

Geography Long term - Curriculum Planning

Rationale of the Geography KS3 Curriculum: To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils will acquire knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through Y7 – Y8, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Aims

Rationale of the Geography KS4 Curriculum GCSE enables a variety of teaching and learning approaches. The course studies geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Upon completion of this course, students will have the skills and experience to progress onto A-level and beyond.

When students leave TMWS they will:

- Developed contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Can understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pedagogical Methodology

- Each topic will begin with an introduction to - and explicit teaching of – key subject knowledge
- All key aspects of knowledge will be taught explicitly in the unit and formatively assessed throughout. These form the bare minimum of what all students should know and be able to do by the end of the topic, regardless of ability. They will be revisited frequently both within and across topics.
- Teachers will explicitly highlight links within and between topics.
- Students will be given a knowledge/topic organiser at the start of each topic.
- Key knowledge will be recapped on a regular basis using low stakes quizzes at the start of most lessons.
- The learning questions listed should be used to frame episodes of learning (using the Learning Cycle)
- Criteria based on GCSE assessment objectives will be used to inform both the writing and the assessment.
- Teachers should formatively mark student responses using the agreed department feedback codes.
- Students will be given the opportunity to make corrections and improvements in green pen after each marking cycle (DIT time).

Department - Geography

	Year 7 Topics	Core knowledge “What do we want them to learn?”	Reasoning / Expected Outcomes
		<ul style="list-style-type: none"> • Locational knowledge • Place Knowledge • Human and physical geography • Geographical skills and fieldwork 	
Autumn Term	Restless Planet Volcanoes and Earthquakes		
	Maps and map skills		
Spring Term	Urbanisation/Settlements		
	Rivers /Flooding		
Summer Term	Biomes/Ecosystems Issues Desertification/TREs		
	Coasts Fieldwork opportunity to the Holderness Coast to consolidate the processes, landforms and interactions of humans in this local UK environment.		

	Year 8 Topics	Core knowledge – “What do we want them to learn?”	Reasoning / Expected Outcomes
Autumn Term	Population		
	Weather and Climate Global warming		
Spring Term	China/Russia		

	Development The development gap	<ul style="list-style-type: none"> • Introducing differences in LICs and HICs • Showing an understanding of development indicators • To start make comparisons between LICs and HICs and be able to draw some conclusions into why countries are at different levels of development. • To identify some of key reasons behind migration • Identify some of the attempts/actions to end extreme poverty 	<ul style="list-style-type: none"> • Interpreting and comparing various data sources. • Recognising patterns and trends from maps. • Considering the historical factors behind the different levels of development. • To empathise and understand the reasons migrants are fleeing their home countries. • How aid, technology and self-sufficiency can promote development.
Summer Term	Energy		
	Tourism/Glaciation		