

GEOGRAPHY

INTENT- KS3

In geography, we aim to inspire students to approach finding out about the world with excitement, curiosity, and awe. We guide them to question, think, investigate and communicate like geographers. Our curriculum is structured with the goal of building knowledge of the world and equipping students with the skills needed to make sense of its complexity and diversity. As they progress through Key Stage Three, students will develop their knowledge and understanding of place and locations, gradually increasing their capacity to describe processes and interactions, both human and physical. By the end of Key Stage Three, our aim is that pupils will be able to think synoptically about the topics they are investigating and able to communicate their reasoning through structured discussion and evaluations.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> How the earth is structured. The main features of the atmosphere, biosphere, lithosphere. The main biomes and climate zones of the world. The variety in biomes, climate zones, rivers mountains and cities and nations of Africa. Settlement, population, industry sectors and natural resources in the context of Cumbria and Nigeria. 	<ul style="list-style-type: none"> Cartographic skills – OS map symbols, 4 figure grid references, distance, scale, relief, map design, interpreting thematic maps, using atlases. Graphical skills- Interpreting climate graphs, Geospatial skills- spatial awareness of the UK, the continents, climate zones and biomes and regions of Africa including using compass directions and degrees of latitude and longitude to communicate knowledge. Numerical skills- finding distance and mean. Enquiry skills- interpret data and present conclusions relating to place and location. Fieldwork skills- collect and present data about the local area. Communication skills – discuss and describe locations and distributions systematically.
	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
8	<ul style="list-style-type: none"> Factors that influence weather and climate. Factors that influence UK weather and climate and how we observe and predict the weather. World climate over time and factors that influence it. What happens when water reaches the ground. How water interacts with the land to create river landforms and landscapes, and coastal landforms. Causes, effects and responses to flooding, erosion, extreme weather and natural disasters. The variety in biomes, climate zones, rivers mountains and cities and nations of Asia. Tectonic processes that are shaping Asia today. Comparing development: China, India, UK, Nigeria. Consequences of recent economic development in India and China. 	<ul style="list-style-type: none"> Continued application of skills from Year 7. Cartographic skills –six figure grid references, relief on OS maps, sketch maps, representations of river basins, isoline maps. Graphical skills- Interpreting population graphs, identifying trends and patterns in climate graphs, interpreting pie charts. Geospatial skills- spatial awareness of Asia including using compass directions and latitude and longitude to communicate knowledge. Numerical skills- applying mean, median, mode, range and percentages to support interpretation of data. Enquiry skills- interpret data and present conclusions relating to processes and change/ variation over time and space. Fieldwork skills- collect and present data about weather, run-off and a local landscape (coast or river). Communication skills – Describe distribution, processes and change or variation. Make comparisons and give reasons for points of view .
	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
9	<ul style="list-style-type: none"> Distribution of rainforests. Interdependence of organisms within tropical rainforests and the role of climate. Human dependence and influence on tropical rainforests. The location and, physical and human characteristics of the Middle East and Russia. The distribution and importance of natural resources in these nations, particularly fossil fuels. The influences and interactions of these nations, both on each-other and globally. How geographers investigated glaciation and the relevance of glaciology today and in the future. The influences on the development of Bangladesh including; location, climate, physical geography, geopolitics and migration. 	<ul style="list-style-type: none"> Continued application of skills from Year 7 and 8. Cartographic skills – Using isoline maps, choropleth maps to extract information, look for patterns, trends and relationships. Graphical skills- plotting bivariate data and identifying patterns, correlations and anomalies. Geospatial skills- spatial awareness of Russia and the Middle East including using compass directions and latitude and longitude to communicate knowledge. Numerical skills- applying percentage change to support interpretation of data. Enquiry skills- Ask geographical questions, interpret data and present conclusions relating to interactions on a range of scales. Fieldwork skills-Identifying evidence of glaciation in the local landscape. Forming hypotheses. Communication skills – Describe locations or systems in terms of relevant processes and influences.

INTENT- KS4

At KS4, students further develop their geographical thinking and skills from KS3 and deepen their geographical understanding of key concepts such as place, scale, space, interdependence, human and physical processes, and sustainability with a greater degree of independence and precision. We aim to challenge students to question contemporary issues such as migration and climate change, both within the UK and globally. Through learning about these issues, we aim for students to develop as geographers able to articulately and accurately describe, explain and evaluate the world around them.

Students will develop their KNOWLEDGE of

Students will develop their SKILLS in

- By the end of Year 10, students will have an in depth understanding of UK geographical issues, including river and coastal landscapes, changes within UK society, its population and development and environmental challenges the UK faces, such as the link between extreme weather and flooding.
- By the end of Year 11, students will have broadened their learning to global issues, including threats to and sustainable management of coral reefs and tropical rainforests, causes of uneven development and the differences between countries and environmental threats such as climate change with an investigation into possible causes and current consequences.

- Setting up a fieldwork investigation, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments.
- Synopticity – being able to draw links between the content within the comparable themes.
- Cartographic - interpret cross-sections, select, adapt and construct maps, using appropriate scales and annotations, to present information, use and understand coordinates, scale and distance, use and understand gradient, contour and spot height, describe, interpret and analyse geo-spatial data.
- Numerical and statistical - demonstrate an understanding of number, area and scale, quantitative relationships between units, proportion, ratio, magnitude and frequency, central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class, percentages (increase and decrease) and percentiles

CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

Year 7	Year 8	Year 9	Year 10	Year 11
2 x one hour lessons	2 x one hour lessons	3 x one hour lessons	6 x one hour lessons	6 x one hour lessons

Qualification gained by the end of UK year 11: GCSE Geography

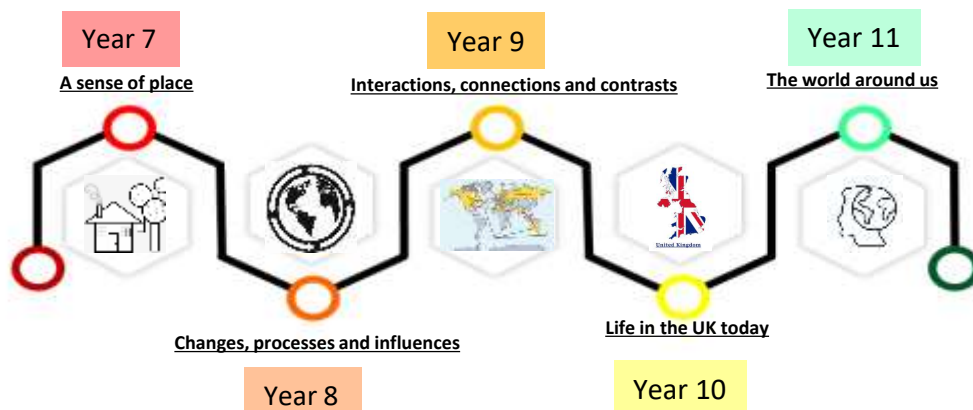
Whole school vision links developed in this subject

- Being a British citizen
- Outdoor and adventurous activity
- Inclusive for all- same setting but adapted work.
- Opportunities outside of the school community
- Working with local providers e.g. FSC
- Fostering compassion within students when learning about sensitive global issues e.g. forced migration, civil war

After school destinations linked to this subject

- Cartographer
- Commercial/residential surveyor
- Environmental consultant
- Geographical information systems officer
- Planning and development surveyor
- Secondary school teacher
- Social researcher
- Town planner
- International aid/development worker
- Landscape architect
- Market researcher
- Nature conservation
- Political risk analyst
- Sustainability consultant
- Tourism officer
- Transport planner

GEOGRAPHY CURRICULUM THEMES ACROSS KEY STAGE 3



Cross Curriculum links

- Maths- Data and graphs.
- Science- physical, chemical and biological processes and environmental interactions.
- English- Communication in a range of forms.
- Cumbrian Award - local outdoor education
- History – change through time, colonialism

Year 7 - - Geography Curriculum



Curriculum theme: A sense of place

Builds on KS2 geographical skills and themes. Establishes understanding of how geographers find out about places and how we communicate about places. Develops knowledge about the planet, local geography and the continent of Africa.

Along for the ride

Each topic will include:

- Regular retrieval practice and review of learning from Key Stage 2 and each topic as we go along to ensure that all pupils have a consistent foundation to build on.
- Exploration and learning of new vocabulary.
- Explicit teaching and practice of key geographical skills.
- Use of GIS for investigation and research.



3. Local life in Cumbria

Using what we already know about describing locations, climate zones, biomes, latitude and longitude to describe the character of Cumbria. Natural resources in Cumbria and the development of industry, settlement and population in Cumbria.



1. What is geography?

Types of geography; using maps and atlases to find out about physical and human geography; communicating information about locations; compass directions; 4 figure grid references.

2. Is the earth like an onion?

Layers of the Earth, lithosphere, hydrosphere, biosphere, atmosphere, biomes and climate zones. Interpretation of different models and representations of the Earth. Latitude, longitude and relationships to climate and biomes.

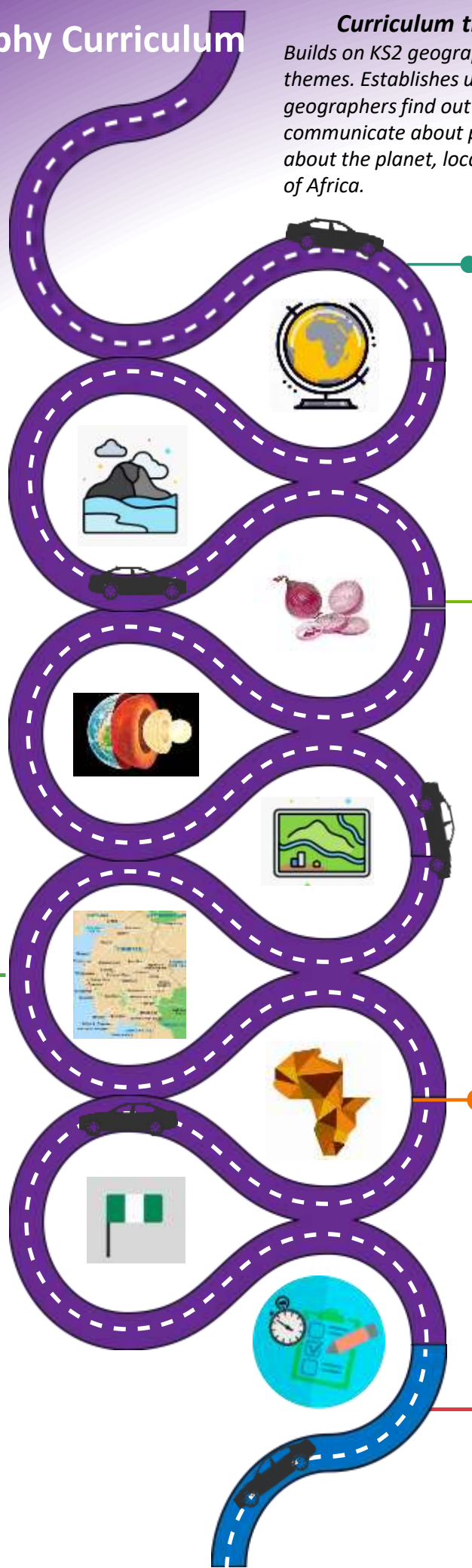
4. Africa: just one place?

Using what we already know about describing locations, climate zones, biomes, latitude and longitude to investigate the continent of Africa.

Compare the country of Nigeria with the county of Cumbria, including climate, biomes, latitude and longitude, industry settlement and population.

Progressing into Year 8

Confidently recalling key knowledge and applying new skills.



Year 8- Geography Curriculum



Curriculum theme: Changes, processes and influences. Building on knowledge and skills from Year 7, students will explore processes that influence our landscape and lives and how physical variations in space may influence variation in human history and development.

Along for the ride

Each topic will include:

- Regular retrieval practice and review of learning from Key Stage 2 and each topic from Key Stage 3 to ensure that all pupils have a consistent foundation to build on.
- Exploration and learning of new vocabulary.
- Explicit teaching and practice of key geographical skills.
- Use of GIS for investigation and research.



3. Changing Asia: Exploring a dynamic continent.

Investigation of the range and scale of the continent of Asia. Exploration tectonic processes that have built the Himalayas and cause the 'Ring of Fire' and earthquakes. Use 'development indicators' to compare China with India, Nigeria and the UK. Recent economic development in China and India and its consequences.

1. What's happening in the atmosphere?

Weather and climate definitions. Making weather observations. Air masses, air pressure, Key air masses affecting UK, other key factors affecting UK climate. World climate over geological time. Key influences on global climate- both physical and human enhanced.

2. Water: shaping land, shaping lives.

Build on knowledge of the hydrosphere by recapping the water cycle and then exploring how water interacts with land. This will include river landscapes, coastal landforms and the causes, effects and responses to flooding and erosion.

4. How do we cope in a crisis?

Natural disasters, extreme weather events, distribution, causes, effects and responses. Compare how and why responses differ between nations. Impacts and responses to current climate change.

Progressing into Year 9

Describing processes and changes and variations over time and across space.



Year 9- Geography Curriculum



Curriculum theme: Interactions and connections: Bringing together learning from previous years, students will explore interactions and connections in different environments and at different scales. They will be encouraged to think synoptically as they analyse each situation.

Along for the ride

Each topic will include:

- Regular retrieval practice and review of learning from Key Stage 2 and each topic from Key Stage 3 to ensure that all pupils have a consistent foundation to build on.
- Exploration and learning of new vocabulary.
- Explicit teaching and practice of key skills.
- Use of GIS for investigation and research.



2. Russia and the Middle East: connections and influences.

Find out about the location, climate, biomes, physical and human characteristics of these two regions. Analyse the distribution and importance of natural resources. Examine major cities and their significance. Investigate, evaluate and discuss geopolitical strategies, economic interactions and environmental challenges.

4. Bangladesh today. What has shaped this nation?

A study of the country of Bangladesh, including climate, biomes, latitude and longitude, industry settlement and population. Investigating the influence a range of factors including physical geography and geopolitics on its development.

1. Rainforests: webs of life.

Investigate the distribution of rainforest biomes and link to climate zones and latitude. Different types of rainforest. Research the interdependence of life within tropical rainforests and the role of climate. Human dependence on tropical rainforests and global influences both inward and outward.

3. Glaciers: a story of geographical thinking.

A study of geographical research into glaciation. How recognising glacial landforms tells us about the past. How ancient ice gives us clues about ancient atmosphere. How glaciers are influencing the world today. What is the future for glaciers?

Progressing into Year 10

Thinking synoptically about locations and situations. Generating questions and finding answers in a geographical way.



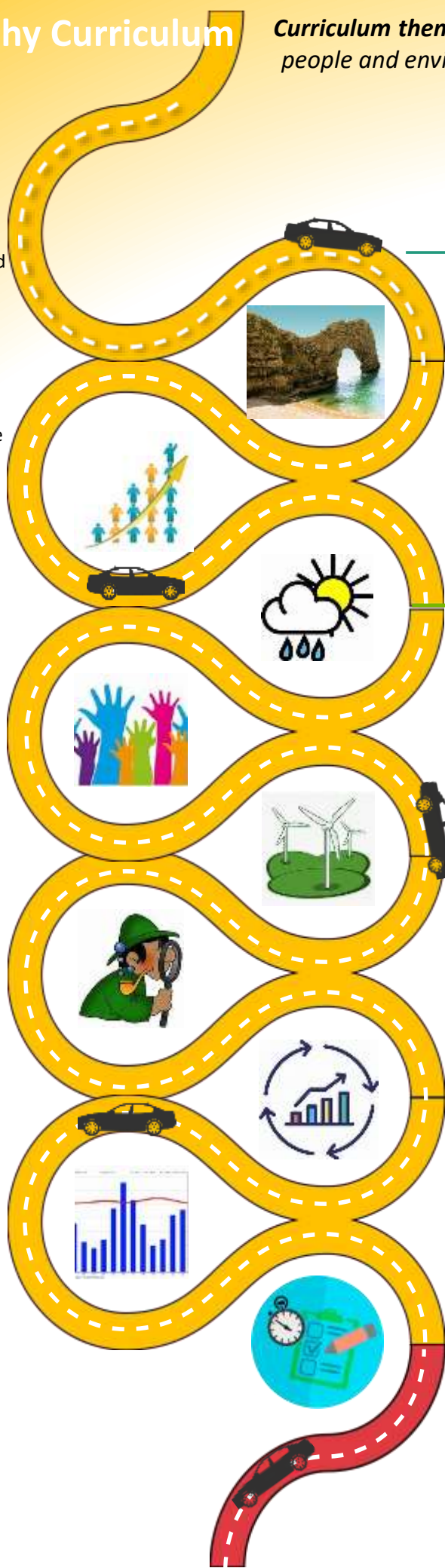
Along for the ride

Each topic will include:

- Regular retrieval practice and review of learning from Key Stage 3 and each topic going forwards to ensure that all pupils have a consistent foundation to build on.
- Exploration and learning of new vocabulary.
- Explicit teaching and practice of key skills including:
 - Cartographic - Flow line, desire line, proportional symbols, choropleth, thematic, routes, sketch, sphere of influence.
 - Graphical – Line graphs, histograms, radial graphs, rose charts, pictograms, cross-sections, climate graphs, dispersion graphs.
- Understanding the enquiry process – forming a question/aim, collecting primary data, analysing data, presenting data, forming conclusions and evaluations.
- Undertaking fieldwork in two locations – one human, one physical.



United Kingdom



1.1 Landscapes of the UK

Distribution of upland and lowland landscapes, factors affecting location, geomorphic processes – weathering, erosion, mass movement, river landforms, coastal landforms, case studies: River Tees, Holderness Coast.

1.2 People of the UK

Trade in the UK, main imports & exports, diversity & equality, North/South divide, UK's changing population, urban trends.
Case Study: Salford Quays, Manchester.
Case Study: Leeds.

1.3 UK Environmental Challenges

Weather and climate, air masses, north Atlantic drift, continentality, extreme weather events, flood events, windfarms, fracking, water transfer, commercial fishing, renewable energy, non-renewable energy, changing patterns of UK energy supply from 1950-present day, success of sustainable energy, factors affecting energy supply.
Case Study: Storm Desmond.

Progressing into Year 11

End of year assessments, Mock examinations.

Along for the ride

Each topic will include:

- Regular retrieval practice and review of learning from Key Stage 3 and each topic going forwards to ensure that all pupils have a consistent foundation to build on.
- Exploration and learning of new vocabulary.
- Explicit teaching and practice of key skills including:
 - Analyse and evaluate visual images e.g. photographs, cartoons, pictures and diagrams; analyse written articles from a variety of sources; suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.
 - Synopticity – able to bring different strands of understanding together in one explanation.
 - Number, area, scale, qualitative, quantitative, proportion, ratio, magnitude, frequency, central tendency, spread, cumulative frequency, percentages, design field work data collection sheets, lines of best fit, strengths and weaknesses of statistical presentations of data.



2.1 Ecosystems of the Planet

Abiotic and biotic components, distribution of ecosystems, location of tropical rainforests and coral reefs, threats, values and sustainable management within both, processes within tropical rainforests – nutrient cycle and water cycle.

Case Studies: Peruvian Amazon and Andros Barrier Reef.

2.2 People of the Planet

Development indicators, causes of uneven development, country classifications – LIDC, AC and EDC, different types of aid, city, megacity, world city, consequences of urbanization in LIDCs. Case Study: LIDC Country – Ethiopia; LIDC City – Rosario, Argentina.

2.3 Environmental Threats to our Planet

How climate has changed from Quaternary to present day, evidence for climate change, natural and human causes of climate change, enhanced greenhouse effect, consequences, global circulation of the atmosphere, tropical storms and drought – distribution and frequency.

Case Study: The Big Dry, Australia.

Progressing into post-16 education

Jobs and careers linked to geography.

Skills gained in the GCSE course.

