



Curriculum Guide for Geography

1. Curriculum Rationale
2. What students will learn in Geography
3. Curriculum map and assessment plan
4. Specialist Vocabulary
5. Cultural Capital
6. Homework and Independent Learning



The de Ferrers Trust

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.

SEND

Our curriculum is designed to meet the needs of all students so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies, such as the Magnificent 7, where needed.

Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments, where needed, to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of individual learning plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students. We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Specifically, within Geography, adaptations would include:

- Use Classcharts to inform teachers of student's individual needs
- Do now tasks for every lesson based around recall
- Contextualise places of study in relation to wider world
- Support for 6 figure grid reference
- Chunking of instructions and deliberate recall to ensure understanding

- Deliberate modelling of extended writing and use of structure
- Equipment provided if required

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. Students 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	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.	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

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Brazil <ul style="list-style-type: none"> ✓ What is Brazil like ✓ Why do people move to Rio? ✓ The reality of Rio ✓ What is the Amazon like? ✓ How has vegetation adapted to the climate? ✓ Causes and effects of deforestation in the Amazon ✓ How can we manage the Rainforest? ✓ Assessment ✓ Feedback ✓ Inequality in Brazil ✓ Brazil's invisible people ✓ Covid and slums 		<ul style="list-style-type: none"> - Iceland - - ✓ Development indicators - ✓ Glaciation - ✓ Coasts - ✓ Tourism - ✓ Tectonics - ✓ Population pyramid - ✓ Geothermal energy 		<ul style="list-style-type: none"> - United Kingdom - - ✓ Development indicators - ✓ Population pyramids - ✓ How welcoming is my school - ✓ Coasts - ✓ Map skills - ✓ Weather - ✓ Biodiversity on the school site - ✓ Settlement – Birmingham - ✓ National Parks - ✓ Wind farms - ✓ Assessment 	
	Assessments	Cross trust assessment <ul style="list-style-type: none"> - Knowledge recall - Skills Questions - Extended questions 		<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	
	Other						
	Topic	<ul style="list-style-type: none"> - Middle East 		<ul style="list-style-type: none"> • Australia 		Cold environments	

Year 8		<ul style="list-style-type: none"> - ✓ Introduction to Middle East - ✓ Development indicators - ✓ Human and physical features - ✓ Climate - ✓ Sustainability - ✓ Madagascar part 2 - ✓ Qatar discovery of oil - ✓ Migration to Qatar - ✓ Tourism in the ME - ✓ Qatar – World Cup - ✓ Country study - ✓ Syria migration - ✓ The Gulf War 	<ul style="list-style-type: none"> ✓ Brisbane flood resources ✓ How does climate differ in Australia? ✓ What is a flood hydrograph? ✓ Why was Brisbane devastated by flooding? ✓ What were the effects? ✓ How are future flood risk being managed? ✓ Assessment ✓ Why is the Great barrier reef a natural wonder? ✓ Wildfires ✓ Uluru ✓ Did Covid restrictions work? 	<ul style="list-style-type: none"> ✓ Climate patterns ✓ Causes of climate change ✓ Introduction to Antarctica ✓ Antarctica ecosystem ✓ Antarctica resources ✓ Tourism in Antarctica ✓ Assessment ✓ The Antarctic Treaty ✓ Development indicators ✓ Norway ✓ Svalbard – characteristics ✓ Opportunities of Svalbard ✓ Challenges of development ✓ Threats to cold environments ✓ Assessment
	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 <ul style="list-style-type: none"> - Knowledge recall - Skills Questions Extended questions
	Other			

Year 9	Topic	<ul style="list-style-type: none"> - USA - - ✓ Introduction to USA - ✓ USA population and migration - ✓ Should the wall be built - ✓ Social challenges – obesity - ✓ Causes of obesity - ✓ Solutions to obesity - ✓ Flipaclip – obesity - ✓ Tropical storms - ✓ Reducing the impact of tropical storms - ✓ Globalisation - ✓ Global fashion - ✓ Assessment - ✓ Mt St Helens eruption - ✓ Western Desert - ✓ Yellowstone National Park - ✓ Colorado River – water insecurity - ✓ Challenges facing Las Vegas - ✓ Assessment 	Japan <ul style="list-style-type: none"> ✓ Welcome to Japan ✓ A land of Contrasts ✓ Population ✓ Development indicators ✓ The demographic of Japan ✓ Japan’s rural decline ✓ Urban growth ✓ Tokyo – challenges of living ✓ Designing a happier Tokyo ✓ Sustainable transport ✓ Tectonic activity ✓ Tsunami ✓ Toyota as a TNC ✓ Solutions to an ageing population 	<ul style="list-style-type: none"> ● Africa ● ✓ Introduction to Africa ● ✓ Africa’s biomes and climate ● ✓ Africa’s physical features ● ✓ Sahara Desert ● ✓ Desertification ● ✓ Food security ● ✓ Aid and appropriate technology ● ✓ Blood diamonds and child soldiers ● ✓ HIV and AIDs ● ✓ Education in Africa ● ✓ Assessment
	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 <ul style="list-style-type: none"> - 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 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	Physical landscapes in the UK <ul style="list-style-type: none"> - Rivers and coasts 		Changing economic world continued. Challenge of resource management. <ul style="list-style-type: none"> - Water resources 		<ul style="list-style-type: none"> - 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:

	Year 7	Year 8	Year 9	Year 10	Year 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

	Experiences that students experience in your subject 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.