

Year 11 Curriculum Intent for Geography

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Geography through the below:

By the end of Year 11 students at Dixons Cottingley studying Geography will be exposed to the following: KNOWLEDGE

- Further development of their understanding of their local, regional, national and global scales
- Further development of mathematical skills, graph skills and OS map skills
- Further Exposure of different types of maps and graphs and what they can tell you about the world
- Understanding on carrying out a fieldwork enquiry
- Using what they have learnt in Year 9 and 10 to carry out a decision making exercise

By the end of Year 10 students at Dixons Cottingley studying Geography will be taught the following skills:

- Continuation of mastering their geography e.g. continents, oceans, seas, The British Isles and case study countries
- To be confident in using and reading 4 and 6 figure grid references
- To understand how height is represented on a map
- To understand how to use scale on a map
- To summarise their learning from Year 9 and 10 and recapping on knowledge.
- To begin to synthesise and create a cultural and moral understanding of issues around the world
- To think critically about particular concepts and ideas
- How to write a detailed write up on evaluation and assessing geographical issues
- To be able to apply their understanding to different contexts.
- To consider the positives and negatives of carrying out their own fieldwork investigation as well as using the skills to then be critical of other fieldwork they will be exposed to.

In order to truly appreciate the subject and create deep schema, Geography has been sequenced with the following rationale:

The following schema allows students to develop further stage by stage their geographical skills (OS maps, maths, graphs) to continue developing their writing skills (from explanations to evaluations). They will need to ensure they can apply their understanding to other topics as well as supporting their ideas with specific facts or examples. Students will be required to draw together knowledge, understanding and skills from the full course of study. It will be an opportunity for students to show their breath of understanding and evaluative appreciation of the interrelationships between different aspects of geographical study.

- Topic 1 – Human and Physical Fieldwork – students need to undertake two geographical enquiries each of which must include the use of primary data, collected as part of a fieldwork exercise. There needs to be a clear link between the subject content and geographical enquiries which can be based on any part of the content addressed from units taught in Year 9 and 10. The topics they will therefore focus on will be a rivers study where they will see how discharge changes downstream and the impact of regeneration in Bradford. They will be able to apply their skills of using OS maps, maths in this topic as well as recapping on past knowledge and applying it to a new context.
- Topic 2 – Issue Evaluation – This topic will allow students to use what they have learnt in Year 9 and 10 to think critically and show their problem solving skills. They will have the opportunity to apply their geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from secondary sources. The issue will be focused on a topic that they have learnt in Year 9 or 10.
- Topic 3 – Revision – To prepare students for their exams, it is critically that students have the opportunity to recap on their knowledge.

The Geography curriculum at Cottingley has been influenced by:

- Governmental policies and organisations e.g. Environment Agency, Royal Geographical Society, Meteorological Society
- NGOs e.g. Red Cross, Greenpeace
- Legislations e.g. Antarctic Treaty, Forestry legislations



- Key role models e.g. David Attenborough, Simon Ross (AQA)
- The Geography team – Geography graduates from Lancaster University and Liverpool University – Expert Geographers both Physical and Human concepts studied

Our Geography curriculum ensures that social disadvantage is addressed through:

- Supporting students with extra information e.g. Knowledge navigators
- Differentiated and personalised teaching - Students are fully supported with writing frames, sentence starters when writing up ideas
- Reading books/revision guides in Geography and recommendations to widen their knowledge e.g. horrible geographies
- Students are also challenge to deeply think about current issues and consider their own opinion on issues. Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

Students will be equipped with up to date powerful knowledge as shown above with systematic and powerful knowledge. The opportunities will allow them to become confident individuals where they question the world we live in and will have the urgency to want to find out more and research. Their skills that they will develop will allow them to apply their skills in the real world and support our community.

- The skills involved will allow students to develop their skills in other subjects as well as preparing them for the real world of world e.g. map skills, maths skills and general knowledge of their local and wider world. They will be exposed to real geographers and how they apply these skills in their work.
- The topics will allow them to think about the impacts incidents have on people, the environment and the economy. They will have opportunities to make decisions on particular issues and consider the moral thing to do.
- Students will see the impacts locally e.g. cultural dilution, regionally, nationally and globally and will be able to synthesize their ideas. They will be exposed to the outdoors and learning outside, they also able to develop skills of issues they see around them and consider ethical issues in their own communities.

A true love of Geography is developed by teaching beyond the domain of the GCSE specification. Examples of such content: (Complete for Years 9 – 11 only)

- Learn about different case studies around the world rather than case studies they will study at GCSE
- Students to complete an outdoor activity on developing their compass skills and the impacts they can see around the school complex

Further Information can be found in:

- Long term plans