



Curriculum Guide for Geography

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1. Curriculum Rationale For Geography

What is Geography at Granville?

Through the delivery of a knowledge rich Key Stage 3 curriculum, we seek to inspire in our learners a curiosity and fascination of the world that extends beyond the classroom. Developing internationally minded students who have a fundamental knowledge and understanding of the world and their place in it. We have designed a curriculum that promotes critical and flexible thinking, independent enquiry and understanding of core knowledge. The curriculum has been designed to equip learners with a broad range of geographical skills, a knowledge base of the diverse human and physical processes that shape our ever-changing world. Whether students choose to continue on to GCSE Geography or not, by the end of Key stage 3 our learners will be equipped with the knowledge, understanding and skills required to flourish.

Geography at Granville provides students with:

- Challenging lessons that will develop skills, knowledge and understanding of human and physical Geography of the world.
- Knowledge and understanding of the interactions between humans and the physical world and how this affects natural and human environments.
- Transferable skills such as, using and interpreting maps, creating and analysing graphs, identifying patterns and explaining physical processes.
- The ability to identify similarities and differences between environments such as areas of different socio-economic development.
- Locational knowledge to help them understand their place in the world,
- An understanding of issues on a local, national and global scale and the chance to apply their knowledge and skills to environments that are unfamiliar to them.
- An understanding of how and why places change over time.
- The opportunity to take part in field work both on and off site
- A framework to allow students to develop a curiosity of the world.
- An understanding of how local actions can have national and international impacts and the chance to consider their responsibility as global citizens.

Sequencing

Our curriculum allows students to access a mixture of physical and human Geography, broadly following National Curriculum guidelines. This allows students to understand the connection between human and physical processes and how they shape the world.

We have planned an interleaving approach that focuses on a range of locations of differing levels of development. Pupils will revisit knowledge gained from earlier units to ensure that they have the opportunity to recall prior learning and not see topics as isolated units of work so that the knowledge is embedded in students' long term memory. We work in conjunction with other subjects in the school such as maths to provide a practical application for skills such as data analysis and the teaching of specific skills for example graph work.

We have actively selected areas of study that we know will engage students but also help them to see how the local actions have a national and global impact.

All topics allow us to explore the spiritual, moral and cultural dimensions of Geography as it relates to this country. We are always prepared to amend our curriculum to reflect current issues and events such as earthquakes, flooding or issues like migration and climate change.

The topics allow students to develop, practise and improve their subject specific vocabulary and literacy skills in order to prepare them for the demands of GCSE.

2 What students will learn in Geography:

	By the end of year 9	By the end of Year 11
Knowledge	<p>Knowledge of places and processes that impact on the physical and human environment. Such as, the features and characteristics of different ecosystems, the location, causes and consequences of features like rivers, coasts, glaciation, volcanoes and earthquakes, resources, development, population and migration, and weather patterns and climate change.</p>	<p>Develop and extend their knowledge of locations, places, environments and processes at different scales – global, local and of social, political, and cultural contexts.</p>
Skills	<p>Map skills including using 6 figure grid references, direction, scale and relief. The ability to interrogate graphs and statistics and identify trends. Analysing photographs. Using evidence to create extended written descriptions and explanations of geographical features. Starting to develop fieldwork techniques.</p>	<p>Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. Using fieldwork techniques to gather useful data and analysing and using that data. Developing an enquiry approach to investigating geographical hypothesis. Developing further map skills, GIS and statistical skills.</p>
Understanding	<p>An understanding that human actions can have an impact on physical processes and places or vice versa. The importance of stewardship and sustainability. Places and physical features change over time for a variety of reasons.</p>	<p>An understanding of the interactions between people and environments, the change in places and processes over time. The interrelationship between geographical phenomena at different scales and in different contexts.</p>



3. Curriculum Map and Assessment Plan



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Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Topic	Brazil - Population - Rio de Janeiro - Tropical rainforests <ul style="list-style-type: none"> ○ Features ○ Climate ○ Adaptions 		United Kingdom - Population - Coasts - Coasts – digimap - Map skills - Weather – microclimate – fieldwork - Biodiversity on the school site - Settlement – Birmingham – map skills - National Parks - Wind farms		- East and South East Asia - Development indicators - China – Population one child policy - Three Gorges Dam - Japan – Earthquakes/Volcanoes - Japan ageing population - Philippines – Tropical Storms - Malaysia Rainforests - animal adaptations - Rainforests - deforestation - Rainforests - Palm oil? - haze - transboundary pollution? - <i>Coral reefs - Malaysia / Philippines</i> - <i>Tourism</i> -	
	Assessments	Cross trust assessment - Knowledge recall		Cross trust assessment - Knowledge recall		Cross trust assessment - Knowledge recall	

		<ul style="list-style-type: none"> - Skills Questions - Extended questions 	<ul style="list-style-type: none"> - Skills Questions <p>Extended questions</p>	<ul style="list-style-type: none"> - Skills Questions <p>Extended questions</p>
	Other			
8	Topic	Climate change and cold environments <ul style="list-style-type: none"> - Climate change patterns - Causes of climate change - Food webs - Features of Antarctica, resources, tourism, Antarctic Treaty 	Iceland <ul style="list-style-type: none"> ● Development indicators ● Glaciation ● Coasts ● Tourism ● Tectonics ● Population pyramid - ageing population ● Energy - Geothermal 	<ul style="list-style-type: none"> - Central America - Development indicators - Banana game - Haiti - Coffee - Tropical storms - Crime / migration - Population pyramids Biodiversity Costa Rica- cloud forest
	Assessments	<p>Cross trust assessment</p> <ul style="list-style-type: none"> - Knowledge recall - Skills Questions <p>Extended questions</p>	<p>Cross trust assessment</p> <ul style="list-style-type: none"> - Knowledge recall - Skills Questions <p>Extended questions</p>	<p>Cross trust assessment</p> <ul style="list-style-type: none"> - Knowledge recall - Skills Questions <p>Extended questions</p>
	Other			On-site microclimate study.

9	Topic	USA <ul style="list-style-type: none"> - Population pyramids - Development indicators - Migration - Obesity - Tropical storms - TNC's -global fashion, Nike, - Deserts / water supply in Las Vegas 	Africa <p>Development indicators – Introduction to Africa</p> <ul style="list-style-type: none"> - Africa's biomes/climate - Africa's physical features - Sahara desert - Desertification - Food security 	<ul style="list-style-type: none"> ● Middle East ● Development indicators - distorted population pyramids due to migration from India/Bangladesh ● Climate ● Deserts - plant/ animal adaptations
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		<ul style="list-style-type: none"> - National parks - Forest fires 	<ul style="list-style-type: none"> - Aid and appropriate technology - Blood diamonds / Child Soldiers - HIV/AIDS - Education in Africa 	<ul style="list-style-type: none"> ● Energy - fossil fuels ● Discovery of oil and development ● Gulf War - geopolitics ● Masdar City - sustainable cities - Solar energy ● Tourism - UAE ● Qatar - World Cup - creation of new cities
	Assessments	Cross trust assessment <ul style="list-style-type: none"> - Knowledge recall - Skills Questions Extended questions	Cross trust assessment <ul style="list-style-type: none"> - Knowledge recall - Skills Questions Extended questions	Cross trust assessment Knowledge recall Skills Questions Extended questions
	Other			

Year 10	Topic	The challenge of Natural Hazards <ul style="list-style-type: none"> - Tectonic hazards - Weather hazards - Climate change - 	Urban issues and challenges <ul style="list-style-type: none"> - Preparation for Derby fieldtrip. Changing economic world <ul style="list-style-type: none"> - Development indicators - Strategies to reduce inequality Case study of an LIC and NEE.	Living world <ul style="list-style-type: none"> - Tropical rainforests Hot deserts
	Assessments	Regular GCSE questions	Regular GCSE questions End of topic knowledge recall tests.	End of Year 10 mock exam

		End of topic knowledge recall tests.				
	Other					Visit to Dovedale

Year 11	Topic	Physical landscapes in the UK - Rivers and coasts	Changing economic world continued. Challenge of resource management. - Water resources	- Challenge of resource management. - Water resources Exam skills and revision. Paper 3 preparation using early release booklet.
	Assessments	Regular GCSE questions End of topic knowledge recall tests. Mock exam	Regular GCSE questions End of topic knowledge recall tests.	GCSE Paper
	Other			



4. Specialist Vocabulary will include:



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	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
1	Ecosystems	Flooding	Population	Hazard	CBD
2	Canopy	Transportation	Development	Risk	Linear
3	Emergent	Discharge	Birth rate	Immediacy	Greenfield
4	Deforestation	Waterfall	Death rate	Monitoring	Brownfield
5	Human	Plunge Pool	Immigration	Primary and secondary effects	Mega City
6	Physical	Relief rain	Emigration	Extreme weather	Rural
7	Plate Tectonics	Frontal rain	AIDS	Atmospheric circulation	Urban
10	Constructive	Convectonal rain	Civil War	Tropical storm	Fringe
11	Conservative	Depression	Exploitation	Climate change	Demographic Transition model
12	Destructive	Pressure	Inequality	Mitigation	Push pull factors
13	Erosion	Sustainability	Grid reference	Abiotic	Fair trade
14	Deposition	Renewable	Scale	Biotic	Globalisation
15	Headland	Non-renewable	Direction	Decomposer	Carbon footprint



5. Cultural Capital



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	Experiences that students experience in Geography that enrich their learning
Year 7	On site fieldwork
Year 8	On-site fieldwork
Year 9	Decision making presentations
Year 10	Rivers fieldwork study
Year 11	Urban fieldwork study



6. Homework and independent learning



Homework in Geography will focus on helping students commit their learning to their long term memory. The types of activities that will be set include:

- Learning key locational information
- Learning geographically specific vocabulary
- Learning case studies
- Summarising key learning from lessons
- Creating revision material such as mind maps, flashcards, tests etc.