

GEOGRAPHY

INTENT- KS3

We aim for students of all abilities to gain a love for learning and question the physical world around them and how people impact it. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. It is expected that students will recognise specific geographical themes that run through all of their topics from Year 7-9, demonstrating that their learning is all inter-connected. Students should acquire an in depth geographical knowledge and understanding about a range of topics both locally and globally, such as extreme climates, disappearing coastlines, ecosystems under threat and settlements over time. They should investigate their local area and collect primary data and use geographical skills to analyse and interpret data. During KS3, students will extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia and the Middle East. Students are challenged to identify links across the curriculum and how processes link to one another, rather than view them in isolation. Examples include food chains and climate change in Science, statistical techniques in Maths and industrialisation in History. This broad curriculum is inclusive of SEND students due to its visual nature and enquiry approach, where questioning is of uttermost importance.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> Water resources and our rights, geographical skills, threats to ecosystems, impacts of tourism and the contrasting continent of Africa. 	<ul style="list-style-type: none"> cartographic skills – OS map symbols, 4 figure grid references, distance, scale, relief, map design Enquiry in physical and human geography e.g. investigating what happens to water when it reaches the ground and tourism in Silloth. Will involve collecting data, pattern analysis, data presentation, conclusions and evaluations. describing global patterns using place-specific evidence e.g. distribution of tropical rainforests describing locations using the 5C's e.g. where is Kenya located? comparing and contrasting e.g. tropical rainforests and coral reefs Debating a geographical issues, giving reasons for and against
	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
8	<ul style="list-style-type: none"> Coastal processes, threats and management, extended geographical skills, settlement changes over time, the Middle East and risky places to live. 	<ul style="list-style-type: none"> Cartographic skills – 6 figure grid references, thematic maps (choropleth, desire line, flow line, isoline and proportional circles) Graphical skills – line graphs, pie charts, histograms, bar charts, pictograms, climate graphs GIS – oil in the Middle East Communicating e.g. showing further progression from describing to explaining, being able to analyse patterns and to use data to support statements. Enquiry e.g. investigating the services in a local settlement. Will involve collecting data, pattern analysis, data presentation, conclusions and evaluations. Describing locations and global patterns e.g. the Middle East and oil Decision making e.g. coastal defences and their cost/benefit Extended geographical writing e.g. writing a letter to an MP
	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
9	<ul style="list-style-type: none"> Extreme climates, advanced geographical skills, population change over time, China OR Russia and an in depth UK focus of landscapes - should have a clear understanding of landscapes of the UK and the complex processes in their formation. 	<ul style="list-style-type: none"> Numerical and statistical skills e.g. use of mean, median and mode and being able to draw geographical conclusions from numerical data. Analysis - using an increasingly sophisticated range of knowledge to demonstrate key understanding of sources of evidence and applying this to challenging questioning. Literacy skills in use of a range of source texts to fully develop ideas e.g. regular use of connectives Describing locations independently e.g. places with extreme climates Comparing climate graphs of extreme locations and suggesting reasons for such patterns Mapping out world climate zones independently Describing population over time, using data Independent research e.g. historic migration to Australia

INTENT- KS4

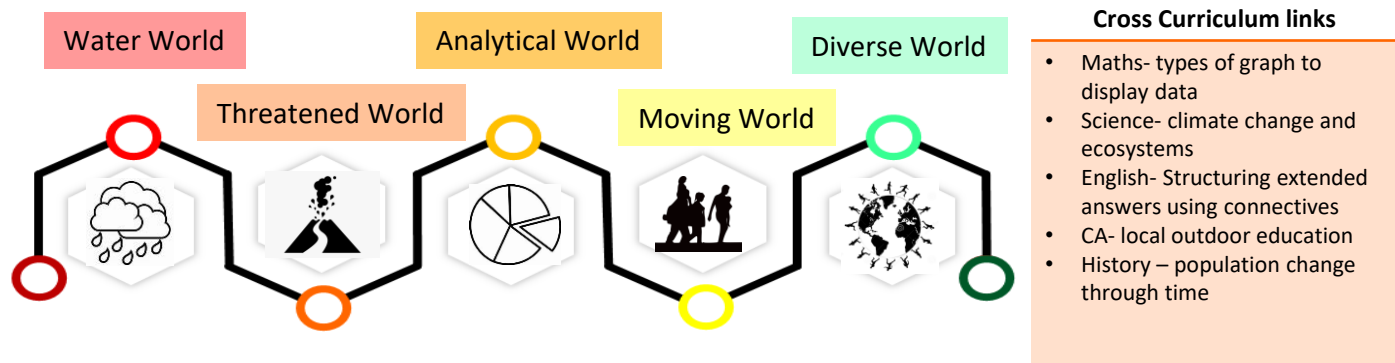
At KS4, students further develop their geographical thinking and skills they began to cultivate at KS3 to deepen their geographical understanding of key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) with a higher level of independence. The OCR A specification challenges students to question contemporary issues, such as causes of flooding or responses to a natural disaster at a variety of scales. Students are given the opportunity to apply their knowledge to GCSE questions through regular practice questions and discussion; use of modelled answers; and application of this knowledge to a new context. Paper 3 in particular allows students to 'think like geographers' and to investigate the world around them. As part of this, students are required to complete both a human and physical fieldwork investigation. They are then asked to demonstrate an understanding of their findings and methods, whilst also showing an understanding of fieldwork processes in general. Students are encouraged to develop their synopticity in Section A of Paper 3, which provides students with a variety of unseen sources which they will have to interpret as well as apply their geographical understanding and skills.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
1 0 & 1 1	<ul style="list-style-type: none"> By the end of Year 10, students will have an in depth understanding of UK geographical issues, including river and coastal landscapes, changes within UK society, its population and development and environmental challenges the UK faces, such as the link between extreme weather and flooding. By the end of Year 11, students will have broadened their learning to global issues, including threats to and sustainable management of coral reefs and tropical rainforests, causes of uneven development and the differences between countries and environmental threats such as climate change with an investigation into possible causes and current consequences. 	<ul style="list-style-type: none"> Setting up a fieldwork investigation, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments. Synopticity – being able to draw links between the content within the comparable themes. Cartographic - interpret cross-sections, select, adapt and construct maps, using appropriate scales and annotations, to present information, use and understand coordinates, scale and distance, use and understand gradient, contour and spot height, describe, interpret and analyse geo-spatial data.

Qualification gained by the end of year 11: GCSE Geography

Whole school vision links developed in this subject	After school destinations linked to this subject	
<ul style="list-style-type: none"> Being a British citizen Outdoor and adventurous activity Inclusive for all- same setting but adapted work. Opportunities outside of the school community Working with local providers e.g. FSC Fostering compassion within students when learning about sensitive global issues e.g. forced migration, civil war 	<ul style="list-style-type: none"> Cartographer Commercial/residential surveyor Environmental consultant Geographical information systems officer Planning and development surveyor Secondary school teacher Social researcher Town planner 	<ul style="list-style-type: none"> International aid/development worker Landscape architect Market researcher Nature conservation Political risk analyst Sustainability consultant Tourism officer

GEOGRAPHY CURRICULUM THEMES ACROSS KEY STAGE 3



"DREAM BIG, WORK HARD, DON'T QUIT"

Geography Curriculum Year 7

KS2 recap

Map skills, continents, oceans, sense of place



2. Geographical Skills

3 types of geography, 4 figure grid references, OS map symbols, scale, distance, direction, relief, climate graphs, designing own map



4. Tourism in Cumbria

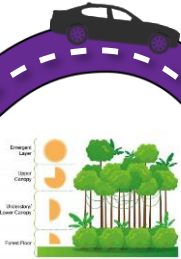
Defining tourism, how it has changed through time, factors affecting change, local tourism investigation



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1. Ecosystems under threat

World biomes, location & structure of tropical rainforests, explaining climate & nutrient cycle, adaptations, value and threats of tropical rainforests and coral reefs, essay writing skills 'to what extent'



3. Contrasting Africa

Stereotypes, location, physical features, urban features, Kenya, Ethiopia, factors affecting development, rural life, urban life, reasons for differences, shanty towns, population, population pyramids, describing patterns and trends, development indicators



5. Rights to Water

Water cycle, what happens when water reaches the ground enquiry, water and quality of life, virtual water, water conflict, Israel & Palestine, cost of a bottle of water, will it run out?



Progressing into year 8

End of year assessments



Geography Curriculum Year 8

Cumbria Futures Federation

Y7 recap

Tourism, Africa, Ecosystems, Rights to Water, Geog Skills



2. Geographical Skills: National - global

British Isles, Great Britain, United Kingdom, World continents & oceans, country study, 6 figure grid references, application of cartographic skills, thematic maps, types of graph

4. Hamlet to Megacity

Site & situation, settlement function, settlement hierarchy, shopping patterns & fieldwork, urbanization, rural to urban migration LIDCs, problems of shanty towns, Case study: Rosario



1. Risky Places

Plate tectonics, earthquakes, volcanoes, tsunamis, cause, effect, response, factors effecting impact, LIDC & AC comparison, decision making exercise, case studies: Japan vs Haiti

3. Middle East

Mapping the Middle East, World Cup: Qatar, climate graph comparisons, desert location description & reasoning, desert tribes, hottest place on Earth, population density mapping, UK and Middle East link, GIS mapping exercise, oil producing countries, top trumps, Syria and conflict, Dubai & sustainability

5. Disappearing Coastline

Water cycle, what happens when water reaches the ground enquiry, water and quality of life, virtual water, water conflict, Israel & Palestine, cost of a bottle of water, will it run out?

Progressing into year 9

End of year assessments

Cycling/Mountain Biking

Students also have access to a fully stocked bike club in which mountain and road cycling is delivered. Bike maintenance is also delivered as part of the course.



Geography Curriculum Year 9

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Y8 recap

Coasts, risky places,
Middle East,
geographical skills,
Hamlet to megacity



2. Numerical & statistical skills

Mean, median, mode,
interquartile range,
calculating % increase or
decrease, responding to
unseen data



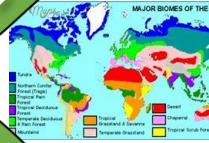
4. Russia

Location, climate, Russia
over time, politics and
Government, Chernobyl –
cause, effect, response,
Russia & Crimea, living in the
Tundra, tourism, race to
space, the Northern sea route



1. Extreme Climates

Difference between weather
& climate, factors affecting
climate, air masses
approaching the British Isles,
global climate zones, tundra
and desert climates, plant &
animal adaptations, survival
of local people groups



$$\frac{3 \cdot (N + 1)}{4}$$

3. Population over time

Population distribution,
factors affecting sparsely and
densely populated areas,
population pyramids,
demographic transition
model, ageing and youthful
populations, cause, effect,
response, Case study:
Australia - migration



5. Landscapes of the UK

Distribution of upland and
lowland landscapes, factors
affecting location,
geomorphic processes –
weathering, erosion, mass
movement, river landforms,
coastal landforms, case
studies: River Eden,
Holderness, NE Yorkshire



Progressing into year 10

End of year assessments,
GCSE style questions

Students also have access to
a fully stocked bike club in
which mountain and road
cycling is delivered. Bike
maintenance is also
delivered as part of the
course.

Geography Curriculum Year 10

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Skills recap

Command words:
Describe, explain,
suggest, To what extent



1.2 People of the UK

Trade in the UK, main
imports & exports,
diversity & equality,
North/South divide, UK's
changing population,
urban trends

Case Study: Salford
Quays , Manchester

Case Study: Leeds

Field Work – Section B of Paper 3

Understanding the enquiry
process – forming a
question/aim, collecting
primary data, analyzing data,
presenting data, forming
conclusions and evaluations.

Undertaking fieldwork in two
location – one human, one
physical,

1.1 Landscapes of the UK

Distribution of upland and
lowland landscapes, factors
affecting location,
geomorphic processes –
weathering, erosion, mass
movement, river landforms,
coastal landforms, case
studies: River Eden,
Holderness, NE Yorkshire

1.3 UK Environmental Challenges

Weather & climate, air
masses, north Atlantic drift,
continentality, extreme
weather events, flood
events, windfarms, fracking,
water transfer, commercial
fishing, renewable energy,
non-renewable energy,
changing patterns of UK
energy supply from 1950-
present day, success of
sustainable energy, factors
affecting energy supply

Case Study: Storm Desmond

Cartographic & graphical skills

Cartographic - Flow line,
desire line, proportional
symbols, choropleth,
thematic, routes, sketch,
sphere of influence

Graphical – Line graphs,
histograms, radial graphs,
rose charts, pictograms,
cross-sections, climate
graphs, dispersion graphs

Progressing into year 11

End of year assessments,
Mock examinations

Geography Curriculum Year 11

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Skills recap

Command words:
Describe, explain,
suggest, To what extent



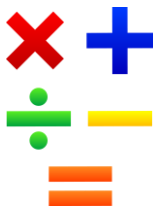
2.2 People of the Planet

Development indicators, causes of uneven development, country classifications – LIDC, AC & EDC, different types of aid, city, megacity, world city, consequences of urbanization in LIDCs

Case Study: LIDC Country – Ethiopia; LIDC City – Rosario, Argentina

Numerical & statistical skills

Number, area, scale, qualitative, quantitative, proportion, ratio, magnitude, frequency, central tendency, spread, cumulative frequency, percentages, design field work data collection sheets, lines of best fit, strengths & weaknesses of statistical presentations of data



Progressing into post-16 education

Jobs and careers linked to geography

Skills gained in the GCSE course

2.1 Ecosystems of the Planet

Abiotic & biotic components, distribution of ecosystems, location of tropical rainforests & coral reefs, threats, values & sustainable management within both, processes within tropical rainforests – nutrient cycle & water cycle

Case Studies: Peruvian Amazon & Andros Barrier Reef

2.3 Environmental Threats to our Planet

How climate has changed from Quaternary to present day, evidence for climate change, natural & human causes of climate change, enhanced greenhouse effect, consequences, global circulation of the atmosphere, tropical storms & drought – distribution & frequency

Case Study: The Big Dry, Australia

Unseen geographical sources – Section A

Analyse & evaluate visual images e.g. photographs, cartoons, pictures & diagrams; analyse written articles from a variety of sources; suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.

Synopticity – able to bring different strands of the course together in one question