

Curriculum Progression Pathway Geography

Subject Intent:

Why is the study of geography important?

The Geography curriculum aims to enable students to become successful learners, confident individuals and responsible citizens. Students will develop the Geographical knowledge, understanding and skills to provide the framework and approaches that explain how the Earth's significant features and places, at different scales, are interconnected and change over time. The work builds upon previous learning to reinforce and build upon substantive and disciplinary knowledge and aims to inspire a curiosity and consolidate and extend their skills and knowledge of physical & human geography. Year 7 begins with an understanding of "What is Geography" and an introduction of geographical skills. Students continue to develop these skills and build upon their KS2 knowledge and understanding by exploring the different continents, weather and climate, ecosystems, population and settlement including local fieldwork. Year 8 continues to develop students' substantive and disciplinary knowledge and to develop the connections between concepts through units on Economic Change (including a focus on China and India), Russia, Tourism, Global Development and Coasts including a fieldtrip. In Year 9 students study units on Climate Change, India, Rivers including fieldwork and the Middle East. Key geographical concepts and skills based upon the four geographical forms of knowledge (locational, place, environmental and geographical skills) are embedded throughout KS3 to prepare students for KS4 and facilitating their understanding of what it means to be a global citizen by encouraging students to formulate questions and solutions as well as the ability to interpret information and draw their own conclusions. This includes cause, effects, consequences, solutions, significance and data/photograph analysis skills as well as fieldwork techniques allowing students to link places that they already know, become increasingly fluent in identifying spatial locations and to understand and make meaningful connections and comparisons.

- Local coastal visit to enhance students' understanding of their local environment (in collaboration with Science)
- Challenging conceptions e.g. views of different countries, communities, traditions and beliefs. Encouraging students to debate and form their own judgements.

- Developing empathy, understanding and knowledge of the needs and different experiences of people in other countries.
- Studying different places provides students with the knowledge and understanding of how physical and human interactions has helped create and shaped places on a variety of scales.
- Teaching students to be more responsible global citizens e.g. sustainability climate change etc.
- Geography supports the development of British Values and develops learners as citizens of our community.
- Democracy/conflict – Middle East, Ukraine/Russia crisis, Democratic Republic of Congo (blood diamonds)
- Responsibility – Ecosystems, coastal and river management
- Individual liberty – Ecosystems, economic change and the Middle East
- Extremism – Middle East
- Evaluation of different experiences, recognising that people in countries at different levels of development can be affected in different ways.
- Learn how the actions of different stake holders impact upon different spaces and times.
- Learning how to become a more global citizen, take responsibility for and offer solutions to protect the environment on a range of different scales.
- Fieldtrips to enrich understanding of geographical concepts e.g. coastal fieldwork along the Yorkshire coast and studying urban transects.
- Teaching students to be more responsible global citizens e.g. sustainability climate change, resource management etc.
- Encouraging students to think critically about the world in which we live and to form their own opinions.
- Revision sessions support students to become independent learners which is crucial for post 16 education, training and employment. The skills taught at KS4 prepare students for A level geography, should they choose this pathway.
- Geography supports the development of British Values and develops learners as citizens of our community.
- Democracy/conflict – Global development, Changing cities, Resource management, Ecosystems, Weather hazards and climate change, UK challenges
- Responsibility – Ecosystems, resource management, weather, hazards and climate change coastal and river management

What skills will the study of Geography teach students?

Subject specific skills

- Recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases

- Photography/Resource/Data interpretation and annotation skills
- Explanation of causes effects, responses, and significance.
- Sequencing of events to explain formation.
- Evaluating the importance of events/factors
- Understand the inter-relationship between people and the environment including how they change places and spaces in time.
- Photography/Resource/Data interpretation and annotation skills.
- Categorising information into geographical factors.
- Linking factors and developing judgements.
- Evaluating the importance of events/factors.
- Examining the role of different contributing factors.
- Selection and organisation of relevant examples.
- Comparison of countries at different levels of development.
- Create and develop suitable hypotheses or questions based upon fieldwork.
- Write critically about findings.

Supportive learning skills or attributes

- Revision and recall skills
- Forming an argument – persuading and debating.
- Analysing trends
- Literacy – extended writing, written and verbal communication, reading and comprehension
- Numeracy – interpreting data, graphs etc., calculating the range, mean, mode median and working our percentages.
- Problem solving – geography fieldwork problems and solutions, critical thinking skills
- Developing an evidence based argument
- Analysing trends
- Empathy
- Resilience
- Independence

What will students know and understand from the study of Geography?

Locational – become increasingly fluent in identifying spatial locations

Place - Specific location on Earth's surface where physical and human processes take place e.g. glacial landscapes, plate tectonics, coastal processes
Build a framework to understand locational knowledge at a range of different scales i.e. local. National and international.

Environmental - How human and physical elements interact, influence and change landscapes, environments and climate
Understanding of different places, their similarities and differences and how these change over time

Fieldwork skills - Interpret real world geography and to draw on the knowledge and skills to support their understanding of the world around them.

How does the study of Geography support students learning in other subjects?

Cross curricular links have been established with subjects such as Maths and Science. With regard to Maths there is a bespoke maths study plus SOL which is built upon the mathematical skills required for geography. Specific geographical examples of exam style questions are to be used in math's lessons where appropriate to support students with technique. We have also liaised with regard to KS3 and the type of skills required e.g. drawing and interpreting data for their microclimate enquiry and when specific skills need to be taught.

In terms of Science we have liaised in terms of topics or areas which are similar such as the rock cycle, climate change and ecosystems to discuss where these are taught to ensure that the teaching in both subjects builds upon rather than repeats knowledge and understanding. We have also developed a joint Year 8 fieldwork which looks at coastal features from a geographical stance and the marine ecosystem from a scientific perspective which supports and enhances the learning in the classroom.

How can you deepen students' understanding of Geography?

Sequential learning that builds upon existing knowledge to develop increasing complex

Probing questions

Critical thinking skills

Use of fieldtrips to exemplify geographical processes in action.

Link to real world examples at different scales from local to international

Establishing links and the interconnections between and within different geographical concepts.

Identifying similarities and differences between different processes both physical and human.

Development of disciplinary knowledge so students develop the skills to think like a geographer e.g. photograph interpretation, critical thinking, problem solving and analysing data.

Use of and explicit teaching of key geographical terminology.

How can Geography support students' future progression?

Develops an understanding of the physical and human interactions that shape the world in which they live and the influence that they have to enable them to become responsible global citizens.

Transferable skills e.g. communication, problem solving, critical thinking, analysing data, discussion, debate, creating an argument the ability to identify, establish and explore interconnections between and within concepts.

Students can go on to study Geography at A level and degree level (including Masters and PHD)

Geography is valued as a subject by many employers and can lead into a vast variety of different forms of employment. Here are some examples town planning, Environment Agency, travel agent, aid worker, social worker, estate agent, civil engineer, social care, utilities manager, care worker, geologist, disaster manager, forestry ranger, environmental consultant, lawyer, government and media.

Exam board used in Y10 & Y11

Answer name of exam board Edexcel Geography GCSE Specification A

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	What is geography?	Economic Change	Climate change	Rivers	Coasts and coastal fieldwork
Autumn 2	UK Geography	Russia	India	Global development	Coasts and weather and climate

Spring 1	Ecosystems and continents	Tourism	Rivers	Ecosystems	Weather and climate
Spring 2	Ecosystems and continents	Global development	River field study project	UK landscapes	UK challenges and revision
Summer 1	Weather and climate	Coasts	Middle East	Resource management	Revision
Summer 2	Settlement	Coastal fieldwork	GIS	Energy management	