



## Geography Curriculum Plan

### Intent:

Our key stage 3 Geography curriculum is based around the concept of sustainability; this is the golden thread that runs through the topics and themes each term. We teach knowledge and understanding linked to the Physical and Human Geography content outlined in the National Curriculum, but we do this in a way that links to topical themes and through the lens of sustainability. Our aim is to develop confident, independent, engaged learners who enjoy Geography, and through their education in the subject develop an understanding of the world around them, of the people and places within it, and of the links between them. Each term within Year 7 and Year 8 has an identified 'theme' and within that we teach a range of content, which combines knowledge and understanding from different areas of the discipline. This approach is taken so that students are better placed to make links between different areas of Geography, and also so that the 'big ideas' within the subject can be revisited (e.g. climate change and development) regularly to support with long term learning.

Our curriculum is focused on developing the skills of our Geographers; encouraging them to ask questions and to make links, as well as teaching them how to explain processes and impacts, how to support points in their writing with evidence, how to make and justify decision, and how to interpret information from different sources such as maps, graphs and diagrams. Our key stage 3 curriculum lays the foundation for Physical and Human Geography topics and skills covered at GCSE, but also stands alone as a valuable part of secondary education in Geography for those students who do not continue their study of the subject at key stage 4.

<b>Year</b>	<b>What will students learn?</b>	<b>Rationale</b>	<b>How will students be assessed?</b>
7	<ol style="list-style-type: none"> <li>1. Where we live – the world around us.</li> <li>2. Environments under threat – Tropical Rainforests, Antarctica &amp; The Arctic.</li> <li>3. Hazardous Earth and Development.</li> <li>4. Climate change</li> <li>5. Rivers &amp; flood management</li> </ol>	<p>The concept of sustainability runs through all our topic areas. Sustainability is introduced in week 1 and we frequently explicitly link our work to this concept.</p> <p>The National Curriculum directs our content but we look to build on existing knowledge where possible whilst recognizing that students will have had a wide range of experiences at KS2.</p>	<p>Key knowledge test at the end of tropical rainforests section. Mainly multiple-choice questions.</p> <p>Extended writing task on the suggestion of exploring for oil off the Lofoten Islands in Norway.</p>

		<p>Our content on environments under threat looks at location, climate, goods and services and demands on these environments before moving onto how they are threatened from human activities – either directly e.g. deforestation or indirectly e.g. climate change.</p> <p>The hazards topic looks at the structure of the earth before focusing on the causes of earthquakes. For students to have a full understanding of how the impacts of earthquakes vary from place to place they need an understanding of the concept of development and how countries vary in their level of development. Development is a concept we will explore again in Y8.</p> <p>Climate change and the consequences and challenges posed by our warming world is the arguably the single biggest challenge faced by humanity. The impacts it has on weather, climate, flood risk, sea level rise, food production, migration patterns etc. are significant and cannot be ignored.</p> <p>River processes and flood protection work are very topical issues and make a logical ‘next step’ from climate change. Over 80% of the UK population live in urban areas and this adds to the demands on our rivers.</p>	<p>Extended writing task comparing the different effects of the Haiti (2010) earthquake and the Japan (2011) earthquake.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>
8	<ol style="list-style-type: none"> <li>1. Coastal processes, coastal landforms, coastal erosion and coastal defences.</li> <li>2. Tropical storms and their impacts on coastal areas.</li> <li>3. Africa – an introduction to the human and physical characteristics of the different parts of the continent.</li> <li>4. The growing human landscape – population, cities, migration and development.</li> </ol>	<p>Being an island lends itself to looking at coasts as a starter topic in Y8. There is a good opportunity to develop the ‘world around us’ focus from Y7 and use atlases and larger scale maps for UK coasts-based work and examples overseas e.g. Italy, Philippines and the USA.</p> <p>Linking tropical storms and coasts is useful given the impact areas. This focus also allows us to link back to climate change work from Y7.</p> <p>Africa is the cradle of humanity but easily overlooked in many fields due to its relatively low levels of development and relatively low value of international trade. There is an opportunity to appreciate the size of the continent and how varied it is in terms of human and</p>	<p>Extended writing looking at the impacts of Typhoon Haiyan and Hurricane Sandy. An opportunity to recall and build in existing knowledge from the development topic in Y7.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>

	<p>5. Resource consumption – energy, food and population geography.</p>	<p>physical characteristics. A question often asked is ‘Why are so many countries in Africa so poor’? Beginning to examine the history of colonialism and its impacts today is crucial in being able to understand the world in which we live today.</p> <p>The natural link to urbanization and the growing human landscape is good to take advantage of. This topic looks at urbanisation both in the UK and overseas. There is an opportunity to examine the impacts of urbanization, industrialisation and deindustrialisation in Sheffield and also to examine the impacts of urbanization in Mumbai, India.</p> <p>Starting to recognize the range of resources we use can help us to appreciate the need for sustainability in our lives. We will examine the role of desertification and the impacts this process has on people’s lives in a number of places in the world e.g. Burkina Faso. Water, farming and renewable energy are all resources we will study. With sustainability in mind we will challenge the students to design their own sustainable city and to highlight the features which make it sustainable.</p>	
GCSE	<p>Edexcel B specification.</p> <p>Unit 1 content:</p> <ul style="list-style-type: none"> <li>• Hazardous Earth</li> <li>• Development Dynamics</li> <li>• Challenges of an Urbanising World</li> </ul> <p>Unit 2 content:</p> <ul style="list-style-type: none"> <li>• The UK’s Evolving Human Landscape</li> <li>• The UK’s evolving Physical Landscape</li> <li>• Geographical Investigations</li> </ul> <p>Unit 3 content:</p> <ul style="list-style-type: none"> <li>• People and Environmental Issues – Making Geographical Decisions.</li> </ul>	<p>The rationale for the content is that it is driven by the specification. We believe that the specification we have chosen allows our students to build on their KS3 foundations in terms of topics and skills. For example, the Evolving Human Landscape unit builds on our Y8 urbanisation topic, Development Dynamics is an extension of some of our development work in Y7 &amp; Y8.</p>	<p>Regular knowledge recall questions. Q&amp;A in class. Past exam questions in lessons and as homework.</p> <p>Formalised assessment takes the shape of an end of unit test at the end of each topic. These are based on the 2018 examination.</p> <p>There are also end of year 1 and mock examinations – directed by school policy.</p>

<p>A- Level</p>	<p>Edexcel specification.</p> <p>Paper 1 content:</p> <ul style="list-style-type: none"> <li>• Tectonic Processes and Hazards</li> <li>• Glaciated Landscapes and Change</li> <li>• The Water Cycle and Water Insecurity</li> <li>• The Carbon Cycle and Energy Security</li> </ul> <p>Paper 2 content:</p> <ul style="list-style-type: none"> <li>• Globalisation/Superpowers</li> <li>• Regenerating Places</li> <li>• Migration, Identity &amp; Sovereignty</li> </ul> <p>Paper 3 content:</p> <ul style="list-style-type: none"> <li>• Investigating Geographical Issues</li> </ul> <p>Paper 4 content:</p> <p>Non-examination assessment</p>	<p>The rationale for the content is that it is driven by the specification. We believe that the specification we have chosen allows our students to build on their existing knowledge and skills. We follow the Edexcel specification which has some familiarity with the GCSE content.</p>	<p>Regular knowledge recall questions. Q&amp;A in class. Past exam questions in lessons and as homework.</p> <p>Formalised assessment takes the shape of an end of unit test at the end of each topic. These are based on the 2018 examination.</p> <p>There are also end of year 1 and mock examinations – directed by school policy.</p>
---------------------	---	---	--