Year 8 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 8 students at Dixons Cottingley studying Geography will be exposed to the following: KNOWLEDGE

- **Risky Earth** – Overview of hazards and factors affecting hazard risk, focus on wildfires: impacts and responses
- **Dynamic Landscapes** – 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.
- **Dynamic Countries** – Economic classifications, Comparisons between two countries (UK and China) - population, development and industrial comparisons
- **Geographical Decisions** – Students faced with a scenario and to make a geographical decision.

By the end of Year 8 students at Dixons Cottingley studying Geography will be taught the following skills:

- Continuous exposure of local, regional and global geography which will be reflected at different parts of the topics.
- Development of OS map skills
- Development of mathematical skills e.g. Exposure to describing graphs
- To be exposed to a range of models e.g. population pyramids
- To apply their understanding of the causes, impacts and responses to of a hazard
- 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.
- To synthesise and make difficult geographical decisions – based on moral, ethical, social, economic, political and environmental ideas
- To analyse maps, photographs and graphs by using acronym writing structures e.g. GENE, IDLE and GCSE
- To begin learning frequently used key terms/acronyms in Geography that will always be used e.g. erosion, development, sustainability, impact, responses, primary, tertiary, GDP, GNI, HIC etc.
- 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 8 they will start with a focus on learning about a weather/climatic hazard (wildfires). In Geography there are many hazards that could be investigated but to be a good geographer, it is important to consider the causes, impacts and responses of a hazard. Recognising these 3 themes can be applicable for future hazards that will studied whether that is tectonic, fluvial or coastal. Wildfires is a unique weather hazard and reflects well with the national curriculum where students should be exposed to learning about physical processes that interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
- It is important as a geographer that students understand the formation of geographical features/landforms and the processes involved. Students will focus on glaciation and how the features studied have impacted on the landscape (Malham). Students will be exposed to scientific terminology that is frequently used in Geography but also in other subjects such as Science. This topic will allow students to also develop their logical/process thinking of how features form overtime.
- In Year 7 there was a focus on cities but in Year 8 they are expected to widen their geographical locational knowledge by investigating countries as a whole. In geography it is important to understand historical and political contexts of a country in which students will be able to investigate and utilise these skills. Students will also be able to develop their Comparative skills by which they will be faced with a range of data (mathematical, graphical, and cartographical) in which they can analyse the development and population of two selected countries (UK and China). Again, there are a range of countries that could be studied but choosing the UK will allow students to have a better understanding of their own nation. China is also an interesting country to investigate as it is an NEE (Newly Emerging Economy) so introducing the idea of how countries can go from an LIC to a HIC. Exposing students to the ideas, concepts and data will

give students to develop their analytical skills that they can use throughout KS3 TO KS5 Geography as well as vital skills they can use in their future life.

- Students at the end of Year 8 will have to make a hard geographical decision in which they will need to use their ethical and moral values. These are important skills that students should not only develop in the subject of geography but can also be applied in other subjects such as RE.

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 and 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:

- **Risky Places**: Students being exposed to a unique global location that has experienced a hazard will allow them to sympathise and understand the risks and impacts an area has undergone. They will be able to critically consider how hazards could be minimised to ensure death rates are lowered and damage is minimal. 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, The Emergency Services, Hazards Scientist
- **Dynamic Landscapes**: Though this topic is very scientific topic, there is an opportunity where students will focus on an example of glaciated landscape (Malham) and consider these ethical concepts. Malham allows students to analyse how this popular tourist destination has had positive and negative impacts upon people and they will investigate the opportunities and challenges there. Careers that will be highlighted in this topic/encouraged to discuss will include: environmental scientist, National Trust, environment agency jobs, sustainable management and so on.
- **Dynamic Countries**: Students will widen their knowledge by investigating countries as a whole. Students will see how people work and live in in these cultural settings 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/encouraged to discuss that will support this will include charity work, sustainability based careers and town planning.
- **Making Geographical Decisions**: Life does involve at times making difficult decisions and Geography is a subject where we can expose students to making these decisions by considering the ethical, social and moral concepts. Students will start to appreciate that there are different sides to a story and need to carefully consider all options before making a judgement/decision. These skills will be important especially in later life where they may have a career where big decisions are made and could have a big impact. Careers that focus on these principles and skills include working for the government, council work, Emergency Services, The National Trust, Environmental Agency and many more consultancies.

DIXONS COTTINGLEY ACADEMY

Further Information can be found : Long term plans and Knowledge Navigators