

## CURRICULUM INTENT

### THRESHOLD CONCEPTS

TC1 Processes are key to explaining what the Earth is like and why it is changing.

TC2 The importance of understanding that a range of perspectives exist on an issue to be able to find the most appropriate solution.

TC3 Recognition that there are numerous natural and human patterns found on Earth and these are not random.

TC4 Scale of actions and consequences - small-scale actions can result in large-scale consequences for example.

TC5 The increasing global interconnectedness.

TC6 Sustainability is now a key strategy in a range of areas of geography.

TC7 Varying stages of national development and the influences on the global economy.

TC8 Spatial awareness and understanding of the world.

### SUPPORT AT HOME

- [www.wateraid.org.uk](http://www.wateraid.org.uk)
- Frozen Planet (documentary series)
- Reading/watching/listening to global news
- Homework menus (Satchel One)
- Orienteering / geocaching
- Reading maps

### ENRICHMENT

Enrichment opportunities:

- Orienteering around the school site
- External visitors
- Fieldwork opportunities

### PERSONAL DEVELOPMENT

Multiculturalism and tolerance is at the core of our subject. Our topics develop the students' global awareness and understanding as a whole, not only preparing them for the next stage in their education but building their character as a person in life.

### CURRICULUM LINKS

Art - Year 7 project 2 (Safari Park) and year 9 project 2 (Tribal Art) - links to the Africa topic through studies of 'the Big 5' and tribal culture.

### CAREERS

- Speaker - charity worker
- Video clips used in lessons linking to careersartist has had on the work.

## WHAT

- The names and locations of continents and oceans
- What lines of longitude and latitude are and how they are used
- How to interpret OS maps - including symbols, contour lines and scale
- How to use 4 and 6 figure grid references
- How to use an atlas - index, contents pages, different types of maps and grid references
- Physical and human geography of the UK
- Physical and human fieldwork skills
- How to read and interpret maps, graphs and images

## WHY

- to foster a love and enjoyment of practical geography
- to develop mastery of essential skills in geography including map skills and inference
- to explore how to conduct fieldwork in both urban and rural settings.
- to strengthen their ability to connect and relate to not only their local environment but also the global environment.

## HOW

### ASSESSMENT

- Homework – Continents and oceans quiz, and key term spellings.
- Mid-term assessment (summative assessment)
- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

## VOCABULARY

- Continent
- Latitude
- Longitude
- Ordnance Survey
- Scale
- Grid references
- Physical
- Human
- Atlas

## READING SKILLS

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising

**WHAT**

- Their initial perceptions of the continent of Africa and what these are based on
- The variety of physical landscapes in Africa
- The climate of the Sahara Desert and how nomadic tribes and wildlife are adapted to survive the extreme conditions
- What rural-to-urban migration is and the problems associated with this in Kenya.
- Challenges faced by some of the African populations, including; conflict surrounding the coltan industry, civil war in Sudan and crime in South Africa.
- Opportunities presented in the continent of Africa, including; the work of WaterAid, export of fruits and vegetables and tourism in Egypt.

**WHY**

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including decision making and climate graphs
- to explore the physical and human geography of a continent with long-standing pre-judgement
- to recognise where perceptions come from and how we can change them.

**HOW**

**ASSESSMENT**

Students will complete one written assessment:

- Written explanation and assessment of how a camel is adapted to surviving extreme desert conditions.

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

**VOCABULARY**

Desert,  
Tourism,  
Climate,  
Exports  
Adaptation  
Imports  
Nomadic/  
Nomad  
Charity  
Rural to urban  
migration  
Slum  
Push factor  
Pull factor  
Poverty  
Development  
Conflict

**READING SKILLS**

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference



**WHAT**

**WHY**

**HOW**

**ASSESSMENT**

**VOCABULARY**

**READING SKILLS**



- Where cold parts of the world are and why places are cold.
- Physical geography of Antarctica and the Antarctic food web
- Reasons for tourism in Antarctica and the associated benefits and damage caused by this.
- Where the Arctic Circle is and the countries of the Arctic Circle
- How wildlife is adapted to life in the polar regions
- The physical geography of Russia
- Characteristics of the Russian tundra
- Features of Russian culture
- What glaciation is
- What an ice age is

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including decision making and map skills
- to explore the physical and human geography of the fragile cold environments
- to recognise how human actions impact on fragile environments

- Students will complete two summative assessments:
- Issue Evaluation – Students interpret resources about tourism in Antarctica and then complete a decision based exercise about the future of tourism in Antarctica.
  - End-point test.
- Students assessed formatively throughout:
- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

- Antarctica
- tundra
- Arctic Circle
- culture
- Food web
- glaciation
- Environment
- ice age
- Conservation
- Sustainable
- Arctic Circle
- fragile environment

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference

## WHAT

- The names and locations of North American countries
- The population distribution in North America
- The different physical regions and landscapes of Canada
- The processes leading to the formation of waterfalls and the importance of Niagara Falls.
- The Windrush (to coincide with Black History Month)
- US politics – How the US elections happen and the candidates in the 2020 elections, comparing Donald Trump's policies, what are the gun laws in USA.
- Why there is a water shortage in Las Vegas.
- Why urbanisation has happened in New York City and the impacts of this on both the environment and people.
- Plate tectonics and structure of the Earth
- How and why natural hazards occur in Central America and the effects and responses to these – Montserrat volcano, Hurricane Irma

## WHY

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including choropleth maps, analysis, decision making and teamwork.
- to explore the physical and human geography of a continent of varying awareness.
- to recognise the physical processes involved in plate tectonics and how this shapes different parts of the world.

## HOW

### ASSESSMENT

#### How students will be assessed (formative/summative):

Students will complete two summative assessments:

- Mid-point skills and recall test
- Written assessment - Students answer a 'to what extent' style question to assess the impacts of urbanisation in New York.

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

## VOCABULARY

Population distribution  
Population density  
Densely populated  
Sparsely populated  
Waterfall  
Election  
Policies  
Hydro-electric power  
Urbanisation  
Plate boundaries  
Crust  
Mantle  
Lava  
Pyroclastic flow  
Volcano  
Hurricane

## READING SKILLS

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising

## WHAT

- The names and locations of countries in the Middle East
- How the culture of the UAE compares to traditional UK culture
- Religious diversity in Middle East
- How and why Dubai has developed over time
- Challenges faced in the Middle East, including; environmental concerns surrounding use of fossil fuels, difficulties associated with developing international cooperation, and conflict in Syria.
- Opportunities presented in the continent of Africa, including; the natural wonders in the Middle East, the appeal of Petra and the growing tourism industry in the Middle East.

## WHY

### Why is this taught:

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including analysis of resources and teamwork
- to explore the physical and human geography of a geographical region that is in the news a lot.
- to recognise how both landscape and culture differs in different parts of the world and how this impacts populations and international cooperation.

## HOW

### ASSESSMENT

#### How students will be assessed (formative/summative):

Students will complete one summative assessment:

- Written report – Students interpret resources about development in the Middle East and then complete a written report to describe and explain changes in Dubai over time and justify whether this has had positive/negative impacts on both the environment and people.

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

## VOCABULARY

- Culture
- Emirates
- Diversity
- Development
- Tourism
- Conflict
- Fossil Fuels
- Physical

## READING SKILLS

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference

## WHAT

### All students will know (core knowledge/concepts):

- The names and locations of South American countries
- The structure of the Amazon rainforest and how people, plants and animals are adapted to life in the rainforest.
- Causes of deforestation in the rainforest and why it needs protecting.
- Cultural practices and celebrations in South America – Day of the Dead and Rio Carnival, culture and traditions in Argentina and Brazil
- What GIS is and how to use it
- Using GIS to track the Inca Trail and the journey to Machu Picchu

## WHY

### Why is this taught:

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including GIS
- to explore one of the largest biomes on Earth (the tropical rainforest) and it's local and global importance.
- to recognise the importance of cultural practices and traditions in other parts of the world.

## HOW

### ASSESSMENT

### How students will be assessed (formative/summative):

Students will complete one summative assessment:

- End of year test.

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

## VOCABULARY

Tropical rainforest  
Canopy  
Emergent  
Adaptations  
Deforestation  
Indigenous Culture  
GIS  
Economy  
Tradition  
Tourism

## READING SKILLS

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference

**WHAT**

**Students undertake an in-depth study of Asia. Students will:**

- ⇒ understand the names and locations of countries in Asia.
- ⇒ understand key physical features of Asia.
- ⇒ understand how the cultures of India and China compare.
- ⇒ understand what globalisation is and how this, along with the actions of TNCs, have impacted on the quality of life in south-east Asia.
- ⇒ understand how the Himalayas were formed, and why Mount Everest is so extreme.
- ⇒ understand the causes and impacts of the Boxing day Tsunami of 2004.
- ⇒ understand changes in world population and the reasons for this, including China's One Child policy and its short and long term impacts.

**WHY**

**Why is this taught:**

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including cartographic and statistical skills and teamwork skills.
- to explore the largest continent on Earth and it's local and global importance.
- to recognise the importance of cultural practices and traditions in other parts of the world.

**HOW**

**ASSESSMENT**

**How students will be assessed (formative/summative):**

Students will complete two summative assessments:

- Mid-point skills and recall test
- Written assessment - Students write a report about the impacts of globalisation and the actions of TNCs.

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

**VOCABULARY**

- Culture
- Globalisation
- TNC
- HIC
- LIC
- Sweatshop
- Exploitation
- Fold mountains
- Tsunami
- Population
- Sparse
- Dense

**READING SKILLS**

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference



**WHAT**

**WHY**

**HOW**

**Students will undertake an in-depth study of current affairs. Students will:**

- ⇒ understand the causes, impacts, and responses to climate change including the Sustainable Development Goals.
- ⇒ understand the impact of Covid-19, the spread of zoonotic diseases, mapping the pandemic, and how Covid-19 has impacted the planet and the environment.
- ⇒ understand ocean dangers, plastic pollution, and how oceans can, and should be, protected.
- ⇒ understand what endangered animals are, and how the work of the WWF and the establishment of National Parks are helping such species.
- ⇒ understand what sustainable urban living is, how this can be done, and how sustainable this is for small-scale and large-scale developments.
- ⇒ understand the differences between renewable and non-renewable energy, and the advantages and disadvantages of the options for energy supply.

**Why is this taught:**

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including GIS, Map skills, evaluative reasoning and decision making.
- to develop awareness of how their actions can impact the local, national and global environment.
- To encourage students to become responsible global citizens.

**ASSESSMENT**

**How students will be assessed (formative/summative):**

Students will complete two summative assessments:

- A written report about the impacts of Covid-19.
- Issue Evaluation – Students interpret resources about tourism in Cayman Islands and then complete a decision based exercise.

Students assessed formatively throughout:

- Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.

**VOCABULARY**

- Climate change
- Greenhouse effect
- Greenhouse gases
- Mitigation
- Pandemic
- Zoonotic
- Pollution
- Sustainability
- Renewable
- Non-renewable
- National park
- Endangered
- Economic
- Environmental

**READING SKILLS**

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference

### WHAT

**Students will undertake an in-depth study of the history, location, formation, and significance of some of the world's most incredible places. Students will explore places including:**

- ⇒ the Grand Canyon
- ⇒ the Bermuda Triangle
- ⇒ the Salar de Uyuni
- ⇒ the Amazon River
- ⇒ the Benagil Sea Cave
- ⇒ the Giant's Causeway
- ⇒ the Great Rift Valley
- ⇒ Kilimanjaro
- ⇒ Ha Long Bay
- ⇒ the Azerbaijan Mud Volcanoes
- ⇒ Cayman Islands
- ⇒ Natural Hazards (earthquakes, wildfires, avalanches and tornadoes)

### WHY

- to foster a love and enjoyment of current geographical affairs
- to develop mastery of essential skills in geography including choropleth maps, analysis, decision making and teamwork.
- to explore the wonders in the world and develop a sense of 'wanderlust'
- to recognise the physical processes involved in shaping the earth.
- To discover cultural and spiritual significance of Earth's greatest features.

### HOW

#### ASSESSMENT

**How students will be assessed:** summative assessments that test skills and retention. Written assessments; presentation of decision making exercise; analytical writing, evaluative writing.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

### VOCABULARY

- Tourism
- Canyon
- Magnetism
- Gulf stream
- Salt flats
- Sea cave
- Geology
- Valley
- Mud volcano
- UNESCO World Heritage Site
- Coral reef
- Earthquake
- Avalanche
- Tornadoes
- Wildfires

### READING SKILLS

- Skimming
- Scanning
- Reading for meaning
- Prior knowledge - interleaving
- Prediction
- Summarising
- Inference

