

Geography Curriculum



Geography Department Statement of Intent

"In the beginning, God created the heaven and the earth." Genesis 1:1



Studying Geography helps pupils to understand the world we live in. At St Joseph's we encourage pupils to develop a greater understanding and knowledge of the world created by God, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At St Joseph's we aim to inspire a curiosity and fascination about the world and people within it; to promote an interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Aims of the Geography Department

- At St Joseph's we aim to create the very best geographers. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world.
- Geography at St Joseph's aims, via classroom learning, home learning and fieldwork, to develop an interest and wonder in the human and natural world around our pupils.
- We aim to build the Cultural Capital of our students by helping them to understand the contemporary world around them. Pupils learn about countries/areas that are at differing stages of development. They learn about how lives differ from one area to another. They study how economic and political decisions can change the world now and in the future. Geography also helps to explain the many environmental issues that are changing the world in which these students live.
- Geography is taught so that pupils develop the skill, knowledge and the vocabulary needed to effectively explain and understand geographical issues in the past, present and future.
- Our aim is to develop a balanced mixture of both physical and human topics. The spiral design of the curriculum is aimed at revisiting topics on several occasions to embed understanding and confidence.

Geography Department Overview of Intent:

Curriculum Intent – Year 7: The Geography course followed by Year 7 students will endeavour to build upon skills, themes and places covered in the Primary Sector and will be tailored to the requirements of the National Curriculum.

By the end of Year 7 our Geographers will have studied the following topics:

Subject Content

- What is Geography? A general introduction to Geography; what makes up human/physical geography? Teaching involves both developing locational knowledge (i.e. capitals, oceans etc) as well as general geographical skills. General skills that are developed include geographical questioning, interpretation and annotation of photographs and producing field sketches.
- Plate Tectonics: Pupils will study the structure of the Earth, the theories behind the movement of plates and the processes involved in the formation of volcanoes, earthquakes and tsunamis. Pupils will also investigate how the effects of tectonic activity can differ in rich and poor countries (place examples).
- Mapskills: This unit ensures that all pupils are provided with the skills to read various types of maps. Skills include reading grid references, map symbols, direction, scale, and relief.
- Weather and Climate: Here we help pupils to investigate our weather patterns and explain why the UK receives the climatic conditions that we do. We study the increase of extreme weather events (place examples) and look at how weather can be both recorded and forecasted.
- Rivers, Seas and Ice: This unit investigates the key features found in coastal, fluvial and glacial landscapes. We study how each system can shape the land around us. Pupils research and investigate the causes, effects of and responses to a major river flood (place example).
- Travel and Transport: The unit offers the pupils the opportunity for a local field study: a traffic survey at the Beehive Roundabout. We will also investigate the current sustainability issues surrounding transport and how they can be resolved.

Curriculum Intent – Year 8: This year helps to build on many of the skills, knowledge and understanding learnt in Year 7 with a view to developing the critical thinking of the students into local, national and global issues which affect them both directly and indirectly. In year 8, as the pupils naturally develop their general place knowledge, we introduce a lot more place examples, helping to complete the National Curriculum.

By the end of Year 8 our Geographers will have studied the following topics:

Subject Content

- Population Change and Urbanisation: In this unit we ask pupils to investigate the global growth of population and how population change is related to birth and death rates. Pupils will analyse the global distribution of population and study reasons for sparse and dense populations. Pupils will also look at the factors that affect population movement and the impact of this migration (place example). We will also look at how rates of urbanisation are rising, leading to many impacts.
- Investigating Africa and Kenya: This topic looks at both the human and physical Geography of Africa, exploring the physical landscape, human characteristics and the interactions that exist between them, acknowledging the diversity that exists across the continent. Various maps and data will be used (including the use of GIS). We investigate Kenya and how urbanisation has created an imbalanced population distribution and an increase in squatter settlements.
- Investigating Asia: Similar to the Africa unit, we look at human and physical characteristics and how they change across Asia. We will use maps and data (including GIS) to complete this. Particular attention will be given to the key areas/countries of China, India, Russia and the Middle East, looking at how each one has an increasing importance globally.
- Changing Industries: A study of economic activity in the primary, secondary, tertiary and quaternary sectors. We will look at how and why changes have occurred within these sectors and how the use of natural resources can have huge impacts for the planet.
- Development: This unit looks at how we can measure development and how development differs across the globe. We will investigate the factors that prevent certain areas from developing (place examples) and how we can try to reduce the development gap.

Curriculum Intent – Year 9: The start of this year provides pupils with an enrichment opportunity for a local fieldtrip and to develop their geographical skills that will be needed in future years.

By the end of Year 9 our Geographers will have studied the following topics:

Subject Content

- Local fieldtrip investigation: An investigation into the Middlebrook Retail Park where pupils perform two fieldwork methods and write up and evaluate their findings.
- Issue evaluation task: pupils investigate a relevant global or local issue (e.g. water availability in the UK, tropical rainforest deforestation, etc). To do this various geographical skills will be developed along the way.
- Natural hazards: in this unit pupils study in detail various natural hazards that can affect people and places. They will also look at how hazards risk can be reduced. We will also look at how much of a hazards global climate change is and how we can attempt to adapt to and mitigate climate change.

Curriculum Intent – Year 10

By the end of Year 10 our Geographers will have studied the following topics:

Subject Content

- Living World: in this unit pupils investigate the world's major biomes, paying particular attention to tropical rainforests and an area of hot or cold desert. Pupils will study in depth the rainforests of Malaysia, looking at causes and effects of deforestation and how we can try to combat this issue. There will also be a case study of either a hot desert (Thar Desert, India) or a cold desert (Antarctica).
- Coastal landscapes of the UK: pupils look at how coastal processes create the landscapes that we see around the UK. Pupils learn how numerous landforms are created at the coast (caves, arches, stacks, wave-cut platforms, sand dunes, bays, etc). We also look into the issue of coastal erosion and how we can reduce the effect of this.
- Glacial landscapes of the UK: in this unit we investigate how huge amounts of ice in the last ice age was able to shape upland areas of the UK. We learn about how various landforms were created (glacial troughs, corries, aretes, pyramidal peaks, ribbon lakes, etc). Pupils will also look at tourism in areas that used to be covered in ice.
- Urban issues and challenges: this unit looks at how urbanisation continues at a great pace in many areas. We will look into urbanisation in the UK, concentrating on the city of Liverpool as a case study. Further afield, we also study the megacity of Lagos in Nigeria, concentrating on how rapid urbanisation has led to challenges and opportunities.

Curriculum Intent – Year 11

By the end of Year 11 our Geographers will have studied the following topics:

Subject Content

- The Changing Economic World: This unit explores how development is occurring at differing rates across the globe. We will investigate the historical factors that have prevented certain areas from developing and how we can try to reduce the development gap. Pupils will concentrate on a Newly Emerging Economy (India) to see how the economy there is changing. We will also look in the UK's economy, looking at recent and future changes that may occur.
- Resource Management: This unit looks into how water, food and energy resources are unevenly available across the globe. We will also look at resource availability in the UK, largely concentrating on how we can move to a more sustainable future, in order to ensure that our resources do not run out.
- Paper 3 fieldwork skills and geographical skills: Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams. In year 11 we go over many of these points, whilst also developing fieldwork skills for paper 3.
- Paper 3 issue evaluation: 12 weeks before Paper 3, pupils will receive a resource booklet about a local or global issue that is used in the exam. We will study this resource booklet in depth, providing pupils with the knowledge and skills needed to tackle the paper.



SMSC in Geography

Spiritual development in Geography

The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually. For example, when looking at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed, whilst the study of population, China and Kenya to name a few gives students an appreciation of the world around them. The study of population and globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Throughout, topics like this enable students to reflect and share their own experiences and the diverse nature of our classes really enhances discussion and debate in this area.

Moral development in Geography

Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. For example when considering physical topics such as rivers, flooding and coasts consideration is given to how much these issues that arise are man-made and is because of exploitation. Similarly in the tourism and development topics, debate centres on the role of humans and how ethical our actions are. For example the allocation of aid, exploitative tourism and other moral issues that occur in LIC's and HIC's are topic areas for debate. Geography allows students to see and explore consequences of mismanagement, and also to look at the situations from different points of view.

Social development in Geography

Social development is a focus in Geography and looks to enhance and develop students throughout KS3. Much of this is done during class discussion and throughout group work, assisting the development of social skills. Similarly peer assessment and feedback further enhance social skills. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict.

Cultural development in Geography

Throughout Key Stage 3 Geography looks at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result. There are units that involve the study of many different locations and cultures, including the UK, China, Kenya and the Middle East.

Promoting British Values in Geography

The Rule of Law

In Geography we...

- **follow rules in our classroom to protect the rights of all us to an education**
- **uphold whole-school policies with regards to homework, uniform etc.**
- **have opportunities to explore and understand how governments have influenced and shaped nations through law** (*including the study of population policies in China and Indonesia*)
- **explore the ways in which policy making at a local and global scale can influence both the physical and human landscape** (*e.g. the National Parks Act - 1949; legally binding commitments of the Kyoto protocol etc; EU law - e.g. Common Agricultural policy*)
- **explore and evaluate the outcomes of meetings of governments and policy makers** (*e.g. Climate Change Conferences*)

Mutual Respect and Tolerance

In Geography we...

- **understand the importance of identifying and combating discrimination including tackling stereotypes** (*e.g. in our studies of migration in Year 8 and in exploring HICs and LICs throughout the geography curriculum*)
- **develop our understanding and respect for different cultures** *through our studies of place and people in both our classroom studies (e.g. Africa - Yr 8).*
- **learn to understand and respect the traditions of other cultures**
- **are taught to respect and understand diversity in life in other countries**
- **celebrate the cultural diversity of our school**
- **are encouraged to debate, share and respect the opinions of others in our classroom discussions**
- **have opportunities to understand our responsibilities to conserve resources and play our part in sustainable development** (*this includes our studies of climate change in Year 10 and our consideration of how we can reduce own carbon footprints*)
- **are encouraged to act on our geographical knowledge about others in our global community** (*through our study of fair-trade*)
- **we are encouraged to play our part as global citizens** (*e.g. through our studies of globalisation in Year 8*)
- **explore how places, peoples, cultures and economies are interrelated** (*e.g. in our studies of China, the Middle East, Africa, etc).*
- **are taught to respect people's lives and empathise with those affected by disasters and conflict** (*e.g. when studying the Haiti earthquake*).
- **show respect for each other in our behaviour and manners**

Democracy

In Geography we...

- **have respect for democracy and the right of all our fellow students to have their voices heard**
- **encourage everyone to feel confident in expressing their ideas and opinions in class discussions**
- **treat others how we would want to be treated**
- **are involved in decision making** *through the use of student voice and feedback to our teachers*
- **are involved in discussions regarding our learning**
- **have opportunities to experience the importance of decision making** *(e.g. the DME section of GCSE Paper 3)*
- **are encouraged to set our own targets for improvement**
- **have opportunities to undertake self assessment**
- **have the opportunity to explore and discuss injustices and inequalities (perceived or real) and challenge and debate these through the exploration of geographical topics** *(e.g. study of the One Child Policy - China)*

Individual Liberty

In Geography we...

- **are able to have a freedom of expression whilst respecting others** *during contributions to class discussions*
- **are encouraged as much as possible to develop our independent learning skills to help us take control of our own learning .**
- **have opportunities to critically examine our own values and attitudes** *(in debating issues, contributing in class etc.)*
- **have an opportunity to explore issues surrounding human rights** *(e.g. migration, refugee crisis, fairtrade etc.)*
- **have freedom of choice of whether to continue our studies of Geography at GCSE**
- **have the opportunity to self-assess and peer-assess our work**
- **take ownership of our behaviour in lessons**
- **are encouraged to take pride in our own work in lessons**
- **are given opportunities to challenge ourselves and make progress with our learning**

Literacy and Geography

Literacy needs to be deliberately planned into a department's SOL in order to give it the time and priority it requires. Resources will need to be prepared in advance so that Literacy is an integral part of teaching and learning in lessons and develops alongside scientific skills and content. These may include word cards, question cards, books, magazines and leaflets, writing frames and worksheets and games.

Whenever it is appropriate literacy objectives should be built into the lesson along with specific objectives. Literacy can be developed in every lesson through activities such as emphasis on word work during questioning and mental start-up activities at the start of each lesson. Some topics will lend themselves more easily to literacy development than others. Such emphasis on the language of Geography will inevitably result in pupils being more able to articulate scientific ideas in their own words.

Key Areas of Literacy

Vocabulary Key issues Technical and specialist words Appropriate usage Correct spelling Understand meaning Common difficulties <input type="checkbox"/> Time and lots repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts. <input type="checkbox"/> Ordinary words with alternative meanings can be difficult as it causes cognitive conflict. Supporting strategies <input type="checkbox"/> Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically <input type="checkbox"/> Use vocabulary frequently using open questions <input type="checkbox"/> Use words in sentences to keep reflecting back <input type="checkbox"/> Use models and picture to help visualise the word <input type="checkbox"/> Use flash cards to test pupils understanding <input type="checkbox"/> Ask pupils to explain using pictures to encourage language development <input type="checkbox"/> Use visual clues e.g. hand signals <input type="checkbox"/> Use poetry, rhymes, raps and rhythms to aid memory and link to modern culture <input type="checkbox"/> Get pupils to make own word lists to collect new words and test and check their meaning	Oracy Key issues Use language precisely Listen to others and respond by building on ideas and views Common difficulties <input type="checkbox"/> Constant use and repetition are essential. Words which are not frequently used are easily forgotten <input type="checkbox"/> Often little planned time in lessons to "talk" <input type="checkbox"/> One word answers for fear of getting it wrong Supporting Strategies <input type="checkbox"/> Teacher model good use of geographical language <input type="checkbox"/> Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practice the language <input type="checkbox"/> Use a range of questioning strategies <input type="checkbox"/> Allow pupils "thinking" time <input type="checkbox"/> Offer pupils challenge <input type="checkbox"/> Use games to encourage meaningful peer group talk and embed new word and concepts <input type="checkbox"/> Use small group discussion to develop pupil understanding through conversation in a less threatening atmosphere
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Reading

Key issues Strategies to help reading for understanding
Locating and using information
Summarising
Synthesise learning from

reading

Common difficulties

- ❑ Pupils often cannot relate to the type of geographical texts used in school in terms of language and style
- ❑ Children often prefer fiction to non-fiction texts
- ❑ Children prefer to use interactive methods of discovering information e.g. Internet
- ❑ Limited range of text that can be offered to pupils
- ❑ Weak readers can lack the ability to scan and skim read
- ❑ Pupils prefer to copy chunks of text without checking their relevance

Supporting Strategies

- ❑ Develop activities to promote meaningful reading experiences e.g. EXIT model
- ❑ Activities prior to reading that give pupils a desire to find out more e.g. using a contents page or index
- ❑ Activities associated with reading to make the data processing easier e.g. DARTS, cloze procedure, sequencing, underlining
- ❑ Activities following reading to encourage reformulation of the information into personal knowledge e.g. table/diagram completion, summarising

Writing

Key issues Correct spelling and punctuation
Follow grammatical conventions
Organise work in a logical and coherent form

Common difficulties

- ❑ Many pupils are reluctant writers
- ❑ Poor handwriting and spelling can make writing difficult to interpret
- ❑ Lack of understanding what they are being asked to write about
- ❑ Time pressure in lessons to get ideas or work down onto paper

Supporting Strategies

- ❑ Plan to incorporate the different forms of scientific writing into lessons e.g. recount and report, instruct etc.
- ❑ Use different types of text
- ❑ Get pupils to analyse prose to look for key words and phrases
- ❑ Get pupils to criticise and improve on received text
- ❑ Encourage use of a variety of genre e.g. narrative, descriptive, persuasive, reports, imaginative when appropriate
- ❑ Use writing frames where appropriate, encouraging children to use it as a guide line and eventually manage without
- ❑ Encourage children to redraft work in lessons using teacher comments
- ❑ Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers demo
- ❑ Teach pupils how to summarise text e.g. crosswords, catchword
- ❑ When asking pupils to write analysis and evaluations teach them the specialist vocabulary and phrases needed e.g. the relationship between, the gradient of the line..., my results do not support my prediction.

Geography Department Structure

The department is made up of two full time Geography specialists:

Mr A Tate – Head of Geography

Mr P Armstrong – Teacher of Geography

Miss M Dyke – Trainee Teacher of Geography (Teach First programme)

Curriculum Structure

Students in Year 7 and Year 8 follow a programme of study which aligns to the National Curriculum for Geography:

<u>Year 7</u>	
<u>Autumn Term 1</u> Making Connections: an introduction to Geography	<u>Autumn Term 2</u> Plate tectonics
<u>Spring Term 1</u> OS Mapskills	<u>Spring Term 2</u> Water and Climate
<u>Summer Term 1</u> Rivers, Seas and Ice	<u>Summer Term 2</u> Travel and Transport
<u>Year 8</u>	
<u>Autumn Term 1</u> People Everywhere	<u>Autumn Term 2</u> Complete People Everywhere Investigating Africa and Kenya
<u>Spring Term 1</u> Complete Investigating Africa and Kenya Investigating Asia	<u>Spring Term 2</u> Complete Investigating Asia
<u>Summer Term 1</u> Changing Industries	<u>Summer Term 2</u> Development

In Year 9 pupils gain an understanding of key skills, techniques and typical content.

In Years 10 and 11 students study Geography from the AQA suite of GCSE qualifications.

An overview of the topics in the courses is shown below:

<u>Year 9</u>	
<u>Autumn Term 1</u> Local Fieldtrip Investigation: Middlebrook Retail Park	<u>Autumn Term 2</u> Issue Evaluation Investigation and Geographical Skills
<u>Spring Term 1</u> Natural Hazards	<u>Spring Term 2</u> Natural Hazards
<u>Summer Term 1</u> Weather Hazards	<u>Summer Term 2</u> Climate Change
<u>Year 10</u>	
<u>Autumn Term 1</u> Living World - Rainforests	<u>Autumn Term 2</u> Living World: Cold Environments
<u>Spring Term 1</u> UK Physical Landscapes: Coasts	<u>Spring Term 2</u> UK Physical Landscapes: Rivers
<u>Summer Term 1</u> Urban Challenges Lagos case study	<u>Summer Term 2</u> Liverpool Case Study Sustainable Cities GCSE Fieldtrip to Blackpool
<u>Year 11</u>	
<u>Autumn Term 1</u> The Development Gap: measuring development; causes of uneven growth; effects of poor development; reducing the gap.	<u>Autumn Term 2</u> India's changing economy How is the UK economy changing?
<u>Spring Term 1</u> Resource Management and Energy Hazards	<u>Spring Term 2</u> Issue Evaluation and fieldwork techniques
<u>Summer Term 1</u> N/A	<u>Summer Term 2</u> N/A

SEND Students and Curriculum Planning

Geography SEND Provision

Coloured worksheets for SEND pupils.

Coloured marker pens instead of black for the whiteboards

Key vocab given at the start of lessons where applicable

Enlarged texts for VI pupils and premium seating

Premium seating for HI and pupils who have BESD

'Sentence starters' for SEND and other pupils who struggle to 'make a start' on tasks

Tasks broken down for pupils with lower literacy

Premium seating for wheelchair users

Use of adult support for SEND pupils

Differentiated worksheets and booklets for SEND/LA pupils

Sentence starters are used across the department to support SEND pupils and new writing frames for each question style at GCSE are being introduced

Tasks at KS3 are differentiated for blue/purple and orange pathways.

At GCSE all classes are mixed ability and this provides the opportunity for SEND pupils to get support and pupil led explanations of topics

Across the department, SEND pupils are given targeted questions to involve them in lessons and build their confidence.

Offering SEND pupils extra time for assessments and tests, making sure that the pupil has suitable assistance when completing these tasks.

Regular book looks and direct questioning will take place during lessons (same with PP students).

SEND pupils are a standing item for all dept. meetings