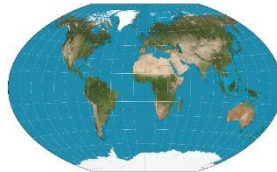


**Subject: Geography**

**Curriculum Intent Statement**

**The UK, the World and the Future**



A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with the knowledge about diverse places, people, resources and natural and human environments, together with the deep understanding of the Earth's key physical and human processes.

At Key Stage Three, pupils will be undertaking a geographical journey. They will begin with a focus on how geographers do their work and focus on population and climate whilst, at the same time, studying the UK and discovering its landscapes, climate and role in the world. As they move into Year 8, their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. By using their prior knowledge about the UK, they should begin to see how their country fits into global dynamics.

By the end of Year 9, students should be equipped with Geographical knowledge, understanding and skills that will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. They will have in-depth studies of China, Russia and the Middle East and begin critical thinking about how the world can tackle climate change and shape their own futures.



**KS3 National Curriculum Coverage – Year 7**

<b>National Curriculum Specification: KS3 Geography</b>	<b>Covered in:</b>
<p>🌐 <b>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</b></p>	<p><b>Passport to Geography; Physical Landscapes</b></p>
<p>🌐 <b>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</b></p>	<p><b>Passport to Geography; Weather and Climate</b></p>
<p>🌐 <b>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</b></p>	<p><b>Passport to Geography; Population</b></p>
<p>🌐 <b>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</b></p>	<p><b>Population; Passport to Geography</b></p>
<p>🌐 <b>Understand human geography relating to population and urbanisation.</b></p>	<p><b>Introduction to the UK; Passport to Geography</b></p>
<p>🌐 <b>develop students’ skills in interpreting OS maps in the classroom and the field, including using grid references and scale, and aerial</b></p>	<p><b>Passport to geography; Introduction to the UK; Physical Landscapes</b></p>



**KS3 - National Curriculum Coverage - Year 8:**

<b>National Curriculum Specification: KS3 Geography</b>	<b>Covered in:</b>
<p>☞ <b>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</b></p>	<p><b>Tectonics; living world; our unequal world; Africa; global issues.</b></p>
<p>☞ <b>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</b></p>	<p><b>Tectonics; living world.</b></p>
<p>☞ <b>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</b></p>	<p><b>Challenges and opportunities in UK; our unequal world; Africa; global issues.</b></p>
<p>☞ <b>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</b></p>	<p><b>Africa; our unequal world; global issues.</b></p>
<p>☞ <b>Understand human geography relating to population and urbanisation.</b></p>	<p><b>Challenges and opportunities in UK; Africa; Our unequal world; global issues.</b></p>



**KS3 - National Curriculum Coverage - Year 9:**

National Curriculum Specification: KS3 Geography	Covered in:
<p>☞ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p>	<p><b>China; Russia; Middle East</b></p>
<p>☞ To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p><b>Decision making</b></p>
<p>☞ Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p>	<p><b>Climate Change</b></p>
<p>☞ Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>	<p><b>China</b></p>
<p>☞ Understand human geography relating to population and urbanisation.</p>	<p><b>Globalisation &amp; Urbanisation</b></p>
<p>☞ Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p><b>Decision making</b></p>



**KS3 – Programme of study**

**Year 7:**

<b>Half term 1 &amp; 2</b>	<b>Passport to Geography</b>
<b>Half term 3</b>	<b>Introduction to the UK</b>
<b>Half term 4</b>	<b>Weather and Climate</b>
<b>Half term 5</b>	<b>Population</b>
<b>Half term 6</b>	<b>Physical Landscapes</b>

**Year 8:**

<b>Half term 1</b>	<b>Challenges and Opportunities in the UK</b>
<b>Half term 2</b>	<b>Our Unequal World</b>
<b>Half term 3</b>	<b>Africa</b>
<b>Half term 4</b>	<b>Living World</b>
<b>Half term 5</b>	<b>Tectonics</b>
<b>Half term 6</b>	<b>Global Issues</b>

**Year 9:**

<b>Half term 1</b>	<b>Climate Change</b>
<b>Half term 2</b>	<b>Globalisation &amp; Urbanisation - China</b>
<b>Half term 3</b>	<b>Cold environments</b>
<b>Half term 4</b>	<b>Russia</b>
<b>Half term 5</b>	<b>Hot environments</b>
<b>Half term 6</b>	<b>The Middle East</b>



**KS4 – Programme of study**

Students will study AQA GCSE Geography 8035. They will also be involved in field work which will require students to attend a visit outside of school and gather data.

**Year 10:**

<b><u>Curriculum coverage</u></b>
<b>The Challenge of Natural Hazards</b>
<b>Physical Landscapes of the UK</b>
<b>Fieldwork Visits and Write Up</b>
<b>Urban Issues and Challenges</b>
<b>The Living World</b>

**Year 11:**

<b><u>Curriculum coverage</u></b>
<b>Urban Issues and Challenges (Continued)</b>
<b>The Changing Economic World</b>
<b>The Challenge of Resource Management</b>
<b>Skills: DME Preparation</b>

**Key resources:**

AQA Exam Board Specification & Specimen Exam Papers:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Geographical Association: <http://www.geography.org.uk/>

SLN: Geography <http://www.sln.org.uk/geography/>

BBC Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/geography/>

BBC Learning Zone: <http://www.bbc.co.uk/programmes/p01bb4jj>

GCSE Geography: <http://www.gcsegeography.co.uk/>