Curriculum overview: Geography

Key Stage 2

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key skills/content requirements at GCSE

Geographical content and understanding

Topics students need to have a good understand of

1. River and glacial landscapes
2. Urban issues and challenges
3. Tectonic and weather hazards
4. The changing economic world
5. Ecosystems focusing on tropical rainforests and hot deserts
6. The challenge of resource management focusing on food

Students will need to know appropriate key terminology in order to describe and explain the geographical concepts within each topic with appropriate academic depth.

Students will need to know a range of case studies to help support their discussions of the topics covered. These case studies require a high level of content knowledge.

Within each topic, good understanding of physical geography comes from understanding the processes which bring about change within the natural environment. Within the human geography topics, students will need to be able to understand the interrelationships between different aspects of society considering challenge and change focusing upon economic, social and political factors. Throughout all topics students will also need an appreciation of the way in which the natural and human environments interact and affect each other.

Geographical skills

Fieldwork and enquiry skills

- How to select appropriate locations and methods for fieldwork enquires, including risk assessment and sampling strategies.
- Gathering data using a range of methodologies
- Choosing appropriate ways to present data
- Interpreting data and carrying out statistical tests
- Identification of anomalies within data
- Drawing of conclusions referring to data
- Evaluation of data methods used

Map skills

- Atlas maps
  - Use of latitude and longitude
  - Descriptions of patterns and distributions
  - Analysing maps to pick out the interrelationships between human and physical factors
- Ordnance Survey maps
  - Use of 4 and 6 figure grid references
  - Use of scale to measure distance
  - Understanding of compass points
  - How to interpret maps to understand relief
  - Ability to describe the characteristics of a place by interpreting an OS map

	Other geographical skills • Interpret maps used to present data e.g. choropleth or dot maps • Sketch maps and diagrams – draw and interpret • Interpretation of ground, aerial and satellite photographs • Interpret cross sections and transects • Interpret tables of data and graphs Geographical skills are assessed through paper 1 and 2 (physical and human geography topics) and also in paper 3 which involves interpretation of pre-release and unseen materials and discussion of fieldwork enquiries.

Curriculum Overview

Geographical content and understanding: Each year students will learn about a range of human and physical geography topics to help develop the geographical understanding required for GCSE. There is some overlap between year 8 and year 9 as we move towards a 2 year KS3 and a three year KS4.
Geographical skills: *For each year group specific skills delivered within topics are shown in italics, each year skill development will embed and build upon what was learnt in the previous year. Across all year group lessons with an enquiry focus have been integrated into schemes of work to guide students though the process of analysing data to draw conclusions about a particular investigation question in preparation for GCSE fieldwork.*

Y7 Objectives:	Y8 Objectives:	Y9 Objectives:	Y10 Objectives:	Y11 Objectives:
To develop a good understanding of ▪ Settlement patterns and change –-developing an awareness of how physical geography affects patterns and change within human geography - sketch *maps, interpreting maps to see patterns* ▪ Map skills – *embedding world map knowledge from KS2, 4 figure grid reference, use of scale to measure distance in a straight line, basic use of contour lines and compass* ▪ Energy – developing an understanding of physical process and also how human activities affect the natural world ▪ Europe – *atlas skills, use of a range of maps* ▪ Geographical issues – developing the ability of students to use a range of resources from maps, to graphs and text sources in order to analyse geographical issues ▪ Rivers – developing an understanding of how physical processes cause change in the natural environment and can	To develop a good understanding of ▪ Coasts - developing an understanding of how physical processes cause change in the natural environment -and can affect society – *diagrams and sketch maps* ▪ China – comparing places, analysing factors leading to change to social, economic and environmental conditions – *sketch maps, interpretation of photographs* ▪ Tectonic disasters – developing an understanding of how physical processes operate and affect society – *drawing of diagrams* ▪ Mapping – **Year 7 content plus** *-6 figure grid reference, use of scale and interpretation of contour lines, cross sections, longitude and latitude* ▪ Development – understanding of challenge and change in society- *interpretation of maps and graphs and graphs presenting data* ▪ Weather and weather hazards – understanding of how physical processes cause change in the natural	To develop a good understanding of ▪ Tectonic and weather disasters - understanding of how physical processes cause change in the natural environment *diagrams and interpretation of photographs* ▪ China - comparing places, analysing factors leading to change to social, economic and environmental conditions – *sketch maps, interpretation of photographs* ▪ Tourism – comparing destinations and understanding challenge and change within them ▪ Mapping – **Year 7 & 8 content plus** *-6 figure grid reference, use of scale and interpretation of contour lines, cross sections, longitude and latitude* ▪ Globalisation - challenge and change in society- *interpretation of maps and graphs and graphs presenting data* ▪ Glaciation understanding of how physical processes cause change in the natural environment *diagrams and interpretation of photographs*	To develop a good understanding of ▪ River and glacial landscapes ▪ Urban issues and challenges ▪ Tectonic and weather hazards ▪ The changing economic world Students will conduct two fieldwork investigations and learn fieldwork and enquiry skills.	To develop a good understanding of **Year 10 content +** ▪ Ecosystems focusing on tropical rainforests and hot deserts ▪ The challenge of resource management focusing on food ▪ SOW explicitly teaching geographical skills embedding previous learning and apply into content learnt through the GCSE topics so students can interpret pre-released material. Students will review their fieldwork enquires and spend time embedding enquiry skills learnt in year 10 in addition to writing formal reports about each investigation.

affect society – *diagrams and sketch maps*	environment *diagrams and interpretation of photographs*			

GCSE external assessment:

Geography uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Paper 1: Living with the physical environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 2: Challenges in the human environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 3: Data responses and Skills. This paper lasts for 1hour 15 minutes and is worth 30% of the GCSE grade.

SMSC in geography

The study of geography includes many topics and activities which support the spiritual, moral, social and cultural development of students. The geography curriculum offers opportunities to consider a range of topics such as development and globalisation, managing coastal environments, disasters, urban change and the geography of food. Within each topic students are encouraged to reflect on how people affect places and how places affect people. Students are encouraged to consider what could or should be done and who benefits and suffers from changes whilst undertaking a variety of individual, pair and group work tasks. Beyond the classroom, students benefit from fieldwork activities and through attending events, quizzes and lectures organised by the local Geographical Association.

Spiritual development in geography

Students have many opportunities to reflect on their beliefs and life perspectives whilst learning about lives in other parts of the world. They are encouraged to consider the feelings and values of others whilst debating topics such as fair trade and to show respect for others whilst taking part in role plays about issues such as quarrying. Students are given opportunities to use their imagination and creativity through extended tasks and regularly reflect on their experiences both verbally and in writing. The accuracy and reliability of methods and the accuracy of data is considered and thinking skills are developed through tasks such as giving Aid and types of Aid. The study of geography supports students in their quest to find out more about themselves, others and the world around them.

Moral development in geography

Whilst studying geography, students are encouraged to share and justify their views about moral and ethical issues such as when studying squatter settlements and poverty in less developed countries. During lessons students are given opportunities to listen and appreciate the ideas of others and to consider the implications of decision making. Decision making exercises about issues such as limestone quarrying support moral development through geography as students consider right and wrong, respect for laws and the consequences of decisions and behaviour.

Social development in geography

In geography, students work with others from different backgrounds and this is encouraged through the use of a seating plan and a variety of team work and group tasks. Fieldwork opportunities such as data collection at Carding Mill Valley require students to cooperate and show mutual respect whilst working in groups carrying out a range of tasks. Leadership qualities, speaking and listening skills, organisational ability and conflict resolution are developed whilst in the field but also whilst undertaking activities such as research and presentation group tasks. Self and peer assessment takes place regularly in geography and encourages students to reflect on their progress.

Cultural development in geography

Many topics in geography allow students to develop their understanding of cultures and heritage at local, regional, national and international scales. For example, the study of population and migration encourages students to consider why people migrate and the implications of such movement. Optional foreign fieldwork in geography has taken students to China, Iceland, Italy and France in recent years in addition to fieldwork in Shropshire, North Wales and the West Midlands. Through learning about case studies of countries such as China, Italy and Nigeria students are encouraged to consider a variety of cultural backgrounds and how understanding culture is important when considering topics such as disaster management