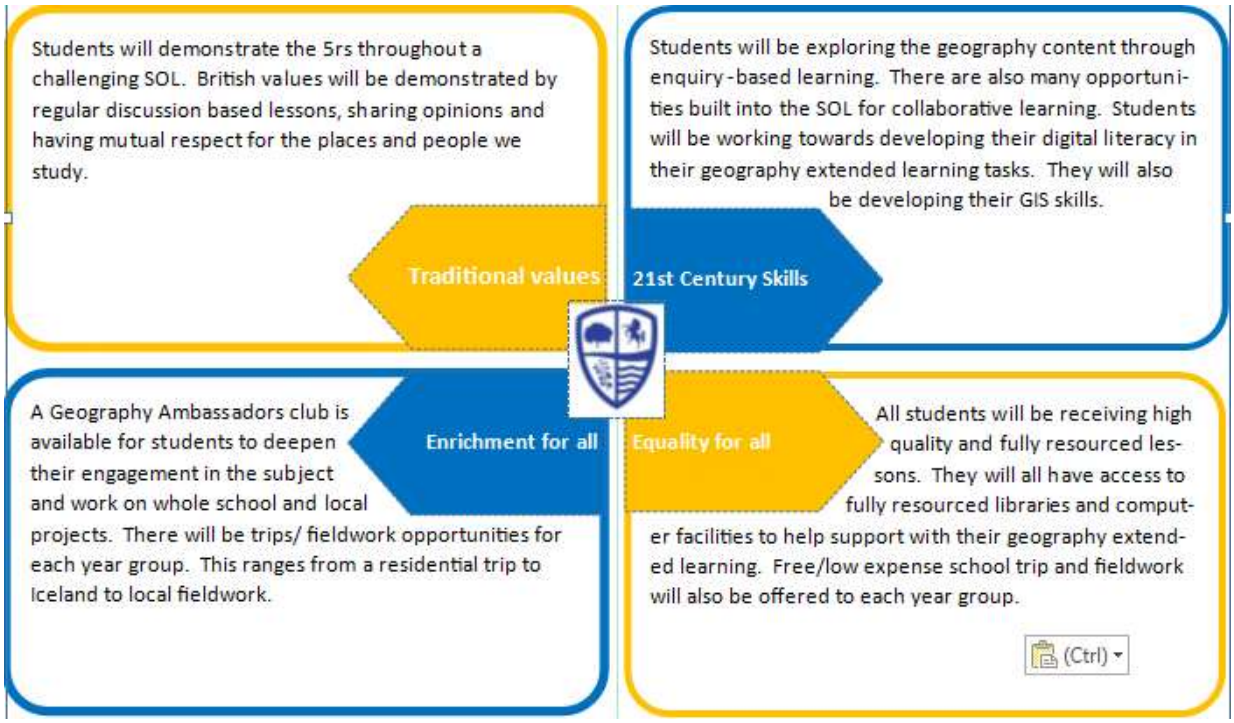
Curriculum Intent Plan

Subject: Geography

Overview

Geographers will cover all three disciplines of human, physical and environmental geography. The three elements of geography will be taught together, as they are in KS4 specifications, not as individual disciplines- so students get abroad understanding of geography and global interactions. Geographers will end each year with knowledge of content from the GCSE specification, wider geographic knowledge to inspire interest, a solid understanding of key geographic skills (AO3) and be working towards assessing and evaluating. The content they focus on will cover temporal and spatial scales.
We will follow the below three themes- which set the foundation for KS4:

- Global geographical issues
  - Natural hazards- why are the death tolls from some earthquakes worse than others? How can a country prepare, predict and respond to natural hazards? What should you do if the ground starts to shake? Why have there been ice ages in the past? What will happen if the global temperature continues to increase? What could we do to reduce our carbon emissions?
  - Development dilemmas- how can we measure how developed a country is? Why are some countries more developed than others? Why is the life expectancy 80 years in some countries and 40 years in other countries? How has India become a newly industrialised country?
  - Challenges of an urbanising world- Why have cities grown rapidly? Why are some cities growing more than others? What is a megacity? Why has Mumbai grown rapidly? What issues has the rapid growth in Mumbai created? How can top down and bottom up development strategies solve the issues in Mumbai?
- UK geographical issues
  - Physical landscapes- how to rivers shape the land? What happens when a river floods? How can we prevent flooding? How to erosion, transportation and deposition shape our coastlines? How can we sustainably manage our coastlines?
  - Human landscapes- how has the economy changed in London over time? Who lives in London? Why are there inequalities in quality of life across London? Why have some parts of London declined? How can areas be regenerated?
  - Fieldwork skills- how do you chose an appropriate study site? How do you create a hypothesis? What methods can you use to collect data? How can your data be presented? What conclusions can you draw from your data? How could you improve your fieldwork?
- People and environment issues- making geographical decisions
  - People and the biosphere- what and where are the biomes? Why are the biomes located where they are? How do the biomes support life on a global and local scale? Are people over exploiting out natural resources?
  - Forests under threat- What are the features of a tropical rainforest and the taiga? What threats are there to tropical rainforests and the taiga? How can tropical rainforests and taiga be protected?
  - Consuming energy resources- what different types of energy can be used? How much energy do we all use? What happens when we run out of oil? What are the impacts of using fossil fuels. How can we reduce the reliance of fossil fuels? What are the alternative energy sources?



Cross-Curricular Links

Year 7

- Population and cities (Spring term) links with the topics studied in History year 7 (summer term) on immigration and population demographics.
- People and the biosphere (Autumn term) and population and cities (Spring term) links with the year 7 Math curriculum on calculating averages and graph drawing.
- People and the biosphere (Autumn term) links with natural forms and landscapes in art (year 7)
- People and the biosphere (Autumn term) looks at the hydrological cycle and this links with the year 7 Science (Autumn and Summer terms) on chemical and physical reactions and mixtures and separation and with the Science year 8 (Spring term) topic on photosynthesis.
- People and the biosphere (Autumn term) looks at why biomes are located where they are and the ITCZ which links with the year 7 Science (Summer term) unit on Space.

Year 8

- Development (Autumn term) topic will be able build upon the concept of Empire that is looked at in History Year 7 (summer term).
- Fieldwork skills- (Spring term) will link to data collection and graph drawing that will be studied in Year 8 Maths (Spring term).
- UK Human Geography (Spring term)- looking at and the movement of people to London builds on year 7 History (Summer term) work on immigration.
- UK Human Geography (Spring term)- historical focus on London's changing economic sectors links with the Year 8 English (Summer term) topic on Dickensian London. This will also link with the Year 9 (Summer term) English work looking at regeneration.

Year 9

- Hazards (Autumn term) students will begin looking at statistics and scatter graphs, which they will build upon in Year 9 Maths (Spring term).
- Consuming energy (Summer term)- students will be interpreting pie charts to show energy mixes, this links with Year 9 Maths (Spring term).
- Consuming energy (Summer term) students will be looking at how carbon moves through the carbon cycle- this links with year 9 Science core biological principles (Spring term) looking at how molecules are transported through plants and animals.

Numeracy:

Maths based questions now make up nearly 15 % of the marks on the GCSE specification. Numeracy and math skills are built into the geography schemes of learning throughout KS3. All lessons feature a numeracy-based exercise or question. This shows students how they can apply their numerical skills to the different topics and concepts within geography.

Numeracy skills are used to calculate differences and changes within data sets in geography- this can be differences in GDP between countries or population growth over time. As students develop, they will then be calculating percentage increases and decreases in data and comparisons as a ratio.

Data analysis is a key feature in geography and students will be familiar with using different data sets. They will be able to interpret and read various forms of data presentation.

When we complete fieldwork, some students will also begin to look at how statistical testing can be used to analyse the data that has been gathered.

Literacy:

Extended writing features heavily throughout the geography schemes of learning. We develop literacy skills through a structured exam question at the end of every lessons. This question will then be marked for SPaG.

Key word lists for each topic are available for all students. They are encouraged to refer back to these throughout the year and will be tested on the spellings and definitions.

Students will be confronted with a wide range of texts in their geography lessons. These range from GCSE text books, newspaper extracts, academic papers, interview transcripts and exam answer scripts. Students will also be directed to a range of further reading to help support with their extended learning sessions and for them to access at home to develop their understanding.

The classwork and extended learning tasks will encourage students to write in various different formats- essays, newspapers, letters and proposals.