Year 7 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 7 students at Dixons Cottingley studying Geography will be exposed to the following: KNOWLEDGE

- **Geographical Introductions** – Map skills, UK Geography, Global Geography, Types of Cycles, Weather and Climate, Introducing Biomes
- **Physical Earth** – Introduction to climate change, the greenhouse effect, causes and impacts upon biomes
- **Human Earth** – 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
- **Investigative Geography** – Introducing a mini fieldwork activity where students will carry out the following - Data collection, data presentation, data analysis and evaluation

By the end of Year 7 students at Dixons Cottingley studying Geography will be taught the following skills:

- Mastering their geography e.g. continents, oceans, seas, The British Isles and case study countries
- Development of their understanding of their local, regional, national and global scales
- 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
- Development of mathematical skills e.g. Exposure to describing graphs
- Begin to Understand the causes, impacts and responses to current issues
- Practise using fieldwork techniques
- To learn how to analyse maps, photographs and graphs by using acronym writing structures e.g. GENE, IDLE and GCSE
- To begin learning key terms in Geography that will always be used e.g. social, economic and environmental, primary and secondary
- To begin to synthesise and create a cultural and moral understanding of issues around the world

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

- At Key Stage 3 it is important that the geography that is taught inspires pupils in their curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The schemes of work therefore allow students to be equip with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The lessons that will be taught, link directly with the national curriculum of locational and place knowledge with the realms of human and physical geography over difficult time scales.
- Year 7 will start with a focus on learning geographical basics such as learning about their local and global geography and learning key terms. They will also develop their Geographical skills that are used throughout key stage 3. This introductory geography will allow students to explore their own geography and learn about the foundations of main themes and issues in Geography. The analytical and mathematical skills are vital not only in their geography work, but throughout all key stages and they will be able to apply these skills to other subjects and their future employment/life.
- The topics such as introducing them to water/rock/carbon cycles, biomes and climate will allow students to be exposed to main geographical concepts that will allow them to develop their scientific, mathematical and logically thinking which will support them not only in Geography but throughout their other subjects which are vital as well as being able to apply these skills in their future life.
- The themes and issues such as climate change, development and population will allow students to be exposed to think critically and synthesise with issues and then apply this in writing which should help them with their literacy. This development will enable students to know what it is to be a good global citizen and the impacts that individuals, groups and organisations can have upon the world socially, economically and environmentally.

The Geography curriculum at Cottingley has been influenced by:

- The National Curriculum where students should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Our Geography curriculum ensures that social disadvantage is addressed through:

- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of geographical knowledge. They will be supported through quality first teaching, intervention and support as required whether that is in their mathematical, scientific or literacy skills. Geography lessons will involve students watching clips from the News, environmental documentaries, photography as well as reading up on up to date information. This will allow them to be exposed to key concepts and issues that perhaps they may not be able to access. Development in their confidence is also key in Geography and this will be devised by encouragement of discussions in class and speaking out loud. This will help with their confidence which should help them throughout their school studies and these skills are vital for the real world of work. Activities including fieldwork will allow them to appreciate the world around them as well as being able to apply the skills learnt in class outdoors engaging them and developing their progress further.
- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of geographical knowledge. This is supported through clearly differentiated and personalised teaching. This will be seen in the format of support given (e.g. writing frames and sentence starters) to students to develop their literacy, scientific and mathematical skills as well as enabling them to develop their speaking skills.
- Students will be encouraged to develop their literacy and knowledge by reading suggested books to help with their progress e.g. horrible geographies and stories relating to a topic.

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

- **Geographical Introductions**: Students being exposed to their local and global geography will allow them to begin to make links between places as well as understanding the economic state of these places (LICs, NEEs or HICs). Knowing these basics will act like a platform for them to dive in and explore the world more in depth as time goes on. Data will frequently be exposed to students in their first topic - whether that is on a map or graph. It is data that can tell a story and paint a picture. Students will need to develop skills of being able to analyse and interpret this information and make accurate judgements of what is happening. This should create discussions based on moral and ethical issues. The skills involved will allow students to develop their skills in other subjects as well as preparing them for the real world of work. They will be exposed to real geographers and how they apply these skills in their work. Careers that will be highlighted/encouraged to discuss in this topic will include: Cartography, Landuse mappers, data analyst, environmental scientists, Police and Armed forces.
- **Physical Earth**: Climate change topic will allow them to think about the impacts climate change has on people, the environment and the economy. They will have opportunities to make complex decisions on particular issues. For example, The desert biome topic will include investigating the impacts industry has upon local communities (e.g. cultural dilution) and students will be able to synthesize their ideas and make evaluative judgements based on moral, social and ethical thinking. Judgements will also include the form of judging the significance of something. Careers that will be highlighted/encouraged to discuss in this topic will include: environmental scientist, researcher, environment agency jobs, hazards monitor, flood management, water quality manager, sustainable management and so on.
- **Human Earth**: The cities topic will allow students to see how people work and live in different settlements and appreciate what opportunities and challenges are faced. Seeing the similarities and differences of geographical contexts will allow students to investigate why this is and reflect upon whether these similarities and differences have positive or negative impacts upon a population. Students will have to make evaluative judgements where they are expected to think morally, socially and ethically. They will again need to form a judgement but more on the judging the effectiveness of something. Furthermore, they can begin to think like a geographer by considering solutions or consider how situations could be managed more sustainably. Careers that will support/encouraged to discuss this will include charity work, sustainability based careers and town planning.
- **Investigative Geography**: not only are they being exposed to the outdoors but they are developing their fieldwork skills which will allow them to learn outside and access first hand real data that they can take ownership of. Data collection will allow them to analyse the data, evaluate it and make valid conclusions. Careers that focus on these principles and skills include The National Trust, Environmental Agency and many more consultancies.

Further Information can be found in:

- Long term plans
- Knowledge Navigators