**Geography Intent Statement**

In Geography, we aim to develop students’ enthusiasm for the dynamic world in which they live. We study a variety of topics that help pupils to appreciate the world and make sense of people and places using a wide range of geographical data and information. This is done at different scales to develop local, national and global citizens that have an awareness of current events and the impact that they have on our ever-changing world. Our curriculum has been chosen to ensure all pupils, regardless of their special educational needs, social disadvantage or academic ability, are equipped with knowledge about current issues facing the world around us, while also ensuring all students are taught the Geographical Skills they need for the future. Our intent is that all pupils know more and remember more. The Geography department recognises the importance of building the cultural capital of all of our students and have designed the curriculum in order to do so. It is our intention to ensure that the Geography curriculum inspires students to be curious and have a fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips students with 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 students’ progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Students will be able to apply their understanding to new situations.

**Geography Implementation Statement**

All students are taught the same curriculum, regardless of their special educational needs, social disadvantage or academic ability. Work is differentiated for those pupils who have:

* Gaps in previous learning
* Lower than age related reading and spelling ages
* To help support additional needs including those not outlined in their EHCP as a primary or secondary need.

At the beginning of Year 7, students complete a baseline assessment in Geography based on National Curriculum content for Key Stage 1 and 2. This enables us to consolidate previous knowledge and skills. Many units taught in Years 7-9, KS3, are taught via an enquiry-based approach to learning using the text ‘Progress in Geography’. This covers the geographical skills, knowledge and understanding outlined in the National Curriculum for Key Stage 3 and lays firm foundations for pupils who will study Geography at GCSE level.

At KS4, we follow the AQA specification, to ensure a smooth transition. Literacy skills are also developed with plenty of opportunities for reading and extended writing. In Geography, we use a range of different teaching and learning strategies to ensure all students are challenged, engaged and enjoy Geography lessons. These include; fieldwork and decision making activities. We regularly use clips and articles from news broadcasts to ensure students have a current and engaging Geography curriculum. Homework is set offering a range of activities to support classwork, help students make progress and encourage independent study. All assessments for KS3 and KS4 ensure students are tested on prior knowledge. Students will have made progress by “learning more and remembering more”.

**Geography beyond the Classroom**

Fieldwork is an integral part of the Geography department. All students both in KS3 and KS4 have the opportunity to take part in on-site and off-site fieldwork.

**Impacts**

* The Geography 3-year KS3 curriculum guarantees a broad and balanced curriculum for all our students in line with the requirements of the National Curriculum.
* All students receive the same curriculum, regardless of pathway, ability or their social background.
* Progress is measured by all pupils knowing more and remembering more.
* Student voice comments are very supportive of the Geography department.
* Attainment and progress continues to improve at KS4.

**Fieldwork – trips**

**Year 7 – Black Country Museum.**

This is to: Consider what places are like and how the past helps to explain the present and predict the future.

**Year 8 – Iron Bridge.**

This is to: Consider what places are like and how the past helps to explain the present and predict the future.

**Year 9 – Stourport/local countryside.**

This is to: Expand the students’ knowledge of places and their location and to learn about our rich and diverse planet.

**Year 11 – Cardin Mill Valley.**

This is to support the students GCSE studies.

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| **SPaG – Sentence construction. Spelling of key words**. |  |

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| **What is a geography of where I live?**  Physical and human geographical features of environments.  Where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe.  The key human and physical geographical features of their own home area. | | | | | | | Why does it matter where our food comes from?  All the food we eat comes from either plants or animals and that a farm is an area of land and buildings where these come from.  The main features of a dairy farm.  Fruit and vegetables sold at a high street greengrocer, the cost, locally produced, UK grown or imported.  Cross curricular link – Food Tech/Maths | | | | | | | | | | | | **Baseline test for all year 7s.**  **End of unit assessment.** | | |
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| **Spring** |  |  | |  |  |  |  | | |  | |  |  |  | | |  | |  | | |
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| **How does the geography of the Kampong Ayer compare with the geography of where I live?**  The location of where they live in the UK within Europe and the world and in relation to the Equator and North and South Poles.  The types of traditional homes found in Kampong Ayer and compare these with their own.  The main elements which make up the weather.  Transport.  The structure of a typical tropical rainforest in Brunei.  **Cross curricular link - Science** | | | | | | | **Why don’t penguins need to fly?**  The key geographical features of the Antarctic environment.  Ways in which Penguins adapt to the environment.  Countries in Africa which lie within the Sahara Desert.  The key geographical features of the Sahara Desert.  3 geographical features of a South American country that you would visit on the way to Antarctica.  **Cross curricular link - Science** | | | | | | | | | | | | **End of unit assessment.** | | |
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| **Summer** |  |  | |  |  |  |  | | |  | |  |  |  | | |  | |  | | |
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| **Why do we love to be beside the sea?**  The main physical and human features of seaside environments.  Living things with a rock pool habitat.  Identify and offer reasons for the presence of pollution on a beach.  Offer reasons for European flight destinations from their nearest regional airport.  **Cross curricular link - Science** | | | | | | | **Why are jungles so wet and deserts so dry?**  Begin to offer reasons for the distribution of different types of climate around the world.  How plants and animals are adapted to the climate of either the coniferous forest or Savanna Biome. | | | | | | | | | | | | **End of unit assessment.** | | |
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**Year 8**

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| **SPaG – Sentence construction. Spelling of key words.** |  |

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| **Autumn** |  |  |  |  |  |  |  |  |  |  |  |  | |
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| **How and why is my local area changing?**  How an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual.  The impact of environmental change in one threatened region of the world. | | | | | | **Why do some earthquakes cause more damage?**  The causes of earthquakes.  The causes of volcanoes.  Why New Zealand experiences earthquakes when they don’t occur at all in many other areas of the world.  Why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.  **Cross curricular link – Science.** | | | | | | **End of unit assessment.** |
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| **Spring** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Why do so many people in the world live in megacities?**  The top 10 cities in the UK with the largest populations and compare these with the top 10 fastest growing cities in the country.  The largest cities in South America.  Some of the main geographical features of one of the top 40 megacities in the world. | | | | | | **Beyond the Magic Kingdom.**  The function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida.  The key human and physical features and achievements of the Kennedy Space Centre in Florida.  How hurricanes form and why they present such a threat to the people of Florida.  **Cross curricular link – Science/DT** | | | | | | **End of unit assessment.** |
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| **Summer** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **How does the weather affect our lives?**  The basic atmospheric elements of the weather.  Weather in the Amazon Basin.  How weather conditions change during the four seasons of the year and offer reasons for changes which occur.  Off reasons for the distribution of hot and cold places in the world. | | | | | | **How can we live more sustainably?**  The difference between re-newable and non-renewable resources.  How sources of energy used to make electricity are changing in the UK.  What living sustainably means.  How solar panels and wind turbines generate electricity.  **Cross curricular link – Science/DT** | | | | | | **End of unit assessment.** |
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**Year 9**

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| **SPaG – Sentence construction. Spelling of key words.** |  |

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| **Who are Britain’s National Parks for?**  The distribution of the 15 National Parks in the UK.  How National Parks encourage visitors.  The landscapes of the National Parks.  Who looks after the National Parks. | | | | | | **Why is trade fair?**  Why the Silk Road was the most important trading route in the history of the world.  The commodities that are most frequently traded.  What the ethical production and purchasing of clothes entails.  Why and how countries trade with each other.  What is Fairtrade?  **Cross curricular link – History**  **SMSC** | | | | | | **End of unit assessment.** |
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| **Spring** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **How is climate change affecting the world?**  Why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people.  How global warming affects weather patterns.  How and why countries have acted to reduce global warming.  **Cross curricular link – Science/SMSC** | | | | | | **Why are mountains so important?**  What are mountains?  The location of the largest ranges of mountains in the world.  The differences between the Cambrian Mountains in Wales and the Himalaya Mountains.  How fossils form.  Why Scotland is an attractive winter sports centre. | | | | | | **End of unit assessment.** |
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| **Summer** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **What is a river?**  How physical features of rivers change from source to mouth.  The features of river estuaries.  The components of the hydrological or water cycle.  Some of the geographical impacts of the Three Gorges Dam.  Why estuaries are import ecosystems for wildlife.  **Cross curricular link - Science** | | | | | | **How do volcanoes affect the lives of people?**  The countries of Europe.  How volcanoes form.  The global pattern of volcanoes.  The key geographical features of the Westman Islands region of Iceland and the Island of Hiemaey in particular. | | | | | | Introducing the Middle East.  **End of unit assessment.** |
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**Year 11 - GCSE**

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| **SPaG – Sentence construction. Spelling of key words.** | **Extended writing in preparation for GCSE exams.** |

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| Coastal  Rivers **Cross curricular link - Science** | | | | | | Glaciers  Weather  **Cross curricular link - Science** | | | | | | Fieldwork  **Assessments** |
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| **Spring** |  |  |  |  |  |  |  |  |  |  |  |  |
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| Cities  Development **Cross curricular link – PSHE/Maths** | | | | | | Energy Sources  Water Resource Management **Cross curricular link - Science** | | | | | | Fieldwork  **Assessments** |
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| **Summer** |  |  |  |  |  |  |  |  |  |  |  |  |
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| GCSE Past Papers – exam revision  **Extended writing practice in readiness for exam.** | | | | | |  | | | | | |  |
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| Cities  Development | Energy Sources  Water Resource Management | Fieldwork  Assessments |  |  |  |  |  |  |  |  |  |  |
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