Subject Curriculum Information Pack

Pedmore
High School

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Curriculum Intent

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Curriculum statement: Geography

Intent

Aspiration for *all:*

- Cultural and ethical diversity in Pedmore allows students to explore identities, cultures and countries sensitively; celebrating difference and recognising commonalities.
- The geography curriculum at Pedmore builds on relevant and current context both locally and globally and aims to broaden horizons and address potential misconceptions in order to allow all to succeed.
- It is imperative to link curriculums; therefore, students need to able to respond to and manipulate numerical data and geographical data including GIS and maps.
- The curriculum allows geography students to develop a genuine interest and appreciation of the world around them, both locally and globally.
- KS3 topics aim to provide students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to the society. The KS3 curriculum builds on previous knowledge and helps students fully prepare for GCSE geography.
- Fieldtrips and learning outside the classroom aim to deepen students' understanding of concepts such as diversity and interdependence as well as foster critical thinking skills.
- At GCSE we currently follow the Edexcel B GCSE (9-1) geography specification. Key themes cover global development, challenges faced in an increasingly urbanised world, the changing physical world and the importance of sustainable living.

Implementation

- Curriculum designed to support GCSE content through transferable KS3 skills and frequent recall of knowledge by 'GEOG your memory' tasks, knowledge organisers and exam style question practice.
- Frequent formative and summative knowledge tests to reinforce and consolidate content in both KS3 and KS4.
- Students will take part in fieldwork in order to gain an appreciation for the wider world and allow to consolidate skills learned during lessons outside the classroom. This is further consolidated by compulsory fieldwork which forms a key part of the GCSE course.
- In order to support key skills and literacy, geography department has subscriptions to organisations including the Geographical Association, The Royal Geographical Society and Digimap for Schools.
- Supporting with technical geographic vocabulary through the use of knowledge organisers.
- Homework is used to extend knowledge and understanding through researching areas of interest in the natural world at KS3 and is exam skills focused in KS4.

Impact

Geography at Pedmore is taught by subject specialists who offer a range of support from KS3 through to GCSE. Strategies used within the department include small group sizes at GCSE and a focus on quality deliverance of lesson content to support a range of abilities both at KS3 and at GCSE. In recent years, there has been an increase in interest in geography GCSE. The geography team are very passionate about their subject and encourage students to take an interest in the world around them by providing extracurricular sessions and fieldtrips to enhance their geographical skills and knowledge.

Key Stage 3

Through the KS3 curriculum, pupils are taught to:

- develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world
- develop geographical skills needed to collect, analyse and communicate using a range of data
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Locational and place knowledge

- All students will develop locational knowledge and deepen spatial awareness of the world's countries and regions, focusing on Africa, Russia, Asia and the Middle East.
- Through the study of Africa and Asia, students will understand geographical similarities, differences, and links between places.

Human and physical geography

Students will understand, using detailed place-based exemplars at a variety of scales, the key processes in physical and human geography:

- physical geography: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Geographical skills and fieldwork

- build on their knowledge using globes, maps and atlases
- interpret Ordnance Survey maps, topographical and other thematic mapping, and aerial and satellite photographs
- use GIS to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

Key Stage 4 GCSE

The GCSE course provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. It deepens the understanding of geographical processes, the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales. The course also aims to develop students' competence in using a wide range of geographical investigative skills and approaches. The geography curriculum enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. At Pedmore, the GCSE course, builds on the skills and knowledge that students have developed throughout their KS3 course.

Locational knowledge

- Students continue to develop their knowledge of the world's continents, countries, regions and their physical, environmental and human features
- Develop an appreciation of different spatial, cultural and political contexts
- Recognition of important links and inter-relationships between places and environments at a range of scales from local to global
- Contextual knowledge of any countries from which case studies and exemplars are chosen.

Geographical skills

- The use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material including the use of GIS, to obtain, illustrate, analyse and evaluate geographical information.

Fieldwork

- A key part of the GCSE course is the fieldwork. Students undertake two pieces of compulsory fieldwork during the course. This features an urban environment (Birmingham) and a river study (Carding Mill Valley, Shropshire).
- Students collect primary and secondary data as part of their fieldwork. Data includes both qualitative and quantitative data and data from both primary and secondary sources.
- Using data should include its collection, interpretation, and analysis, including the application of appropriate quantitative and statistical techniques, it also includes the effective presentation, communication, and evaluation of material.

Formulating enquiry and argument

- Students will develop the ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues.

Place: processes and relationships

- Geography of the UK – Knowledge and understanding of the UK's geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world.

Physical geography: processes and change

- Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK.

- Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period to the present day.

People and environment: processes and interactions

- Global ecosystems and biodiversity – An overview of the distribution and characteristics of large scale natural global ecosystems.
- Resources and their management – An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources.

Human geography: processes and change

- Cities and urban society – An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development.
- Global economic development issues – The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in two countries of contrasting development.

Cartographic skills

- use and understand gradient, contour and spot height on OS maps and other isoline
- interpret cross sections and transects
- use and understand coordinates, scale and distance
- describe and interpret geo-spatial data

Graphical skills

- select and construct appropriate graphs and charts to present data
- interpret and extract information from different types of graphs and charts
- interpret population pyramids, choropleth maps and flow-line maps

Numerical skills

- demonstrate an understanding of number, area and scale and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data

Statistical skills

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data

Year 7 Curriculum Assessment Map

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Curriculum Assessment Map: Year 7 Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Where am I?**	**How do I become more sustainable?**	**How is population changing?**	**What is development? (Factfulness)**	**Is the Earth running out of natural resources?**	**The Almighty Dollar**
Key Learning & Skills	• Understanding what geography means • Interpreting geographical data • Using OS maps • Compass points • Understanding the local area • Local fieldwork	• Introduction to the Sustainable Development Goals (SDGs) • Applying the SDGs to our day to day lives • Analysing maps, qualitative and quantitative data • Applying SDG's to previous and future topics	• Reasons for global changes in global populations • Population distribution • Controlling population • Evolution of urban areas • Interpreting geographical data such as population pyramids and land-use models	• Meaning of development • Variations in development • Where and why there is inequality • Impact of different people on development • Understanding development indicators • Interpreting geographical data and maps	• Importance and types of natural resources • Importance of rocks and soils • Location of biomes • Focus on tropical rainforests • Human uses of natural resources • Analysis of photographs, data, maps and diagrams	• Economic change • Variations in economic activity • Job sectors and changes over time • Importance of trade • Understanding economic systems and sectors • Using OS maps • Analysing photographs • Interpreting geographical data
End points	**At the end of year 7, students should be able to:** Identify continents and key locations around the world using grid references and coordinates. Understand what sustainability is and be able to apply it to different topics. Explain where populations are found and reasons for migration. Recognise the levels of development of different countries and how these change over time. To understand how the economy works and the different sectors within it.					
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes
Formal (summative) Assessment	Baseline assessment and an enquiry questions based on map skills	Enquiry questions on SDGs	Enquiry questions based on population	Enquiry question	Decision making exercise	Presentation

Curriculum Assessment Map: Year 7 Geography ART

	Autumn Term 1	Spring Term 1	Summer Term 1
Topic	**Where am I?**	**How is population changing?**	**Is the Earth running out of natural resources?**
Key Learning & Skills	• Understanding what geography means • Interpreting geographical data • Using OS maps • Compass points • Understanding the local area • Local fieldwork	• Reasons for global changes in global populations • Population distribution • Controlling population • Evolution of urban areas • Interpreting geographical data such as population pyramids and land-use models	• Importance and types of natural resources • Importance of rocks and soils • Location of biomes • Focus on tropical rainforests • Human uses of natural resources • Analysis of photographs, data, maps and diagrams
End points	**At the end of year 7, students should be able to:** Identify continents and key locations around the world using grid references and coordinates. Understand what sustainability is and be able to apply it to different topics. Explain where populations are found and reasons for migration. Recognise the levels of development of different countries and how these change over time. To understand how the economy works and the different sectors within it.		
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes
Formal (summative) Assessment	Baseline assessment and an enquiry questions based on map skills	Enquiry questions based on population	Decision making exercise

Curriculum Assessment Map: Year 7 Geography MJK

	Autumn Term	Spring Term	Summer Term
Topic	**How do I become more sustainable?**	**What is development? (Factfulness)**	**The Almighty Dollar**
Key Learning & Skills	• Introduction to the Sustainable Development Goals (SDGs) • Applying the SDGs to our day to day lives • Analysing maps, qualitative and quantitative data • Applying SDG's to previous and future topics	• Meaning of development • Variations in development • Where and why there is inequality • Impact of different people on development • Understanding development indicators • Interpreting geographical data and maps	• Economic change • Variations in economic activity • Job sectors and changes over time • Importance of trade • Understanding economic systems and sectors • Using OS maps • Analysing photographs • Interpreting geographical data
End points	**At the end of year 7, students should be able to:** Identify continents and key locations around the world using grid references and coordinates. Understand what sustainability is and be able to apply it to different topics. Explain where populations are found and reasons for migration. Recognise the levels of development of different countries and how these change over time. To understand how the economy works and the different sectors within it.		
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes
Formal (summative) Assessment	Enquiry questions on SDGs	Enquiry question	Presentation

Year 8 Curriculum Assessment Map

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Curriculum Assessment Map: Year 8 Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Hot and cold environments**	**What are the opportunities and challenges facing Africa?**	**Crime**	**Why is the ground shaking?**	**What is weather and climate?**	**Why are rivers important?**
Key Learning & Skills	• Types of desert • Hot and cold ecosystems and adaptations • Impacts of human activity • The future of our hot and cold deserts • Analysing maps and climate graphs • Interpreting geographical data	• The human and physical geography of Africa • The colonial history of Africa • Challenges facing Africa • Opportunities for Africa to develop • Map analysis • interpreting graphs and geographical data	• What crime is and its effects • The effects and seriousness of crime • Reasons of why crime committed in certain areas • How crime could be prevented • Interpreting maps and photographs	• The theory of plate tectonics • The types of hazards • How scientists predict, manage and prevent hazards • Interpreting maps and sources of information diagrams	• Measuring and recording weather • Weather forecasting • Synoptic maps • Causes and impacts of climate change • Interpreting geographical data	• River landscapes • River processes • Human influences • Causes and impacts of flooding • Challenges of managing rivers • Local fieldwork • Interpreting geographical data
End Points	**At the end of year 8, students should be able to:** Draw and interpret climate graphs. Explain animal adaptations in cold and hot environments. Understand the human impact of these environments. Explain how Africa's human and physical landscape shaped the continent we see today. Explain the causes and consequences of crime and apply this knowledge to the local area. Understand the theory of plate tectonics and the hazards it poses to humans. Be able to explain different air pressures, weather patterns and how these pose a threat. To be able to understand weather forecast and synoptic maps. To explain the river processes, landforms and impacts of flooding. To apply their knowledge to a fieldwork location.					
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes
Formal (summative) Assessment	Design an animal/habitat	Enquiry questions	Poster presentation	Enquiry questions	Weather report	Extended project

Year 9 Curriculum Assessment Map

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Curriculum Assessment Map: Year 9 Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Is the geography of Russia a curse or a benefit?**	**Is the Earth running out of natural resources?**	**How does ice change the world?**	**Why is the Middle East an important world region?**	**What happens when land meets the sea?**	**Why are rivers important?**
Key Learning & Skills	• Location of Russia • What Russia is like • Physical geography of Russia • The link between the human and physical landscape • The importance of Russia on the world stage • Analysing maps • Identifying landforms • Draw and interpret climate graphs and isotherm maps • Calculate population density • Use GIS	• Elements that make up our planet • Formation of rocks and soils • Types of biomes • Renewable and non-renewable resources • Analyse OS maps and aerial photos • Communicate views about the need to use natural resources sustainable	• Impact of ice over time • Formation of glacial landscapes • Glacial processes • Changes to ice distribution • Map skills including using OS maps • Interpreting graphs • Photo analysis • Analyse different sources • Reading diagrams	• Location and countries • The human and physical geography of the region • Conflict and controversy within the area • The importance of the Middle East • Analysing maps • Identifying landforms • Draw and interpret climate graphs • Draw and interpret population pyramids • Interpret data	• Coastal processes • Coastal landscapes • Human uses of the coast • Managing the coast • Hard and soft engineering methods • Photo analysis • Map skills including using OS maps • Reading diagrams • Measuring coastal retreat • Cost-benefit analysis	• River landscapes • River processes • Human influences • Causes and impacts of flooding • Challenges of managing rivers • Local fieldwork • Photo analysis • Using OS maps • Storm hydrographs • Cross-sections • Digimap for Schools (GIS) package • Data collection
End points	**At the end of year 9, students should be able to:** Describe the importance of Russia and the Middle East on a global scale. Refine their geographical skills including analysis of maps and graphs. To explain how human activity is having an effect on out planet such as the use of natural resources and our physical landscapes. To be able to identify key features of glacial landscapes and explain their formation.					
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes	Plenaries, exit tickets, geog your memory, quizzes
Formal (summative) Assessment	Enquiry questions	Speech	Enquiry questions	Enquiry questions	Decision making exercise	Fieldwork enquiry

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