HEARTWOOD
LEARNING TRUST

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 "Geography and Me" and an introduction of geographical skills. Students continue to develop these skills and build upon their KS2 knowledge and understanding by through units which focus on Our Planet, Resources and Trade, Brilliant Biomes and Fantastic UK Landscape. Year 8 continues to develop students' substantive and disciplinary knowledge and to develop the connections between concepts through units on Russia, Glaciation, Global Development, Asia and Coasts including a fieldtrip. In Year 9 students study units on Climate Change, India, Plate Tectonics, 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,)
- Responsibility – Ecosystems, coastal and river management
- Individual liberty – Ecosystems, resources and trade 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

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	**Geography and Me** Compass points OS maps Differences between British Isles and the UK Physical and human geography of the UK Patterns of migration in the UK	Russia Location, climate and biomes Population structure and life in Russia Energy and environmental problems Russia and the Arctic. **Glaciation** How the Earth	**Climate change** Factors causing climate change Effects of climate change Global and local responses to climate change Sustainable transport and business.	**UK landscapes** Geology of UK and formation of Tors, limestone pavement and escarpments. North Yorkshire Moors case study **Resource management** Exploitation of	**Coasts and coastal fieldwork** Fieldwork – colleting primary and secondary data, data presentation and analysis **Rivers** Features of a drainage basin Long profile of the river

	Personal geography	evolved/Geological timescales What are glaciers and how do they shape the landscape Formation and map identification of glacial features	**India** Location of India Climate and ecosystems of India Monsoons	resources Global distribution of resources. Global and UK energy mix Different sources of energy China and Norway case study.	Formation of river landforms
Autumn 2	**Our planet** The characteristics and different layers of Earth Why we need the atmosphere Why water is important. What makes a country a country Why has the global population changed? Where do people live in the world? Is everywhere wealthy? What makes planet	**Glaciation** Causes impacts and solutions to avalanches How climate change can impact upon glacial environments. **Global development** What is development and factors affecting development? Physical and human geography of Africa/Kenya Life in Kenya	**India** Population distribution and characteristics Indian culture Geopolitics Global development Pollution in India **Plate tectonics** Earth structure and distribution of volcanoes and earthquakes Volcano characteristics Why do people live in danger zones	**Ecosystems** Location and characteristics of global and UK ecosystems. Goods and services in tropical rainforest/deciduous woodlands. Structure and adaptations of tropical and deciduous woodlands Sustainable management of deciduous and tropical rainforests	**Rivers** River management Effects of flooding on people and the environment River Ouse case study **Weather, hazards and climate change** Cause and effects of climate change Global atmospheric circulation, ocean currents and weather cells. Factors affecting the UK climate Formation of Hurricanes Hurricane Sandy case study

	Earth habitably for life?				
Spring 1	**<u>Resources and trade</u>** Where are the raw materials? What is manufacturing? What are services? Why do countries trade? How did the UK make its wealth in the past? How does the UK make its wealth now? How we use OS maps to study employment. Why countries trade.	**<u>Global development</u>** Top down and bottom up approaches Impacts of rapid development **<u>Asia</u>** Location and physical and human geography Climate and ecosystems Water conflict	**<u>Plate tectonics</u>** Causes of and effects of Earthquakes Earthquakes case study Characteristics of a tsunami.	**<u>Changing cities</u>** Reason for population distribution in UK and global scale. Birmingham case study Sao Paulo case study	**<u>Weather and climate</u>** Draughts, causes, effects and responses **<u>Urban fieldwork:</u>** Data collection, data presentation, analysis and evaluation
Spring 2	**<u>Brilliant Biomes</u>** What an ecosystem is and the major biomes of the world. How to read latitude on a map and how this influences biomes. The characteristics of deciduous forests biomes and how diverse it is. What biome do we live	**<u>Asia</u>** Population density including one child policy Geography of South West China – links to development Tibet Water conflict **<u>Coasts</u>** Mass movement, weathering, erosion and	**<u>Rivers</u>** Profile of river and changing characteristics. Features of erosion Features created by deposition Causes and effects of flooding Hard and soft engineering	**<u>Global development</u>** Reasons for and ways of measuring global development Top down and bottom up approaches. India context and location Geopolitics Technology Impacts of rapid development	**<u>UK challenges and revision</u>** Changes in the UK population Greenfield and brownfield site Sustainable transport UK migration

	in (fieldwork)? Describe and explain the characteristics of a deciduous forest biome	transportation	River fieldtrip – collecting graphing and analysing data including GIS		
Summer 1	**<u>Fantastic UK landscapes</u>** What landscapes are and how OS maps can help us investigate them. The rock cycle. The formation of Giant's Causeway, Wenlock Edge and the Grampian Mountains How to use online maps to explore landscapes To explain how each rock type forms using examples of UK landscapes.	**<u>Coasts</u>** Formation of features of erosion and deposition Hard and soft engineering Whitby case study	**<u>River field study project</u>** River fieldtrip – collecting graphing and analysing primary and secondary data including GIS Evaluating fieldwork **<u>Middle East</u>** Location and climate of the Middle East Population distribution	**<u>Rivers and coasts</u>** Erosion, transportation, mass movement and weathering Features of erosion Features of deposition Effects of coastal recession	Revision
Summer 2	**<u>UK coasts</u>** What coasts are and how the cliffs formed at Caithness How Harlech beach formed	**<u>Coastal fieldwork</u>** Collecting primary and secondary data Graphing and mapping data (GIS) Analysing data and	**<u>Middle East</u>** How geography affects conflict Afghanistan conflict Who owns the Caspian Sea	Coastal management The physical and human interactions that shape a coastline	

	How google Earth and OS maps show the Dorset coast. Why the Dorset coast is so jagged. How to use grid references to understand coasts How to use Digimap to explore the coast Describe how the coasts change over time	drawing conclusions Evaluating fieldwork			