

GRANVILLE ACADEMY



Curriculum Guide for Geography

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1. Curriculum Rationale for Geography



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What is geography at Granville?

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 (including a visit to a coastal environment or similar).
- 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.

The geography team have made a conscious decision to focus on a small number of units in each year group in order to provide time to explore them in depth. We have planned an interleaving approach and will revisit knowledge gained from earlier units to ensure that students 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.

We have actively selected areas of study that we know will engage students but also help them to see how the local area connects to the wider world.

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.

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	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, volcanoes and earthquakes, population changes and weather patterns.	Develop and extend their knowledge of locations, places, environments and processes at different scales – global, local and of social, political, and cultural contexts.
Skills	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.	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.
Understanding	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.	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.



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	Ecosystems - Rainforest - Deserts - Cold environments		Tectonics - Plates - Volcanoes - Earthquakes - Impact and management		Coasts - Erosional processes - Landforms - Impact - Management	
	Assessments	Cross trust assessment - Knowledge recall - Skills Questions - Extended questions		Cross trust assessment - Knowledge recall - Skills Questions Extended questions		Cross trust assessment - Knowledge recall - Skills Questions Extended questions	
	Other					Coastal fieldwork Visit	
8	Topic	Rivers and Flooding - Erosion processes - Landforms - Impact - Management		Weather and Climate - Rainfall - Weather patterns - Impact		Energy and environment - Types of energy - Impact - Sustainability (School)	
	Assessments	Cross trust assessment - Knowledge recall - Skills Questions Extended questions		Cross trust assessment - Knowledge recall - Skills Questions Extended questions		Cross trust assessment - Knowledge recall - Skills Questions Extended questions	

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Other			On-site microclimate study.		Assembly/ Debate?	
9	Topic	Population and development <ul style="list-style-type: none"> - World population growth - Impact of population growth - Migration - Development indicators - Shanty towns - Rich and poor - Management/ aid 		Africa <ul style="list-style-type: none"> - Human and physical features - Blood diamonds - Child Soldiers - HIV/AIDS - Education 		Skills and application <ul style="list-style-type: none"> - Map skills - Decision making on relevant global contentious issues. - Application of knowledge - Preparation for GCSE. 	
	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 GCSE style paper 3.	
	Other						

Year 10	Topic	The challenge of Natural Hazards <ul style="list-style-type: none"> - Tectonic hazards - Weather hazards - Climate change Living world <ul style="list-style-type: none"> - Tropical rainforests - Hot deserts 		The living world continued. Physical landscapes in the UK <ul style="list-style-type: none"> - Rivers and coasts 		Fieldwork planning and preparation, visits and write up. Urban issues and challenges.	
	Assessments	Regular GCSE questions End of topic knowledge recall tests.		Regular GCSE questions End of topic knowledge recall tests.		End of Year 10 mock exam	
	Other					Visit to Dovedale	

Year 11	Topic	Urban issues and challenges - Preparation for Derby fieldtrip. Changing economic world - Development indicators - Strategies to reduce inequality Case study of an LIC and NEE.	Changing economic world continued. 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	Visit to Derby City Centre.		



4. Specialist Vocabulary will include:



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	Yr 7	Yr8	Yr9	Yr10	Yr11
1	Ecoystems	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



	Experiences that students experience in your subject that enrich their learning?
Year 7	Coastal fieldwork residential visit
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.