

Subject	Geography Head of Department: James Craigmyle
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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>The purpose of the geography curriculum is to inspire curiosity in pupils, and a fascination about the world and its people.</p> <p>Geography provides pupils with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth’s physical and human processes.</p> <p>The geography curriculum prepares pupils for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <p>Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it.</p> <p>Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</p> <p>Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts.</p> <p>Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.</p>	<p style="text-align: center;"><u>Subject principles</u></p> <p>Entitlement: The geography curriculum meets and exceeds the requirements of the National Curriculum. It ensures that pupils develop a secure knowledge of a range of places, natural and human environments, with a deep understanding of the Earth’s physical and human processes. The geography curriculum ensures that all pupils understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject onto GCSE.</p> <p>Coherence: The curriculum takes a thematic approach, where knowledge is acquired, developed overtime, and finally applied to places via in-depth case studies. Regional units allow the content covered throughout a year to be revisited, therefore securing the knowledge gained over the course of a year in the context of a particular place/ region.</p> <p>Mastery: Prior knowledge is regularly revisited throughout the curriculum where it is built upon and applied to new contexts. The scheme of work document shows where each lesson fits within the entire curriculum and illustrates how</p>

Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.

Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

geographical knowledge and skills are secured before moving on. An example of this is how pupils need to be able to explain physical processes before human and physical interrelationships can be accurately explored.

Adaptability: Comprehensive teacher notes encourage individual departments to amend and change their curriculum resources, case studies etc. to meet the needs of their own classes, and to ensure that local geographical issues are considered.

Representation: A diverse range of places, people and environments are encountered within the curriculum which helps pupils to develop a broad and balanced view of the world. The curriculum ensures a fair representation of the places studied to avoid a single story and to broaden pupil understanding of different people, places, and environments. Support materials allow teachers to adapt curriculum resources to best suit the context of the pupils and communities which they serve.

Education with character: The curriculum provides opportunities for pupils to share, reflect and learn about the different lived experiences for people at a local, national, and global scale. It also engages pupils with the big geographical debates of today and the future. This develops a fascination with place studies and allows pupils to take part in informed geographical conversations beyond the classroom/curriculum.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Geographical Skills	<p>Year 7 starts with a unit on geographical skills. This ensures pupils are equipped with the skills required (using maps, manipulating data, grid references etc.) to access other areas of the curriculum from Key Stages 3-5 and beyond.</p> <p>Learning how to use OS maps early in Year 7 means pupils are better equipped to tackle Rivers, Geology, World of Work units later in the year but also Coasts in Year 8.</p>	Development	<p>The Development unit comes early in Year 7 and although the unit is challenging, understanding here is important for future units. For example, when looking at flood hazards (Y7), or tectonic hazards (Y8), pupils make links between the development level of a country and the range of impacts/ responses to hazards taken there. Also, when looking at issues such as employment structures and trade (Y7), or population (Y8), pupils will make links to the relationships and concepts covered from the Development unit.</p> <p>This unit also helps to develop pupils as global citizens early in their secondary geography experience, by presenting them with an alternative to the single-story representation which they may have for certain countries and continents of the world. Therefore, pupils are better prepared for informed geographical conversations beyond the classroom.</p>
Year 8	Coasts	<p>Year 8 starts with the Coasts unit. This builds on the understanding pupils gained from the Year 7 Rivers unit, as key terms of erosion and deposition etc. are revisited. It also sets pupils up for future units such as Climate Change (Y9), where pupils make links between sea-level rise and the threats to coastal areas globally. This unit ensures that pupils will know to apply their understanding to the Coasts units in Key Stage 4 and 5. Furthermore, for those that do not continue with the subject into the following Key Stage, it ensures that</p>	Population	<p>The second unit in Year 8 is Population. This unit builds on the understanding that pupils gained from the Year 7 Development unit. Pupils revisit key development indicators and then begin to understand how development can influence birth rates, death rates, and population structure.</p> <p>It also sets pupils up for future units, such as Life in an Emerging Country, where pupils will look at how a large youthful population can bring significant economic benefits to countries, as well as the impact of population growth on climate change, energy issues and urbanisation (all Y9</p>

		pupils understand the geographical conflicts and debates associated with coastal areas.		units). As pupils move into Key Stage 4, the knowledge gained from the Population unit supports their understanding of units such as Resource Management, Urban Issues, Natural Hazards etc. This unit especially encourages pupils to be global citizens, who can take part in informed geographical debates regarding the population issue beyond the classroom.
Year 9	Life in an Emerging Economy	<p>Year 9 starts with the Life in an Emerging Economy unit. This builds on the understanding pupils gained from the Year 7 Development unit by using development indicators and applying these to key features within countries.</p> <p>The Year 8 population unit is also revisited here for students as they assess reasons for migration and look at how a large youthful population can bring significant economic benefits to countries, as well as the impact of population growth.</p> <p>The topic focuses on opportunities and challenges found in urban areas, setting them up for the first GCSE unit Changing Economic World (Y10).</p>	Climate Change	<p>Climate Change is the Second unit in Year 9. This unit builds on the knowledge gained from many earlier units within the curriculum, such as concepts and issues from the units of Development, Rivers, World of Work (Y7), Coasts, Population, Ecosystems and Weather and Climate (Y8).</p> <p>This unit also sets pupils up for future units, such as Energy and Issues of Urbanisation, where in the latter, focus on urban sustainability is linked to climate change.</p>
Year 10	Economic World	<p>The first GCSE topic for students combines and builds on topics that have been covered in throughout KS3, such as Development (Y7), Population (Y8) and life in an emerging economy (Y9).</p> <p>The unit focuses on core geographical concepts such as development and the consequences that arise from development gaps. This unit builds the skills and core understanding that students need to effectively evaluate, which is central to future topics such as contrasting earthquake case studies, causes of deforestation or managing opportunities & challenges arising from urban growth.</p> <p>Students find the unit relatively easy to access and it effectively illustrates the differences between success at KS3 and GCSE.</p>		
Year 11	Urban Issues & Challenges	The first unit of year 11 is urban issues and challenges. This topic builds upon the uneven development theme from the changing economic world unit (Y10) but focuses on a smaller scale by looking at specific urban areas.		

		<p>The opportunities and challenges that arise in urban areas brings in a wide range of Geographical knowledge that is developed from almost every topic from Y7 onwards.</p> <p>This unit is left until Y11 as it is difficult for students to comprehend that there are a wide range of contributing factors to urban challenges, and that there are multiple perspectives that need to be used when assessing these.</p> <p>This topic ends with a look at regeneration in London and a second fieldtrip to develop fieldwork skills and apply their learning.</p>		
Year 12	Teacher 1= Globalisation Teacher 2 = Hazards		Globalisation	
Year 13				

Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Rivers	<p>This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these processes. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention</p> <p>Pupils will progress their map skills (Y7) by identifying river landforms on OS Maps and some will be able to suggest factors that increase flood risk. To enhance their skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally, and globally.</p> <p>This is the most challenging topic for Y7 students with many key terms that are complex and difficult for students to remember. The unit is an excellent introduction to physical Geography and students will need to use their learning from the Development topic (Y7) to understand why the effects and responses to flooding vary between developed and developing countries.</p>		
Year 8	Tectonic Hazards	<p>Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards.</p> <p>This unit provides an opportunity to build on pupil understanding of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development.</p> <p>Students will need to remember the importance of sequence, that they looked at in the Coasts (Y8) and Rivers (Y7) units, when studying landforms and processes. Case studies of tectonic hazards and their contrasting effects and responses; requires students to apply key information learned from both the development unit (Y7) and the population unit (Y8). This will then be applied further in the climate change topic (Y9), where the effects include hazards and increased migration.</p>		
Year 9	Issues of Urbanisation	<p>This unit focuses on urban areas in the UK. A central theme through the unit is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK.</p> <p>Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors which have led to urban decay/ decline in the UK, including deindustrialisation, counter-</p>		

		<p>urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon certain cities. The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of a town, or part of a city, of the schools' choice. There is an opportunity for fieldwork in the local area within this unit.</p> <p>Students will have knowledge regarding factors which influence population density (Y8), factors which have influenced the location of industries (Y7) as well as the application of map skills (Y7). The students will use this knowledge to identify the advantages of site and situation for the UK's larger urban areas. Furthermore, students may also make links to some of the factors which have been beneficial for the economic growth of emerging countries (Y9).</p>		
Year 10	Living World	<p>The second GCSE topic of living world builds heavily on the Biomes topic (Y8), again allowing students to develop their skills and techniques in a topic that is building upon previous knowledge.</p> <p>Students apply their understanding developed in the Economic World topic (Y10), of how a country's level of development affects their attitudes and decisions, to exploiting and managing Hot desert and tropical rainforest environments.</p> <p>There is also overlap between GCSE Biology, which allows students to have a concrete understanding of the topic.</p> <p>Exam technique is similar to the first unit but framed in a physical Geography standpoint allowing students to gain confidence in assessment requirements.</p>	UK Physical Landscapes	<p>Physical Landscapes in the UK is the third GCSE topic covered in Y10. The core processes that are fundamental to this unit are covered in Y7 and Y8.</p> <p>It also sets pupils up for future units such as Natural Hazards (Y11), where pupils make links between sea-level rise and the threats to coastal areas globally.</p> <p>This unit requires its own exam technique in explaining landform formations and its links to Geographical skills of fieldwork (Paper 3) is crucial. A fieldtrip to a coastal location is a strong and valuable conclusion to this unit.</p>
Year 11	Challenge of Natural Hazards	<p>The largest topic of Paper 1, This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.</p> <p>Students need to assess factors that makes some locations more vulnerable than others to tectonic and weather hazards and students will evaluate management strategies on their appropriateness and effectiveness. This will come from an understanding of how varying levels of development can affect a country's ability to prepare and respond to disasters (Y10 Economic World). An understanding of how urban living in LICs and NEEs are different to HIC urban areas will further support students in their assessment of an area's vulnerability (Y11 Urban Issues) and why this might impact the responses to a natural disaster.</p>		

		This unit is taught through the study of several case studies which allows students to apply their learning to real situations and scenarios; building on a range of topics and skills that students covered throughout KS3.		
Year 12				
Year 13				

Term 3

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	World of Work	<p>This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries. The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally.</p> <p>The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location picked by the school. Students will explore the economic, social, environmental opportunities and challenges created by this industry. Key elements of the Development unit (Y7) will help students understand the importance of employment structures and an areas' level of economic development.</p>		
Year 8	Biomes	<p>This unit develops students understanding of climate and its role in the development of a variety of biomes. Students will examine the processes which transfer and store energy within a named biome. Lessons will explore the effect of climate on plants and animals and investigate the specific adaptations associated with different biomes.</p> <p>Students will apply their understanding through case studies of tropical rainforests and hot deserts where they will investigate the opportunities and challenges which are presented through the exploitation of their chosen biome. This will be concluded by looking at the approach to sustainable development in such areas.</p> <p>Map skills (Y7) will be revisited as students locate biomes and look at lines of latitude to explain their location and characteristics. Some links can be made to the Y7 World of Work unit, as the students will have previously studied some of the impacts of different industries on the environment. The pressures our growing population (Y8) has on exploitation will allow students to judge the extent that biomes should be utilised. This unit provides a strong platform for the Living World GCSE topic which explores many of these concepts in greater detail.</p>		
Year 9	Energy	<p>This unit concludes KS3. The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future.</p> <p>Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development (Y7) and a growing population (Y8). Pupil's will link their learning to the 'Climate Change' unit</p>		

		<p>(Y9), showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies.</p> <p>Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically, and environmentally. The ties into the Ecosystems and Tectonics topics (Y8) where production of energy is addressed for its possibilities and impacts.</p>		
Year 10	UK Physical Landscapes	<p>Physical Landscapes in the UK is the third GCSE topic covered in Y10. Students will have a fundamental understanding of core processes that shape our landscapes from the rivers and coasts topics covered in Y7 and Y8.</p> <p>It also sets pupils up for future units such as Natural Hazards (Y11), where pupils make links between sea-level rise and the threats to coastal areas globally.</p> <p>Students will need to</p> <p>This unit requires its own exam technique in explaining landform formations and its links to Geographical skills of fieldwork (Paper 3) is crucial. A fieldtrip to a coastal location is a strong and valuable conclusion to this unit.</p>	Challenge of Resource Management	<p>Looking at three essential resource of Food, Energy & water and how they are distributed unevenly both globally and on a regional scale. Lessons then focus on how the availability of these essential resources has a direct influence on a population's quality of life and a country's economy.</p> <p>Students will need to utilise their understanding of population growth (Y8 & Y10) and how developing countries often have large inequalities between urban and rural regions (Y7, Y9 & Y10).</p> <p>Natural hazards and particularly climate change (Y9) will also be used to understand how there is increasing pressure on resources, particularly food and water.</p> <p>This unit concludes by looking at these resources in the UK and strategies to make supplies more sustainable.</p>
Year 11	PAPER 3 – Issue Evaluation	<p>The Geographical applications unit (Paper 3) is designed to be synoptic. Students will be required to draw together knowledge, understanding and skills from the full GCSE course. It is an opportunity for students to show their breadth of understanding and an evaluation of the interrelationships between different aspects of geography. The issue evaluation section contributes a</p>	GCSE Examinations	

		critical thinking and problem-solving element to the assessment structure. Students will demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue derived from the specification, using a pre-released document.		
Year 12				
Year 13				