

GEOGRAPHY

INTENT- KS3

We aim for students of all abilities to gain a love for learning and question the physical world around them and how people impact it. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. It is expected that students will recognise specific geographical themes that run through all of their topics from Year 7-9, demonstrating that their learning is all inter-connected. Students should acquire an in depth geographical knowledge and understanding about a range of topics both locally and globally, such as extreme climates, disappearing coastlines, ecosystems under threat and settlements over time. They should investigate their local area and collect primary data and use geographical skills to analyse and interpret data. During KS3, students will extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia and the Middle East. Students are challenged to identify links across the curriculum and how processes link to one another, rather than view them in isolation. Examples include food chains and climate change in Science, statistical techniques in Maths and industrialisation in History. This broad curriculum is inclusive of SEND students due to its visual nature and enquiry approach, where questioning is of uttermost importance.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> What happens to water when it reaches the ground, Geographical skills, disasters and risky places, impacts of tourism and the contrasting continent of Africa. 	<ul style="list-style-type: none"> cartographic skills – OS map symbols, 4 figure grid references, distance, scale, relief, map design Enquiry in physical and human geography e.g. investigating what happens to water when it reaches the ground and tourism in Silloth. Will involve collecting data, pattern analysis, data presentation, conclusions and evaluations. describing locations using the 5C's e.g. where is Kenya located? comparing and contrasting e.g. tropical rainforests and coral reefs Debating a geographical issues, giving reasons for and against
8	<ul style="list-style-type: none"> Extreme weather (does it affect everyone), Global and National geographical skills, settlement changes over time, the Middle East OR China, rights to water. 	<ul style="list-style-type: none"> Cartographic skills – 6 figure grid references, thematic maps (choropleth, desire line, flow line, isoline and proportional circles) Graphical skills – line graphs, pie charts, histograms, bar charts, pictograms, climate graphs GIS – oil in the Middle East Communicating e.g. showing further progression from describing to explaining, being able to analyse patterns and to use data to support statements. Enquiry e.g. investigating the services in a local settlement. Will involve collecting data, pattern analysis, data presentation, conclusions and evaluations. Describing locations and global patterns e.g. the Middle East and oil Extended geographical writing e.g. writing a letter to an MP
9	<ul style="list-style-type: none"> Extreme environments – what are the threats, advanced geographical skills, Russia – a world super power? Population change over time, Is our coast under threat? 	<ul style="list-style-type: none"> Numerical and statistical skills e.g. use of mean, median and mode and being able to draw geographical conclusions from numerical data. Analysis - using an increasingly sophisticated range of knowledge to demonstrate key understanding of sources of evidence and applying this to challenging questioning. Literacy skills in use of a range of source texts to fully develop ideas e.g. regular use of connectives Describing locations independently e.g. places with extreme environments Comparing climate graphs of extreme locations and suggesting reasons for such patterns Describing population over time, using data Independent research e.g. historic migration to Australia Decision making e.g. coastal defences and their cost/benefit

INTENT- KS4

At KS4, students further develop their geographical thinking and skills they began to cultivate at KS3 to deepen their geographical understanding of key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) with a higher level of independence. The OCR A specification challenges students to question contemporary issues, such as causes of flooding or responses to a natural disaster at a variety of scales. Students are given the opportunity to apply their knowledge to GCSE questions through regular practice questions and discussion; use of modelled answers; and application of this knowledge to a new context. Paper 3 in particular allows students to 'think like geographers' and to investigate the world around them. As part of this, students are required to complete both a human and physical fieldwork investigation. They are then asked to demonstrate an understanding of their findings and methods, whilst also showing an understanding of fieldwork processes in general. Students are encouraged to develop their synopticity in Section A of Paper 3, which provides students with a variety of unseen sources which they will have to interpret as well as apply their geographical understanding and skills.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
10 & 11	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

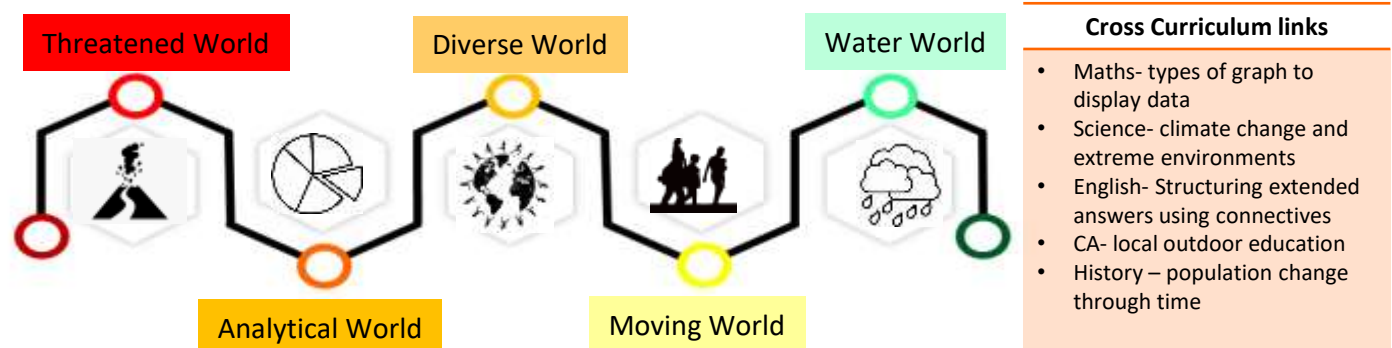
CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

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

Qualification gained by the end of year 11: GCSE Geography

Whole school vision links developed in this subject	After school destinations linked to this subject	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Cartographer Commercial/residential surveyor Environmental consultant Geographical information systems officer Planning and development surveyor Secondary school teacher Social researcher Town planner 	<ul style="list-style-type: none"> 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



Year 7 - - Geography Curriculum

Curriculum theme: **Finding my place in the world**

Builds on KS2 geographical skills and themes. Gives time for local fieldwork and knowledge to be built on as well as global in-depth studies of place (Africa) and physical processes (tectonics)



KS2 recap

Map skills, continents, oceans, sense of place



2. Geographical Skills

Three types of geography, 4 figure grid references, OS map symbols, scale, distance, direction, relief, climate graphs, designing own map.



4. Tourism in Cumbria

Defining tourism, how it has changed through time, factors affecting change, local tourism investigation.



1. Risky Places

Plate tectonics, earthquakes, volcanoes, tsunamis, cause, effect, response, factors effecting impact, LIDC & AC comparison, decision making exercise, case studies: Japan vs Haiti.



3. Contrasting Africa

Stereotypes, location, physical features, urban features, Kenya, Ethiopia, factors affecting development, rural life, urban life, reasons for differences, shanty towns, population pyramids, describing patterns and trends, development indicators.



5. When water reaches the ground

Water cycle, what happens when water reaches the ground enquiry, local fieldwork, how does water effect our lives, where is all the water in the world?



Progressing into Year 8

End of year assessments.



Year 8- Geography Curriculum

Curriculum theme: **Expanding my view of the world**

Builds on Year 7 themes in terms of geographical extremes, skills and place knowledge. Students will be able to begin to argue their point of view by using geographical evidence to support their case

Year 7 recap

Risky Places, Tourism, Africa, Water Cycle, Geog Skills.



2. Geographical Skills: National - global

British Isles, Great Britain, United Kingdom, World continents and oceans, country study, 6 figure grid references, application of cartographic skills, thematic maps, types of graph.

4. Hamlet to Megacity

Site and situation, settlement function, settlement hierarchy, shopping patterns and fieldwork, urbanization, rural to urban migration LIDCs, problems of shanty towns, Case study: Rosario.



1. Extreme Weather

Difference between weather and climate, low pressure, high pressure, synoptic maps, weather symbols, weather measuring instruments, depressions, tornadoes, hurricanes, thunder & lightning

3. Middle East

Mapping the Middle East, World Cup: Qatar, climate graph comparisons, desert location description and reasoning, desert tribes, hottest place on Earth, population density mapping, UK and Middle East link, GIS mapping exercise, oil producing countries, top trumps, Syria and conflict, Dubai and sustainability.

5. Equal rights to Water

Water and quality of life, virtual water, water conflict, Israel and Palestine, cost of a bottle of water, will it run out?

Progressing into Year 9

End of year assessments.



Year 9- Geography Curriculum



Curriculum theme: Geography through time

Students will build on Year 8 themes – extremes, skills, place knowledge, water processes and place. Students will explore changes through time in population, coastal landscapes and countries (Russia).

Year 8 recap

Extreme weather, Equal rights to water, Middle East, geographical skills, Hamlet to megacity.



2. Numerical & statistical skills

Mean, median, mode, calculating % increase or decrease, responding to unseen data.



4. Population over time

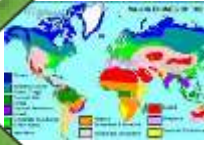
Population distribution, factors affecting sparsely and densely populated areas, population pyramids, demographic transition model, ageing and youthful populations, cause, effect, response, Case study: Australia – migration.

$$\frac{3 \cdot (N + 1)}{4}$$



1. Extreme Environments

What are extreme environments, factors affecting climate, why are places so cold, glaciation, Antarctica, why are places so hot, desertification, Sahara, Death Valley



3. Russia

Location, climate, Russia over time, politics and Government, Chernobyl – cause, effect, response, Russia and Crimea, living in the Tundra, tourism, race to space, the Northern sea route.



5. Coasts under Threats

What is a coast, factors effecting waves, geomorphic processes, longshore drift, spits, caves, arches, stacks stumps, hard and soft engineering, decision making activity



Progressing into Year 10

End of year assessments, GCSE style questions.

Skills recap

Command words:
Describe, explain,
suggest, To what extent.



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.

Field Work – Section B of Paper 3

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.

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 Eden, Holderness, NE Yorkshire.

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.

Cartographic & graphical skills

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.

Progressing into Year 11

End of year assessments, Mock examinations.



Year 11- Geography Curriculum

Curriculum theme: *The World Around Us – How do people and environments interact?*



Skills recap

Command words:
Describe, explain,
suggest, To what extent.



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.

Numerical & statistical skills

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.



Progressing into post-16 education

Jobs and careers linked to geography.

Skills gained in the GCSE course.

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.

2.3 Environmental Threats to our Planet

How climate has changed from Quarternary 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.

Unseen geographical sources – Section A

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 the course together in one question.

