Geography department curriculum: Intent, Implementation & Impact.

Intent

The geography curriculum at SHS has been created to be broad, dynamic and inspirational. It aims to instil a sense of wonder and curiosity to spark a life-long interest and understanding of the world in which we live. This development of knowledge is essential in our current complex world where physical and human geography issues are co-dependent and intrinsically linked to the headlines in our news. We aim to ensure that students are informed, understand the context of such issues, and develop a drive to become active, tolerant and responsible citizens in the modern world.

The curriculum is scaffolded to build geographical skills such as investigation, data analysis and evaluation but also to develop numeracy and literacy to support our students and build essential cross-curricular and life skills. Emphasis is placed on broadening geographical vocabulary, improving writing and reasoning to give students the tools to effectively understand, present and explain geographical issues from the past, present and future.

The rich KS3 curriculum is designed to encompass a range of traditional and more modern topics to put context to the world around us and allow exploration of current affairs at a range of scales including local, national and international issues. It recalls and builds on knowledge learnt at KS2 and offers opportunities to be assessed in a range of different ways with the intention of building a firm foundation for GCSE studies but also to ensure that there is a breadth and depth of curriculum for those who opt not to continue their geography studies into KS4.

The topic pathway chosen takes students on a journey across the planet using case-studies to develop understanding in a variety of familiar and unfamiliar contexts. Many students at SHS have not yet had the opportunity to experience different or far-away places and the intention is to build familiarity with very different places yet to introduce the similarities and links to their smaller world and to investigate and explain the differences. Broad themes of location and place; human processes, physical processes and the interaction between them, environmental sustainability and globalisation are studied in a spiral curriculum generating a deeper understanding of these critical areas. This helps to build cultural capital through looking at political decisions and the powerful economic factors that influence different regions. It also allows our students to view issues through the eyes of other cultures and to challenge their conceptions of the world.

Starting points: The department recognises that Geography provision and experience at KS2 varies greatly between schools and that with 30+ feeder schools each year care must be taken to ensure curriculum access for all. Around 50% of year 7 intake have never studied 'Geography' before as a named subject (many will have done topic work e.g. China or rainforests etc.) Less than 25% of the students completing the baseline test (2019) were able to correctly identify the places that should have been covered in the KS1 and 2 geography curriculum. Geography at KS1 and KS2 National curriculum

Implementation

The geography curriculum has undergone a complete review in the last two years to further develop its sequencing and continually update the case-studies and examples used to make it relevant and contemporary. Content in Geography is taught and continually assessed in a variety of ways. Students are exposed to complicated ideas and challenged to extend and develop their answers from the start of year 7. Regular assessment in KS3 includes focuses on knowledge and skills and includes; extended written pieces, examinations, short recall tests and keyword tests but also extends beyond traditional testing to oral answers, interviews, groups work and decision-making and problem solving presentations. These strategies are now being included in KS4 assessment to aid and stretch and demonstrate progress, especially for more reluctant writers. The experienced Geography team have collaborated to produce well-resourced lessons that are interactive and dynamic. At KS4, vital case study details are revised through a carefully created series of revision techniques to aid recall and improve progress using the brain learning techniques delivered through recent research and evidence-based training introduced through whole school CPD. Throughout their geography experience at SHS, students will be taught to; develop their independent inquiry skills; use a range of mapping and research methods; work as a group; use technology to solve problems and analyse and evaluate data. There is a balance of human and physical geography taught and collaboration with science (geology, space and volcanology) and history (Middle East). Emphasis is placed on teaching location and linking this knowledge to previous learning as well as real-world current events. Teaching staff and the Head of department conduct regular reviews of content to ensure work remains up to date in a subject where statistics and understanding are always changing. These may be as part of a learning walk or student questionnaire to assess student engagement or through reviews at departmental meetings.

Impact

Geography is a very popular GCSE option at KS4 and numbers studying the subject have doubled in the last 3 years. Students at KS3 and KS4 largely enjoy the lessons and see the relevance of the content in their lives. Staff and students have developed positive relationships allowing the content and teaching techniques to be extended and to become more progressive and challenging and this has been confirmed by a very positive student voice survey. Beyond KS4, uptake at A level is high with many choosing to continue their studies at local sixth forms. GCSE results are very good with many students scoring their highest grade in Geography and their results have contributed to a positive P8 score in all recent years. There is a high level of pupil engagement and a large proportion of students voluntarily joining in with competitions and Geography Shine activities.

Studley High School Geography department - Delivery grid 2022- 2023.

There are core elements of geography that are revisited throughout the course to build up knowledge and skills: These skills include: Graphical and numerical skills, cartographic and fieldwork enquiry skills. Knowledge gained covers themes of: Location and place, human processes, physical processes, environmental sustainability, globalisation and interaction between human and physical processes. The learning journey encompasses traditional topics such as rivers and population as well as more contemporary and dynamic ones such as climate change and the Middle East. Learners are taught about geographical thinking e.g. models and research as well as having the opportunity to investigate things for themselves.

🔗 Links to prior learning

	Autumn Term		Spring Term	Summer Term	
Year 7 1.5 hours per week	**Where are we now?** **Knowledge focus**: Where are we? The Solar System & beyond. The geological timescale. The rock cycle, location of continents and oceans, longitude and latitude. Global links e.g. food industry- How should we respond? **Skill focus**: Correctly using key vocabulary, describing location at a variety of scales, understanding the geological timescale and knowing our place in a connected world. Looking for evidence of globalisation in food supply and impact / sustainability of food miles and link to climate change.	**Extreme environments:** **Knowledge focus**: Antarctica - location, climate, plant and animal adaptations to the climate. Main threats to the biodiversity- including climate change and tourism. Brief history of discovery – Captain Scott and the Antarctic Treaty. Sustainable management of Antarctica. Hot desert environments. Location, climate & adaptations. Sustainable desert house design & presentation. How should we respond? **Skill focus**: Climate graph construction, data interpretation, descriptive writing, understanding the impacts of climate change and possible sustainable management methods.	**Globalisation – cause and consequence:** **Knowledge focus**: Industrialisation: (types of industry - primary, secondary, tertiary and quaternary). Consequences of globalisation for UK and LIDC/EDC Advantages and disadvantages illustrated through the growth of TNCs and the fashion industry. Sustainable fashion v fast fashion – how should we respond? Focus on Asia as a region and using examples of TNCs based in Asia (Rana Plaza, Bangladesh. Sweatshops in Indonesia etc.) **Skill focus**: Mapping, data analysis, data presentation.	**Weather and climate:** **Knowledge focus**: How can we measure the weather? Climate in the UK - Why does it rain? Extreme weather (UK) How is our weather changing? An example of global extreme weather; e.g. tornadoes or avalanches. Comparing responses in LIDC and AC (Geography in the news) Micro-climate investigation Based on school site **Skill focus:** Weather investigation around school site. Enquiry – data collection and interpretation.	**Geographical skills:** **Knowledge focus**: Mapping and GIS usage, Direction & distances, map symbols, scale, relief & altitude, grid references & contour lines. Maps at different scales studied as well as maps of different types. **Skill focus:** Mapping and presentation skills and interpretation of data. Use of OS maps and aerial photographs. Data presentation techniques and use of GIS.

	Assessment Point: Geographical knowledge – basic understanding of place – global and local. Geographical skills – literacy comprehension	**Assessment Point:** Geographical knowledge and Geographical skills assessment.	**Assessment Point:** Geographical knowledge and Geographical skills assessment – focus on extended writing and explanation	**Assessment Point**: Geographical knowledge and Geographical skills assessment.	**Assessment point:** Fieldwork enquiry write-up.	**Assessment Point:** Map skills test. (skills)

	Autumn Term	**Spring Term**		**Summer Term**
Year 8 1.5 hours per week	**Population & Migration – 10 weeks:** **Knowledge focus**: Global population distribution & growth, Population pyramids, DTM, Population policies and implications. Migration - causes & effects. Rapid urbanisation. Case study: China, Mexico - USA. and UK (Geography in the news) **Skill Focus:** DTM comprehension & population pyramid annotation. Data analysis. How should we respond to the arrival of migrants? DME & class presentations	**The Carbon cycle – 8 weeks:** **Knowledge focus**: Tropical rainforests ecosystems. Carbon, nutrient and water cycling within the TRF. Impacts of deforestation and other threats local, national and international consequences in Brazil. Ecotourism and other sustainable solutions to maintain biodiversity and promote development. **Skill focus:** Satellite images, Debate and data analysis, interaction between human and physical processes, sustainable management to promote biodiversity.	**UK's changing landscapes: River processes and landforms (UK) Coastal erosion and management. February half term to may half term:** **Knowledge focus**: River processes along the course & features to include waterfalls and ox-bow lakes. Features formed by erosion and deposition. Human management of rivers to prevent flooding. Human activities found along the river's course. Coastal processes: mass movement and management, transportation & deposition. Coastal erosion and sustainable management. DME to look at sustainability of coastal management protection strategies. **Skill focus:** Decision-making exercise, annotating diagrams. (Numerical, graphical and cartographic skills) Virtual fieldwork.	**Regional Study: The Horn of Africa. – Last half term:** **Knowledge focus**: Location, Physical and Human Geography - Focus on development (Physical and human reasons for differences) Poverty, Aid, Development goals, pirates, Somalia, climate change, international trade and containerisation. **Skill focus:** To be able to link events and international pressures and provided reasoned solution to LIDC developmental issues.

	Assessment Point: Extended writing – how successful was China's One Child Policy. Geographical knowledge and Geographical skills assessment.	**Assessment Point:** Geographical knowledge and Geographical skills assessment. Rainforest Debate	**Assessment Point:** DME - Coastal erosion	**Assessment point:** Geographical knowledge and Geographical skills assessment.

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Year 9 1.5 hours per week	**Climate change** - from the Ice age to the present day and beyond. **Knowledge focus**: What is the evidence for climate change? How reliable is it? Human and natural causes of climate change. Tropical storms – increasing intensity & frequency – What can be done to reduce the effects? Case study of sea levels rising: South Pacific islands e.g Tuvalu. Contrasts between LIDCs and ACs responses. **Skills focus:** Data analysis and interpretation. Numeracy- graphical	**The Middle East** - an important world region. (To compliment work done in History SOW). **Knowledge focus**: The physical geography of the Middle East and how this affects the population. Diverse population and culture across the region Contrasts in level of development in the region. Conflict in Saudi Arabia v Yemen. Sustainable development in the desert – is it possible? Dubai - A city in the desert. Global significance of the city in terms of economy and power.	**Tectonic hazards** – to develop an understanding of natural hazards. **Knowledge focus**: The structure of the Earth, Tectonic plate theory. 4 types of plate boundaries (collision, constructive, destructive and conservative). Cause & effects - Volcanic activity, earthquakes & tsunamis. AC and LIDC responses. **Skill focus:** Key vocabulary, explaining processes. Understanding impacts in places with different levels of technology /	**Of ice and oceans** - an introduction to glaciation & oceanography. **Knowledge focus**: Glaciation -the basics, processes and effects. How have the upland areas of the UK been shaped by the last ice-age? The world's oceans - a study of their location and processes including international currents and the Pacific garbage patch. What are the main threats to our oceans? How can we manage them more sustainably? Need for global collaboration. An exploration into contrasting marine life food webs as well as the main environmental	**GCSE content begins: People of the planet** **Knowledge focus**: Global development Definitions of development Development indicators and current patterns of countries at different stages of development Reasons for uneven development Case study – Ethiopia's changing economic development and Rostow's model. **Skills focus:** Cartographic and graphical analysis,	**People of the planet** **Knowledge focus**: Global urbanisation - city, world, mega city distribution Causes and consequences of rapid urbanisation in LIDCs Skills: Describing food webs, understanding sustainable development.

	work Cartographic skills Interdependence between LIDCs and ACs.	**Skills focus**: Using aerial photos / maps, climate graphs, sustainability	development. Structuring an extended answer.	threats to life in the oceans. (Coral reef case study) **Skills focus**: describing process, understanding impacts of climate change -current and future.	evaluating models	
	Assessment point: Extended writing- structuring an answer. Geographical knowledge and Geographical skills assessment.	**Assessment point:** Geographical knowledge and Geographical skills assessment.	**Assessment Point** Extended writing: "Why were the effects of _____ so severe?" or "How can we respond to the threats of tectonic hazards.	**Assessment point:** Midway: Annotating diagrams to explain physical processes Geographical knowledge and Geographical skills assessment.	**Assessment**: Midway: short answers – knowledge test	**Assessment:** Final: GCSE style assessment

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Year 10 2.5 hours per week	**The Physical landscape -UK** **Geomorphic processes** and glaciated landscapes; rock cycle and mass movement; **river and coastal landscapes** including erosional and transportation processes; landforms formed by erosion and deposition; human activities and coastal Management. River Severn and North Norfolk coast.	Completion of coastal landscapes unit. Focus on coastal protection methods and managed retreat. Look at possible impacts of climate change and increasing incidents of extreme weather in the UK. **Begin People of the UK** Major trading partners, diversity, and diversity in the UK. Development the UK –	**UK - People of the UK (continued)** The UK's changing population, impacts & responses to an ageing population, DTM and immigration. **Urban trends in the UK** Suburbanisation , counter -urbanisation & re-urbanisation (cause and consequence) Case Study: Birmingham, influences of city on different	**Environmental challenges & energy** Air masses affecting the UK: Extreme weather: Beast from the East, heatwaves and flooding Somerset Levels, human and physical causes, effects and local / national responses. UK ecosystems – used to produce water, food and energy. - Farm mechanisation, commercial fishing and water provision. Advantages and disadvantages of each.	**Start paper 2 Ecosystems & revision for end of year exams.** Global distribution of biomes. Location, climate, flora and fauna adaptations. Polar regions, coniferous forests, tropical & temperate grasslands and hot desert ecosystems The Carbon, water and nutrient cycles in Tropical rainforest and impacts of deforestation - local, national and international consequences. The values of TRF for people & the planet. Main threats and methods of sustainable management – Case study: Peruvian Amazon. Knowledge focus: Location, food web and nutrient cycling.

	Skill focus Physical geography photograph / map annotation. Process description Developing answers at Level 3 and 4	causes of uneven development. Case Study – Salford Quays – consequences of economic decline and growth. **Skill focus** Data analysis – analysis of graphs, maps and infographics. Structuring answers to use CSI effectively.	scales, ways of life, impact of migration. Challenges, waste management, housing provision and transport. Sustainable strategies for transport. **Skill focus** Understanding models and criticising them, interpreting the DTM, population pyramids and making predictions evaluation the success of strategies to combat urban issues.	Renewable & non-renewable sources. Energy mix & management – supply and demand, sustainability issues and recent developments. Hinkley point C nuclear power station debate. **Skill focus** Describing distribution and using mapping techniques including satellite images	

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Year 11 2023 2.5 hours per week	**Continue paper 2 ecosystems – 5 weeks:** The values of TRF for people & the planet. Main threats and methods of sustainable management – Case study: Peruvian Amazon. Knowledge focus: Location, food web and nutrient cycling. The values of warm barrier reefs to people and the planet The main threats to the reef's biodiversity. What can be done to sustainably manage reefs?	**Environmental threats to our planet (Paper 2) – 5 weeks:** Climate change from the start of the quaternary period. Evidence; human and natural causes and consequences of climate change. Global circulation of the atmosphere leading to extreme weather. (Tropical storms and droughts).	**Fieldwork and mock preparation:** Fieldwork –Risk assessment. Write up, data presentation methods, evaluation of methods and conclusions. **Revision** and preparation for mock examinations (Dec 2023) Paper 1 - UK Landscapes (Paper 1) People of the UK	**People of the planet:** Global development definitions, indicators and current patterns of development. Uneven development and different types of aid Case study: Ethiopia's changing economic development. Rostow's model Global urbanisation and the causes and consequences of rapid	**Paper 3 fieldwork Geographical skills and revision:** Focus on recap of graphical skills & numerical skills taught throughout the course. Paper 1 revision. Focus on 12-mark questions - development of answers to reach highest levels. Paper 3 mock examination – not sat in December mock period.

	Evaluate the success of these attempts. Case study: The Andros Barrier reef, Bahamas Fieldwork – Preparation – theory and expectations, model predictions. Developing a hypothesis.	El Nino and La Nina and how they can lead to drought. Effects of drought on people and the environment. Ways in which people have adapted to drought: The Big Dry case study.	Birmingham case study. Mock examinations (First three weeks of December) Mock examinations 2023	urbanisation in LIDCs.	