









## Key Stage 3 Curriculum Journey: Geography

The curriculum in Year 7 is designed to introduce key themes and concepts across geography to ensure that all students have a solid foundation which will allow them to progress onto more in depth geographical concepts in Years 8 and 9.

### THE YEAR 7 CURRICULUM JOURNEY – FROM JANUARY 2022

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5 and 6	
<b>Topic and learning focus</b>						
	<b>Introduction to Geography</b>	<b>World Issues</b>	<b>Geography of the UK</b>	<b>Go with the flow</b>	<b>Picture Postcard and Coasts</b>	
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>To know the 7 continents</li> <li>To understand that Geography can be split into two categories: human and physical</li> <li>To understand the 4 point compass</li> </ul>	<ul style="list-style-type: none"> <li>To know that everyone's actions have consequences that can impact others</li> <li>To recognise the importance of protecting the planet</li> </ul>	<ul style="list-style-type: none"> <li>Understand the countries that make up the UK</li> <li>Describe Rugby's location with the UK</li> </ul>	<ul style="list-style-type: none"> <li>To identify the difference between causes, effects and responses to hazards</li> </ul>	<ul style="list-style-type: none"> <li>Understand what is meant by tourism</li> <li>A basic understanding of different holiday destinations</li> </ul>	<ul style="list-style-type: none"> <li>Identify how people use the coastlines</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>4 figure grid referencing</li> <li>Map symbols</li> <li>Relief</li> <li>8 point compass</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the causes of the different world issues covered</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between physical and human geography</li> <li>Explain the difference between weather and climate</li> <li>Explain why people live in certain areas</li> </ul>	<ul style="list-style-type: none"> <li>To explain how water moves around the planet (water cycle)</li> <li>To explain the different processes that shape rivers</li> </ul>	<ul style="list-style-type: none"> <li>Identify social, economic and environmental impacts</li> <li>Explain coastal processes</li> </ul>	<ul style="list-style-type: none"> <li>Explain how uses of the coastline have changed over time</li> <li>Explain the threats to the coastlines</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>6-figure grid referencing</li> <li>Scale and distance on a map</li> <li>16 point compass</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how the impact of world issues could be lessened due to our actions</li> </ul>	<ul style="list-style-type: none"> <li>Make explained connections between the human and physical elements of the unit and how they influence one another</li> </ul>	<ul style="list-style-type: none"> <li>Categorise effects and responses into primary and secondary/ short and long term</li> <li>Evaluate how development levels impact a country's ability to deal with hazards</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the positives and negatives of tourism on different locations</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate different management techniques for protecting the coastlines</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Plot a route on a map using all of the above</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how economic development often</li> </ul>	<ul style="list-style-type: none"> <li>Apply understanding in different contexts (Rugby)</li> </ul>	<ul style="list-style-type: none"> <li>Critically examine different techniques for managing</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how climate change may impact on both of these</li> </ul>	<ul style="list-style-type: none"> <li>To assess the potential impacts of sea level rise on</li> </ul>



	skills	comes at the expense of the environment <ul style="list-style-type: none"> <li>Evaluate the impact in the future of LICs developing</li> </ul>		flood events	physical landscapes and therefore the tourism industry	coastal locations <ul style="list-style-type: none"> <li>Investigate what could be done to reduce these impacts</li> </ul>
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field</li> <li>Interpret OS maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in weather and climate, including the change in climate from the Ice Age to the present</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate</li> </ul>	<ul style="list-style-type: none"> <li>(KS2 curriculum) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>(KS2 curriculum) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and coasts</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in glaciation, hydrology and coasts</li> <li>Economic activity in the primary, secondary, tertiary and quaternary sectors</li> </ul>	<ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes</li> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and coasts</li> </ul>
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology associated with maps and map reading such as co-ordinates, compass and ordnance survey</li> </ul>	<ul style="list-style-type: none"> <li>Passages of text used within lessons to encourage reading and comprehension such as pollution and global warming</li> <li>Emphasis on key geographical terminology such as inequality, biodiversity and ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>Case study texts on geographical features of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology such as abrasion and hydrology</li> </ul>	<ul style="list-style-type: none"> <li>Passages of text used within lessons to encourage reading and comprehension when recognising how geography contributes to the tourism and leisure industry in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Passages of text used within lessons to encourage reading and comprehension</li> <li>Emphasis on key geographical terminology such as erosion and glaciation</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Understanding map reading skills helps learners to appreciate the national</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different problems facing the planet such as global warming and pollution</li> </ul>	<ul style="list-style-type: none"> <li>Understand and appreciate the country in which we live; how geography contributes to the national</li> </ul>	<ul style="list-style-type: none"> <li>To understand how rivers shape our landscape and how this shapes our understanding of Britain's</li> </ul>	<ul style="list-style-type: none"> <li>To understand key patterns in tourism and how the contributes to our appreciation of the different</li> </ul>	<ul style="list-style-type: none"> <li>To understand how change over time, how this reflects the changes in people's lives and how this</li> </ul>









	geographical heritage and the nature of environment		heritage	unique geography	cultures of Britain	contributes to our cultural identity
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Develop the use of a range of social skills in different contexts, for example working with other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Learners recognise their role as a global citizen</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the different groups that come together to create the UK and have an appreciation for this</li> </ul>	<ul style="list-style-type: none"> <li>Have a range of social skills in different contexts, for example working with other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Show an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Respect and tolerance when working collaboratively together, for example in problem-solving using map skills</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility: learners recognise how their actions can affect others and the wider environment</li> </ul>	<ul style="list-style-type: none"> <li>Respect and tolerance when understanding the different communities and regions in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Equality – learners appreciate the geographical forces which erode and create landscape features</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect when exploring the human geography of the different regions in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect when exploring the human geography of the different regions in the UK</li> </ul>
<b>Assessment</b>	Assessment 1: Map Skills end of unit to test their ability to carry out all the skills required to use a map	Assessment 1: Extended piece of writing on the impacts of climate change  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on links between climate and population density  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing comparing two different flood events  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on whether tourism is a good thing for Swanage  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on coastal management  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding



## Key Stage 3 Curriculum Journey: Geography

The curriculum in Year 7 is designed to introduce key themes and concepts across geography to ensure that all students have a solid foundation which will allow them to progress onto more in depth geographical concepts in Years 8 and 9.

### THE YEAR 7 CURRICULUM JOURNEY – FROM SEPTEMBER 2022

	HALF TERM 1 and 2		HALF TERM 3	HALF TERM 4	HALF TERM 5 and 6	
<b>Topic and learning focus</b>						
	<b>Introduction to Geography and Geography Issues</b>		<b>Geography of the UK</b>	<b>Go with the flow</b>	<b>Picture Postcard and Coasts</b>	
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Know the 7 continents</li> <li>Understand that Geography can be split into two categories: human and physical</li> <li>Understand the 4 point compass</li> </ul>	<ul style="list-style-type: none"> <li>Know that everyone's actions have consequences that can impact others</li> <li>Recognise the importance of protecting the planet</li> </ul>	<ul style="list-style-type: none"> <li>Understand the countries that make up the UK</li> <li>Describe Rugby's location with the UK</li> </ul>	<ul style="list-style-type: none"> <li>Identify the difference between causes, effects and responses to hazards</li> </ul>	<ul style="list-style-type: none"> <li>Understand what is meant by tourism</li> <li>Understanding of different holiday destinations</li> </ul>	<ul style="list-style-type: none"> <li>Identify how people use the coastlines</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>4 figure grid referencing</li> <li>Map symbols</li> <li>Relief</li> <li>8 point compass</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the causes of the different geography issues covered</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between physical and human geography</li> <li>Explain the difference between weather and climate</li> <li>Explain why people live in certain areas</li> </ul>	<ul style="list-style-type: none"> <li>Explain how water moves around the planet (water cycle)</li> <li>Explain the different processes that shape rivers</li> </ul>	<ul style="list-style-type: none"> <li>Identify social, economic and environmental impacts</li> <li>Explain coastal processes</li> </ul>	<ul style="list-style-type: none"> <li>Explain how uses of the coastline have changed over time</li> <li>Explain the threats to the coastlines</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>6-figure grid referencing</li> <li>Scale and distance on a map</li> <li>16 point compass</li> </ul>	<ul style="list-style-type: none"> <li>Explain how impacts of geography issues could be lessened due to our actions</li> </ul>	<ul style="list-style-type: none"> <li>Make explained connections between the human and physical elements of the unit and how they influence one another</li> </ul>	<ul style="list-style-type: none"> <li>Categorise effects and responses into primary and secondary/ short and long term</li> <li>Explain how development levels impact a country's ability to deal with hazards</li> </ul>	<ul style="list-style-type: none"> <li>Can critically analyse the positives and negatives of tourism on different locations</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate different management techniques for protecting the coastlines</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Being able to plot a route on a map using all of the above skills</li> </ul>	<ul style="list-style-type: none"> <li>Able to recognise that economic development often comes at the</li> </ul>	<ul style="list-style-type: none"> <li>Ability to apply understanding in different contexts (Rugby)</li> </ul>	<ul style="list-style-type: none"> <li>To critically examine different techniques for managing flood events</li> </ul>	<ul style="list-style-type: none"> <li>Assess how climate change may impact on both of these physical landscapes and</li> </ul>	<ul style="list-style-type: none"> <li>Assess the potential impacts of sea level rise on coastal locations</li> </ul>



		<p>expense of the environment</p> <ul style="list-style-type: none"> <li>• Explain impacts in the future of LICs developing</li> </ul>			therefore the tourism industry	<ul style="list-style-type: none"> <li>• Investigate what could be done to reduce these impacts</li> </ul>
<b>Note on Structure and Sequencing</b>	<ul style="list-style-type: none"> <li>• The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards</li> </ul>					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>• Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• Interpret OS maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in weather and climate, including the change in climate from the Ice Age to the present</li> <li>• Understand how human and physical processes interact to influence and change landscapes, environments and the climate</li> </ul>	<ul style="list-style-type: none"> <li>• (KS2 curriculum) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>• (KS2 curriculum) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and coasts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in glaciation, hydrology and coasts</li> <li>• Economic activity in the primary, secondary, tertiary and quaternary sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how human and physical processes interact to influence and change landscapes</li> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and coasts</li> </ul>
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>• Emphasis on key geographical terminology associated with maps and map reading such as co-ordinates, compass and ordnance survey</li> </ul>	<ul style="list-style-type: none"> <li>• Passages of text used within lessons to encourage reading and comprehension such as pollution and global warming</li> <li>• Emphasis on key geographical terminology such as inequality, biodiversity and ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• Case study texts on geographical features of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on key geographical terminology such as abrasion and hydrology</li> </ul>	<ul style="list-style-type: none"> <li>• Passages of text used within lessons to encourage reading and comprehension when recognising how geography contributes to the tourism and leisure industry in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Passages of text used within lessons to encourage reading and comprehension</li> <li>• Emphasis on key geographical terminology such as erosion and glaciation</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Understanding map reading skills helps</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the different problems facing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and appreciate the country in which we</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how rivers shape our landscape and</li> </ul>	<ul style="list-style-type: none"> <li>• To understand key patterns in tourism and how the</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how change over time, how this reflects</li> </ul>








	learners to appreciate the national geographical heritage and the nature of environment	the planet such as global warming and pollution	live; how geography contributes to the national heritage	how this shapes our understanding of Britain's unique geography	contributes to our appreciation of the different cultures of Britain	the changes in people's lives and how this contributes to our cultural identity
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Develop the use of a range of social skills in different contexts, for example working with other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Learners recognise their role as a global citizen</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the different groups that come together to create the UK and have an appreciation for this</li> </ul>	<ul style="list-style-type: none"> <li>Have a range of social skills in different contexts, for example working with other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Show an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Respect and tolerance when working collaboratively together, for example in problem-solving using map skills</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility: learners recognise how their actions can affect others and the wider environment</li> </ul>	<ul style="list-style-type: none"> <li>Respect and tolerance when understanding the different communities and regions in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Equality – learners appreciate the geographical forces which erode and create landscape features</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect when exploring the human geography of the different regions in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect when exploring the human geography of the different regions in the UK</li> </ul>
<b>Assessment</b>	Assessment 1: Map Skills end of unit to test their ability to carry out all the skills required to use a map	Assessment 1: Extended piece of writing on the impacts of climate change  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on links between climate and population density  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing comparing two different flood events  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on whether tourism is a good thing for Swanage  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on coastal management  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding



**Key Stage 3 Curriculum Journey: Geography**

The Year 8 curriculum is designed to build on the foundation that was created through the Year 7 units, whilst at the same time, introduce some of the more complex key geographical themes. The three location based units allow for a deeper understanding of links across different areas of geography to be made.

**THE YEAR 8 CURRICULUM JOURNEY – FROM JANUARY 2022**

	<b>HALF TERM 1</b>	<b>HALF TERM 2</b>	<b>HALF TERM 3</b>	<b>HALF TERM 4</b>	<b>HALF TERM 5 AND 6</b>
<b>Topic and learning focus</b>					
	<b>Risky World</b>	<b>The Middle East</b>	<b>Tiger vs Dragon</b>	<b>Russia</b>	<b>Go with the flow</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Identify different hazards (earthquake, volcano, hurricane etc)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of population patterns</li> <li>Understanding of climate</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of population patterns</li> <li>Understanding of climate</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of population patterns</li> <li>Understanding of climate</li> </ul>	<ul style="list-style-type: none"> <li>To identify the difference between causes, effects and responses to hazards</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Categorise hazards into different groups</li> <li>Explain the difference between causes, effects and responses to hazards</li> </ul>	<ul style="list-style-type: none"> <li>Identify why the Middle East is important</li> <li>Identify key features of biomes</li> <li>Explain key ideas surrounding development</li> </ul>	<ul style="list-style-type: none"> <li>Identify key similarities and differences between China and India</li> <li>Identify key features of biomes</li> <li>Explain key ideas surrounding development</li> </ul>	<ul style="list-style-type: none"> <li>Explain key ideas surrounding development</li> <li>Explain how people have managed to adapt to living in cold climates</li> </ul>	<ul style="list-style-type: none"> <li>Explain how water moves around the planet (water cycle)</li> <li>Explain the different processes that shape rivers</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Categorise effects and responses into primary and secondary/ short and long term</li> <li>Explain how development levels impact a country's ability to deal with hazards</li> </ul>	<ul style="list-style-type: none"> <li>Explain the Middle East's position within the global market</li> <li>Evaluate different factors leading to conflict in the area</li> </ul>	<ul style="list-style-type: none"> <li>Categorise reasons why people migrate from rural to urban areas</li> <li>Examine different methods for plants and animals to adapt to different biomes</li> </ul>	<ul style="list-style-type: none"> <li>Categorise reasons why people migrate from rural to urban areas</li> <li>Evaluate the differences in cultural norms across Russia</li> </ul>	<ul style="list-style-type: none"> <li>Categorise effects and responses into primary and secondary/ short and long term</li> <li>Explain how development levels impact a country's ability to deal with hazards</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Critically examine the importance of different response types</li> <li>Assess the impact climate change might</li> </ul>	<ul style="list-style-type: none"> <li>Critically examine factors leading to development and how these differ between countries</li> </ul>	<ul style="list-style-type: none"> <li>Critically examine the different factors that allowed China to develop so rapidly</li> </ul>	<ul style="list-style-type: none"> <li>Critically examine the risk that Russia can pose to Europe when controlling large amounts of gas supply</li> </ul>	<ul style="list-style-type: none"> <li>Critically examine different techniques for managing flood events</li> </ul>





	have on natural hazards				
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.				
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in geological timescales and plate tectonics</li> </ul>	<ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia</li> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Asia (including China and India)</li> </ul>	<ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Russia</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and coasts</li> </ul>
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Reading examples of natural hazards</li> <li>Emphasis on key geographical terminology such as hurricane, tsunami and tectonics</li> </ul>	<ul style="list-style-type: none"> <li>Case study reading material on the Middle East</li> </ul>	<ul style="list-style-type: none"> <li>Reading extracts on human and physical geography from Asia</li> <li>Making extended written responses about the geography of Asia</li> </ul>	<ul style="list-style-type: none"> <li>Case study texts on climate and diversity within Russia</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology such as abrasion and hydrology</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>To understand how people react to hazards and gain an understanding of how hazards can affect our cultural attitudes</li> </ul>	<ul style="list-style-type: none"> <li>To understand one of the most complex areas in the world and it how impacts on our culture and the culture of others</li> </ul>	<ul style="list-style-type: none"> <li>To understand the culture and policies of two growing powers</li> </ul>	<ul style="list-style-type: none"> <li>To gain and understanding and clarify some misconceptions about the country</li> </ul>	<ul style="list-style-type: none"> <li>To understand how rivers shape our landscape and how this shapes our understanding of Britain's unique geography</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Have a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	<ul style="list-style-type: none"> <li>Have a range of social skills in different contexts, for example working with other pupils</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Tolerance and compassion in witnessing</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of different</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of different</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the value of democracy, rule of law and tolerance and cultural</li> </ul>	<ul style="list-style-type: none"> <li>Equality – learners appreciate the geographical forces which erode and create</li> </ul>











	and reacting to the effects of natural hazards	cultures and religions	cultures and religions	values	landscape features
<b>Assessment</b>	Assessment 1: Extended writing - why people live near volcanoes Assessment 2: 14 questions (40 mark) short and long answers describing, explaining and analysing the risks and impact of hurricanes, earthquakes and volcanoes.	Assessment 1: Extended piece of writing how the climate impacts the Middle East Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on China's one child policy Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on the Chernobyl nuclear meltdown Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing comparing two different flood events Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding



**Key Stage 3 Curriculum Journey: Geography**

The Year 8 curriculum is designed to build on the foundation that was created through the Year 7 units, whilst at the same time, introduce some of the more complex key geographical themes. The three location based units allow for a deeper understanding of links across different areas of geography to be made.

**THE YEAR 8 CURRICULUM JOURNEY – FROM SEPTEMBER 2022**

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>						
	<b>Risky World</b>	<b>International Development</b>	<b>Out of Africa</b>	<b>Tiger vs Dragon</b>	<b>The Middle East</b>	<b>Russia</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>To identify different hazards (earthquake, volcano, hurricane etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Understand why countries have not developed in the same way or at the same speed</li> <li>Understand that resources are not distributed evenly</li> </ul>	<ul style="list-style-type: none"> <li>Understand that Africa is a continent not a country</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of population patterns</li> <li>Understanding of climate</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of population patterns</li> <li>Understanding of climate</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of population patterns</li> <li>Understanding of climate</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>To categorise hazards into different groups</li> <li>To explain the difference between causes, effects and responses to hazards</li> </ul>	<ul style="list-style-type: none"> <li>To understand reasons for different levels of development</li> <li>To understand how development can be measured</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between weather and climate</li> <li>Explain why people live in certain places</li> </ul>	<ul style="list-style-type: none"> <li>Identify key similarities and differences between China and India</li> <li>Identify key features of biomes</li> <li>Explain key ideas surrounding development</li> </ul>	<ul style="list-style-type: none"> <li>Identify why the Middle East is important</li> <li>Identify key features of biomes</li> <li>Explain key ideas surrounding development</li> </ul>	<ul style="list-style-type: none"> <li>Explain key ideas surrounding development</li> <li>Explain how people have managed to adapt to living in cold climates</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>To categorise effects and responses into primary and secondary/ short and long term</li> <li>To explain how development levels impact a country's ability to deal with hazards</li> </ul>	<ul style="list-style-type: none"> <li>To assess the usefulness of different development measures</li> <li>To understand how the development gap can be reduced</li> </ul>	<ul style="list-style-type: none"> <li>To explain the differences in development people face living in the same country or city</li> </ul>	<ul style="list-style-type: none"> <li>To categorise reasons why people migrate from rural to urban areas</li> <li>To examine different methods for plants and animals to adapt to different biomes</li> </ul>	<ul style="list-style-type: none"> <li>To explain the Middle East's position within the global market</li> <li>To evaluate different factors leading to conflict in the area</li> </ul>	<ul style="list-style-type: none"> <li>To categorise reasons why people migrate from rural to urban areas</li> <li>To evaluate the differences in cultural norms across Russia</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>To critically examine the importance of different response types</li> </ul>	<ul style="list-style-type: none"> <li>To critically examine the usefulness of different aid</li> </ul>	<ul style="list-style-type: none"> <li>To critically examine the perceptions of Africa that are found commonly in the</li> </ul>	<ul style="list-style-type: none"> <li>To critically examine the different factors that allowed China to develop</li> </ul>	<ul style="list-style-type: none"> <li>To critically examine factors leading to development and how</li> </ul>	<ul style="list-style-type: none"> <li>To critically examine the risk that Russia can pose to Europe when controlling</li> </ul>



	<ul style="list-style-type: none"> <li>To assess the impact climate change might have on natural hazards</li> </ul>	<ul style="list-style-type: none"> <li>What are the potential impacts in the future of development differences</li> </ul>	systems	media	so rapidly	these differ between countries	large amounts of gas supply
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.						
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in geological timescales and plate tectonics</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in international development (KS2 curriculum) Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia</li> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Asia (including China and India)</li> </ul>	<ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> </ul>	<ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Russia</li> </ul>	
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Reading examples of natural hazards</li> <li>Emphasis on key geographical terminology such as hurricane, tsunami and tectonics</li> </ul>	<ul style="list-style-type: none"> <li>Reading extracts explaining different international developments and their effects</li> </ul>	<ul style="list-style-type: none"> <li>Case study reading on the human and physical geography of Africa</li> </ul>	<ul style="list-style-type: none"> <li>Case study reading on the human and physical geography of Asia</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology associated particularly with climate</li> </ul>	<ul style="list-style-type: none"> <li>Reading extracts explaining the different physical and human geographical features of Russia</li> </ul>	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>To understand how people react to hazards and gain an understanding of recent events</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of uneven development across the world</li> </ul>	<ul style="list-style-type: none"> <li>Be able to recognise common misconceptions of Africa</li> </ul>	<ul style="list-style-type: none"> <li>To understand the culture and policies of two growing powers</li> </ul>	<ul style="list-style-type: none"> <li>To understand one of the most complex areas in the world</li> </ul>	<ul style="list-style-type: none"> <li>To gain and understanding and clarify some misconceptions about the country</li> </ul>	
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Have a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> <li>Understand the difficulties others have to go through</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> <li>Understand the difficulties others have to go through</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> </ul>	
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Tolerance and compassion in witnessing and reacting</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of different cultures, traditions and</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of different cultures, traditions and</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the value of democracy, rule of law and</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect, individual liberty, tolerance of</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the value of democracy, rule of law and</li> </ul>	



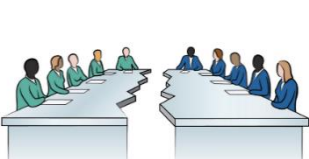




	to the effects of natural hazards	faiths	faiths	tolerance and cultural values <ul style="list-style-type: none"><li>Recognising the value of diversity</li></ul>	different cultures and religions	tolerance and cultural values
<b>Assessment</b>	Assessment 1: Extended writing - why people live near volcanoes Assessment 2: 14 questions (40 mark) short and long answers describing, explaining and analysing the risks and impact of hurricanes, earthquakes and volcanoes.	Assessment 1: Extended piece of writing on the effectiveness of different types of aid  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on comparing rural and urban life in Kenya  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on China's one child policy  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing how the climate impacts the Middle East  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 1: Extended piece of writing on the Chernobyl nuclear meltdown  Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding



**Key Stage 3 Curriculum Journey: Geography – FROM January 2022**

The Year 9 curriculum is designed to be a synoptic year, creating links between different areas of geography and bringing together content learnt in Year 7 and 8 in a different way. The more unusual topics of Geography of Sport and Conflict are designed to show students how broad geography can be and how very few areas of geography can be learnt in isolation.

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5 and 6
<b>Topic and learning focus</b>					
	<b>Geography of Sport</b>	<b>Coasts</b>	<b>Geography of Conflict</b>	<b>Feeding the world's population</b>	<b>South America</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Understanding of Fairtrade</li> <li>Understanding of sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Identify how people use the coastlines</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of human/physical geography</li> <li>Understanding of causes of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of human/physical geography</li> <li>Understanding of population distribution</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of human/physical geography</li> <li>Understanding of population distribution</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Explain the connections between sport and geography</li> <li>Understand that sport is a global commodity</li> </ul>	<ul style="list-style-type: none"> <li>Explain how uses of the coastline have changed over time</li> <li>Explain the threats to the coastlines</li> </ul>	<ul style="list-style-type: none"> <li>Explain how conflict can both impact on and be impacted by geography</li> </ul>	<ul style="list-style-type: none"> <li>Identify both human and physical factors related to food availability</li> <li>Explain differences in food distribution</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people leave rural areas in South America</li> <li>Identify the different features of the rainforest</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Evaluate the potential for sustainability within sport</li> <li>Examine the position of Rugby within global sport</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate different management techniques for protecting the coastlines</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate how continued conflict can cause disparities in development levels</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the issues (social, economic and environmental) surrounding importing and exporting food</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the opportunities and challenges for people living in the favelas of Brazil</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Assess the ethics behind creating sporting goods</li> </ul>	<ul style="list-style-type: none"> <li>Assess the potential impacts of sea level rise on coastal locations</li> <li>Investigate what could be done to reduce these impacts</li> </ul>	<ul style="list-style-type: none"> <li>Assess the views of different stakeholders within examples of local conflict</li> </ul>	<ul style="list-style-type: none"> <li>Create new and innovative ways in which to ensure there is enough food for the growing population</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impact humans have on the natural world</li> <li>Assess the balance between economic development and the protection of habitats</li> </ul>
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.				



<p><b>Links with the National Curriculum</b></p>	<ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes</li> <li>Understand geographical similarities, differences and links between places</li> </ul>	<ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes</li> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology and coasts</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>Understand geographical similarities, differences and links between places</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in the use of natural resources</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> </ul>	<ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes</li> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation</li> </ul>
<p><b>Literacy (including reading)</b></p>	<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology such as sustainability and Fairtrade</li> </ul>	<ul style="list-style-type: none"> <li>Passages of text used within lessons to encourage reading and comprehension on coastal features</li> <li>Emphasis on key geographical terminology such as erosion and glaciation</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing opportunity on evaluation the effects of construction and the effect on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Reading example texts about the effects of intensive farming</li> </ul>	<ul style="list-style-type: none"> <li>Reading case study material on features of human geography in South America – favelas and the Amazon</li> <li>Emphasis on key geographical terminology such as favela and biodiversity</li> </ul>
<p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>To understand how sport plays its role in society</li> </ul>	<ul style="list-style-type: none"> <li>To understand change over time and how people’s lives change</li> </ul>	<ul style="list-style-type: none"> <li>To understand why people might have conflict and how it can be overcome</li> </ul>	<ul style="list-style-type: none"> <li>To understand where food comes from and its uneven distribution</li> </ul>	<ul style="list-style-type: none"> <li>To understand different cultures and how places operate</li> </ul>
<p><b>Social, Moral, Spiritual and Cultural Development</b></p>	<ul style="list-style-type: none"> <li>Have a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>Students have a use of imagination and creativity in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to recognise the difference between right and wrong</li> <li>Students have the ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Students have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>They understand the importance others play for us</li> </ul>	<ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<p><b>Fundamental British Values</b></p>	<ul style="list-style-type: none"> <li>Responsibility for how we shop and what we buy – being more conscious of how products are made and the human impact of commercialism</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect when exploring the human geography of the different regions in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of different cultures and religions</li> </ul>	<ul style="list-style-type: none"> <li>Moral responsibility and how are behaviour and choices affect others</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of different cultures</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment 1: Extended piece of writing on whether Fairtrade helps people in Sialkot</p>	<p>Assessment 1: Extended piece of writing on coastal management</p>	<p>Assessment 1: Extended piece of writing on building on greenfield or brownfield sites</p>	<p>Assessment 1: Extended piece of writing on intensive farming practices</p>	<p>Assessment 1: Extended piece of writing whether the Amazon should be developed</p>



# ASHLAWN SCHOOL

	Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding
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## Key Stage 3 Curriculum Journey: Geography

The Year 9 curriculum is designed to be a synoptic year, creating links between different areas of geography and bringing together content learnt in Year 7 and 8 in a different way. The more unusual topics of Geography of Sport and Conflict are designed to show students how broad geography can be and how very few areas of geography can be learnt in isolation.

### THE YEAR 9 CURRICULUM JOURNEY – FROM SEPTEMBER 2022

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5 and 6
<b>Topic and learning focus</b>					
	<b>World Issues</b>	<b>Geography of Conflict</b>	<b>Geography of Sport</b>	<b>Feeding the world's population</b>	<b>South America</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Know that everyone's actions have consequences that can impact others</li> <li>To recognise the importance of protecting the planet</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of human/physical geography</li> <li>Understanding of causes of conflict</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of Fairtrade</li> <li>Understanding of sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of human/physical geography</li> <li>Understanding of population distribution</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of human/physical geography</li> <li>Understanding of population distribution</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Understanding of the causes of the different world issues covered</li> </ul>	<ul style="list-style-type: none"> <li>To explain how conflict can both impact on and be impacted by geography</li> </ul>	<ul style="list-style-type: none"> <li>Explain the connections between sport and geography</li> <li>To understand that sport is a global commodity</li> </ul>	<ul style="list-style-type: none"> <li>To identify both human and physical factors related to food availability</li> <li>To explain differences in food distribution</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people leave rural areas in South America</li> <li>Identify the different features of the rainforest</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Ability to explain how impacts of world issues could be lessened due to our actions</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate how continued conflict can cause disparities in development levels</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the potential for sustainability within sport</li> <li>To examine the position of Rugby within global sport</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the issues (social, economic and environmental) surrounding importing and exporting food</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the opportunities and challenges for people living in the favelas of Brazil</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Recognise that economic development often comes at the expense of the environment</li> <li>Explain impacts in the future of LICs developing</li> </ul>	<ul style="list-style-type: none"> <li>Assess the views of different stakeholders within examples of local conflict</li> </ul>	<ul style="list-style-type: none"> <li>Assess the ethics behind creating sporting goods</li> </ul>	<ul style="list-style-type: none"> <li>Create new and innovative ways in which to ensure there is enough food for the growing population</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impact humans have on the natural world</li> <li>Assess the balance between economic development and the protection of habitats</li> </ul>
<b>Note on Structure and</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored				



<b>Sequence</b>	across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.				
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in weather and climate, including the change in climate from the Ice Age to the present</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>Understand geographical similarities, differences and links between places</li> </ul>	<ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes</li> <li>Understand geographical similarities, differences and links between places</li> </ul>	<ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in the use of natural resources</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> </ul>	<ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes</li> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation</li> </ul>
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Passages of text used within lessons to encourage reading and comprehension</li> <li>Emphasis on key geographical terminology</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing opportunity on evaluation the effects of construction and the effect on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology such as sustainability and Fairtrade</li> </ul>	<ul style="list-style-type: none"> <li>Reading example texts about the effects of intensive farming</li> </ul>	<ul style="list-style-type: none"> <li>Reading case study material on features of human geography in South America – favelas and the Amazon</li> <li>Emphasis on key geographical terminology such as favela and biodiversity</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>To understand the different problems facing the planet</li> </ul>	<ul style="list-style-type: none"> <li>To understand why people might have conflict and how it can be overcome</li> </ul>	<ul style="list-style-type: none"> <li>To understand how sport plays its role in society</li> </ul>	<ul style="list-style-type: none"> <li>To understand where food comes from and its uneven distribution</li> </ul>	<ul style="list-style-type: none"> <li>To understand different cultures and how places operate</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>To recognise their role as a global citizen</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to recognise the difference between right and wrong</li> <li>Students have the ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>Have a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>Students have a use of imagination and creativity in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Students have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>They understand the importance others play for us</li> </ul>	<ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Responsibility: learners recognise how their actions can affect others and the wider environment</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of different cultures and religions</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility for how we shop and what we buy – being more conscious of how products are made and the human impact of commercialism</li> </ul>	<ul style="list-style-type: none"> <li>Moral responsibility and how are behaviour and choices affect others</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of different cultures</li> </ul>
<b>Assessment</b>	Assessment 1: Extended piece of writing on the impacts of climate	Assessment 1: Extended piece of writing on building on greenfield or	Assessment 1: Extended piece of writing on whether Fairtrade helps	Assessment 1: Extended piece of writing on intensive farming	Assessment 1: Extended piece of writing whether the Amazon should be



# ASHLAWN SCHOOL




	change Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	brownfield sites Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	people in Sialkot Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	practices Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding	developed Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding
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## Key Stage 4 Curriculum Journey: Geography

The curriculum in Year 10 is designed to ease students into their GCSE course. The three units studied all pull heavily on a background knowledge students will have gained at KS3 whilst allowing them to delve deeper into these themes and concepts.

### THE YEAR 10 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>						
	<b>Urban Issues and Challenges</b>		<b>The Challenge of Natural Hazards</b>		<b>UK Physical Landscapes</b>	
<b>Foundational Knowledge</b> Prior learning needed	<ul style="list-style-type: none"> <li>• Patterns of urbanisation</li> <li>• Reasons for urbanisation</li> </ul>		<ul style="list-style-type: none"> <li>• Categorise hazards into different groups</li> <li>• Explain the difference between causes, effects and responses to hazards</li> </ul>		<ul style="list-style-type: none"> <li>• Understanding of the water cycle</li> </ul>	
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Opportunities and challenges for people in cities</li> <li>• Sustainable urban living</li> </ul>		<ul style="list-style-type: none"> <li>• Explain the different ways in which hazards occur</li> <li>• To explain factors likely to impact on hazards</li> </ul>		<ul style="list-style-type: none"> <li>• Processes (erosion, transportation, deposition)</li> <li>• How these processes shape the rivers/coastlines</li> </ul>	
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Importance of cities in both HICs/NEEs</li> <li>• How redevelopment impacts on social, economic and environmental aspects</li> </ul>		<ul style="list-style-type: none"> <li>• Explain the importance of development levels and a country's ability to respond to a hazard</li> <li>• To apply understanding of key themes to case studies</li> </ul>		<ul style="list-style-type: none"> <li>• How river and coasts can be managed for human use</li> <li>• Ability to link knowledge to coastal and river examples</li> </ul>	
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>• Analyse reasons behind different urbanisation rates and lifestyles in HICs/LICS and NEEs</li> <li>• Evaluate what is likely to happen in the future</li> </ul>		<ul style="list-style-type: none"> <li>• Critically examine if the UK's weather is becoming more extreme</li> <li>• Assess the impact climate change might have on natural hazards</li> </ul>		<ul style="list-style-type: none"> <li>• The potential impact of climate change on both river and coastal systems</li> <li>• The ability to critically analyse this and decide how to manage these problems</li> <li>• Connections between river and coastal systems</li> </ul>	
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.					
<b>Links with the National Curriculum</b>	<ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population and urbanisation</li> </ul>		<ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in plate tectonics; weather and climate, including the change in climate from the Ice Age to the present</li> </ul>		<ul style="list-style-type: none"> <li>• Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> </ul>	
<b>Literacy (including</b>	<ul style="list-style-type: none"> <li>• Case study extracts on urban issues and challenges</li> <li>• Emphasis on key geographical terminology such as</li> </ul>		<ul style="list-style-type: none"> <li>• Topic-specific vocabulary on natural hazards such as seismic, erosion, cyclone and high pressure</li> </ul>		<ul style="list-style-type: none"> <li>• Opportunity to develop extended writing responses on features and effects of the physical landscape</li> </ul>	







<b>reading)</b>	urbanisation and sustainability		
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Gain an appreciation for how people live as well as how the UK has developed into an urban nation</li> </ul>	<ul style="list-style-type: none"> <li>To gain an understanding of how other cultures perceive hazards, as well as key events in history</li> </ul>	<ul style="list-style-type: none"> <li>To understand what is happening to our physical landscape and what can be done to protect it</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> <li>Have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> <li>Have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	<ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Responsibility for how our actions affect the lives of others</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility for how our actions affect the lives of others, for example how are actions contribute directly and indirectly to global warming</li> </ul>	<ul style="list-style-type: none"> <li>Respect for the natural environment and supporting balanced ecosystems</li> </ul>
<b>Assessment</b>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on Lagos</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on London, but revisiting some earlier learning</p> <p>Exam practice throughout</p>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on tectonic hazards</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on atmospheric hazards and climate change, but revisiting some earlier learning</p> <p>Exam practice throughout</p>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on rivers</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on coasts, but revisiting some earlier learning</p> <p>Exam practice throughout</p>



## Key Stage 4 Curriculum Journey: Geography

The curriculum in Year 11 builds on the skills and foundational knowledge gained in Year 10. More complex units which make connections across different themes and topics are introduced here. Towards the end of the year, students are introduced to their pre-release material for their paper 3 exam and focus turns to that.

### THE YEAR 11 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>						
	<b>The Changing Economic World</b>		<b>Living World</b>	<b>Resource Management</b>	<b>Work on Pre-release/Revision</b>	<b>Revision</b>
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Understanding of methods for measuring development levels</li> </ul>		<ul style="list-style-type: none"> <li>Understand what is meant by the term biome</li> <li>Understanding that humans can impact on natural landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of what resource management is</li> </ul>	<ul style="list-style-type: none"> <li>Know the key ideas in each topic (UK Physical Landscapes, Living World, Natural Hazards, Economic World, Resource Management and Urban Issues)</li> </ul>	<ul style="list-style-type: none"> <li>Know the key ideas in each topic (UK Physical Landscapes, Living World, Natural Hazards, Economic World, Resource Management and Urban Issues)</li> </ul>
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Explain how different countries are interlinked through the process of globalisation</li> </ul>		<ul style="list-style-type: none"> <li>To explain the opportunities for people living in extreme conditions</li> <li>To explain how humans can impact on the natural balance within an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>Explain the changing patterns of resource consumption</li> <li>Explain the differences in resource availability and usage both within the UK and globally</li> </ul>	<ul style="list-style-type: none"> <li>Show a full understanding and is able to explain key concepts and processes</li> </ul>	<ul style="list-style-type: none"> <li>Show a full understanding and is able to explain key concepts and processes</li> </ul>
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Examine different ways in which towns/cities can respond to de-industrialisation</li> <li>Assess the economic inequalities found both globally and within the UK</li> </ul>		<ul style="list-style-type: none"> <li>To assess different strategies for protecting the natural landscape, whilst still allowing humans to access resources</li> </ul>	<ul style="list-style-type: none"> <li>Examine different methods for increasing water availability</li> <li>Explain future solutions for managing water</li> </ul>	<ul style="list-style-type: none"> <li>Be able to evaluate and come to judgements within different topics</li> </ul>	<ul style="list-style-type: none"> <li>Be able to evaluate and come to judgements within different topics</li> </ul>
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Assess the further potential changes which could occur in the future</li> </ul>		<ul style="list-style-type: none"> <li>Critically examine if development is only possible with exploitation of natural environments</li> </ul>	<ul style="list-style-type: none"> <li>Assess the likelihood of future conflict over water sources</li> </ul>	<ul style="list-style-type: none"> <li>Create links and connections between the different topics</li> </ul>	<ul style="list-style-type: none"> <li>Create links and connections between the different topics</li> </ul>
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.					
<b>Links with the</b>	<ul style="list-style-type: none"> <li>To understand, through the use of detailed place-</li> </ul>		<ul style="list-style-type: none"> <li>To understand how human and</li> </ul>	To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in		



<b>National Curriculum</b>	based exemplars at a variety of scales, the key processes in international development; economic activity in the primary, secondary, tertiary and quaternary sectors	physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems	the use of natural resources	
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Reading case study texts exploring how urban centres are responding to de-industrialisation</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing development on human influence and effect on balanced ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing development on explaining and evaluating strategies of resource management</li> </ul>	<ul style="list-style-type: none"> <li>Develop short and longer written responses to a range of geography topics as part of examination preparation</li> </ul>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Gain an understanding of how global communities work and trade together</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of natural environments and development</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need to protect resources and search for alternatives</li> </ul>	Understand the need to protect resources and search for alternatives
<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Have an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>Gain knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> </ul>	<ul style="list-style-type: none"> <li>Have a sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Have an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>Gain knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> </ul>	<ul style="list-style-type: none"> <li>Have a willingness to reflect on their experiences and improve on mistakes</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Recognise the value of democracy, rule of law and equality in how these become stable cultural points in changing economic environments</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on our collective and individual responsibility to protect delicate habitats and rare ecosystems</li> <li>Understand the importance of diversity in the natural world and how this connects to our own values of tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>Respect for natural resources and how we use them</li> </ul>	<ul style="list-style-type: none"> <li>Develop tolerance and resilience in evaluating own work and making improvements</li> </ul>
<b>Assessment</b>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on Nigeria</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on the UK, but revisiting some earlier learning</p>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on Rainforests</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a</p>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on the UK’s resource management</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on global water management, but revisiting some earlier learning</p>	N/A









	Exam practice throughout	focus mainly on Deserts, but revisiting some earlier learning		
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**Key Stage 5 Curriculum Journey: Geography**

The curriculum in Year 12 is designed to develop students' knowledge and understanding from GCSE through units such as coasts and contemporary urban environments, where they have a familiarity with concepts, whilst at the same time, introducing new themes and ideas through the more complex water and carbon and changing places units.

**THE YEAR 12 CURRICULUM JOURNEY**

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>						
	<p><b>Water and Carbon Cycles</b> <b>Contemporary Urban Environments</b></p>			<p><b>Coasts</b> <b>Changing Places</b></p>		
<b>Foundational Knowledge</b>	<p>Water and Carbon</p> <ul style="list-style-type: none"> <li>Understanding of the water cycle</li> <li>Understanding of current climate change</li> </ul>			<p>Coasts</p> <ul style="list-style-type: none"> <li>Understanding of coastal processes</li> <li>Understanding of human uses of the coast</li> </ul>		
<b>Prior learning needed</b>	<p>Contemporary Urban Environments</p> <ul style="list-style-type: none"> <li>Understanding of global urbanisation patterns</li> <li>Understanding of urban growth</li> </ul>			<p>Changing Places</p> <ul style="list-style-type: none"> <li>Understanding of global urbanisation patterns</li> <li>Understanding of factors impacting people's connections</li> </ul>		
<b>Core Knowledge and skills</b>	<p>Water and Carbon</p> <ul style="list-style-type: none"> <li>Explain the causes of changes both within the water and carbon cycle and how transfers are made within both</li> <li>Explain how people can impact on both cycles</li> </ul>			<p>Coasts</p> <ul style="list-style-type: none"> <li>Explain the different landforms that are created on the coast</li> </ul>		
	<p>Contemporary Urban Environments</p> <ul style="list-style-type: none"> <li>Explain the different ways in which urban areas develop in different countries</li> </ul>			<p>Changing Places</p> <ul style="list-style-type: none"> <li>Explain how settlements are influenced by both internal and external factors</li> <li>Explain why people's sense of place may differ from others</li> </ul>		
<b>Developmental Knowledge and Skills</b>	<p>Water and Carbon</p> <ul style="list-style-type: none"> <li>Make connections between the water and carbon cycles and examine their interdependence</li> </ul>			<p>Coasts</p> <ul style="list-style-type: none"> <li>Examine the different ways in which coastlines can be managed</li> <li>Examine the different factors that impact on coastal erosion</li> </ul>		
	<p>Contemporary Urban Environments</p> <ul style="list-style-type: none"> <li>Examine the challenges posed from urban areas and ways to overcome these</li> <li>Examine how changes in policy impacted urban development</li> </ul>			<p>Changing Places</p> <ul style="list-style-type: none"> <li>Examine the way that people's sense of place can be influenced by both internal and external factors</li> <li>Examine how changes in a place alter people's perceptions of it</li> </ul>		



<b>Complex Knowledge</b>	Water and Carbon <ul style="list-style-type: none"> <li>Assess the further potential changes which could occur in the future</li> </ul>	Coasts <ul style="list-style-type: none"> <li>Assess the potential impact of climate change on the coastlines</li> <li>Critically examine the protection of coastlines from erosion</li> </ul>
	Contemporary Urban Environments <ul style="list-style-type: none"> <li>Assess the further potential changes which could occur in the future</li> </ul>	Changing Places <ul style="list-style-type: none"> <li>Critically examine their own sense of place and their connections with places both near and far</li> </ul>
<b>Note on Structure and Sequence</b>	The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.	
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Case study texts – reading comprehension, summary and evaluation</li> <li>Emphasis on key geographical terminology of carbon and water cycles</li> <li>Wider reading set as homework on urban environments</li> </ul>	<ul style="list-style-type: none"> <li>Passages of text used within lessons to encourage reading and comprehension on coasts</li> <li>Emphasis on key geographical terminology within the topic</li> <li>Wider reading set as homework</li> </ul>
<b>Cultural Capital</b>	Water and Carbon <ul style="list-style-type: none"> <li>Understand how humans can (and are) impacting the natural processes of the planet</li> </ul>	Coasts <ul style="list-style-type: none"> <li>Understand what is happening to coastlines and why they should be protected</li> </ul>
	Contemporary Urban Environments <ul style="list-style-type: none"> <li>Understand the problems that urban areas have and why urbanisation is happening</li> </ul>	Changing Places <ul style="list-style-type: none"> <li>Understand the connections people have for places and how changes to places can change these</li> </ul>
<b>Social, Moral, Spiritual and Cultural Development</b>	Water and Carbon <ul style="list-style-type: none"> <li>To be able to work with others in groups regardless of ethnic or religious background</li> </ul>	Coasts <ul style="list-style-type: none"> <li>Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> <li>To be able to work with others in groups regardless of ethnic or religious background</li> </ul>
	Contemporary Urban <ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>Have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	Changing Places <ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>Have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>
<b>Fundamental British Values</b>	Water and Carbon <ul style="list-style-type: none"> <li>The tension between individual liberty and respect for finite resources</li> <li>Individual responsibility for how we use resources</li> </ul>	Coasts and Changing Places <ul style="list-style-type: none"> <li>Respect for how our behaviours and actions affect geographical landscapes and the natural world</li> </ul>
	Contemporary Urban Environments <ul style="list-style-type: none"> <li>Tolerance of different urban cultures and traditions</li> </ul>	
<b>Assessment</b>	Water and Carbon Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on the water cycle Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on the carbon cycle, but revisiting some earlier learning Exam practice throughout	Coasts Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on coastal processes and features Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on the coastal management, but revisiting some earlier learning Exam practice throughout
	Contemporary Urban Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on urbanisation patterns and urban demographics	Changing Places Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on sense of place and factors influencing that






Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on the challenges in urban areas, but revisiting some earlier learning Exam practice throughout	Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on how places change over time, but revisiting some earlier learning Exam practice throughout
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## Key Stage 3 Curriculum Journey: Geography

The curriculum in Year 13 extends the learning gained in Year 12 and creates further synoptic links between the different units of study. The NEA carried out this year, also allows for students to create their own geographical inquiry, further deepening their understanding of both content and skills.

### THE YEAR 13 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
<b>Topic and learning focus</b>						
	<b>Hazards NEA</b>		<b>Global Systems and Governance NEA</b>		<b>Revision</b>	
<b>Foundational Knowledge Prior learning needed</b>	<ul style="list-style-type: none"> <li>Understanding of key natural hazards</li> <li>Understanding of how hazards can impact on people</li> </ul>		<ul style="list-style-type: none"> <li>Understanding of globalisation</li> <li>Understanding of countries working towards a common goal</li> </ul>		<ul style="list-style-type: none"> <li>Know the key ideas in each topic (Water and carbon, Coasts, Hazards, Contemporary Urban, Changing Places, Global systems)</li> </ul>	
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Explain the different ways in which hazards can be managed, including people's perception of risk</li> </ul>		<ul style="list-style-type: none"> <li>Explain the inequalities of influence on a global scale and what causes these</li> <li>Explain how governance operates at different scales and how these different groups might interact</li> </ul>		<ul style="list-style-type: none"> <li>Show a full understanding and is able to explain key concepts and processes</li> </ul>	
<b>Developmental Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>To examine the need to protect people against hazards and the cost of this</li> </ul>		<ul style="list-style-type: none"> <li>Apply earlier learnt knowledge to Antarctica and analyse how it has developed as a 'Global Common'</li> <li>To assess the positives and negatives associated with global trade</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and come to judgements within different topics</li> </ul>	
<b>Complex Knowledge</b>	<ul style="list-style-type: none"> <li>Assess the potential impact of climate change on hazards</li> <li>Critically examine, the resilience of people living in multi-hazard environments</li> </ul>		<ul style="list-style-type: none"> <li>Assess contemporary world affairs and their own place in and perspective on them</li> </ul>		<ul style="list-style-type: none"> <li>Create links and connections between the different topics</li> </ul>	
<b>Note on Structure and Sequence</b>	<p>The geography curriculum is further structured and sequenced through a series of thematic narratives, concepts, questions and debates which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: climate change, pollution, disparities and inequalities, sustainability, systems and hazards.</p>					
<b>Literacy (including reading)</b>	<ul style="list-style-type: none"> <li>Extended writing for the coursework – using terminology and creating and critical and fluent line of enquiry</li> <li>Wider reading set as homework to be case studies for hazards</li> </ul>		<ul style="list-style-type: none"> <li>Extended writing for the coursework – using terminology and creating and critical and fluent line of enquiry</li> <li>Wider reading set as homework to support the study of governance</li> </ul>		<ul style="list-style-type: none"> <li>Emphasis on key geographical terminology</li> <li>Practising longer response written answers</li> <li>Reading and summarising case studies</li> </ul>	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>To gain an understanding of how other cultures perceive hazards, as well as key events in history</li> </ul>		<ul style="list-style-type: none"> <li>To gain an understanding of how global communities work together and the UK's place within this</li> </ul>			



<b>Social, Moral, Spiritual and Cultural Development</b>	<ul style="list-style-type: none"> <li>Gain knowledge of, and respect for, different people's faiths, feelings and values</li> <li>Have the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	<ul style="list-style-type: none"> <li>Have an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> </ul>	<ul style="list-style-type: none"> <li>Have a willingness to reflect on their experiences and improve on mistakes</li> </ul>
<b>Fundamental British Values</b>	<ul style="list-style-type: none"> <li>Reflect on our collective and individual responsibility to protect delicate habitats and rare ecosystems</li> <li>Understand the importance of diversity in the natural world and how this connects to our own values of tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and appreciation of democracy and rule of law as part of governance and societal systems</li> </ul>	<ul style="list-style-type: none"> <li>Develop tolerance and resilience in evaluating own work and making improvements</li> </ul>
<b>Assessment</b>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on volcanic and seismic hazards</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on atmospheric hazards and fires, but revisiting some earlier learning</p> <p>Exam practice throughout</p>	<p>Assessment 1: Formal mid-unit, testing a range of skills and knowledge/understanding – with a focus mostly on globalisation and trade</p> <p>Assessment 2: Formal end of unit, testing a range of skills and knowledge/understanding – with a focus mainly on the governance and global commons, but revisiting some earlier learning</p> <p>Exam practice throughout</p>	