



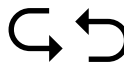





GEOGRAPHY

<p>Curriculum Intent</p> <p>Greenshaw Learning Trust The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.</p>	<p>The geography curriculum is planned to ensure that students have an awareness and appreciation of the human and physical world. To inspire a sense of awe and wonder and instil a tolerance and appreciation of diverse places, people, and resources in order to become an active participant in the future of our planet.</p> <p>The curriculum intends:</p> <ol style="list-style-type: none"> 1. To enable students to experience a breadth of geographical knowledge and concepts about the wider world. 2. To explore and engage, in order to enable students to understand their own part of the world and local, national and global issues. 3. To equip students with an array of both geographical and problem-solving skills. 4. Through all of this, to cultivate a love of the subject that propels students towards a future interest in our planet.
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<p>Big Ideas</p> <p>National Curriculum 2013 - <i>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.</i></p>	<p>Economic </p> <p>Impact of jobs, money and business on society.</p>	<p>Environmental </p> <p>Impact of environment on people and how people can impact the environment.</p>	<p>Formations </p> <p>How process create both physical and human features.</p>
	<p>Social </p> <p>Role and impact of people in the human and physical environment at a local, national and global scale.</p>	<p>Interactions </p> <p>Geographical connections and relationships between the physical and human world.</p>	<p>Sustainability </p> <p>The ability of society to meet the needs of today without preventing future generations from meeting their needs.</p>

<p>Disciplinary knowledge</p>	<p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>National Curriculum 2013 –</p> <ul style="list-style-type: none"> - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - use Geographical Information Systems (GIS) to view, analyse and interpret places and data - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
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YEAR 7

(approx.)	Term 1	Term 2	Term 3
Big ideas	Geographical skills Processes, Formation, Environmental	Interactions, Social Processes, Formation, Environmental	Social, Economic, Interaction, Sustainability, Environmental
Substantive knowledge	<p><u>1. British landscapes and skills</u></p> <ul style="list-style-type: none"> - UK landscapes - Longitude and latitude - Maps and grid references - UK climate - London case study <p><u>2. River landscapes</u></p> <ul style="list-style-type: none"> - Water cycle - Drainage basin - Key processes – erosion, transportation - River landforms - Flooding - Boscastle case study 	<p><u>1. Population</u></p> <ul style="list-style-type: none"> - World population - Population distribution - Population pyramids - Demographic transition - One-child policy - Aging populations - Youthful populations - Rural-urban migration - International migration <p><u>2. Glaciation</u></p> <ul style="list-style-type: none"> - Glaciers - Glacial processes - Glacial features – deposition, erosion - Life in glaciated areas 	<p><u>1. Settlement and urbanisation</u></p> <ul style="list-style-type: none"> - Settlement hierarchy - Site and situations - Greenfield development - Sustainable developments <p><u>2. Resources</u></p> <ul style="list-style-type: none"> - Resources - Inequality in resource access - Water resources - UK water supply - Biodiversity resources - Fuels - Sustainable resource use - Recycling resources
Disciplinary focus			
Assessment	Knowledge tests <ul style="list-style-type: none"> - Geographical skills - River landscapes 	Knowledge tests <ul style="list-style-type: none"> - Population - Glaciation 	Knowledge tests <ul style="list-style-type: none"> - Settlement and urbanisation - Resources



YEAR 8

(approx.)	Term 1	Term 2	Term 3
Big ideas	Geographical skills, Social, Economic, Environmental	Interactions, Social Environmental, Processes, Formations	Social, Economic, Interaction, Sustainability, Environmental
Substantive knowledge	<u>1. Country Carousel</u> <ul style="list-style-type: none"> - Australia - China - India - Brazil - Russia - Africa - Japan - Middle East - New Zealand - Singapore 	<u>1. Issues in the modern world</u> <ul style="list-style-type: none"> - Millenium goals - Health in the modern world - Human trafficking - Child labour - Tourism pressure - Ecotourism - Environmental refugees - Plastics <u>2. Coastal landforms</u> <ul style="list-style-type: none"> - Waves and tides - Processes - Factors affecting coastlines - Erosion and deposition - Protecting coastlines - Managing coastlines 	<u>1. Ecosystems</u> <ul style="list-style-type: none"> - Continents and oceans - Biomes and location - Climate and location - Chains and webs - Animal adaption - Deserts and rainforests <u>2. Fieldwork methods</u> <ul style="list-style-type: none"> - Godalming - Issues in local area - Transport - Flood risk
Disciplinary focus			
Assessment	Knowledge tests <ul style="list-style-type: none"> - Country Carousel 1 - Country Carousel 2 	Knowledge tests <ul style="list-style-type: none"> - Issues in the modern world - Coastal landforms 	Knowledge tests <ul style="list-style-type: none"> - Ecosystems - Fieldwork methods



YEAR 9

(approx.)	Term 1	Term 2	Term 3
Big ideas	Environmental, Processes, Formation, Interactions, Sustainability	Environmental, Geographical skills, Processes, Economic, Social	Social, Economic, Sustainability, Environmental, Sustainability, Geographical skill
Substantive knowledge	<p><u>1. Tectonics</u></p> <ul style="list-style-type: none"> - Structure of the Earth - Tectonic plates - Volcano eruption - Montserrat case study - Effects of earthquakes - Preparing for earthquakes <p><u>2. Development and globalisation</u></p> <ul style="list-style-type: none"> - Development - Fair trade - Ghana case study - China - Brazil 	<p><u>1. Weather and climate</u></p> <ul style="list-style-type: none"> - Weather or climate - Measuring weather - Effects of microclimate - Climate at Broadwater 	<p><u>1. Climate change / threats to the planet</u></p> <ul style="list-style-type: none"> - Fossil fuels - Alternative energy - Human-enhanced Greenhouse effect - Natural causes - Evidence of climate change - Impact and solutions to climate change <p><u>2. UK Challenges</u></p> <ul style="list-style-type: none"> - UK – physical and human geography - Urban vs rural - Migration - Aging population - Globalisation and UK - Farming
Disciplinary focus			
Assessment	Knowledge tests <ul style="list-style-type: none"> - Tectonics - Development and globalisation 	Knowledge tests <ul style="list-style-type: none"> - Weather and climate - Economics and trade 	Knowledge tests <ul style="list-style-type: none"> - Climate change - UK challenges



Age-related expectations

In geography, age-related expectations are made up of three simple elements:

1. What students are expected to know (i.e. the keywords, processes, formations, interactions etc)
2. What students are expected to be able to write (i.e. the application of knowledge and skills to a particular question)
3. What students are able to infer using geographical skills (i.e. collection and analysis of data, use of maps, etc)

In real terms, this shown by knowledge organisers and model answers.