

## Geography

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
<b>YEAR 7</b>	<p><b>Topic - Geographical Introductions</b></p> <p><b>Knowledge and Understanding</b></p> <p>Map skills, UK Geography, Global Geography, Types of Cycles, Weather and Climate, Introducing Biomes</p> <p><b>Skills</b></p> <p>Mastering their geography e.g. continents, oceans, seas, The British Isles and case study countries</p> <p>Development of their understanding of their local, regional, national and global scales</p> <p>Development of OS map skills e.g. reading 4 and 6 figure grid references, how height is represented on a map, how to read and use scale on a map</p>	<p><b>Topic - Physical Earth</b></p> <p><b>Knowledge and Understanding</b></p> <p>Introduction to climate change, the greenhouse effect, causes and impacts upon biomes</p> <p><b>Skills</b></p> <p>Development of mathematical skills e.g. Exposure to describing graphs</p> <p>Begin to Understand the causes, impacts and responses to current issues</p> <p>To begin learning key terms in Geography that will always be used e.g. social, economic and environmental, primary and secondary</p> <p>To begin to synthesise and create a cultural and moral understanding of issues around the world</p>	<p><b>Topic - Human Earth and Investigative Geography</b></p> <p><b>Knowledge and Understanding</b></p> <p>Cities Population and reasons for growth in cities, development and differences across different cities, transport and industry comparisons, opportunities and challenges in cities and moving towards a sustainable future</p> <p><b>Skills</b></p> <p>To further investigate the cultural and moral issues around the world</p> <p>To learn how to analyse maps, photographs and graphs by using acronym writing structures e.g. GENE, IDLE and GCSE</p> <p>Practise using fieldwork techniques</p>



Knowledge, skills and understanding to be gained at each stage\*

	Cycle 1	Cycle 2	Cycle 3
<b>YEAR 8</b>	<p><b>Topic - Risky Earth</b></p> <p><b>Knowledge and Understanding</b></p> <p>Overview of hazards and factors affecting hazard risk, focus on wildfires: impacts and responses</p> <p><b>Skills</b></p> <p>To apply their understanding of the causes, impacts and responses to of a hazard</p> <p>To develop their thinking skills and consider a range of scales: similarities vs differences, opportunities vs challenges, positives vs negatives, primary vs secondary, immediate vs long term, local vs global, significance, effectiveness.</p> <p>To synthesise and make difficult geographical decisions – based on moral, ethical, social, economic, political and environmental ideas</p>	<p><b>Topic - Dynamic Landscapes</b></p> <p><b>Knowledge and Understanding</b></p> <p>Introduction to glaciers, formation of glaciers, skills, Malham as an example of a glaciated valley and the opportunities and challenges there sustainable management and the future.</p> <p><b>Skills</b></p> <p>To understand physical processes and landscapes that have been created as a consequence</p> <p>To understand how these landscapes can be managed sustainably</p> <p>To analyse maps, photographs and graphs by using acronym writing structures e.g. GENE, IDLE and GCSE</p>	<p><b>Topic - Dynamic Countries and Making Geographical Decisions</b></p> <p><b>Knowledge and Understanding</b></p> <p>Economic classifications, Comparisons between two countries (UK and Brazil) - population, development and industrial comparisons</p> <p><b>Skills</b></p> <p>To begin learning frequently used key terms/acronyms in Geography that will always be used e.g. development, sustainability, impact, responses, primary, tertiary, GDP, GNI, HIC etc.</p> <p>To begin to synthesise and create a cultural and moral understanding of issues around the world</p>



Knowledge, skills and understanding to be gained at each stage\*

	Cycle 1	Cycle 2	Cycle 3
<b>YEAR 9</b>	<p><b>Topic - Future Geography KS3</b></p> <p><b>Knowledge and Understanding</b></p> <p>The future of the EU, Energy Crisis, Food Crisis, Plastic Crisis, Future of Bradford</p> <p><b>Skills</b></p> <p>To making geographical decisions as well as expressing their moral and ethical concepts that they will have learnt from Year 7 and 8. Analysis of maps and graphs and being able to describe patterns they can see.</p>	<p><b>Topic - Physical Landscapes in the UK (GCSE)</b></p> <p><b>Knowledge and Understanding</b></p> <p>To understand the erosional, depositional and transportation processes in coastal areas, the features formed and the management of protecting against coastal erosion.</p> <p><b>Skills</b></p> <p>Development of mathematical skills such as working out the range, median and mode of data,</p> <p>Development of graph skills such as completing a graph and analysing different types of graphs such as climate graphs and choropleth maps.</p> <p>To study the geographical features seen on OS map and being able to understand the direction shown on a map in comparison to a photograph.</p>	<p><b>Topic - The Challenge of Natural Hazards (GCSE)</b></p> <p><b>Knowledge and Understanding</b></p> <p>Causes of natural hazards such as tectonic, weather and climate change. Tectonics - the theory of continental drift focus of two earthquakes from different levels of economic development to see how the impacts and responses vary, the differences between primary and secondary effects and immediate and long term responses. Weather hazards - the distribution and formation of tropical storms, a case study example e.g. Typhoon Haiyan (the causes, impacts and responses). climate change - the evidence for climate change from glacial to interglacial periods, the natural and human causes of climate change and the potential impacts climate change could have upon the world</p> <p><b>Skills</b></p> <p>Development of graph skills such as completing a graph and analysing different types of graphs such as climate graphs and choropleth maps</p> <p>To implement geographical language into everyday vocabulary such as sustainability, significance, agriculture, infrastructure, social, economic and environmental, primary and secondary</p> <p>To be able to link back to facts and knowledge by referring to a case study and example e.g. Holderness Coast, River Tees, L'Aquila Earthquake, Nepal Earthquake, Typhoon Haiyan</p>



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p><b>Topic - The Living World</b></p> <p><b>Knowledge and Understanding</b></p> <p>What is an ecosystem, the links between different components, food chains and food webs, Tropical rainforests (the features they have, impacts they face both positive and negative), how tropical rainforests are being managed sustainably. Focus on a cold environments e.g. Alaska and will again investigate the same themes as tropical rainforests.</p> <p><b>Skills</b></p> <p>To learn new scientific terminology Analysis of maps and graphs Critically thinking about issues - SMSC</p>	<p><b>Topic - Urban Issues and Challenges</b></p> <p><b>Knowledge and Understanding</b></p> <p>Ideas of where UK cities are distributed and why, where the megacities are in the world and why our urban landscapes are changing. They will learn in depth about a HIC and NEE city and make comparisons on the opportunities and challenges that these cities face.</p> <p><b>Skills</b></p> <p>To focus on scale of countries in depth e.g. understanding the location of Mumbai on a local, regional and global scale.</p> <p>Development of mathematical skills such as working out the range, median and mode of data,</p> <p>Development of graph skills such as completing a graph and analysing different types of graphs such as climate graphs and choropleth maps.</p>	<p><b>Topic - Resource Management</b></p> <p><b>Knowledge and Understanding</b></p> <p>Understand the importance of food, water and energy nationally and globally. They will be faced with current issues and statistics and will make moral judgements. They will then learn in depth about Water in the UK and around the world and will focus on topics such as water deficit, water surplus, water insecurities and understand the physical and human factors affecting these. They will apply their knowledge to real life examples in the UK and global regions. .</p> <p><b>Skills</b></p> <p>Begin to develop further their explanations and will continue to be confident in using OS map skills, maths and graph skills that they can take forward with them in year 11.</p>

YEAR 10



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p><b>Topic - The Changing Economic World</b></p> <p><b>Knowledge and Understanding</b></p> <p>They will investigate what development is and why development varies across the world. They will investigate the impact these variations have had and what strategies are now being used to reduce the development gap. There will be a focus on countries such as Jamaica, Nigeria and the UK. Students will analyse the differences and similarities in development</p> <p><b>Skills</b></p> <p>To focus on scale of countries in depth e.g. understanding the location of Jamaica on a local, regional and global scale. This doesn't get harder as such but widens their knowledge of more geographical places.</p> <p>Recapping of mathematical skills such as working out the range, median, mode of data, percentage change, and so on. There will be an element of revising over past skills.</p> <p>Recapping of graph and map skills and exposure of analysing more types of graphs and maps such as pictograms and isoline maps</p> <p>To begin learning key terms in Geography that will always be used e.g. deindustrialisation, development gap, development indicators etc.</p>	<p><b>Topic - Fieldwork and Paper 3 Focus</b></p> <p><b>Knowledge and Understanding</b></p> <p>Human and Physical fieldwork</p> <p>Issue evaluation</p> <p><b>Skills</b></p> <p>To think critically about particular concepts and ideas by completing 9 mark questions to a good standard</p> <p>How to write a detailed write up on evaluation and assessing geographical issues</p> <p>To be able to apply their understanding to different contexts e.g. paper 3.</p> <p>Development of Fieldwork and enquiry skills in more depth in comparison at KS3</p>	<p><b>Topic - Preparation for Examinations</b></p> <p><b>Knowledge and Understanding</b></p> <p>To prepare students for their exams, it is critically that students have the opportunity to recap on their knowledge. Students should have finished their content by February which gives students enough time to go over content and skills. Lessons will involve recapping on previous knowledge as well as practising maths, graph and mapping skills.</p>

YEAR 11

\*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

