Geography

Curriculum Intent

By the end of their secondary education, a student of Geography at Dixons McMillan will have:

- Studied the key ideas covering Human, Physical and Environmental aspects of Geography. This is offered in KS3 and KS4 from a design which has been implanted with powerful knowledge as its main driver.
- Thought critically to develop an understanding of their local, national and global position in the world and the impacts they and others make. They will have a conscious thought about issues around climate change and natural hazards and cast a critical eye on each issue. They will apply techniques and skills in class to make connections across people and space.
- Thought through topics which present students with the ability to evaluate and make judgement to stretch and develop higher order thinking skills.

In order to truly appreciate the subject and create deep schema, topics within Geography have been intelligently sequenced with the following rationale:

- Influenced by the work of Mary Myatt in The Curriculum Gallimaufry to Coherence our curriculum has been sequenced to support students in developing mastery through building schema around each of the specific assessment objectives in Geography. This sequencing allows students to attach new knowledge to old knowledge and understand the significance and influence of key places and processes
- Students are taught a curriculum which gives the opportunity to build on what they have learnt and apply new knowledge as they pass through each year at KS3 and KS4. The curriculum at KS3 for example covers the processes of glaciation and those which shape the landscape whilst at KS4 students are encouraged to apply what they have learnt about these processes and apply them to a new and different context. KS3 equips students with the necessary four components (AO1 – AO4) to progress to the next stage of their learning.
- Students are exposed to the understanding of place and space on a local, national and global scale in KS3. Students in KS3 are provided with a range of skills to help them develop structured answers which are required at KS4. Students understand places on a variety of scales and therefore can apply this knowledge when studying examples and case studies at KS4. Through thorough understanding in KS3, students will have the necessary understanding to develop and apply knowledge on human, physical and environmental aspects of the course.

The Geography curriculum at Dixons McMillan has been influenced by:

- The need to present place which gives students the ability to think critically about the world in which they live.
- The work by David Alcock which gives reference to a 'hopeful geography'. We strive to present the world in way which presents challenges as well as opportunities. We use examples and case studies to support hopeful thinking. We use language which positively frames the experiences of other around the world. Examples in our curriculum includes the sustainable water transfer scheme in Ethiopia and reintroduction if wolves in Yellowstone National Park.

Our Geography curriculum ensures that social disadvantage is addressed through:

- Providing a specification which addresses a range of issues across high income, low income and newly emerging economies. Students are expected to reflect on their lessons and think about the ways in which different countries and different people will experience a range of issues differently.
- Feedback is part of our curriculum. It gives all students of all backgrounds an opportunity to recognise and address key misconceptions. We see this as an integral part of our curriculum meaning all students move to increase and better their progress in lessons. Homework is provided to give students the opportunity to extend their own learning away from the classroom.
- We use extended learning time to maximise a students learning. Collective learning ensures exam practice is established when other students elsewhere are still making their way to school. Collective learning uses QLA to ensure targeted questions and knowledge retrieval are accurately placed.

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

- Influenced by David Didau's *What if everything you knew about education was wrong?* Geography develops long term memory through utilising spacing, interleaving, low stakes testing and reducing delay in feedback. Long term memory checks are used as low stakes tests to ensure students are tested on content covered in previous years. This is interleaved and spaced to ensure challenging key words and important information is taught then frequently tested so students can easily retrieve this information in exam conditions. In addition to this, each lesson begins with a do now activity focussed on short questions based on previous learning.

- Homework is completed through past paper questions in line with the school's marking policy. External consultation with ExamPro design misconceptions in line with our own QLA. Homework supports revision ahead of cycle assessments. Intervention is also provided through Morning Mastery. Targeting underperformance is done regularly to make sure those who need support receive this.
- Students will be taught using booklets. This adheres to the Lemovian principle of 'everything in one place' (Lemov: 2021). All activities that students will complete, from marked work, Directed Independent Review Time (DIRT) work, to source and interpretation analysis will be done within their booklet.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe Geography can contribute to the personal development of students at Dixons McMillan through:

- Providing opportunities for students within each scheme of work to discuss and critically reflect upon key questions of social, economic and environmental sustainability. We know that students should think about the impacts they make have fundamental changes on the things around them.
- Addressing social injustice. Prejudice and discrimination are addressed head on and work is always being thought through in how we present a balanced world view on the things which are taught. We are careful to avoid common misunderstandings and use case studies which present areas as regions of hope and success over regions of despair and misfortune.
- Working closely with the community which we serve. We encourage the thought of geography beyond the classroom through regular trips to experience geography in a local and national context. At KS4 students are taken the Holderness Coast to understand about the impacts and management of coastal erosion. In year 11 students return to learn about their own area through its physical and human interactions when students visit Red Beck and Bradford city centre. Students are visited by local sixth forms to learn about Geography beyond KS4.

Further information can be found in:

- AQA Geography GCSE specification.
- Geography Long Term Plans.

References:

- **World Economic Forum***, Top 10 Skills of tomorrow*. https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/
- **David Alcock** (2022) Hopeful Geography https://alcock.blog/
- **Myatt, Mary (2018)**, 'The Curriculum Gallimaufry to Coherence', John Catt Educational Limited.
- **Didau, David (2019),** 'What if everything you knew about education was wrong?', Crown House Publishing Limited.
- **Soskil, Michael, (2018),** 'Teaching in the Fourth Industrial Revolution', Routledge.

Curriculum overview - Geography

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Y7 through to Y11 in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building schema.

	Knowledge, skills and understanding to be gained at each stage		
	Cycle 1	**Cycle 2**	**Cycle 3**
Year 7	**Geographical Introductions** Students will define the terms Physical, Human and Environmental Geography Students will identify and explain the differences between a city, country and continent Students will identify lines of latitude and longitude whilst also label major continents, oceans and countries. Students will apply foundation skills using atlas and begin to describe distributions on maps. Finally, students will recognise and describe the rock, water and nutrient cycle.	**Physical Earth** Students will start by defining the terms weather and climate. They will gain knowledge and understanding of latitude in relation to climate They will define the terms biome and ecosystem. Students will locate and describe the distribution of a studied biome. Students will learn about threats to global biomes link this knowledge to climate change. Students will describe and explain the key principles of the greenhouse and enhanced greenhouse effect. The topic will conclude by being able to name the causes, effects and ways of managing climate change.	**Human Earth and Investigative Geography** Students will define the term city, megacity and urbanisation and locate two cities and compare these two cities of contrasting development. Whilst set in a different context at KS4, Year 7 students will begin to understand how cities present social, economic and environmental challenges and opportunities At the end of Cycle 3 students will complete a school-based fieldwork activity. Students will define the term fieldwork, take part in a local fieldwork enquiry and practice carrying out the enquiry sequence.
CEAIG	Cartography and GPS opportunities.	Meteorologist and working to make a difference in areas like conservation and preservation	Town planning across the urban landscape including transport and public sector.
Year 8	**Risky Earth** Students will define natural hazards and identify the location of a chosen natural hazard. They will learn about the causes of their chosen natural hazards and understand the immediate and long term responses for their hazard. They will learn about the countries at most risk from their chosen hazard.	**Dynamic Landscapes** Students will learn about the changes in our landscape and identify glaciated regions across the UK. They will be introduced to processes like erosion, deposition weathering and transport. This foundation knowledge will support students when they move into KS4 and apply these to a different and new context. Students will apply OS map skills to a glaciated region and use a case study to learn about the challenges and opportunities of these regions. Students will learn about tourism in Malham as an example of opportunities and challenges in a glaciated landscape.	**Dynamic Countries and Geographical Decisions** Students will define the terms LIC, NEE, HIC and have an overview of the distribution of countries grouped into LIC, NEE and HIC. Students will identify indicators of development like life expectancy and recognise many countries have varying levels of development using indicators like these to make comparisons. In a different context to KS4, students will be introduced to a country and identify it position on the DTM whilst also learning to apply population structures. At the end of Year 8 students will apply their decision-making skills to an issue in a local context. They will consider the local, national and global impacts of their decision whilst using a writing frame to structure an answer which considers many points of view.

CEAIG	Response in the public sector, damage limitation and engineering. Jobs in international aid for example Red Cross..	Links to science are clear here. Geology and glaciologist are all opportunities for careers. Students could equally identify careers in park rangers and across national parks. There are also links to tourism.	Careers managing demographics, data handling and population sizes.
Year 9 **CEAIG**	**Natural Hazards** This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. Students will begin by investigating what a natural hazard is and how they pose major risks to people and property. They will then explore tectonic processes and how these result in earthquake and volcanic eruptions. Students will research the devastating effects that earthquakes can have on both HICs (Italy) and LICs (Nepal), how the countries responded to these tectonic hazards and how both effects and responses may differ depending on the economic development of the country affected. The unit will conclude by looking at reasons why people still choose to live in areas at risk from tectonic hazards and how management strategies can reduce the effects of a tectonic hazard.	**Natural Hazards (continued) Weather Hazards and Climate Change and Rivers** This unit is concerned with weather processes and systems, along with human interaction with them in a variety of places and at a range of scales. Students will begin by investigating what weather is, how tropical storms are caused and how they pose major risks to people and property. Students will study Typhoon Haiyan as a named example of a tropical storm and will explore what the primary and secondary effects of the storm were and the immediate and long-term responses to it. In addition, how the effects of tropical storms can be reduced by preparation and preparedness and being able to deal with the aftermath more effectively will be researched. The unit will conclude by looking at a UK extreme weather hazard i.e. the Cumbrian floods of 2009. The river landscapes scheme of work is also complimented by the interleaving of the Physical Fieldwork (River Environments). The unit is also additional to the coastal landscapes unit and some lessons provide interleaving of the processes learnt within the coastal landscape's unit. The river landscapes focuses on fluvial changes through a variety of processes It also considers management of fluvial environment	**Economic World** The unit is concerned with human processes, systems and outcomes and how this change both spatially and temporally. They are studied in a variety of places and a range of scales and include places in various stages of development (HIC, LIC, NEE). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments including the global variations in economic developments and quality of life, strategies that exist for reducing the global development gap and a case study showing rapid economic development in an NEE of Nigeria, problems and management. A second case study of the UK will be studied which will be used to examine a post-industrial economy.
	Geologist, Volcanologist, and the British Geological Survey.	Sustainability consultant, green futures and alternative energy all provide careers with jobs from BP to the National Grid. Hard and soft engineering in river management. Policy planning for cold environments. International relations.	UK diplomat, governance and politics are all future careers introduced here. Roles in TNCs like Shell and others can also be discussed.

Year 10 **CEAIG**	**UK Physical landscapes - Coasts** In this scheme students will gain an understanding of coastal landscape in the UK. Students will study the processes that operate on the coast and then apply these to the formation of features of erosion, deposition and transportation. Students will study carefully selected features located on the Holderness Coastline. Students then learn about how coastlines can be managed from processes that can have negative impacts, referring specifically to the Holderness Coastlines hard and soft engineering strategies, the need for them and the conflicts that have occurred as a result	**Living World** Students will use knowledge learnt from KS3 on rainforests and essentially build on this understanding in detail about rainforest uses, demands, management and sustainability. Students will start C2 by returning to study cold environments. The living within the Physical Environment on the AQA Specification is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and a range of scales. The aim of this unit is to develop an understanding of biological processes, human interactions and the need for management strategies governed by sustainability and consideration of the direct and indirect impacts.	**Resource Management** This unit is primarily concerned with a variety of ways natural resources are sourced, distributed and used at local, national and global scales. Students will learn about the demand for water, energy and food and be introduced to a large scale and local scale water transfer scheme. In the second half of this topic students will be introduced to water management in the UK identifying areas of water surplus and as well as areas of the UK in deficit.
	Coastal management, hard and soft engineering, preservation and careers in policy planning.	Conservationist, roles in photography, travelling and exploration are covered here. Plant and animal conservation and charities like WWF all provide future opportunities.	Engineering, Yorkshire Water, regional water suppliers, sustainable management. Project management.
Year 11 **CEAIG**	**Urban Challenges and Fieldwork** Students will experience the gathering of data in a local context. They will plan methods, draw conclusions, interpret data and evaluate their field work enquiries. Students will have the opportunity to complete human and physical fieldwork. Students will learn about risk assessments and the importance of these.	**Urban Challenges continued, pre-release and highly tailored revision.** Students will study a variety of places and at a range of scales and must include places in various levels of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Students will be presented with a pre-release concerning a decision to be made on a local issue. Students will make a decision on this issue and justify their reasons. The issue whilst local, often presents thoughts about national and global impacts of what has been presented. This is unseen	**Highly tailored revision** Highly tailored revision strategy which uses QLA to deliver knowledge-based revision and practice exam style questioning

until around March of the exam year to prepare for paper 3.