report writing<br>Investigative Skills: enquiry lessons<br>**Numeracy:** handling quantitative data / constructing graphs<br>**Cartographic skills** through use of maps and data<br>Photographs: exploring qualitative sources | **SMSC:** Empathy for how other people live<br>**Literacy:** Report writing<br>**Investigative Skills:** enquiry lessons<br>**Numeracy**: handling quantitative data / constructing graphs<br>**Cartographic skills** through use of maps and data<br>**Photographs**: exploring qualitative sources | **See skills Y10** | |
| **Year 10 Knowledge:** What will students know? | **The Changing Economic World**<br>There are global variations in economic development and quality of life.<br>Various strategies exist for reducing the global development gap.<br>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.<br>Case study: Nigeria<br>Major changes in the economy of the UK have | **The Challenge of Natural Hazards**<br>Natural hazards pose major risks to people and property.<br>Earthquakes and volcanic eruptions are the result of physical processes.<br>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.<br>Management can reduce the effects of a tectonic hazard. | **The Challenge of Natural hazards cont**<br>Extreme weather in the UK<br>Climate change – causes, effects, adaptation and mitigation | **Fieldwork**<br><br>Human fieldwork – Stratford – economic growth<br><br>Physical fieldwork – Epping |

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| | affected, and will continue to affect, employment patterns and regional growth. | Global atmospheric circulation helps to determine patterns of weather and climate.<br>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.<br>Tropical storms have significant effects on people and the environment. | | Forest – rivers |
| **Year 10 Skills:**<br>What skills will students have developed? | **3.4.1 Cartographic skills Cartographic skills relating to a variety of maps at different scales.**<br>Atlas maps:<br>• use and understand coordinates – latitude and longitude<br>• recognise and describe distributions and patterns of both human and physical features<br>• maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage<br>• analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.<br>• Ordnance Survey maps:<br>• use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic<br>• use and understand coordinates – four and six-figure grid references<br>• use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales<br>• use and understand gradient, contour and spot height<br>• numerical and statistical information<br>• identify basic landscape features and describe their characteristics from map evidence<br>• identify major relief features on maps and relate cross-sectional drawings to relief features<br>• draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use<br>• interpret cross sections and transects of physical and human landscapes<br>• describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. Maps in association with photographs:<br>• be able to compare maps<br>• sketch maps: draw, label, understand and interpret<br>• photographs: use and interpret ground, aerial and satellite photographs<br>• describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs<br>• draw sketches from photographs<br>• label and annotate diagrams, maps, graphs, sketches and photographs.<br>• Graphical skills Graphical skills to:<br>• select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids<br>• suggest an appropriate form of graphical representation for the data provided<br>• complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines<br>• use and understand gradient, contour and value on isoline maps<br>• plot information on graphs when axes and scales are provided<br>• interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow- line maps, dispersion graphs.<br>• Numerical skills Numerical skills to:<br>• demonstrate an understanding of number, area and scales, and the quantitative relationships between units<br>• design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability | | |

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| | • understand and correctly use proportion and ratio, magnitude and frequency<br>• draw informed conclusions from numerical data.<br><br>**3.4.4 Statistical skills Statistical skills to:**<br>• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles<br>• describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends<br>• be able to identify weaknesses in selective statistical presentation of data.<br><br>**3.4.5 Use of qualitative and quantitative data Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Examples of types of data:**<br>• maps<br>• fieldwork data<br>• geo-spatial data presented in a geographical information system (GIS) framework<br>• satellite imagery<br>• visual and graphical sources<br>• numerical and statistical information.<br><br>**3.4.6 Formulate enquiry and argument** Students should demonstrate the ability to:<br>• identify questions and sequences of enquiry<br>• write descriptively, analytically and critically<br>• communicate their ideas effectively<br>• develop an extended written argument<br>• draw well-evidenced and informed conclusions about geographical questions and issues.<br><br>**3.4.7 Literacy Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.** | | | |
| **Year 11 Knowledge:** What will students know? | **<u>The Challenge of Resource management</u>**<br>Food, water and energy are fundamental to Human development.<br>The changing demand and provision of resources in the UK create opportunities and challenges.<br>Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply. | **Revision** | **<u>The Pre Release</u>**<br><br>*On one of the 6 units we study: this is not known until the release date in March* | **EXAMS** | |

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| **Year 11 Skills:** What skills will students have developed? | **3.4.1 Cartographic skills Cartographic skills relating to a variety of maps at different scales.**<br>**Atlas maps:**<br>• use and understand coordinates – latitude and longitude<br>• recognise and describe distributions and patterns of both human and physical features<br>• maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage<br>• analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.<br><br>Ordnance Survey maps:<br>• use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic<br>• use and understand coordinates – four and six-figure grid references<br>• use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales<br>• use and understand gradient, contour and spot height<br>• numerical and statistical information<br>• identify basic landscape features and describe their characteristics from map evidence<br>• identify major relief features on maps and relate cross-sectional drawings to relief features<br>• draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use<br>• interpret cross sections and transects of physical and human landscapes<br>• describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes<br>• infer human activity from map evidence, including tourism. Maps in association with photographs:<br>• be able to compare maps<br>• sketch maps: draw, label, understand and interpret<br>• photographs: use and interpret ground, aerial and satellite photographs<br>• describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs<br>• draw sketches from photographs<br>• label and annotate diagrams, maps, graphs, sketches and photographs.<br>• Graphical skills Graphical skills to:<br>• select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids<br>• suggest an appropriate form of graphical representation for the data provided<br>• complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines<br>• use and understand gradient, contour and value on isoline maps<br>• plot information on graphs when axes and scales are provided<br>• interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow- line maps, dispersion graphs.<br>• Numerical skills Numerical skills to:<br>• demonstrate an understanding of number, area and scales, and the quantitative relationships between units<br>• design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability<br>• understand and correctly use proportion and ratio, magnitude and frequency | |

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| | • draw informed conclusions from numerical data.<br>• Statistical skills Statistical skills to:<br>• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)<br>• calculate percentage increase or decrease and understand the use of percentiles<br>• describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends<br>• be able to identify weaknesses in selective statistical presentation of data.<br>• Use of qualitative and quantitative data Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Examples of types of data:<br>• maps<br>• fieldwork data<br>• geo-spatial data presented in a geographical information system (GIS) framework<br>• satellite imagery<br>• written and digital sources<br>• visual and graphical sources<br>• numerical and statistical information.<br><br>**3.4.6 Formulate enquiry and argument** Students<br>should demonstrate the ability to:<br>• identify questions and sequences of enquiry<br>• write descriptively, analytically and critically<br>• communicate their ideas effectively<br>• develop an extended written argument<br>• draw well-evidenced and informed conclusions about geographical questions and issues.<br><br>**3.4.7 Literacy Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences**. | |

## IMPACT:

To ensure that all students progress in Geography, students sit end of unit assessments as well as an end of year assessment. Feedback is also given readily in lessons. As a result our students have a healthy attitude to teacher feedback and embrace the opportunity to make progress. Teaching is adapted accordingly to best meet the needs of the students. Assessment data is used to judge the success of the curriculum and student progress. We ensure that we address gaps and build bridges for students whilst continuing to aim high. We are consistently the largest option subject at GCSE. We are also very popular at A Level. Many of our A Level students choose to continue to read Geography at university. Lesson are planned to be engaging, interactive and most of all fun! We want students to develop a love and a passion for Geography that sees them develop as global citizens.