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.

Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, to careers and to developing the disciplinary knowledge of students so that they can think and work geographically?
7	1. Where we live – the world around us. 2. Environments under threat – Tropical	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.	Autumn 1 Key knowledge test at the end of tropical rainforests section. Mainly multiple-choice questions. Autumn 2	The Environments under Threat topic has real world, visible applications ranging from images of deforestation and its effects to the melting ice in the Arctic. Students are challenged to identify how one action has many

	Rainforests, Antarctica & The Arctic. 3. Hazardous Earth and Development. 4. Climate change. 5. Rivers & flood management. 6. Glaciers & flood risk.	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. 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. 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.	Extended writing task on the suggestion of exploring for oil off the Lofoten Islands in Norway. Spring 1 Multiple choice quiz on Haiti & Japan earthquakes <u>Formal assessment 1</u> Spring 2 Extended writing task comparing the different effects of the Haiti (2010) earthquake and the Japan (2011) earthquake. Focus on the development of explanation and evaluation skills through teacher questioning and feedback. Summer 1 Multiple choice quiz on hazards topic. Summer 2 Written task on the different processes in the hydrological (water) cycle. <u>Formal assessment 2</u>	<u>impacts</u> elsewhere throughout this section. The scale and place of these impacts vary greatly. Students need to read texts and arrive at <u>justified decisions.</u> Students have the opportunity to develop their interests and understanding further with enrichment viewing of TV programs such as Frozen Planet 2 on BBC iplayer and other platforms. This provides real world images of our studies. Within the Antarctic section there is a section in a lesson which looks at scientific research in Antarctica – highlighting the range of jobs involved from climate scientists to engineers. The British Antarctic survey have posts advertised year-round. The Lofoten section challenges students to think like a geographer and also a global citizen. It poses a real-world scenario of more demand for fossil fuels and more desire for profit against the environmental

		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. 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. Floods are becoming increasingly common and threatening due to population increasing, building on flood plains, straightening rivers and modern farming practices. From the rivers topic (and associated flood risk) we conclude our Y7 work with a section of work on glaciers (including the flood risk associated with their melt). This		considerations and the scientifically recognized 'climate emergency'. The tasks ask students to read various sources and arrive at a justified decision. The opportunity to assess is key throughout our work as it prepares students for GCSE and beyond. The Lofoten section of work (along with the energy section in Y8) provide for links to careers, especially in the 'green energy' sector which is a growing area e.g. £186m Siemens investment in Hull. Within the first term and the topics studied students are challenged to see that our actions on a small scale are part of a bigger picture and that actions have impacts for decades or centuries. Solutions or decisions are not without negative consequences. There may well be difficult moral and ethical considerations. The section of work on hazards culminates in challenging students to identify and question why more

		topic is particularly relevant to the modern (warming) world and our focus on sustainability.		developed countries are generally better prepared for such events and therefore less human suffering and loss. Opportunities for discussion can include the fairness of this and how countries can develop and advance over time to be better prepared for such events. Career links vary from architects and engineers to response planning. In the summer term we recall our knowledge on climate change and begin to question how this might impact places. Students are asked to apply their knowledge and understanding and consider how different locations in the world might best prepare for a changing climate. The UK heatwave of July 2022 made lots of people consider this. Career opportunities are varied here from town planning officers, flood prevention officer, environment agency staff, landscape engineers and architects.

8	1. Coastal processes, coastal landforms, coastal erosion and coastal defences. 2. Tropical storms and their impacts on coastal areas. 3. Africa – an introduction to the human and physical characteristics of the different parts of the continent. 4. The growing human landscape – population, cities, migration and development. 5. Resource consumption – energy, food and population geography.	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. 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. 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 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.	Autumn 1 Autumn 2 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. Focus on the development of explanation and evaluation skills through teacher questioning and feedback. Spring 1 Short multiple-choice quiz on the Africa topic. Spring 2 Short test analyzing census data linked to our urbanization topic. Summer 1 Short knowledge test on energy (resources) topic. Summer 2	Students study coasts under threat with a UK focus on the Holderness Coast. Students should consider that there are different priorities for different stakeholders and examine how each might have different viewpoints on how coasts are protected. Students use map skills and a simple GIS (Google maps) to identify what is done to protect certain coastlines and why these are chosen. There are numerous links here to careers such as surveyors, engineers, planning officers and environment agency posts. The section of work on tropical storms culminates in challenging students to identify and question why more developed countries are generally better prepared for such events and therefore less human suffering and loss. Opportunities for discussion can include the fairness of this and how countries can develop and advance

		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 urbanisation, industrialisation and deindustrialisation in Sheffield and also to examine the impacts of urbanisation in Mumbai, India. Starting to recognise 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.	Short topic test to explain the impact of population growth on resource consumption.	over time to be better prepared for such events. The Africa section is an interesting area of study and provides many opportunities to question & challenge. There is scope for considerable balanced debate regarding development, history and societal reflection on past actions and current impacts. The moral and ethical dimensions here are considerable. The urbanisation topic area looks at skill development such as analysing sources (including images) and questioning – why, how etc. Students identify social, economic and environmental sustainability issues both in the UK and overseas. 'How can…', 'why might…', are questions that students are often challenged with. Looking at resources and resource use demands that students ask such questions and start to come up with their own answers and solutions. Resources

				such as images, graphs and texts are widely used to help students to understand and question. Career links include roles in development agencies and Non-Governmental Organisations. They can also include roles within planning departments, transport organisations and regeneration vehicles.
GCSE	GCSE Edexcel B specification. Unit 1 content: • Hazardous Earth • Development Dynamics • Challenges of an Urbanising World Unit 2 content: • The UK's Evolving Human Landscape • The UK's evolving Physical Landscape • Geographical Investigations Unit 3 content: • People and Environmental Issues –	The GCSE course begins with Hazardous Earth. The topic is engaging for many and draws on prior learning from KS3. The skill development here continues from the KS3 themes of image analysis and graph interpretation to questioning and providing a reasoned response. The next topic is Development Dynamics. This is to provide some physical and human geography balance to the curriculum at this stage. The topic also allows students to develop some of their knowledge and understanding from the urbanisation and development work at KS3. Development Dynamics	Past exam questions and exam style questions are used frequently in class to help apply the knowledge learned. Each topic concludes with a timed end of unit (in class) assessment. This is made from a past GCSE paper and provides the students with purposeful exposure to GCSE assessment material from an early stage. Students then have a series of more formal mock assessments at times set by school management. The final exams are then all sat at the end of the two-year course. There are three external exams sat by all the students.	What links are made to the real world, to careers and to developing the disciplinary knowledge of students so that they can think and work geographically? Throughout our KS3 we encourage students to ask questions and to probe for explanations. This provides a good foundation for the GCSE course in which we want students to really see 'Geography in action'. The increased cycle of volcanic activity in Iceland is a good real-world example for the Hazardous Earth topic. Students are often encouraged to watch documentaries such as 'Planet Earth' and 'Blue Planet'.

	Making Geographical Decisions	allows us to look at how and why the development of countries vary and help try to explain the unequalness of the modern world. We then take a break from Unit 1 material and move to unit 2 content, starting with 'The UK's Evolving Physical landscape'. This is to introduce a different level of content and also to introduce the fieldwork element in the summer term – rivers study for use with the Geographical Investigations section. As we move into the second year of the GCSE course we study the 'Challenges of an Urbanising World' topic from paper 1. Once again this allows us to study environments in developed countries such as the UK and how the urban environment (which the students are very familiar with) are different to those in some parts of the developing world. The Autumn term also sees us conduct our second piece of fieldwork (urban environment study) which then leads	There is no coursework at GCSE.	As per our Y8 work, the Hazardous Earth section challenge students to identify and question why more developed countries are generally better prepared for such events and therefore less human suffering and loss. Opportunities for discussion can include the fairness of this and how countries can develop and advance over time to be better prepared for such events. This theme is then brought into focus again on the Development Dynamics topic which starkly highlights the challenges faced by some of the developing countries of the world as students get to question and investigate why some countries are less developed than others and what sort of things can be done to close the development gap. The UK's evolving physical landscape topic is intended to help students make sense of our natural environment. Logical career links here include environmental management (including National

		us into the UK's evolving human landscape section. The final part of the course is the Unit 3 content. The topics here are: People & the biosphere, Forests under threat, Consuming energy resources & Making a geographical decision. These topics are shorter than the previous topics. The purpose of them is to encourage students to have wider understanding of the world and how things link together. This synoptic overview is a crucial skill in understanding how the earth works and how the actions of humans have an impact on our local and global environments.		Trust work), planning, flood defences and water management. The UK's evolving human landscape section introduces clear real-life examples and career opportunities in a wide range of posts such as sustainability departments within businesses, town planning, regeneration roles, architecture, remote sensing and GIS careers. The unit 3 content is a real opportunity to think holistically and study geographical interconnections at a range of scales.
A Level	Edexcel A Level specification. A level classes usually have 2 teachers across the 5 hours. Topic 1 (teacher A) – Tectonic processes and hazards is taught	As per our KS3 & KS4 curriculum sustainability is a key theme which runs throughout the topics. Students are familiar with this concept and are encouraged to look for different strands of sustainability e.g. economic, environmental, social. The hazards and globalisation topics are both part of the GCSE	Students are regularly assessed in lessons with low stakes knowledge tests and recall activities. Students will have an end of unit assessment after each topic. Year 12 students will have a mock assessment in an assessment period set by the school. This will contain	Real world links are clear and obvious throughout from the evidence of globalisation, migration and regeneration on our high streets and in our local areas. Students are taught to think holistically and consider how topic areas link together e.g. energy security and the carbon cycle,

	alongside topic 3 – Globalisation (teacher B). Followed by topic 2 – glaciated landscapes and change (teacher A) and topic 4 – Regenerating places (teacher B). Towards the end of Y12 there is a 3-day residential trip and the skills acquired here feed into Independent Investigation (NEA) that the students conduct over the summer and in the first term of Y13 (alongside taught content) Towards the end of Y12 and into Y13 students study topic 5 - The Water Cycle and Water Insecurity (teacher A) and topic 6 - The Carbon Cycle and Energy Security (teacher B).	specifications, so any GCSE geographer at any school will have some familiarity with the topics. We believe that this helps the students to settle in to A level studies and have some confidence that they already have a sound base from which to start. The topics are both also real world relevant and easy to engage with. Many students enjoy the dynamic nature of our physical world and the role that tectonics plays within that. The phase of volcanic activity in Iceland from the 2010 Eyjafjallajökull eruption to the present day means that many students are drawn to the subject area. Globalisation is a topic which has strong links with other subject areas such as Economics and Business Studies. It also helps explain how the world works in terms of trade, investment, population movements and how that shows itself in everyday life on our high streets or in our local communities. It is a good topic to really get into and	questions on more than one topic area. Year 13 students will have 2 more assessment periods. Year 13 students submit an Independent Investigation in the January of Y13. This will be worth 20% of the total A level grade. Students will take their final assessments at the end of Y13. All students will sit three examinations.	globalisation & migration, carbon cycle & glaciation etc. Students get pushed to 'think like a geographer'. Students are also challenged by handling and analysing data. This is key for the course but also our skill development to be applied to other subjects and also careers. Possible career options are highlighted throughout the course. Through their own research students begin to see a range of study or career potential ranging from previously stated town planning, transport planning officers, flood management to landscape architects, environmental management, sustainability consultant and IT based careers in GIS and remote sensing.

	The final topics studied are topic 7 – Superpowers (teacher A) and topic 8 – Migration, Identity & sovereignty (teacher B)	have a strong start to the A level course. Glaciation is a topic that most students have limited prior knowledge of. Glaciation is an option we choose to study (rather than coasts). Many of our National Parks are sculpted by glacial action e.g. Lake District, Cairngorms, Yorkshire Dales and Eryri (formally Snowdonia). As such we believe we are helping students to become knowledgeable, all round geographers with a real appreciation for our physical landscape (as well as current glacial landscapes internationally). Regeneration is a topic that students can easily see happening in front of their very eyes. The post-industrial landscape of the UK provides many opportunities for students to see regeneration in action, not least here in Sheffield with the current Heart of the City 2 project. It is also important for students to recognise regeneration in our rural areas in		

		our post-productive countryside as leisure and tourism have become increasingly important. Globalisation and Regeneration in particular lead themselves to obvious urban area-based NEA projects, hence their taught position in Y12. The water and carbon topics are also viable NEA topics which is why we do these at the end of Y12 into Y13 and also include them on the residential fieldwork trip. The Independent Investigation (NEA) is an important step for the students, not only in terms of it being worth 20% of the final grade but also as an investigative piece of work which really helps prepare students for some of the demands of university studies. The Water topic in Y12/13 is important for students as it contains material which ranges from the topicality of causes of floods (an increasingly important and frequent event in the UK) to the finite supply		

		of water in many water deficit parts of the world and the consequences of this disparity between supply and demand (political conflicts, water wars etc.). Synoptic links continue with consideration of how global warming and climate change will impact this topic. The clear synoptic links continue through to the Carbon cycle and energy security topics. Students explore the various parts of the carbon cycle and how they interact within the global system. Whilst looking at how humans influence the natural carbon cycle the link to energy security then is clear and obvious and students are challenged to think synoptically and also introduce politics and economics into their thinking, which makes it a topic best taught with a bit more knowledge and maturity in Y13. Some of the economics and politics links then feed well into the Superpowers and Migration topics to complete the course. The		

		superpowers unit is challenging in the respect that it dips into many of the other topics e.g. energy security & globalisation, in addition to the need to think about how the topic links into other subject areas e.g. history, economics, politics. For this reason, we feel it is a good way to conclude our taught topics with Y13. The Migration topic is also taught as a final topic in Y13. As per the Superpowers topic there is a lot to grasp and link to in this topic. The content includes reasons for migration, impacts of migration, examples of migration (both historical and current) as well as what nation states are and the future of nation states. Similar to the Superpowers topic there is a lot of links to history, politics, economics and globalisation and provides us with a real opportunity to extend ambitious students. Its strong synoptic nature lends itself to being a later topic.		