

Curriculum progression overview – Geography department

Vision:

The Netherwood Geography Department aims to ensure that all students receive a broad and knowledge rich curriculum, flooded with cultural capital, which enables them to develop the life skills and knowledge for them to be responsible citizens, able to understand and contribute to a sustainable future and adapt to modern challenges of our globalising world. We develop students with enquiring minds that ask questions, appreciate and respect differences in opinion, problem solve and develop a sense of social responsibility, self-confidence and personal self-reflection.

Our vision is for all students to have the opportunity to study the world around them at both a local and global scale, enabling them to develop a strong interest in their own surroundings and appreciate the variety of the physical, human and environmental landscapes and processes that exist in our world. This appreciation allows students to make both spatial and temporal links across geographical realms, all of which are inherently interconnected with their everyday life.

By the end of Year 9 all students have a comprehensive grasp of the National Curriculum+ and are able to make links between social, economic and environmental topics on both a temporal and spatial scale. Awe and wonder develops intrigue in world study and they are able to make links between abstract concepts and geographical examples around the world.

By the end of Year 11 students have further developed their understanding of geographical interconnectivity and have a thorough understanding of geographical links with other curriculum areas such as, but not limited to; Science, History, English and Mathematics.

Why study Geography?

Geography teaches students to:

- interpret maps, diagrams, photographs and satellite images
- see patterns in our everyday lives and in the environments around us
- use Geographical Information Systems to explain geographic information
- collect primary data through fieldwork and use secondary data
- present data using a wide variety of maps, graphs and diagrams
- understand how modelling can help us predict changes
- develop detailed written arguments that incorporate evidence
- solve problems
- use a variety of maths skills to help interpret geographical information and explain events and patterns
- recognise the strengths and weaknesses of data
- evaluate the usefulness of information
- assess the effectiveness of different data collection methods and data presentation techniques
- write strong arguments and use evidence to give viewpoints

What powerful knowledge will you gain in Geography?

Geography is the study of Earth's landscapes, people, places and environments. It is about the world in which we live, how and why the world is changing, globally and locally but also, how human actions can affect this. Geography encourages students to think about the physical and human connections that exist within our world on both spatial and temporal scales, and about the pressures that the world's natural environments face. Geography allows students to study a wide range of topics from across the globe and enables them to develop a wide range of skills. Students will explore Physical, Human and Environmental Geography in order to gain an understanding of why countries are at different levels of development and the impact that this has on the populations and environments of those countries. They will understand the physical and human factors that cause and contribute to a wide range of geographical topics such as; natural disasters, natural resources, ecosystems and economic links around the world.

By the end of KS3 students will have had the opportunity to study their local area; South Yorkshire and their position in the UK, as well as global study into places they may not have had the opportunity to visit such as India, Africa, Russia, China and the Middle East.

By the end of KS4 they will have built upon this knowledge and studied the UK's physical features as well as cities such as Rio, Bristol and Freiburg and countries such as Nigeria and Lesotho, making links between all and assessing, analysing and evaluating the level of interconnectivity, similarity and discrepancy on both spatial and temporal levels.

How does studying Geography support your studies in other subjects?

Geography takes advantage of links with other subject areas. Deep learning requires the transference of knowledge and skills from one topic of learning to another. Geography is interconnected to subjects such as Science, where the teaching of the physical processes that underpin topics such as ecosystems, geology, tectonics and climate change are developed in similar pedagogical manners, drawing upon wider examples to broaden thought and interconnectivity. Mathematics uses graphical and statistical skills to analyse and interpret data, which support the geographical notion of the interpretation of patterns of local, national and global geographical phenomena that cross both physical and human topics. Geography shares the interpretation of texts and the development of written skills with English through robust articulation events at a process, impact or mitigation level, allowing students full range of literary artistry when making geographical links across the curriculum. History develops the use of sources through their exploration into the validity and reliability and how best to use them to support our arguments. In particular, Geography promotes literacy with its wealth of key terminology, reading of complex texts, extended writing tasks and the use of different writing styles, drawing upon and extending the same key skills seen across English Language, History and Science. The Geography Curriculum develops a deep methodological and epistemological stance which is widely transferable to other subject areas and supports students to develop their understanding across the entire curriculum.

Key stone words are selected termly which are critical to background knowledge and encourage word rich classrooms. These are words we want students to use in their writing/ talk and are taught using the SEEC method to further develop literacy in the Geography department.

How are you assessed in Geography?

At KS3, students sit two formal cumulative assessments: a mid-year and an end-of-year test, underpinning this are regular low stakes quizzes that inform understanding on a shorter temporal scale, through both methods adaptations are made to the articulation of knowledge to begin to mitigate misconceptions and develop powerful knowledge in areas where students experience mastery. In addition, students complete smaller end of unit assessments and formative pieces of work. Assessments promote literacy and numeracy skills and are also used to

formulate curriculum planning moving forward. Each lesson students complete a knowledge recall tasks to recap from last year, last term, last month and last lesson. The purpose of this is to develop their knowledge recall over time. Revision quizzes and revision clocks are also used regularly both to promote recall but to inform future planning.

At KS4 students complete three sets of mock exams, in addition to end of unit assessments and key indicator pieces to evidence predicted grades. The same low stakes quizzing, knowledge recall and regular AfL is used to understanding knowledge acquisition between formal assessments.

AO1- demonstrating knowledge of locations, places, processes and environments at different scales. Question types include describe, give, define, outline or name.

AO2- demonstrates geographical understanding of concepts and interrelationships in relation to places, environments and processes. Question types include explain why, outline the reasons for, compare.

AO3- apply knowledge and understanding in a new context. Question types include interpret, analyse, evaluate and make a judgement or decision.

AO4 - select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Question types include how many, describe, calculate, complete this graph to show, using figure etc.

How can Geography support your future progression?

Students can continue the study of Geography at GCSE and later, A Level Geography at college. Geography develops a wide range of transferable skills such as analysis, interpretation and the use of statistical techniques to explore a wide range of data for colleges, universities, apprenticeships or employment. The study of Geography can lead to a wide range of career choices because of the transferable skills developed.

Careers include:

- Planning/town planning
- working in the environment, environmental law, environmental engineering
- travel and tourism
- international charities
- retail
- International relations
- GIS
- Management
- Environmental Health
- Transport
- GIS officer
- Environmental Adviser
- Sales Recruitment Consultant
- GIS Technician/Analyst
- Data Quality Officer
- Teaching

What enrichment opportunities are there in Geography?

Educational visits /fieldwork include:

- **Year 7:** Langsett - students visit the reservoir studying natural features and how human activity impacts on the local environment. Students draw annotated sketches and practice their maps skills all whilst discussing the ecology, land use management, tourism and natural impacts of human activity. Through visiting an environment that they wouldn't ordinarily visit develop their own sense of wider knowledge and global intrigue.
- **Year 8:** Hornsea - students explore coastal processes through beach studies and coastal defence strategy observation, analysing their importance to reinforce the work already completed in the classroom around coastal management. They also refer to Y7 Langsett fieldwork when discussing the impact of tourism on the coastal environment.
- **Year 9:** Great Yorkshire Show - this is an opportunity for students to visit an annual show with information about agriculture, the countryside, conservation, energy conservation and green energy. Students make inherent links to curriculum topics grounded in notions of sustainability and resource management. This also creates an opportunity for students to experience local heritage and future careers in equestrian care, farming and sustainable living.
- **Year 10:** Burbage, Peak District- this is compulsory physical fieldwork and a component of the GCSE, where students carry out river studies and compose several hypotheses that they later go on to test. Through data collection methods students use statistical and geographical skills to interpret and analyse data. This interpretation references learning in Mathematics. Links are made between the Year 8 fieldtrip to Hornsea as similar processes of transportation and erosion occur in fluvial and coastal environments.
- **Year 11:** Local fieldwork - Wombwell - this is compulsory human fieldwork and a component of the GCSE. Students carry out land use and environmental quality surveys on their own local environment. The observation of social inequalities references some the that prior learning that students have covered in KS3 and in Citizenship. Links are made with past fieldtrips, with skills and data collection methods references, but also human-physical links are made with land use in Hornsea.

5 year model:

Year 7	Year 8	Year 9
Term 1 Sept - Dec	Term 1 Sept - Dec	Term 1 Sept - Dec
Geographical Skills <ul style="list-style-type: none"> • Direction • Distance • Symbols • Grid references • Height • Longitude & Latitude (Langsett trip)	Environmental concerns <ul style="list-style-type: none"> • Wildlife conservation • Nature reserves • Sustainability • Renewable & non-renewable resources • Environmental quality 	SPOTLIGHT: China <ul style="list-style-type: none"> • Location • Physical features • Human features • Population
SPOTLIGHT: the UK <ul style="list-style-type: none"> • Location • Physical features • Human features • World knowledge Cumulative assessment	SPOTLIGHT: Africa <ul style="list-style-type: none"> • Location • Physical features • Human features • Development Cumulative assessment	Population <ul style="list-style-type: none"> • Populations distribution • Population densities • Population pyramids • Push and pull factors • Migration • Mexico/USA Cumulative assessment
Term 2 Jan- March	Term 2 Jan- March	Term 2 Jan- March
Settlements <ul style="list-style-type: none"> • Functions • Names • Locating a settlement • Patterns • Land use • Shopping patterns 	Natural environments <ul style="list-style-type: none"> • Ecosystems • Climate • Rainforests • Deserts • Mediterranean • Adaptations 	Earthquakes and volcanoes <ul style="list-style-type: none"> • Plate margins • Types of volcanoes • Cause/effect/responses • HIC example • LIC example • The 3 P's
Weather and climate <ul style="list-style-type: none"> • Measuring the weather • Recording and reporting • Anticyclones • Depressions • Types of rainfall • Weather report Cumulative assessment	SPOTLIGHT: Russia <ul style="list-style-type: none"> • Location • Physical features • Human features • Population Cumulative assessment	Extreme Weather <ul style="list-style-type: none"> • Global atmospheric circulation • Tropical storms • Typhoon Haiyan • UK weather hazards • Flooding event Cumulative assessment
Term 3 April - July	Term 3 April - July	Term 3 April – July
SPOTLIGHT: India <ul style="list-style-type: none"> • Location • Physical features • Human features • Climate 	Tourism <ul style="list-style-type: none"> • Tourism in the UK • National Parks • European tourism • Global tourism • Advantages and disadvantages • Tourism and development 	SPOTLIGHT: Middle East <ul style="list-style-type: none"> • Location • Physical features • Human features • Climate
Rivers and flooding <ul style="list-style-type: none"> • River basins • Upland river features • Lowland river features • Flooding • Bangladesh • Flood prevention Cumulative assessment	Coasts <ul style="list-style-type: none"> • Waves • Coastal processes • Coastal landforms • Coastal erosion • Coastal management • Hornsea example (Hornsea trip) Cumulative assessment	Climate Change <ul style="list-style-type: none"> • Human causes • Natural causes • Impacts • Adaptation • Mitigation (Yorkshire Show trip) Cumulative assessment

GCSE Geography Y10 long term plan 2020/2021 (5 lessons per fortnight)

Week	Date	Lesson 1	Lesson 2	Lesson 3
1	1.9.20	Recap lesson.	Hot deserts- introduction	<ul style="list-style-type: none"> Environmental characteristics of hot deserts
2	7.9.20	<ul style="list-style-type: none"> Opportunities for development in hot deserts- Thar case study 	<ul style="list-style-type: none"> Opportunities for development in hot deserts- Thar case study 	
3	14.9.20	Extended writing- Thar desert	Challenges of development in hot deserts	<ul style="list-style-type: none"> Challenges of development in hot deserts
4	21.9.20	<ul style="list-style-type: none"> Causes of desertification in hot deserts 	<ul style="list-style-type: none"> Reducing desertification in hot deserts 	
5	28.9.20	<ul style="list-style-type: none"> Revision wheel 	<ul style="list-style-type: none"> Revision wheel & quiz 	End of unit assessment - Hot Deserts
6	5.10.20	PP of assessment	UK physical landscapes <ul style="list-style-type: none"> The UKs relief and landscapes 	
7	12.10.20	<ul style="list-style-type: none"> The UKs relief and landscapes 	Coasts- introduction	<ul style="list-style-type: none"> Wave types and their characteristics
8	19.10.20	<ul style="list-style-type: none"> Weathering and mass movement 	<ul style="list-style-type: none"> Coastal marine processes 	Summary/revision lesson.
October Half Term				
1	2.11.20	<ul style="list-style-type: none"> Coastal erosion processes 	<ul style="list-style-type: none"> Coastal deposition landforms 	<ul style="list-style-type: none"> Coastal landforms at Swanage
2	9.11.20	<ul style="list-style-type: none"> Coastal landforms at Swanage 	<ul style="list-style-type: none"> Managing coasts- hard engineering 	
3	16.11.20	<ul style="list-style-type: none"> Managing coasts- soft engineering 	<ul style="list-style-type: none"> Managing coasts- managed retreat 	Extended writing- Hard/soft engineering
4	23.11.20	Mock exams	Mock exams	Mock exams
5	30.11.20	Mock exams	Mock exams	Mock exams
6	7.12.20	<ul style="list-style-type: none"> Coastal management at Lyme Regis 	<ul style="list-style-type: none"> Coastal management at Lyme Regis 	
7	14.12.20	<ul style="list-style-type: none"> Revision wheel 	<ul style="list-style-type: none"> Revision wheel & quiz 	End of unit assessment
Christmas				
1	4.1.21	Rivers Introduction <ul style="list-style-type: none"> Changes in rivers and their valleys 	<ul style="list-style-type: none"> Fluvial (river) processes- erosion 	<ul style="list-style-type: none"> River erosion landforms-waterfalls
2	11.1.21	<ul style="list-style-type: none"> River erosion and deposition landforms 	<ul style="list-style-type: none"> River landforms on the River Tees 	<ul style="list-style-type: none"> Factors increasing flood risk
3	18.1.21	<ul style="list-style-type: none"> Managing floods- hard engineering 	<ul style="list-style-type: none"> Managing floods- soft engineering 	Extended writing- Hard/soft engineering
4	25.1.21	<ul style="list-style-type: none"> Managing floods at Banbury 	<ul style="list-style-type: none"> Revision wheel 	End of unit assessment - Rivers
5	1.2.21	PP of assessment	Urban issues and challenges	<ul style="list-style-type: none"> An increasingly urban world

			<ul style="list-style-type: none"> The urban world 	
6	8.2.21	<ul style="list-style-type: none"> The emergence of megacities 	<ul style="list-style-type: none"> Introducing Rio de Janeiro 	<ul style="list-style-type: none"> Social challenges in Rio
February Half Term				
1	22.2.21	Extended writing- social opportunities in Rio	<ul style="list-style-type: none"> Economic challenges in Rio 	<ul style="list-style-type: none"> Improving Rio's environment
2	1.3.21	<ul style="list-style-type: none"> Managing the growth of squatter settlements 	<ul style="list-style-type: none"> Planning for Rio's urban poor 	<ul style="list-style-type: none"> Revision wheel
3	8.3.21	End of unit assessment	PP of assessment	Urban change in the UK <ul style="list-style-type: none"> Where do people in the UK live?
4	15.3.21	<ul style="list-style-type: none"> Introducing Bristol 	<ul style="list-style-type: none"> Urban change and social opportunities 	<ul style="list-style-type: none"> Urban change and economic opportunities
5	22.3.21	<ul style="list-style-type: none"> Urban change and the environment 	Extended writing- Bristol ITS	Environmental challenges in Bristol
Easter Break				
1	12.4.21	<ul style="list-style-type: none"> Creating a clean environment in Bristol 	<ul style="list-style-type: none"> Social inequality in Bristol 	<ul style="list-style-type: none"> New housing for Bristol
2	19.4.21	<ul style="list-style-type: none"> The Temple Quarter regeneration 	<ul style="list-style-type: none"> Revision wheel 	End of unit assessment - Bristol
3	26.4.21	PP of assessment	Urban sustainability <ul style="list-style-type: none"> Planning for urban sustainability 	<ul style="list-style-type: none"> Sustainable living in Freiburg
4	3.5.21	<ul style="list-style-type: none"> Sustainable traffic management strategies 	Extended writing- Freiburg sustainability	The changing economic world- The development gap Our unequal world
5	10.5.21	<ul style="list-style-type: none"> Measuring development 	<ul style="list-style-type: none"> The DTM 	<ul style="list-style-type: none"> Changing population structures
6	17.5.21	<ul style="list-style-type: none"> Causes of uneven development 	<ul style="list-style-type: none"> Uneven development - health & wealth 	Uneven development- migration
7	24.5.21	<ul style="list-style-type: none"> Reducing the gap 	Extended writing	<ul style="list-style-type: none"> Reducing the gap- aid & intermediate tech
May Half Term				
1	7.6.20	<ul style="list-style-type: none"> Reducing the gap- Fairtrade 	<ul style="list-style-type: none"> Reducing the gap-debt relief 	<ul style="list-style-type: none"> Reducing the gap- tourism
2	14.6.20	<ul style="list-style-type: none"> Revision wheel 	End of unit assessment	PP of assessment
3	21.6.20	Physical fieldwork prep	Physical fieldwork prep	Physical fieldwork prep
4	28.6.20	Physical fieldwork	Physical fieldwork	Physical fieldwork
5	25.7.20	Physical fieldwork write up	Physical fieldwork write up	Physical fieldwork write up
6	12.7.20	Physical fieldwork write up	Physical fieldwork write up	Physical fieldwork write up
Summer				

Y11 Long term plan 2020/2021 (2 or 4 lessons per week)

Week	Date	Lesson 1	Lesson 2
1	1.9.20	Settling back in/recap work	Settling back in/recap work
2	7.9.20	Nigeria: a Newly Emerging Economy <ul style="list-style-type: none"> Exploring Nigeria 	<ul style="list-style-type: none"> Political, social & cultural contexts
3	14.9.20	<ul style="list-style-type: none"> Nigeria in the wider world 	<ul style="list-style-type: none"> Balancing a changing industrial structure
4	21.9.20	<ul style="list-style-type: none"> The impacts of transnational corporations 	Extended writing- advantages and disadvantages of TNCs
5	28.9.20	<ul style="list-style-type: none"> The impacts of international aid 	<ul style="list-style-type: none"> Managing environmental issues
6	5.10.20	<ul style="list-style-type: none"> Quality of life in Nigeria 	<ul style="list-style-type: none"> Revision wheel
7	12.10.20	End of unit assessment	PP of assessment
8	19.10.20	Physical Geography Revision	Physical Geography Revision
October Half Term			
1	2.11.20	Physical Geography Revision	Physical Geography Revision
2	9.11.20	Physical Geography Revision	Physical Geography Revision
3	16.11.20	Mock exams	Mock exams
4	23.11.20	Mock exams	Mock exams
5	30.11.20	PP of assessment- Physical Geography Mock	PP of assessment- Physical Geography Mock
6	7.12.20	The changing UK Economy <ul style="list-style-type: none"> Changes in the UK economy 	<ul style="list-style-type: none"> A post-industrial economy
7	14.12.20	<ul style="list-style-type: none"> UK science and business Parks 	<ul style="list-style-type: none"> Extended writing- locational factors of science and business parks
Christmas			
1	4.1.21	<ul style="list-style-type: none"> Environmental impacts of industry 	<ul style="list-style-type: none"> Changing rural landscapes in the UK
2	11.1.21	<ul style="list-style-type: none"> Changing transport infrastructure- roads and railways 	<ul style="list-style-type: none"> Changing transport infrastructures- ports and airports
3	18.1.21	<ul style="list-style-type: none"> The north-south divide 	<ul style="list-style-type: none"> The UK in the wider world
4	25.1.21	<ul style="list-style-type: none"> The UK- links with EU and Commonwealth 	<ul style="list-style-type: none"> Revision wheel
5	1.2.21	Resource management <ul style="list-style-type: none"> The global distribution of resources 	<ul style="list-style-type: none"> Provision of food in the UK
6	8.2.21	<ul style="list-style-type: none"> Provision of water in the UK 	<ul style="list-style-type: none"> Provision of energy in the UK
February Half Term			
1	22.2.21	<ul style="list-style-type: none"> How can water supply be increased 	<ul style="list-style-type: none"> Extended writing- increasing water security
2	1.3.21	<ul style="list-style-type: none"> The Lesotho Highland Water Project 	<ul style="list-style-type: none"> Sustainable water supplies
3	8.3.21	<ul style="list-style-type: none"> The Wakel River Basin Project 	<ul style="list-style-type: none"> Revision wheel

4	15.3.21	End of unit assessment - Human Geography (Resources) Assessment	PP of assessment
5	22.3.21	Pre-release preparation	Pre-release preparation
Easter			
1	12.4.21	Pre-release preparation	Pre-release preparation
2	19.4.21	Geographical Skills / fieldwork revision	Geographical Skills / fieldwork revision
3	26.4.21	End of unit assessment- Geographical Skills	Exam revision - Tectonics
4	3.5.21	Exam revision - Weather	Exam revision - Climate Change
5	10.5.21	Exam revision - Ecosystems / TRFs	Exam revision - Deserts
6	17.5.21	Exam revision - Coasts	Exam revision - Rivers
7	24.5.21	Exam revision - Urbanisation	Exam revision - Economic Geography
May Half Term			
1	7.6.20	Exam revision - Geographical Skills / Fieldwork	Exam revision - Unseen Content (Pre-release preparation)
2	14.6.20	Exam revision - Geographical Skills / Fieldwork	Exam revision - Unseen Content (Pre-release preparation)
3	21.6.20		
4	28.6.20		
5	25.7.20		
6	12.7.20		
Summer			