

Curriculum Planning (Geography)

Long Term Planning

Rationale

- Geography helps us to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. ... Geography is, in the broadest sense, an education for life and for living. (RGS). As such, Geography at TMWS helps prepare students for life in the real world, broadening their horizons and understanding of the wide variety of local, national and global processes.
- Geography at TMWS is unique as we live in a special area of Yorkshire, with close access to the Wolds, the Holderness Coast and major cities such as York and Hull to investigate and explore. Geographical theory can be enhanced and delivered through effective fieldwork at all key stages to make the topic more relevant to pupils.
- It is intended by the end of KS3 or KS4 that all pupils will have the basic geographical skills such as map reading, basic direction and navigation, a broad sense of the unique landscapes in the UK and the wider world to help them understand places, cultures and environments. It is also intended through geography for students to critically think about the local and global environment that they live in and what impact they may be having in their community.
- When students leave TMWS they will be a better local and global citizen with more in depth knowledge of several specific places and cultures such as those found in China, Rwanda, Nigeria and Russia. Through these places pupils can explore religious, political and cultural differences to our own.
- At KS 4 specific and detailed areas of the UK and wider world are studied, such as Bristol, Rio de Janeiro and Freiburg. Issues and concepts such as sustainability, regeneration, political policies are discussed and documented.

Pedagogical Methodology

- Geography at TMWS uses a lot of Dual Coding. Dual coding is combining words and visuals such as pictures, diagrams, graphic organizers, and sketches. The idea is to provide two different representations of the information, both visual and verbal, to help students understand the information better.
- Modelling is used, particularly for less able pupils. Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.
- Assessment at TMWS is continuous. Understanding is continuously checked through direct questioning and feedback from pupils. At KS4, many short structured questions are used from past papers and retrieval practice is

embedded in the course to check pupils understanding. At the end of each key topic, a formal and summative assessment is given at both KS3 and 4. This is converted to a simple percentage to be judged against grade boundaries.

Foundation Learning

- Foundation Learners follow a slim line version of the mainstream Geography Curriculum in lessons delivered by the Humanities HLTA, Caroline Hall. The overall aim is for Foundation Learners to build the basic skills that go with the subject allowing them a knowledge of key skills and process that can also be studied in other curriculum areas, such as the water cycle, ecosystems, map skills and data collection/manipulation. As such some topics are removed or more detailed lessons are skipped.
- Just as with the mainstream curriculum Foundation Learners will enhance their cultural, political, religious, economic and landscape knowledge by exposure to themes relevant to their local area, nationally and globally.
- Foundation Learners can also study Geography as a GCSE with lessons tailored to meet their needs through experienced TA's and the latest pedagogical ideas around SEND learning.
- Where possible, extension activities are embedded in curriculum plans to challenge the more able.

Long term planning grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Natural hazards	Map skills	Rivers	Settlements	Ecosystems	Coasts
8	Population and migration	Weather and climate	China	Development and energy	Russia and Rwanda	Glacial areas and tourism
9	Demographic trends	Coasts and skills	Climate change	Natural hazards	Weather hazards and climate change	Fieldwork linked to a physical topic and skills
10	Urban environments	The changing economic world	A case study of a major city in the UK - Bristol	Rivers and Coasts	Resource management	Development and fieldwork linked to human topic
11	Development in the UK and wider world	A case study of a NEE - Nigeria	Hot deserts and TRF's	Revision and skills	Exam preparation	Exam preparation



Medium Term Planning

Topic	Big Questions	Lesson	Key Knowledge and Skills / Assessment	Links to other subjects
Year 7 Tectonic natural hazards	What is the structure of the earth? Crust types. The earth as a jigsaw, convection currents.	1&2	Introduction to earth science	Science
	What are the different types of plate margins? Characteristics, movement and outcomes	3&4	Sequential/logical writing	
	Volcanoes, types and characteristics Case study of an eruption/effects of an eruption	5&6		Rock cycles in science
	What are earthquakes? Causes/terms Earthquake case study/effects – Japan	7&8	Locational geography	Maths – logarithmic scales. Numeracy
	The Japanese Tsunami of 2011 Responses to earthquakes	9&10	Empathy	Japanese art and culture
	Assessment preparation/revision/mark scheme Assessment feedback/review Complete review sheet	11&12	Exam skills Opportunities for extended writing. Source analysis	English
Year 7 Map skills	Four and six figure grid references Jenny Firkin exercise	1&2	Map skills	
	Describing a route using OS 1:25000 map (mini assessment)	3&4	Spatial awareness	
	Relief and height on a map/contours Spot heights/gradients	5&6		
	Scaling/plans/cross sections. Scaled drawing of the class room	7&8	Knowledge of scale, room planning	Maths, D&T
	Distance and direction Using the eight-pointed compass.	9&10		PE – orienteering



	Assessment preparation/revision/mark scheme Assessment feedback/review Complete review sheet	11&12	Exam skills Opportunities for extended writing. Source analysis Use of scales	English and Maths
Year 7 Rivers	What is the hydrological cycle? A rivers journey/features	1&2		Science
	River processes Landforms of the river – waterfalls	3&4	Sequential diagrams and processes.	
	Landforms of the river Meanders and ox bow lakes	5&6		
	What causes floods? Flooding case study	7&8	Links between hydrology and human/natural factors of floods.	
	Managing river floods Responses to flooding events in rich/poor areas	9&10		Engineering
	Assessment preparation/revision/mark scheme Assessment feedback/review	11&12	Source analysis Content recall Annotation of pictures	
Year 7 Settlements and exploring Britain	What is a settlement? Choosing a site for a settlement	1&2		
	How do settlements change over time?	3&4	Descriptive skills	History – settlement types
	The settlement hierarchy Rank ordering settlements	5&6	Rank ordering skills with averages	Sociology – social hierarchy
	Land use in urban areas/characteristics of the urban model	7&8		History – WW2 urban planning
	Atlas/map skills/identifying settlement types	9&10	Atlas skills/OS maps skills	
	Assessment preparation/revision/mark scheme	11&12	Critical analysis of data.	



	Assessment feedback/review sheet.			
Year 7 Ecosystems and biomes	What is an ecosystem? How do ecosystems function?	1&2		Biology – key terms linked to trophic levels
	Biomes of the world/basic characteristics and plant adaptations	3&4	Atlas work	
	TRF biomes/species adaptations TRF	5&6	Literacy and sketching skills of new plants/animals	Art
	Desert biomes/species adaptations Threats/management of desert ecosystems	7&8	Locational knowledge of deserts	Biogeography
	Threats/management of ecosystems The Tundra as an ecosystem under threat	9&10		
	Assessment preparation/revision/mark scheme. Assessment feedback/review	11&12	Appreciation of different climates and cultures – The Sami people.	
Year 7 Coasts	What is the coast? Coastal terms Sketching skills - a coastal area drawing	1&2		
	Coastal processes/erosion/long shore drift	3&4		
	The Holderness Coast as a case study Places/features of the coast	5&6	Locational knowledge	
	Coastal management Types/costs/benefits	7&8	Cost benefit analysis	Engineering
	Coastal trip preparation	9&10	Data collection	



	Coastal leaflet work	11&12	Data manipulation	ICT
Year 8 Population and migration	What is population?/measuring population Population density and distribution	1&2	Choropleth mapping activity	
	Population pyramids Drawing a population pyramid	3&4	Kenya – place of study	Maths Dependency ratios
	Birth rates/death rates Population increase/change	5&6		History – significant population declines and booms
	What is migration/causes of migration Issues of migration/immigration	7&8	British values	Citizenship
	Push and pull factors. Example of migration due to natural/human causes	9&10	Discussion of the pros and cons of migration	Political geography
	Assessment preparation/revision/mark scheme Assessment review	11&12		
Year 8 Weather and climate	What is weather and climate? Measuring the weather	1&2		Maths and science
	What is air pressure? How does air pressure influence the weather?	3&4		Physics
	Extreme weather – hurricanes Responses to extreme weather events/droughts	5&6	Was hurricane Katrina a racial disaster?	S&E BAME in America.
	Climates around the world/climate graphs Factors that influence climate	7&8		Maths – bar and line graphs ICT
	Rainfall types. Convectional, relief and frontal. Weather charts	9&10	Interpretation skills of weather charts	



	Assessment preparation/revision/mark scheme Assessment review	11&12		
Year 8 China	China history/emperors/location China's political systems	1&2	Different political systems – communism and democracy.	Politics
	The physical and human geography of China China as a world power	3&4		
	Population distribution and mapping Density mapping exercise	5&6		
	Contrasting China-rural/urban China The Three Gorges Dam	7&8	Environmental impacts of large-scale projects	Engineering
	One Child policy. Issues in China-morals/ethics of population control	9&10	The ethics of population management – Uyghurs and ethnic cleansing	S&E
	Assessment preparation/revision/mark scheme Assessment	11&12	Numeracy skills. Extended writing. Time management	
Year 8 Development and energy	What is development? How is development measured?	1&2		
	How did the development gap grow? Ghana and UK as contrasting examples	3&4	Exploitation and colonialism	S&E
	Energy/types of energy Renewable/non-renewable energy	5&6		
	Energy issues/global warming/acid rain/resource depletion	7&8		Biology
	The nuclear option/Fracking Issues analysis/wind farms/nuclear/biofuels	9&10	Environmental issues. Local project (Newbald wind farms). Fission or fusion?	Physics
	Assessment preparation/revision/mark scheme Assessment	11&12		



Year 8 Russia and/or Rwanda (depending on teacher preference)	Introducing Russia. What is the physical geography of Russia like? Russian history	1&2	Atlas skills	History
	Russian economic geography. What resources does Russia have?	3&4		Business studies
	How has Russia grown to be a world superpower? How successful has Russia's economic growth been?	5&6	The role of WW2 and the cold war, economic collapse and regrowth.	Politics
	Russia's environmental problems and mismanagement	7&8	Climate change and corruption	
	Russian politics and its future.	9&10	Putin and politics	
	Assessment preparation/revision/mark scheme Assessment review	11&12		
Year 8 Tourism and glaciation	What is glaciation? Glaciation processes	1&2	British prehistory	Science, History
	Formation of upland glaciated landforms – aretes, pyramidal peaks and corries.	3&4		
	Formation of lowland glaciated features – glacial troughs, drumlins and outwash plains.	5&6		
	What is tourism and different the types of tourism.	7&8	Investigate the Butler model of tourism	
	What are the impacts of tourism in upland glaciated areas? The impact of climate change on tourism in the Alps	9&10	Locational geography – the Alps	
	Assessment preparation/revision/mark scheme. Assessment review	11&12		



Year 9 Geography students follow a rotation of lessons to give them a “taste” of GCSE style lessons. The lessons are planned to last approximately 4.5 weeks or a total of 12 lessons. Students who then pick GCSE Geography start the main course after the first term in February. If there are two groups in the option block, a taster session of coasts is offered to give prospective students a “taste” of the physical geography component. If it is a single group, the following sequence of lessons is used as a taster session.

This is done to raise awareness of contemporary issues linked with mass migration and to raise awareness of political issues linked to migration such as racism and bigotry. The plight of refugees can then be raised.

Topic	Big Questions	Lesson	Key Knowledge and Skills / Assessment	Links to other subjects
Year 9 Geography taster session	What is the Demographic Transition Model? How is this linked to levels of development?	1&2		History English
	How do population structures change over time?	3&4	Using population structures to identify levels of development and population trends.	
	Cause of population trends and change – migration. What are the causes and effects of migration?	4&5		
	Migration case study – Syrians to Germany.	6&7	GCSE past paper questions	S&E
	Skills in human geography – data analysis, statistical analysis, correlation, mean, medians and mode.	8&9		Maths
	Dual coding – how to dual code key information. Syrian case study as an example.	9&10	How to dual code effectively through modelling.	
	Assessment in GCSE Geography	10&12	Examples of questions, model answers and accessing mark schemes.	



GCSE Geography follows the AQA 8035 syllabus. Further information can be found on the AQA website for GCSE Geography -

<https://www.aqa.org.uk/subjects/geography>

Students build on prior knowledge gained in year 7 after the February half term so that in year 9 it helps to build confidence. The first topics of Natural Hazards, Weather Hazards and Climate Change are covered by June. A switch to the first fieldwork activity is completed by the end of July. This see-saws from the physical (river study) to the human (urban study) in each alternate year. An assessment is given by the end of the year so students can have their first grade given.

In year 10, pupils switch from human to physical geography in terms of content to give a balance of the course but can use separate books if they wish.

The sequence of "The challenge of urban environments, then "Coasts and rivers" followed by "Resource management" is followed in year 10. For the last half term, field work and issue evaluations are undertaken to fulfill the course requirements. Year 11 focuses on "Economic development", then "Ecosystems, TRF's and hot deserts" and finally, the "Issue evaluation and field work skills" components.

Any remaining time on the course is used for exam preparation, skills, or revision of earlier units.

Throughout the course, all students closely follow the specification content, with frequent testing or assessment from past paper questions to build on exam techniques and have a store of model example responses to challenging questions.

Short Term Planning

Individual lesson resources and assessments to include high quality texts and images. Lessons promote the explicit teaching of vocabulary and give opportunities to speak, read and write extensively using high-level subject vocabulary. Core numeracy skills are incorporated into many lessons where they are used in a real-world context.

Wherever possible, up to date and relevant case studies or examples are used to engage pupils' interest in the local, national, and wider world. This makes the subject feel more relevant and topical. Good examples to use are recent earthquakes or tropical storms.

Controversial schemes such as HS2 or Cross rail are used in economic geography.