

## Statement of Intent

*For all students to acquire a sound knowledge base of physical and human geography. The curriculum is designed for students to appreciate the value of nature and places, raise cultural awareness, and recognise the fragile-interrelationship between humans and nature and thus the importance of sustainability. Fundamentally, we seek to enable students to develop intellectual curiosity and an evaluative understanding of the world via discussion of examples and topical issues. Students will become global citizens who are inquisitive, informed, and can make sense of a complex and ever-changing world.*

## Statement of Implementation

The Geography curriculum has been designed around the key concepts of location and place, cause, impact, systems, processes and management, planning and decision-making. These concepts are embedded throughout the ambitious three-year curriculum. Year 7 is a very much a foundation year that begins with a baseline test. Students very much acquire the underpinning phenomenon in Year 7. Examples of the local area and opportunities to study fieldwork on school grounds are embedded, where possible, within the curriculum to make learning relevant and to raise awareness of their responsibility and the impact they can have. Staff frequently stress the importance/value of topics and are able to draw connections between learning over time.

Assessments vary in style in order to address pupils' varied learning preferences and to allow for the inclusion of different skills. Students received a broad and comprehensive curriculum so that those who opt to leave geography in KS3 can do so with a knowledge of how to individually contribute to society with choice making in everyday life. Additionally, our KS3 curriculum offers a solid foundation and transition into KS4 based on the knowledge and skills they acquire.

## Lesson content and structure

We have a clear structure to our lessons, the "do now" upon entry is for memory recall/hooks students, and this brings forward the long term memory from the previous topics/lessons (interleaving) or introduces a concept or recent example. This means the student is then ready to attach the new information in the lesson. The 'do now' is then followed by new information and main activities which are embedded through pictures, repetition and a range of written, verbal and practical tasks. Learning is checked at regular intervals via discussion/questioning and mini-plenaries. Students are given sentence starters and advised on structure, but higher attaining students are encouraged to initiate work independently. Challenge is explicit in lessons on the PPTs and students are aware and attempt 'Geo Challenges' tasks regularly. The lesson will culminate in a plenary activity/written question to recap content from the lesson.

## Marking & homework

Geography's marking has been greatly reduced through whole-class feedback. This is to reduce teacher workload but still ensure excellent outcomes for students. Blue assessment books with purple pen reflection is evidence of assessment marking and whole-class feedback. At KS3, students sit one assessment per term. Students will respond to teacher feedback by initiating their own INT (I need to) in their assessment reflection. Homework should be set according to department policy (termly larger projects) and marked accordingly. All homework should be recorded and tracked on 'Insight'. The HOD receives weekly data on the use of 'insight'.

| Term              | Topics Covered   | Why now? & Why?  | Assessment                 |
|-------------------|--|--|----------------------------|
| Yr. 7<br>Autumn 1 | <p><b><u>Passport to the World</u></b></p> <ul style="list-style-type: none"> <li>- Physical and human geography</li> <li>- Continents and oceans</li> <li>- Latitude and longitude</li> <li>- Journey to school</li> <li>- UK physical and human geography</li> <li>- World population</li> <li>- Population distribution</li> <li>- Settlement</li> <li>- India</li> </ul> | <p><u>Why now?</u></p> <p>Students enter secondary education with a range in previous study. Students need introducing to geography and basic locational knowledge and skills. These are then built on and explored on a local and global scale. The local scale also offers opportunity to explore fieldwork on school grounds, setting this expectation early is important.</p> <p>Career links: town planning (settlement).</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness of the uniqueness of the world in which they live and how the human and physical world link together.</p> <p>Through drawing maps pupils may identify relationships between features or ask questions about which processes have led to particular patterns, such as settlement distribution. This is a starting point that will later prelude Sunbury Skills (Autumn 2).</p> | <b>Baseline test.</b>      |
| Yr. 7<br>Autumn 2 | <p><b><u>Passport to the World continued</u></b></p> <ul style="list-style-type: none"> <li>- Development (HIC vs LIC)</li> <li>- Population pyramids</li> <li>- Population change (China focus)</li> <li>- Living in Hong Kong</li> <li>- Urbanisation issues (Tokyo)<br/>Extra: UK storm Desmond.</li> </ul>   | <p><u>Why now?</u></p> <p>To follow on from the study of development to provide pupils with an understanding of how the world's population has changed over time and the challenges that this can cause for cities in both LICs and HICs. Before progressing, students need to understand the world is not the same for everyone within countries and between countries.</p> <p>Content that allows pupils to make comparisons between different places</p> <p><b><u>Why?</u></b></p> <p>To explore why different countries are at different stages of development as well as addressing any misconceptions. Broaden student knowledge with focus on south and east Asia.</p> <p>Allow opportunity for content to explore from different perspectives (one child policy).</p>  | <b>Year 7 exam window.</b> |
| Yr. 7<br>Spring 1 | <p><b><u>Land of fire and earth (tectonics &amp; Asia focus)</u></b></p> <ul style="list-style-type: none"> <li>- Location</li> <li>- Physical geography</li> <li>- Pangea &amp; tectonic movement</li> <li>- Plate margins</li> <li>- Volcanoes</li> </ul>  | <p><u>Why now?</u></p> <p>Progress from simple examples to a case study. Build on previous knowledge of physical geography as well as location.</p> <p>Career links: volcanology, hazard risk/insurance/ NGOs (charity working).</p> <p><b><u>Why?</u></b></p> <p>Demonstrate link between human and physical geography.</p> <p>To allow pupils to develop an understanding of how the physical Earth has changed over time and will continue to change in the future.</p>   |                            |

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| <p>Yr. 7<br/>Spring 2</p> | <p><b><u>Land of fire and earth (tectonics &amp; Asia focus)</u></b></p> <ul style="list-style-type: none"> <li>- Mount Pinatubo</li> <li>- Super volcanoes</li> <li>- Earthquakes</li> <li>- Indonesian earthquake</li> </ul>  | <p><b><u>Why now?</u></b><br/>Example of Mount Pinatubo offers opportunity to recap volcanoes whilst allowing pupils to access their first attempt at a longer written question.</p> <p><b><u>Why?</u></b><br/>Introduce current events into curriculum and topical issues, facilitate debate and discussion. Build verbal and evaluation skills.</p>  |                                  |
| <p>Yr. 7<br/>Summer 1</p> | <p><b><u>Sunbury skills (maps &amp; local geography)</u></b></p> <ul style="list-style-type: none"> <li>- Directions</li> <li>- Grid references</li> <li>- Symbols</li> <li>- Contours</li> <li>- Scale</li> <li>- Mapping a route</li> <li>- Historic maps</li> <li>- Photographs</li> <li>- Decision making exercise (Oxford reservoir).</li> </ul> | <p><b><u>Why now?</u></b><br/>Reinforce and build upon understanding from 'passport to the world'.<br/>Opportunity for fieldwork in school grounds and exploration of local area during summer term.</p> <p>Spark pupils' curiosity and lead them to ask their own questions or spur their interest to further their knowledge of the human and/or physical processes they see.</p> <p>Begin learning from places like their home and school, which they know intimately, to the areas along their route to school, to their town or city, to a more conceptual understanding at regional, national and global scales. A cohesive curriculum provides pupils with links to what they already know.</p> <p>Career links: cartography/GIS, aeronautical, National Trust. Outdoor industries and exploration. Later links to D of E award.</p> <p><b><u>Why?</u></b><br/>Acquire skills for the further study of human and physical environments. Develop analytical skills and engagement with resources.</p> <p>Put skills into practise. Decision making exercise draws upon understanding of previous studies. The topic plans to build pupils' knowledge of place by linking to places pupils already know or are familiar with.</p> | <p>Year 7 assessment window.</p> |
| <p>Yr. 7<br/>Summer 2</p> | <p><b><u>Land of air – weather &amp; climate.</u></b></p> <ul style="list-style-type: none"> <li>- Weather &amp; climate</li> <li>- Microclimate</li> <li>- Global atmospheric circulation</li> <li>- Extreme weather</li> <li>- Climate change causes</li> <li>- CC impacts and management (Antarctica)</li> </ul>                                   | <p><b><u>Why now?</u></b><br/>Opportunity for fieldwork (recording weather) on the school grounds in the better weather.</p> <p>Career links: meteorological, environmental economist, climate change analyst.</p> <p><b><u>Why?</u></b><br/>Make links between spheres of Earth (previous study of lithosphere – tectonics in Y7). Differentiate between weather and climate and discuss and evaluate topical issues such as climate change.</p>  | <p><b>Year 7 exams.</b></p>      |
| <p>Yr. 8<br/>Autumn 1</p> | <p><b><u>Economic Geography</u></b></p> <ul style="list-style-type: none"> <li>- Industry and economic sectors</li> </ul>   | <p><b><u>Why now?</u></b><br/>Opportunity to build on human geography. Good precursor to development and Africa taught in Year 9 Autumn 1.</p>   |                                  |

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|                   | <ul style="list-style-type: none"> <li>- Globalisation</li> <li>- Trade</li> <li>- Tourism</li> <li>- Transnational corporations</li> <li>- NEEs</li> </ul>  | <p>Ending the topic with NEEs make perfect sense. Students can tie together their knowledge of industrial sectors and TNCs. It is also the perfect opportunity to implement pre-learning of Brazil. After the xmas break students can be introduced to Brazil and recap the location as an interleaving task to embed learning in the long-term memory.</p> <p>Career links: awareness of sectors and business operations in the UK and wider world. Global governance, TNC, tourism industry, transport, professional and public services, media, science and research.</p> <p><b><u>Why?</u></b></p> <p>Extend place knowledge with varied examples (particularly North American). Students to gain real-world knowledge of industry and employment sectors. Opportunity for evaluation and discussion on topical scenarios e.g. tourism and transnational corporations</p> |                     |
| Yr. 8<br>Autumn 2 | <p><b><u>Crime and conflict</u></b></p> <ul style="list-style-type: none"> <li>- Crime</li> <li>- Local crime</li> <li>- Piracy</li> <li>- Conflict</li> <li>- Topical example</li> </ul>  | <p><b><u>Why now?</u></b></p> <p>Further, enhance student knowledge of the wider world via studying global conflict. Continue the theme of human geography and introduce social geography. Trade is a good foundation for the study of piracy. Once knowledge is acquired for crime, students have a pillar to build on when studying Favelas in Spring 1. Links back to development in Year 7.</p> <p><b><u>Why?</u></b></p> <p>Students to appreciate the impact and consequences of crime. Explore crime in the local area. Provide empathy through global examples of conflict.</p> <p>Career links: Policing, town planning, security charity/NGO work.</p>  | Year 8 exam window. |
| Yr. 8<br>Spring 1 | <p><b><u>Road from Rio 2016 (Brazil NEE)</u></b></p> <ul style="list-style-type: none"> <li>- Regional geog (physical &amp; human)</li> <li>- Population change</li> <li>- Migration</li> <li>- Favelas</li> <li>- Managing favelas</li> </ul> | <p><b><u>Why now?</u></b></p> <p>Pupils have an understanding of development and economic geography and can thus build on previous knowledge. Many topical issues can be associated with Brazil including, rainforests, favelas, Olympics, tribes (these all have potential for evaluative discussion). The topics also serves as an opportunity to embed understanding of climate from the Autumn term.</p> <p>Career links: aid/development, NGOs, town planning.</p> <p><b><u>Why?</u></b></p> <p>To provide pupils with an understanding of population and urbanisation and the subsequent challenges that this can cause for cities in both LICs/NEEs.</p>   |                     |
| Yr. 8<br>Spring 2 | <p><b><u>Road from Rio 2016 (Brazil NEE)</u></b></p> <ul style="list-style-type: none"> <li>- Climate</li> <li>- Amazon Rainforest (TRF)</li> </ul>  | <p><b><u>Why now?</u></b></p> <p>The second half of the topic focuses on Brazil's physical environment and human interaction.</p>   |                     |

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|                   | <ul style="list-style-type: none"> <li>- Plant &amp; animal adaptations</li> <li>- Tribes</li> <br/> <li>- Causes of deforestation</li> <br/> <li>- Sustainable use of TRF.</li> </ul>  | <p>Allow opportunity for content to explore from different perspectives (migration and deforestation).</p> <p>Career links: ecology, conservation, industries, hydroelectric energy, eco-tourism.</p> <p><b><u>Why?</u></b><br/>To provide pupils with the opportunity to explore the human and physical Geography of Brazil. To again, demonstrate the responsibility individuals have and raise to awareness of complex issues in an ever changing world.</p> <p>Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework they need to understand locational knowledge.</p>  |                                 |
| Yr. 8<br>Summer 1 | <p><b><u>Living on the edge (coasts)</u></b></p> <ul style="list-style-type: none"> <li>- Location, human &amp; physical interaction.</li> <br/> <li>- Tides</li> <br/> <li>- Waves</li> <br/> <li>-Erosion processes</li> <br/> <li>- Arch stack stump (landforms)</li> <br/> <li>- Transportation &amp; LSD</li> <br/> <li>- Depositional features</li> <br/> <li>- Management</li> <br/> <li>- Tsunamis</li> <br/> <li>- Indian Ocean Tsunami example.</li> <br/> <li>- Adapting to tsunamis.</li> </ul> | <p><b><u>Why now?</u></b><br/>Revisit cause, effect management concept from Year 7 term 2. Opportunity to embed map skills from Year 7 term 3. Add a named example to study. Tsunamis are an opportunity to revisit tectonics covered in Year 7.</p> <p><b><u>Why?</u></b><br/>To allow pupils the opportunity to explore physical systems and processes of how water (coasts) have shaped the landscape of the UK. Again, stress the human and physical geography interaction and link. Plenty of opportunity for topical debate linked to climate change and decision making exercises.</p> <p>Develop intellectual curiosity with the power and wonder of nature. Install a sense of responsibility and understanding of the impact human interaction can have with the environment.</p> <p>Career links: marine/coastal management, marine biology, town planning.</p> | Year 8<br>assessment<br>window. |
| Yr. 8<br>Summer 2 | <p><b><u>Land down under (Australia)</u></b></p> <ul style="list-style-type: none"> <li>- Physical geography</li> <br/> <li>- Population and major cities</li> <br/> <li>- Aboriginal people</li> <br/> <li>- Extreme Australia.</li> <br/> <li>- Wildfires and management.</li> <br/> <li>- Conserving Coral</li> <br/> <li>- Mystery???</li> </ul>  | <p><b><u>Why now?</u></b><br/>Builds on previous knowledge of place, tribes, rainforests, coasts, hazards.</p> <p><b><u>Why?</u></b><br/>Reinforce an appreciation of the wider world and people (cultural awareness). Develop intellectual curiosity. Explore topical issues and undertake decision-making tasks. Again, stress the importance of the fragile interrelationship between humans and the environment.</p> <p>Career links: synoptic elements across topics. Hazard risk/management. Marine biology, research.</p>   | Year 8 exams.                   |

**Year 9 Finishing and reviewing KS3 and preparing students for KS4**

| <b>Term</b>          | <b>Topics Covered</b>   | <b>Why now? Why?</b>  | <b>Assessment</b>                   |
|----------------------|---|---|-------------------------------------|
| Yr. 9<br>Autumn<br>1 | <p><b><u>The Awe of Africa</u></b></p> <ul style="list-style-type: none"> <li>- Physical &amp; human geography</li> <li>- Desertification</li> <li>- Causes of uneven development</li> <li>- Health (Ebola)</li> <li>- Piracy</li> <li>- Kenya uneven development</li> <li>- Improving Kenya</li> <li>- Goma DME</li> <li>- Awe of Africa</li> </ul>                                    | <p><b><u>Why now?</u></b></p> <p>After the summer break, reinstall curiosity with the wider world. Study of separate continent not covered in Year 7 or 8. Topic lends itself to the study of topical health issues and decision-making exercises.</p> <p><b><u>Why?</u></b></p> <p>Develop pupil's awareness with the uniqueness of the world in which they live and how the human and biomes link together. Address misconceptions with development and study the causes and consequences of uneven development.</p>  | Year 9 exam window end of Autumn 1. |
| Yr. 9<br>Autumn<br>2 | <p><b><u>Green planet (Ecosystems)</u></b></p> <ul style="list-style-type: none"> <li>- Global distribution of biomes.</li> <li>- Rainforests</li> <li>- Hot deserts</li> <li>- Hot desert adaptations</li> <li>- Polar environments (Antarctica).</li> </ul>   | <p><b><u>Why now?</u></b></p> <p>Build on previous knowledge of rainforests (Y8) and desertification (Y9). Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.</p> <p><b><u>Why?</u></b></p> <p>To provide pupils with an understanding of the importance of our natural world and the impact that our actions have on its future, making links between our lives and global ecosystems. Links to previous themes at Year 8 and sustainability.</p>  |                                     |
| Yr. 9<br>Spring 1    | <p><b><u>Land of water &amp; ice (rivers &amp; glaciation)</u></b></p> <ul style="list-style-type: none"> <li>- Water cycle</li> <li>- Drainage basins</li> <li>- River profiles</li> <li>- Landforms</li> <li>- Flooding and local example                             <ul style="list-style-type: none"> <li>- Glaciation</li> </ul> </li> <li>- Climate Change &amp; SLR.</li> </ul> | <p><b><u>Why now?</u></b></p> <p>Focus is now brought back down to a relevant local level. Links between land of air and land of fire.</p> <p>Retrieval of processes studies in Year 8 to aid long-term memory.</p> <p>Over the course of study, pupils learn about processes that they are less familiar with or that are less visible. Glaciers in Y9.</p> <p><b><u>Why?</u></b></p> <p>To allow pupils the opportunity to explore physical systems and processes at a local level in a study of how water (river) and ice (glaciers) have shaped the landscape of the UK. This topic also allows for a fieldwork opportunity at regional level. Again theme of sustainability can be explored to give topic wider context.</p> | Year 9 exams week.                  |
| Yr. 9<br>Spring<br>2 | <p><b><u>Expanding East (Russia &amp; the Middle East)</u></b></p> <ul style="list-style-type: none"> <li>- Location &amp; ecosystems</li> <li>- Russia population &amp; dev.</li> <li>- Superpowers</li> <li>- Urbanisation in Dubai</li> <li>- Resources.</li> </ul>  | <p><b><u>Why now?</u></b></p> <p>Embed physical understanding of ecosystems and human understanding of development and urban opportunities/challenges. Introduction to resources as a pre-cursor to 'planet of plenty?'</p> <p><b><u>Why?</u></b></p> <p>Explore an alternative location and place. Study human processes such as rapid urbanisation. Discuss conflict and evaluate predictions for future geographical superpowers.</p> <p>Content that allows pupils to make comparisons between different places but also the same place over time.</p>  | <b>Mock examination window</b>      |

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| <p>Yr. 9<br/>Summer<br/>1</p> | <p><b><u>'Planet of plenty? '(resource management)</u></b></p> <ul style="list-style-type: none"> <li>- Significance of resources to wellbeing.</li> <li>- Global distribution</li> <li>- Food</li> <li>- Water</li> <li>- Energy</li> </ul>                                       | <p><b><u>Why now?</u></b><br/>Recap of location knowledge. Those opting to leave geography in KS3 can do so with a knowledge of how to individually contribute to society with choice making in everyday life. Topic lends itself to fieldwork opportunities around the school.</p> <p><b><u>Why?</u></b><br/>To explore how food, water and energy are fundamental to human development and the potential conflicts resulting from these, in order to embed those studied at the start of the year and provide a smooth transition into studies at GCSE.</p> |          |
| <p>Yr. 9<br/>Summer<br/>2</p> | <p><b><u>Planet of plenty (food focus)</u></b></p> <ul style="list-style-type: none"> <li>- Food supply</li> <li>- Food insecurity</li> <li>- Increasing food supply</li> <li>- THE IBIS</li> <li>- Sustainably increasing food supply.</li> <li>- Jamalpur, Bangladesh</li> </ul> | <p><b><u>Why now?</u></b><br/>To commence GCSE study with a continuation of the themes explored within Year 9 to bridge the gap. As pupils progress through their schooling, the curriculum supports them in acquiring the place knowledge to consider the content being explored from different perspectives (IBIS).</p> <p><b><u>Why?</u></b><br/>Relevant to students and a favourite choice with exciting case studies. School fieldwork opportunities using the canteen.</p>   | <p>.</p> |