

Geography

Curriculum intent:

'In Geography we want our students to have a **love** of the **natural world** and of the people in it – so that they become **responsible global** citizens. Students will gain a **sense of place** in an **ever-changing** environment and develop **transferrable skills** that **equip** them for the **wider world**.'

Geography isn't about flags, capitals, countries and ox bow lakes. Here at Dormston, Geography is about providing students with a mindset to 'think like a Geographer'. To think like a Geographer means that you are a thoughtful / responsible citizen, that you understand what is going on in the world around you and you know how to make a difference.

Literacy/Reading/Oracy opportunities:

Pupils have an opportunity to develop subject specific terminology. In order to focus on literacy tasks, we use structured reading sheets which enables pupils to summarise texts and pick out key parts and information. We deal with a lot of complex issues in geography which enable pupils to see things from another point of view and to be able to discuss and justify their own opinions. Lessons are designed to enable to give pupils the confidence to express their thoughts and feelings.

Curriculum rationale Year 7 - 11	Autumn	Spring	Summer
Year 7	<p>Becoming a Good Geographer</p> <ul style="list-style-type: none"> • What is geography • Where in the world • Compass directions • Map symbols • Four figure grid references • Six figure grid references • Height on maps • Geographic information systems 	<p>Who am We?</p> <ul style="list-style-type: none"> • Where is the Black Country? • History of the Black Country • Geology of the Black Country • Job sectors in the area • Why is the Black Country Famous? • How have populations changed? 	<p>Oh I do Like to be Beside the Seaside</p> <ul style="list-style-type: none"> • What is the Seaside? • What is Erosion? • Erosional Landforms • Transportation • Depositional Landforms • Sea Defences • Holderness Coast

	<p>What a Wonderful World</p> <ul style="list-style-type: none"> • What is a wonderful world? • The Giants Causeway • Death Valley • Rio de Janeiro Harbour • Madagascar Animals • Dubai the Impossible City • The Great Barrier Reef • The North Pole • Antarctica 	<p>Smooth Criminal</p> <ul style="list-style-type: none"> • A Crime Story • Who Suffered? • Cost of Crime • Seriousness of Crime • GIS and Mapping Crime • Geography and Crime • Opportunities for Crime • The Fight Against Crime 	
Why?	<p>Students have very different experiences of geography at primary level. Students need to recognise geography as a discrete subject. They need to know what geography is and how it impacts people and to have an awareness of the basic skills that will be imbedded over the next five years.</p> <p>Wonderful world explores the world on a global scale.</p>	<p>In term two students are embedding the skills that they have gained from the how to become a good geographer unit and having an awareness of how geography has impacts on a local level.</p>	<p>In term three, geography becomes more complex and builds on the skills from term one and two. Here pupils have to consider peoples different view points and look at geography as a sequence of processes.</p>
How parents / carers can support	<p>Familiarise with go 4 schools and supporting children with homework tasks. Seeking opportunities to enrich geography by utilising the non-required work. Use knowledge organisers and The Oak National Academy to fill gaps of knowledge. Get out there!! Look at geography in your local area.</p>		
	Autumn	Spring	Summer
Year 8	<p>Risky Rivers</p> <ul style="list-style-type: none"> • Water Cycle 	<p>How Poor is Africa?</p> <ul style="list-style-type: none"> • Where is Africa? 	<p>Holiday</p> <ul style="list-style-type: none"> • What is tourism?

	<ul style="list-style-type: none"> • How do Rivers change? • What work do rivers do? • Why does water fall? • Why do rivers flood? • The impacts of floods • River management • How should Tewkesbury be protected from flooding? <p>Welcome to the Jungle</p> <ul style="list-style-type: none"> • Introduction to ecosystems • Jungle climate graphs • Plant adaptations • Animal adaptations • Deforestation • Managing deforestation • Tribes within the Amazon 	<ul style="list-style-type: none"> • Africa's climate • Is Africa developed? • What has influenced Africa's development? • Is Africa really that poor? • Trade and Africa • What is Kenya Like? • Urbanisation and management in Kenya <p>Place Study: Middle East</p> <ul style="list-style-type: none"> • Where is the Middle East? • What is the Climate in the Middle East? • Population of the Middle East? • Desert development • Black gold of Saudi Arabia • Is Yemen poor? • Conflict in the Middle East • Tourism in Dubai 	<ul style="list-style-type: none"> • Where do people go on holiday? • What are the impacts of holidays? • Ecotourism • Global attractions
<p>Why?</p>	<p>The skills developed at the end of year seven will be applied to Risky Rivers where we look at opinions and geological processes.</p> <p>How we use the land forms a major part of geography. Deforestation is a huge use of the Earth's surface and we consider the benefits and costs of this.</p>	<p>The complexity of thought is a key part to this term, whilst we can use map skills to locate different areas we now deal with the stereotypical views of Africa and the Middle East.</p>	<p>In preparation of the six weeks holiday we look at tourism as a global business and think about the impacts both positive and negative.</p>

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Year 9	<p>Ice Ice Baby</p> <ul style="list-style-type: none"> • What are cold environment? • Russia – a cold environment • Russia’s physical feature’s • Animal adaptations • What is a glacier • How do glaciers move? • How do glaciers change the landscape? • Why do glaciers deposit material? <p>Global Resources</p> <ul style="list-style-type: none"> • Energy and fossil fuels • Renewable energy • UK’s energy mix • Nuclear energy • The nuclear debate • Chernobyl disaster • Chocolate • Wet wet wet • Future resources 	<p>Its getting hot in here</p> <ul style="list-style-type: none"> • Evidence of climate change • Natural and human causes • The greenhouse effect • Effects of climate change • Future of a changing climate <p>Violent Planet</p> <ul style="list-style-type: none"> • Structure of the Earth • Why does the Earth move? • What are plate boundaries • Violent volcanoes • Can volcanoes be managed? • What are earthquakes? • What happened in Haiti? • What is a tsunami? • What happened in Japan? 	<p>Place Study: Asia</p> <ul style="list-style-type: none"> • What is Asia like? • Development in Asia – an emerging country • Employment in an emerging country • Where is China and what’s it like? • Is China Successful? • Rural to urban migration • What is a mega city • Mumbai a place of challenge or opportunity?
Why?	This year and especially this term really does focus on future global issues from the melting if ice caps to the use of	This term combines geographical process from year eight and the issues around development to consider how a	Term three will continue to challenge misconceptions, broaden students’

	nuclear energy. This year is preparing students to have an opinion and a view of the wider world.	country is impacted by its wealth from a global disaster.	horizons and develop an inherent curiosity.
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Year 10	<p>Living World</p> <ul style="list-style-type: none"> • How ecosystems operate • Slapton Ley • Changes in ecosystems • Global ecosystems • Tropical rainforest • Nutrient cycle and interdependence • Plant and animal adaptations • Deforestation • Value of the rainforest • Sustainable management • Deserts • Plant and animal adaptations • The Sahara • Desertification <p>Challenge of Resource Management</p> <ul style="list-style-type: none"> • Global resource management • Global inequalities • Demand for food in the UK • Food miles and carbon footprint 	<p>UK Physical Landscapes</p> <ul style="list-style-type: none"> • Waves • Weathering • Marine processes • Erosional landforms • Depositional landforms • Coastal engineering • Coastal management • Upper course of a river • Middle course of a river • Lower course of a river • River flooding • River engineering • River management 	<p>Changing Economic World</p> <ul style="list-style-type: none"> • What is development • The Demographic Transition Model • Uneven development • The development gap • Example – Kenya • India Case study • UK economic change • Post-industrial economy • Sustainable industry • Change in the rural landscape • Infrastructure improvements • North-south divide • UK in the world <p>Fieldwork to Carding Mill Valley</p>

	<ul style="list-style-type: none"> • Demand for water in the UK • Demand for energy in the UK • Global food patterns • Food deficit and surplus • Food security • Increasing food production - Burkina Faso • Food waste • Sustainable food production - Mali 		
Why?	In term one of GCSE we outline the course but start with two units that students feel they have a firm foundation on. We introduce the idea of structure to exam questions.	In term two we develop geological processes and sequence and utilise the skills from term one where we consider peoples different points of view.	In term three students really do demonstrate the notion of thinking 'like geographer'. This is a complex unit that looks at mathematical models, historical context and modern case studies.
How parents / carers can support	Familiarise with go 4 schools and supporting children with homework tasks. Seeking opportunities to enrich geography by utilising the non-required work. Use knowledge organisers and The Oak National Academy to fill gaps of knowledge. Purchase an AQA revision guide from school and ensure that they use this and prepare fully for end of unit mock exams. Get out there!! Look at geography in your local area.		
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Year 11	The Challenge of Natural Hazards <ul style="list-style-type: none"> • What are natural hazards • Tectonics • Plate boundaries • Earthquake effects • Comparing earthquakes • Earthquake risk management • Global atmospheric circulation • Tropical storms • Typhoon Haiyan 	Urban Issues and Challenges <ul style="list-style-type: none"> • Urban trends • Lagos case study • Liverpool case study • Sustainable cities and futures Paper three preparations <ul style="list-style-type: none"> • Pre-release is given 12 weeks before the exam. 	Revision and exam technique

	<ul style="list-style-type: none"> • UK weather hazards • UK extreme weather – flooding • Evidence of climate change • Causes of climate change • Managing climate change <p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> • Urban trends • Lagos case study • Liverpool case study • Sustainable cities and futures 		
Why?	<p>This term combines geographical process from previous years and the issues around development to consider how a country is impacted by its wealth from a global disaster. We also look at the growth of cities and develop an understanding of the challenges and opportunities surrounding this.</p>	<p>In this term we complete the final unit of the GCSE course and review our learning.</p> <p>We also start the preparations for the third exam paper. This combines revisiting fieldwork and geographical enquiry and analyses the pre-release material.</p>	<p>This is the review and preparation stage before the final exams.</p>
How parents / carers can support	<p>Familiarise with go 4 schools and supporting children with homework tasks. Seeking opportunities to enrich geography by utilising the non-required work. Use knowledge organisers and The Oak National Academy to fill gaps of knowledge. Purchase an AQA revision guide from school and ensure that they use this and prepare fully for end of unit mock exams. Use the strategy pack and any additional intervention strategies such as revision sessions. Get out there!! Look at geography in your local area.</p>		