

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>	<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 • Dubai the Impossible City • The Great Barrier Reef • The North Pole <p>Smooth Criminal</p> <ul style="list-style-type: none"> • A Crime Story • Who Suffers from crime? 	<p>Wild Weather and Climate</p> <ul style="list-style-type: none"> • Weather and climate • World climate zones • UK climate • Micro climate • Extreme weather

	<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? 	<ul style="list-style-type: none"> • Cost of Crime • Seriousness of Crime • GIS and Mapping Crime • Geography and Crime • Crimes around Dormston. • 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>This term is all about being a good geographer and appreciating our heritage in the Black Country, thanks to its' famous geology</p>	<p>In term two students are embedding the skills that they have gained from the 'how to become a good geographer' unit by mapping crimes and using maps to look at solutions for solving crimes.</p> <p>They are also able to look more global and have an awareness of the wider world.</p>	<p>In term three, geography becomes more complex and builds on the skills from term one and two. Here, pupils will be able to focus on weather and climate patterns.</p>
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. Get out there!! Look at geography in your local area.		
	Autumn	Spring	Summer

Year 8

<p>Ice Ice Baby</p> <ul style="list-style-type: none"> • What are cold environment? • Animal adaptations • What is a glacier • How do glaciers move? • How do glaciers change the landscape? • Why do glaciers deposit material? • Glacial tourism and the impacts. <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 	<p>How Poor is Africa?</p> <ul style="list-style-type: none"> • Where is Africa? • 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>Risky Rivers</p> <ul style="list-style-type: none"> • Water Cycle • 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>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 	
<p>Why?</p>	<p>The skills developed at the end of year seven will be applied to Ice Ice Baby 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>The Risky Rivers looks at the key terminology within the river system and studies the impacts and causes of</p>	<p>Building on a similar unit to the ‘Africa’ unit – this looks at a region of the world under great conflict and of interest to many.</p>

		flooding – something our students are aware of with Bewdley and Bridgnorth close by.	
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	Autumn	Spring	Summer
Year 9	<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>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 – Forest Green Rovers 	<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>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>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 is all about developing the skills students need for the GCSE course ahead of year 9, whilst still giving	Two topics again that feature heavily in the GCSE specifications. The climate change unit really does require thought from different perspectives.	Term three will continue to challenge misconceptions, broaden students' horizons and develop an inherent curiosity into the wider world.

	<p>students the broad range of opportunities that Geography enables.</p> <p>This year is preparing students to have an opinion and a view of the wider world.</p>		
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	Autumn	Spring	Summer
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 • Demand for water in the UK 	<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>(Fieldwork in Carding Mill Valley, post fieldwork analysis and Mock 1 preparations)</p>	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> • Urban trends • Lagos case study • Liverpool case study • Sustainable cities and futures

	<ul style="list-style-type: none"> • 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. 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.		
	Autumn	Spring	Summer
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 • UK weather hazards • UK extreme weather – flooding • Evidence of climate change • Causes of climate change 	Changing Economic World <ul style="list-style-type: none"> • Globalisation connects countries. • The UK economy is mainly service-based. • TNCs create jobs and investment. • NEEs are growing rapidly. • Economic change raises living standards. • Aid, trade and investment support development. • Global links affect the UK economy and population. 	Revision and exam technique

	<ul style="list-style-type: none"> Managing climate change <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>Pre Release Booklet</p> <ul style="list-style-type: none"> Review of the pre release Info booklet Application of booklet to likely questions. 	
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. 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>		

