**Curriculum Intent**

The intent of the Geography Department at Langley Park School for Boys is to develop active and knowledgeable global citizens, who are engaged as conscientious environmental guardians with sustainability as a core value. The multi-skilled focus of our Geography framework for progression equips students with strong numeracy and literacy skills. Our curriculum builds the confidence and vocabulary to both debate and make complex decisions relating to Geographical issues. We prepare our students for future academic and employment success by equipping them with ICT, fieldwork and map skills, as well as investigative, data analysis and problem-solving ability. Our curriculum is relevant to contemporary geographical issues that are human, physical and environmental in nature, reflecting the interconnectedness and interdependent nature of the globalised world of today.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – What is Geography?** | **HT2 – Map Skills** | **HT3 – “Amazing Places” – Passport to Geography** | **HT4 – Weather and Climate** | **HT5 – Rivers (including geology and rock cycle)** | **HT6 – Fieldwork Skills** |
| **Year 7** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * What is human, physical, and environmental geography? * What is sustainability and how does it relate to geography? * How sustainable is your household, the school and London? * Geography in the news * What is a geographer?   **Skills Developed**   * Use of and interpretation of maps, diagrams, graphs, sketches, and photos for different geographical purposes * Use of key words, geographical terminology, and the vocabulary of geography * Understand, interpret, and analyse written sources. * Ability to write coherent, informed, and persuasive extended writing. * Understanding of the "real world" context, changing nature and interconnectedness of both physical, human, and environmental geographical topics * Understanding scale of issues (local, national, international, global) and differences and interactions of people and places * Understanding of the concept of change over time, place, and space | **Core Content and Knowledge**   * Locational knowledge of the UK and world * Understanding and use of maps * OS maps skills (proportional maps, scale, choropleth mapping, gradient and contours, distance and cross sections) * 4&6 figure grid references * Geographic Information Systems (GIS)   **Skills Developed**   * 4 & 6 figure grid references (coordinates) * Proportional symbols, choropleth maps, contour lines, measuring distance, scale, gradient and spot height, cross sections and transects * Use of OS Maps * GIS (interpreting and presenting data) * Identify the shape, site and situation of settlements * Use of maps for different purposes (including understanding linkages and connections) * Drawing, labelling and annotating sketch maps * Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of key words, geographical terminology and the vocabulary of geography * Ability to write coherent, informed and persuasive extended writing | **Core Content and Knowledge**   * A series of lessons focused on broadening knowledge, increasing awe and wonder, and students love for some of the remarkable places on the planet. * Including:   + Death Valley   + Maldives   + Svalbard   + Bhutan * Each lesson focuses on reutilisation and a deepening confidence in Geography skills previously learnt in Year 7   **Skills Developed**   * Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs * Use of key words, geographical terminology and the vocabulary of geography * Understand, interpret and analyse written sources * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate, discussion and presentation * Understanding of the "real world" context of topics and of change within those places * Understanding scale of issues (local, national, international, global) * Understanding of the interconnectedness of both human, physical and environmental geographical and between people and places * Understanding of the concept of change over time, place and space | **Core Content and Knowledge**   * What is weather and climate? * Air pressure, anticyclones, depressions and the effect on weather? * Climate of the UK and variance across the world? * Weather fieldwork enquiry – using analogue and digital data collection   **Skill Developed**   * Use of OS Maps * Use of maps for different purposes * Data collection * Understanding, production of and ability to interpret climate graphs * Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs * Production, use and interpretation of a range of graphs and data presentation techniques * Use of maps in association with photographs, diagrams and sketches to understand linkages * Use of analogue and digital weather data collection * Use of key words, geographical terminology and the vocabulary of geography * Understand, interpret and analyse written sources * Ability to write coherent, informed and persuasive extended writing | **Core Content and Knowledge**   * The Water Cycle * Erosional and Depositional Processes in rivers * Long and Cross Profiles of rivers * Causes of flooding and storm hydrographs * Impacts of flooding * Focus on flooding in Bangladesh * Flood management * River Fieldwork Enquiry on school site   **Skills Developed**   * Utilisation of a range of cartographic (map) skills learned in Year 7 (notably use of OS Maps and GIS) * Development of storm hydrographs (including sketching trend lines through scatter plots, drawing estimated lines of best fit and making predictions based on data * Label, annotate and interpret different diagrams, maps, graphs, sketches, and photographs * Deployment of fieldwork skills learned in Year 7 * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of maps in association with photographs, diagrams, and sketches to understand linkages * Use of key words, geographical terminology, and the vocabulary of geography * Understanding of the "real world" context and the interconnectedness of both human and physical geographical | **Core Content and Knowledge**   * Introducing Fieldwork * LPSB Environmental Quality Investigation, data analysis, conclusion and presentation * Creation of students own fieldwork investigation * Fieldwork Investigation: South Eden Park Road Pollution * Extended Writing through drawing conclusions from local fieldwork investigation   **Skills Developed**   * Utilisation of cartographic (map) skills, including GIS * Fieldwork Investigation skills including:  1. Primary and secondary data collection, analysis, and presentation 2. Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs 3. Formulation of enquiry questions. hypothesis and key questions 4. Consideration of appropriate sampling strategies (e.g. systematic, random and stratified) and sample size 5. Consideration of health and safety in an investigation process (i.e. risk assessment) 6. Use of hand drawn field sketch and sketch maps 7. Fieldwork process evaluation  * Use of key words, geographical terminology and the vocabulary of geography |
| Ways the Y7 curriculum goes beyond the national curriculum, including extra-curricular opportunities | * The Year 7 Geography curriculum is designed to give students the basic knowledge and understanding of geography and the key concepts within it, however a conscious focus has been putting on broadening students’ horizons beyond the classroom by introducing a unit of work that looks at some “Amazing Places” around the world and the issues that are impacting other parts of the planet (e.g. quality of education in Nepal; climate change impacting the Maldives). * Clubs and societies are available to all year groups – including Missing Maps (mapping humanitarian disaster and conflict zones using open-source maps for use by Aid Agencies), Sustainability Society and Global Citizenship Society * Regular fieldwork opportunities are taken. * Annual online geography quiz vs other schools | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Students have varying starting points depending on the Primary School geography experience. * Understanding of the wider world and the general concept of “geography” is helpful | * Basic use of maps is undertaken in unit 1 “what is geography?” * Understanding of the wider world and the general concept of “geography” is helpful | * Students will be revisiting many of the knowledge, understanding and skills learnt so far in Year 7 (e.g. the key concepts in unit 1 that introduced geography). * Students will focus each lesson a different issue that has been covered previously (e.g. weather and climate in Maldives) * All lessons will feature some element of mapping to locate the country they are investigating. | * Basic knowledge and understanding of the difference between weather climate would have been gained in KS2 and early on in Year 7 * Map skills will be useful in tackling weather systems * Knowledge of human impact on the environment is important. | * Strong link to prior knowledge gained in Weather and Climate Unit * Mapping skills will be utilised | * Students will have undertaken basic fieldwork techniques in the map skills, weather and climate and rivers units of work * Mapping skills are integral learning in the Map Skills unit * Knowledge of space, place and key geographical concepts developed throughout Year 7 will be utilised here. |
| Assessment | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing task on Sustainability | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Basic fieldwork investigation is taken about sustainability using data collected on school site | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks embedded within topic | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks embedded within topic * Fieldwork investigation is taken at local river in woodlands on school site | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks embedded within topic * Fieldwork investigation is taken into pollution levels on South Eden Park Road |
| Points when this knowledge will be revisited | * In every unit in every topic throughout KS3-5 Geography journey. * Students will revisit Sustainability in Year 8 as a stand-alone topic | * Throughout KS3, 4 and 5 map skills will be utilised to differing degrees, but on a very regular basis. * Map skills knowledge and competencies are tested in the GCSE examination specifically | * The knowledge gained will be used intermittently throughout KS3-5 (e.g. key concepts introduced around development levels (Nepal) and climate change (Maldives) * Skills and competencies will be utilised in many future topics (e.g. climate graphs) | * Throughout KS3, 4 and 5 weather and climate will be revisited to differing degrees, but on a very regular basis. * Weather and climate knowledge and competencies are tested in the GCSE examination specifically through the Hazards unit when looking at Climate and Climate Change. | * Throughout KS3, 4 and 5 weather and climate will be revisited to differing degrees, but on a very regular basis. * Rivers is a key unit of GCSE paper 2 “The Evolving UK Physical Landscape” * Rivers also forms a part of the A-Level topic (Water Security and Management) | * Throughout KS3, 4 and 5 weather and climate will be revisited to differing degrees, but on a very regular basis. * Fieldwork will be undertaken at GCSE and A-Level, whereby students will conducting their own fieldwork, which will utilise the key skills learnt in this topic. * GCSE Paper 2 directly asks students to reflect on their own fieldwork, as well as provide a critical analysis of other students fieldwork. |
| **EMPOWERING** | Key vocabulary | * Human Geography * Physical Geography * Environmental Geography * Weather and Climate * Sustainability * Space and place * Landforms * Topography * Scale | * Cartographer * Compass (points) * Scale * Weather and Climate * OS Maps * Grid Reference * Contour * Spot height * Scale * Space and place * Topography * Relief * Symbol | * Sustainability * Environment * Remote * Development * Climate * Climate change * Interconnectedness * Sea-level rise * Access to education * Space and place * Scale | * High pressure * Low pressure * Weather * Climate * Precipitation * Hydrological cycle * Evaporation * Transpiration * Condensation * Ground water flow * Surface run off * Frontal rainfall * Relief rainfall * Convectional rainfall | * Source * Mouth * Upper, lower and middle course * Long profile * Cross profile * Meander * Waterfall * Erosion (attrition, abrasion, solution, hydraulic action) * Deposition * Transportation (saltation, traction, solution, suspension) * Delta * Floodplain * Levee * Confluence * Tributary * Hydrological cycle * Thalweg * Estuary * Management | * Sustainability * Compass (points) * Scale * Weather and Climate * Scale * Space and place * Methodology * Hypothesis * Data presentation * Quantitative * Qualitative * Primary data * Secondary data * Conclusion * Evaluation |
| Opportunities to engage with different cultures/ perspectives/ voices | * Frequent opportunities to broaden student awareness, knowledge of and empathy towards different cultures across the world. These are particularly prevalent in the “Amazing Places” unit. * (Pink) Guided reading sheets are utilised regularly which are reading extracts from a wide variety of sources/voices to both diversify and broaden our curriculum | | | | | |
| Relevance to real world and careers | * Geographical understanding of place, space, cultures, and the environment are integral to our students’ futures. * Frequent opportunities to discuss careers in a geographical field are taken, including lessons based on teachers’ prior careers (e.g. Mr James in Nepal) | | | | | |
| **CHALLENGING** | Homework | * In the first half term, optional homework project is available although whole school approach is no-HW for Geography in Y7 to support transition. HW available is a selection of 13 different tasks worth various amounts of points. Students then choose the activities they wish to do in order to make up the required amount of points. Students have whole half term in which to complete this. * From HT2 onwards, each half term students have a choice homework menu. Students have whole half term to complete each project. | | | | | |
| Super curricular recommendations | * Wider reading is available through the library. * Geographical magazines an article available in Hub 3 * Annual online geography quiz vs other schools. | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – Population and Migration** | **HT2 – Development** | **HT3 – Global Citizenship** | **HT4 – Tropical Rainforests** | **HT5 – Sustainability** | **HT6 – Coasts** |
| **Year 8** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * Population data and global growth (over time and current trends) * Understanding the implications of population growth, density and control * Population structure and population models (e.g. Demographic Transition Model) * Migration (reasons, ethics and consequences) * Migration debates   **Skills Developed**   * Knowledge and understanding of population models * Development of a range of statistical analysis and presentation techniques * Use of choropleth maps (GIS) * Draw informed conclusions from numerical data * Make predictions based on data * Use online census and statistical sources to obtain population and geo-demographic information at differing scales * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate/discussion and presentation * Understanding of the "real world" context of topics and of change within those places * Understanding scale of issues (local, national, international, global) * Understanding of the interconnectedness of human, physical and environmental geography and between people and places * Understanding of the concept of change over time, place and space | **Core Content and Knowledge**   * What is development? * How is money spread around the world? * What ways can be used to measure development? * Why do people live in poverty? * Poverty Debate * How can gender equality increase development? * The Trading Game * Why is Ghana developing? * Development Projects in Africa   **Skills Developed**   * Knowledge and understanding of development terminology * Understanding of different ways of measuring development levels using development indicators * Use of choropleth maps (GIS), development indicators measured over time, space, and place to draw conclusions and make predictions about the future * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate/discussion and presentation * Understanding of the "real world" context of topics and of change within those places * Understanding scale of issues (local, national, international, global) * Understanding of the interconnectedness of human, physical and environmental geography and between people and places * Understanding of the concept of change over time, place and space | **Core Content and Knowledge**   * (Active) global citizenship, social justice, and human rights? * Human Rights history, UNDHR, and current human right movements * Social justice and equity (focus on poverty western societies) * Power and governance (where does power lie) the power of collective action * Peace, conflict and non-violent protest * Extended project to take action as an active global citizen   **Skills Developed**   * Knowledge and understanding of citizenship, human rights and social justice * Understanding of different ways of being an active citizen at different scales * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate/discussion and presentation * Understanding of the "real world" context of topics and of change within those places * Understanding scale of issues (local, national, international, global) * Understanding of the interconnectedness of human, physical and environmental geography and between people and places * Understanding of the concept of change over time, place and space | **Core Content and Knowledge**   * Where rainforests are located and why? * Importance of latitude in the formation of rainforests * Structure and biodiversity of the rainforest * Protecting the rainforest and ensuring it is sustainably management * The importance of the rainforest for different people around the world   **Skill Developed**   * Knowledge and understanding of the importance of latitude * Use of a variety of maps and numerical data informing students ability to make geographical observations * Understanding scale of issues (local, national, international, global) * Understanding of the interconnectedness between people and places * Understanding of the concept of change over time, place and space * Ability to write clear, coherent and informed extended writing pieces * Use of biological understanding of ecosystems * Use of maps in association with photographs, diagrams and sketches to understand linkages between real world issues. * Development and use of climate graphs | **Core Content and Knowledge**   * Understanding of sustainability * What is water, energy, food and economic sustainability? * Focus on sustainability issues at different scales * Research into the sustainability of TNCs * Decision Making Exercise * Sustainability debate   **Skills Developed**   * Knowledge and understanding of sustainability as a concept * Understanding of different ways of being sustainable at different scales * Use of choropleth maps (GIS) to understand how sustainability can be measured over space, time and place to draw conclusions and make predictions about the future * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate/discussion and presentation * Understanding of the “real world” context of topics and of change within those places * Understanding scale of issues (local, national, international, global) * Understanding of the interconnectedness of human, physical and environmental geography and between people and places * Understanding of the concept of change over time, place and space | **Core Content and Knowledge**   * What shapes our coastal landscapes? * Mass Movement * How does erosion, transportation and deposition Change the coastline? * How has life changed on the Holderness coast? * What defences can be used to protect the coast? * Weighing it up: are the benefits of coastal management worth the cost?   **Skills Developed**   * Understanding of coastal processes, landforms and management techniques * Label, annotate and interpret different diagrams, maps, graphs, sketches, and photographs * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of maps in association with photographs, diagrams, and sketches to understand linkages * Use of key words, geographical terminology, and the vocabulary of geography * Understanding of the “real world” context and the interconnectedness of human and physical geography * Understand, interpret and analyse written sources * Ability to write coherent, informed and persuasive extended writing * Introduction to GCSE style exam questions |
| Ways the Y8 curriculum goes beyond the national curriculum, including extra-curricular opportunities | * The Year 8 Geography curriculum is designed to give students the basic knowledge and understanding of geography and the key concepts within it, however a conscious focus has been put on broadening the students understanding of their place in the world and having a clear grasp that the issues impacting our planet are also impacting individual people. Importantly students should go away from Year 8 with an understanding, through units like Development and Global Citizenship, about how they could actually play an active role in shaping the outcomes on our planet. * Clubs and societies are available to all year groups – including Missing Maps (mapping humanitarian disaster and conflict zones using open-source maps for use by Aid Agencies), Sustainability Society and Global Citizenship Society * Regular fieldwork opportunities are taken. * Annual online geography quiz vs other schools | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Students have varying starting points depending on the Primary School geography experience. * In year 7 many of the key concepts in relation to population and migration will have been covered in various topics. * Understanding of the wider world and the general concept of “geography” is helpful | * Basic use of maps is undertaken in unit 1 “what is geography?” and throughout Year 7. The ability to use and interrogate data is a useful skill they would have developed throughout Year 7. * Understanding of the wider world and the general concept of “development” is helpful | * Students will utilise their skills from prior topics here to fully understand development and global citizenship. They will also draw upon various topics covered through the schools SMSC approach and PSHCE lessons. | * Basic knowledge and understanding of the difference between weather climate would have been gained in KS2 and in Year 7 * Map skills will be useful in tackling biomes and the locations of the world’s tropical rainforests * Knowledge of human impact on the environment is important. | * Strong link to prior knowledge gained in various topics including fieldwork in Year 7 where there is a focus on investigating how sustainable LPSB is. | * Rivers (Year 7) will provide the basis for many of the processes relevant to coasts. * Mapping skills are integral learning in the Map Skills unit and throughout other topics. |
| Assessment | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in class. * End of Year Exam in HT6 | | | | | |
| Points when this knowledge will be revisited | * In every unit containing human geography in every topic throughout KS3-5 Geography journey. * The morale discussions around migration play an important part in development and global citizenship | * In every unit containing human geography in every topic throughout KS3-5 Geography journey. * The morale discussions around migration play an important part in global citizenship | * In every unit containing human geography in every topic throughout KS3-5 Geography journey. * The morale discussions around migration play an important part in development and global citizenship | * Plays a key role in Paper 3 at GCSE | * In every unit containing human and physical geography in every topic throughout KS3-5 Geography journey. * This is a synoptic theme running throughout Geography. | * At GCSE Paper 2 and various topics at A-Level |
| **EMPOWERING** | Key vocabulary | * Population * Density * Demographics * Demographic Transition Model * Migration * Push and Pull Factors * Rural and Urban * Birth Rate * Death Rate * Infant Mortality * Life Expectancy * Dependency * Population Pyramid | * Developed * Developing * Emerging * Development Indicator * Human Development Index (HDI) * Gross Domestic Product (GDP) * Life expectancy * Aid * Interdependence * Debt * NGO * IGO * Sustainable Development * Quality of Life * Poverty * Absolute Poverty * Relative Poverty | * Global Citizenship * Accountability * Empowerment * Empathy * Human Rights * Vulnerability * Sustainable Development Goals (SDGs) * Sustainable Development * Quality of Life * Poverty * Absolute Poverty * Relative Poverty | * Biodiversity * Camouflage * Adaptation * Canopy * Layer * Emergent * Climate * Biome * Latitude * Deforestation * Ecotourism * Sustainability * Liana * Epiphyte * Logging * Plantations * Palm Oil | * Sustainability * Ecosystem * Threats * Energy * Social * Economic * Environmental * Energy Security * Waste * Renewable * Carbon Footprint * Ecological Footprint * Pollution * Climate Change * Conservation | * Erosion * Deposition * Weathering * Headland * Bay * Concordant * Discordant * Abrasion * Attrition * Hydraulic Action * Solution * Saltation * Suspension * Traction * Mass movement * Destructive * Constructive * Fetch * Longshore Drift * Spit * Beach * Bar * Tombolo * Slumping * Weathering |
| Opportunities to engage with different cultures/perspectives/voices | * Frequent opportunities to broaden student awareness, knowledge of and empathy towards different cultures across the world. These are particularly prevalent in the “Migration”, “Development” and “Global Citizenship” unit. * (Pink) Guided reading sheets are utilised regularly which are reading extracts from a wide variety of sources/voices to both diversify and broaden our curriculum | | | | | |
| Relevance to real world and careers | * Geographical understanding of place, space, cultures, and the environment are integral to our students’ futures. * Frequent opportunities to discuss careers in a geographical field are taken, including lessons based on teachers’ prior careers (e.g. Mr James in Nepal) | | | | | |
| **CHALLENGING** | Homework | * Student choice homework menu each half term. Students have whole half term to complete this. | | | | | |
| Super curricular recommendations | * Wider reading is available through the library. * Geographical magazines an article available in Hub 3 * Annual online geography quiz vs other schools. | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – Globalisation** | **HT2 – Tectonics** | **HT3 – Climate Change** | **HT4 – Tropical Storms** | **HT5 – Slums and Squatter Settlements** | **HT6 – Cold Environments (Project)** |
| **Year 7** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * What is globalisation? * Globalisation and Trade * Impact of Globalisation * Globalisation debate * Is China creating an interdependent world? * Is Asia becoming the most important economic region? * Globalisation and India * Mumbai - Megacity Case Study * India and the environment * India's global future   **Skills Developed**   * Knowledge and understanding of Globalisation as a concept * In depth knowledge of China’s role in globalisation * Concept of megacities, growth and GCSE case study (Mumbai) * Use of choropleth maps (GIS) to understand how sustainability can be measured over space, time and place to draw conclusions and make predictions about the future * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate/discussion and presentation * Understanding of the “real world” context of topics, scale and of change within those places * Understanding of the interconnectedness of human, physical and environmental geography and between people and places * Understanding of the concept of change over time, place and space   8 mark assess and evaluate GCSE style exam questions (and GCSE case study content) | **Core Content and Knowledge**   * Structure of the earth and plate tectonic boundaries * Earthquake processes and focus on case study in Haiti * Formation of Tsunamis and focus on Tohuku earthquake and tsunami in Japan * Mitigating the impact of earthquakes * Understanding volcanoes with a focus on Montserrat (DME), Mt Pinatubo and Eyjafjallajökull   **Skills Developed**   * Understanding of tectonic processes, impacts and responses of and to different hazards * Label, annotate and interpret different diagrams, maps, graphs, sketches, and photographs * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of maps in association with photographs, diagrams, and sketches to understand linkages * Use of key words, geographical terminology, and the vocabulary of geography * Understanding of the “real world” context and the interconnectedness of human and physical geography * Understand, interpret and analyse written sources * Ability to write coherent, informed and persuasive extended writing * Deeper introduction to 8 mark assess and evaluate GCSE style exam questions (and GCSE case study content) | **Core Content and Knowledge**   * What is climate change? * What are the causes of climate change? * What are the consequences of climate change? * Climate change mitigation * Climate change David Attenborough documentary * Adapting to climate change * Climate Change Stories from the developing world   **Skills Developed**   * Understanding of the concept, causes and consequences of climate change * Production, use and interpretation of a range of graphs and data presentation techniques * Label, annotate and interpret different diagrams, maps, graphs, sketches, and photographs * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of maps in association with photographs, diagrams, and sketches to understand linkages * Use of key words, terminology, and the vocabulary of geography * Understanding of the "real world" context and the interconnectedness of human and physical geography * Understand, interpret and analyse written sources * Ability to write coherent, informed and persuasive extended writing * 8 mark assess and evaluate GCSE style exam questions (and GCSE case study content) | **Core Content and Knowledge**   * Basic understanding of tri-cellular model (Set 1+2) and how tropical storms are formed * Why are we getting more storms today? * MEDC Case Study: Hurricane Katrina * LEDC Case Study: Typhoon Haiyan * The 3 P's (Protection, Preparation and Prediction) * Impacts and Responses * Management and Mitigation of Tropical Storms (DME)   **Skill Developed**   * Understanding of tropical storm processes, impacts and responses of and to different hazards * Production, use and interpretation of a range of graphs and data presentation techniques * Label, annotate and interpret different diagrams, maps, graphs, sketches, and photographs * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of maps in association with photographs, diagrams, and sketches to understand linkages * Use of key words, terminology, and the vocabulary of geography * Understanding of the "real world" context and the interconnectedness of human and physical geography * Understand, interpret and analyse written sources * Ability to write coherent, informed and persuasive extended writing * 8 mark assess and evaluate GCSE style exam questions (and GCSE case study content) | **Core Content and Knowledge**   * Where are slums and squatter settlements located? What are the trends in the type of countries they are located in? * What are the causes of slum living? * What are the consequences of living in slums? * Are slums a solution or a problem? * The development of communities within slums.   **Skills Developed**   * Understanding of slums, slum living and the impact of rapid economic growth * Label, annotate and interpret different diagrams, maps, graphs, sketches, and photographs * Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes * Use of maps in association with photographs, diagrams, and sketches to understand linkages * Use of key words, geographical terminology, and the vocabulary of geography * Understanding of the "real world" context and the interconnectedness of both human and physical geographical * Understanding of the concept of change over time, place and space   8 mark assess and evaluate GCSE style exam questions (and GCSE case study content) | **Core Content and Knowledge**   * How and why do glaciers form and move? * How do glaciers change the landscape? * Glacial landforms * Glacial landforms case studies (Lake District) * Understanding and exploring polar regions * Animal and vegetation adaptations in polar regions * Humans and polar regions * Investigating extreme environments through a series of case studies:   + Climbing Everest   + Surviving Siberia   + Spitzbergen   + Insight into Polar Explorers   + Oil/Gas and Extreme Environments   + Desert cities   **Skills Developed**   * Knowledge and understanding of Glaciation as a concept * Understanding of glacial processes, landforms and knowledge of a glacial landscape in the UK * Polar regions and flora/fauna adaptations * The interaction of people and extreme environments * Understanding, production of and ability to interpret climate graphs * Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs * Production, use and interpretation of a range of graphs and data presentation techniques * Use of choropleth maps (GIS) to understand how sustainability can be measured over space, time and place to draw conclusions and make predictions about the future * Ability to write coherent, informed and persuasive extended writing * Engage in regular opportunities for debate/discussion and presentation * Understanding of the “real world” context of topics, scale and of change within those places * Understanding of the interconnectedness of human, physical and environmental geography and between people and places * Understanding of the concept of change over time, place and space * 8 mark assess and evaluate GCSE style exam questions (and GCSE case study content) |
| Ways the Y9 curriculum goes beyond the national curriculum, including extra-curricular opportunities | * The Year 9 Geography curriculum is designed to give students the basic knowledge and understanding of geography and the key concepts within it, however a conscious focus has been put on developing students understanding of the globalised nature of the world and the interconnectedness that exists. We then aim to articulate not just what happens when a natural disaster occurs but the key factors influence the vulnerability of people and places around the world. When stepping into these issues we encourage our students to consider the individual people that are impacts by these events beyond the pure statistics. This is furthered by exploring what makes slums and squatter settlements interesting places to investigate, again getting students to think beyond the negatives and explore whether slums/squatter settlements can be places we can learn from. * Clubs and societies are available to all year groups – including Missing Maps (mapping humanitarian disaster and conflict zones using open-source maps for use by Aid Agencies), Sustainability Society and Global Citizenship Society * Regular fieldwork opportunities are taken. * Attendance at the Climate Change conference at the Olympic Stadium, Stratford * Annual online geography quiz vs other schools | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Understanding of the wider world and the general concept of “geography” is helpful * The interconnectedness of the world will have been considered in Year 8 over several topics and some of the key themes emanating from globalisation have been explored already such as development and migration. | * Some tectonics is covered in KS3 * Understanding of development levels and the different factors that make a place vulnerable will be utilised with this unit. | * Some climate change is covered in KS3 * Understanding of development levels and the different factors that make a place vulnerable will be utilised with this unit. | * Some climate and weather content is covered in KS3 * Understanding of development levels and the different factors that make a place vulnerable will be utilised with this unit. | * Knowledge from globalisation topic and population/migration (year 8) is fundamental to understanding the causes of slum/squatter settlements. * Understanding of development levels and the different factors that make a place vulnerable will be utilised with this unit. | * Understanding of latitude impacting climate is crucial from year 7 and 8 |
| Assessment | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic * Assessment of global brand homework project | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic * Assessment of tectonics homework project | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic * Assessment of environmental disaster homework project | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic * Assessment of homework project | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic * Assessment of homework project * End of Year assessment of all topics through examination | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * 4 x Extended writing tasks embedded within topic |
| Points when this knowledge will be revisited | * In every unit in every topic throughout KS3-5 Geography journey. * Students will revisit globalisation in Year 10, Year 11 and form the foundation of A-Level Human Geography | * In many units throughout KS3-5 Geography journey. * Students will revisit hazards in Year 10, Year 11 and in Year 12 | * In many units throughout KS3-5 Geography journey. * Students will revisit climate change in Year 10, Year 11 and in Year 12/13 | * In many units throughout KS3-5 Geography journey. * Students will revisit tropical storms in Year 10 and in Year 12/13 | * In many units throughout KS3-5 Geography journey the key concepts and understanding of slums/squatter settlements * Students will revisit the topic and most of the issues within it through various topics in Year 11 (e.g. development and urbanisation) and in Year 12 (e.g. globalisation) | * In many units throughout KS3-5 Geography journey. * Students will need knowledge of how cold environments has had an impact on the physical landscape of the UK at the start of Year 10. |
| **EMPOWERING** | Key vocabulary | * Interconnectedness * TNCs * Cultural homogenisation * Economic integration * Outsourcing * Offshoring * Free market liberalisation * Neo-liberalisation * Supply chains * Culture * Inequality * Hyper-globalisation * Diaspora * “Glocalisation” * Belt and Road Initiative * Neo-Colonialism | * Inner Core * Outer Core * Mantle * Crust * Oceanic Crust * Continental * Lithosphere * Asthenosphere * Convection Currents * Subduction * Plate Boundary * Convergent * Divergent * Collision * Destructive * Constructive * Conservative * Transform * Volcano * Shield Volcano * Composite Volcano * Earthquake | * Climate Change * Natural causes * Human causes * Global Warming * Human Enhanced Greenhouse Effect * Volcanic Eruptions * Sun Spots * Milankovitch Cycles * Fossil Fuels * Greenhouse Gases * Carbon Dioxide * Ozone * Deforestation * Emissions * Industrialisation * Mitigation * Carbon Capture * Adaptation | * ITCZ (Inter Tropical Convergence Zone) * Storm Surge * Cyclone * Hurricane * Typhoon * Global Atmospheric Circulation * Thunderstorm * Coriolis Effect * Landslide | * Slum * Squatter Settlement * Community * Sanitation * Poverty * Deprivation * Favela * Township | * Glacier * Biomes * Corries * Arete * Pyramidal Peak * Tarn * Erratic * Ice Sheet * Permafrost * Climate Change * Latitude |
| Opportunities to engage with different cultures/perspectives/voices | * Frequent opportunities to broaden student awareness, knowledge of and empathy towards different cultures across the world. * Visit to Climate Change Conference at Olympic Stadium, Stratford * (Pink) Guided reading sheets are utilised regularly which are reading extracts from a wide variety of sources/voices to both diversify and broaden our curriculum | | | | | |
| Relevance to real world and careers | * Geographical understanding of place, space, cultures, and the environment are integral to our students’ futures. * Frequent opportunities to discuss careers in a geographical field are taken, including lessons based on teachers’ prior careers (e.g. Mr James in Nepal) | | | | | |
| **CHALLENGING** | Homework | * Student choice homework menu each half term. Students have whole half term to complete this. | | | | | |
| Super curricular recommendations | * Wider reading is available through the library. * Geographical magazines an article available in Hub 3 * Annual online geography quiz vs other schools. | | | | | |