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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.

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- 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

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- 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

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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.

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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	**<u>What is geography?</u>** Different types of geography Scale and direction Using OS maps	**<u>Economic Change</u>** UK economic sectors Rise in secondary sector in China Call centres in India Deindustrialisation	**<u>Climate change</u>** Factors causing climate change Effects of climate change Global and local	**<u>Rivers</u>** Profile of river and changing characteristics. Features of erosion Features created by	Coasts and coastal fieldwork Erosion, weathering, transportation, mass movement. Features created by

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	4 and 6 figure grid references Relief of the land	Greenfield and brownfield sites Rejuvenation	responses to climate change Sustainable transport and business. Water supplies	deposition Causes and effects of flooding Hard and soft engineering River Ouse case study	erosion Features created by deposition Geological influence Fieldwork – colleting primary and secondary data, data presentation and analysis
Autumn 2	**<u>UK Geography</u>** Physical and human features of the UK Population distribution of the UK Changes in population UK economic sectors Deindustrialisation Brownfield and greenfield site	**<u>Russia</u>** Location, climate and biomes Population structure and life in Russia Energy/Chernobyl Russia and the Arctic	**<u>India</u>** Location of India Climate and ecosystems of India Population distribution and characteristics Indian culture Geopolitics	**<u>Global development</u>** Factors affecting development, Top down and bottom up approaches. India context and location Geopolitics Technology	**<u>Coasts and weather and climate</u>** Fieldwork evaluation Hard and soft engineering Holderness case study Cause and effects of climate change
Spring 1	**<u>Ecosystems and continents</u>** Using an atlas Oceans and continents Characteristics and location of the different ecosystems Europe North America	**<u>Asia</u>** Location and physical and human geography Climate and ecosystems Population density including one child policy Geography of South West China – links to	**<u>Rivers</u>** Profile of river and changing characteristics. Features of erosion Features created by deposition Causes and effects of flooding Hard and soft	**<u>Ecosystems</u>** Location and characteristics of global and UK ecosystems. Goods and services in tropical rainforest/deciduous woodlands. Structure and adaptations of tropical	**<u>Weather and climate</u>** Global atmospheric circulation, ocean currents and weather cells. Factors affecting the UK climate Formation of Hurricanes Hurricane Sandy case study

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	South America Tropical rainforests Africa – location and climate	development Tibet Water conflict	engineering River fieldtrip – collecting graphing and analysing data including GIS	and deciduous woodlands Sustainable management of deciduous and tropical rainforests	Draughts, causes, effects and responses
Spring 2	**<u>Ecosystems and continents</u>** Horn of Africa Deserts and desertification	**<u>Global development</u>** What is development and factors affecting development? Physical and human geography of Africa/Kenya Life in Kenya Top down and bottom up approaches Impacts of rapid development	**<u>River field study project</u>** River fieldtrip – collecting graphing and analysing primary and secondary data including GIS Evaluating fieldwork	**<u>UK landscapes</u>** Geology of the UK Formation of upland and lowland features How human and physical processes have shaped and UK landscape	**<u>UK challenges and revision</u>** Changes in the UK population Greenfield and brownfield site Sustainable transport UK migration
Summer 1	**<u>Weather and climate</u>** Hydrological cycle UK climate Types of rainfall Air pressure and hurricane formation Microclimates (fieldwork and GIS)	**<u>Coasts</u>** Mass movement, weathering, erosion and transportation Formation of features of erosion and deposition Hard and soft engineering	**<u>Middle East</u>** Location and climate of the Middle East Population distribution How geography affects conflict Afghanistan conflict Who owns the Caspian Sea	Resource and energy management Location of different types of resources Exploitation and impacts of resources Advantages and disadvantages of renewable and non-renewable energy sources	Revision

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Summer 2	**<u>Settlement</u>** Shape and function of settlements Scarborough landuse project Designing out crime (GIS)	**<u>Coastal fieldwork</u>** Collecting primary and secondary data Graphing and mapping data (GIS) Analysing data and drawing conclusions Evaluating fieldwork	**<u>GIS</u>** Introduction to ARCGIS Holderness coast Plate tectonics Value of GIS	**<u>Energy management</u>** Reasons for variations in global demand for different types of energy Norway case study China case study	