

Geography

Curriculum Information, Intent and Map



Hutton Church of England Grammar School

Staff:

Mr D McKeand: **Subject Lead**

Miss M Monaghan

Miss P Cross

Intent:

As a department our primary intent is to ensure students are able to interpret and understand the world around them, including the processes that mean the Earth is a dynamic and ever-changing environment. We want them to have passion for the world around them, an ability to “see” Geography everywhere they go and appreciate the awe and wonder of our wonderful planet.

[Job 12:10](#) ‘In his hand is the life of every creature and the breath of all mankind.’

We feel it is vital to ensure a balance between the human, physical and environmental element of the subject. The subject is a wide-ranging mix of elements from economic and political systems to the geomorphological process that shape our world. This incorporates the study of global cultures, societies and ethics helping students to develop a broad understanding of the world and consequentially a better tolerance for its peoples. Students are encouraged and guided to be critical, collaborative and motivated to challenge and stretch themselves and those around them.

The curriculum provides opportunities for a wide range of skills, applicable to not just the study of the subject but also to life beyond the classroom. Development of these skills which are both knowledge and skills based enable the students to understand key geographical concepts. We endeavour to produce Geographers who are articulate and able to communicate using a wide range of subject specific and academic vocabulary. Equally, students learn how to investigate the themes studied through the interpretation of statistics and the application of numeracy skills. The Geography curriculum is designed to foster an understanding in the students of the world around them, a tolerance of and an appreciation for the differences within it, within an atmosphere of rigour and challenge. [Acts 17:24](#) ‘The God who made the world and everything in it is the Lord of heaven and earth and does not live in temples built by hands.’

Geography Programmes of Study: Key Stage 3 National Curriculum in England

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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 pupils progress, their growing knowledge about the world should help 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for Geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment Targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject Content in Key Stage 3

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. They should develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources.

In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- ♣ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- ♣ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

♣ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

♣ 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.

Curriculum Map KS3

	SKILLS		WATER
	DIVERSE		DISAPPEARING
	SHRINKING		DANGER

	Year 7	Year 8	Year 9
Autumn 1	MAP SKILLS	COASTS	TECTONICS
Autumn 2	MAP SKILLS	RUSSIA	RIVERS
Spring 1	CRIME	NATURAL DISASTERS	GLOBALISATION/DEVELOPMENT
Spring 2	OCEANS	BIOMES	CLIMATE CHANGE
Summer 1	AFRICA	GLACIATION	MIDDLE EAST
Summer 2	ANTARCTICA	FWK	FWK

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
We follow the Edexcel A GCSE specification.						
10	Rivers	Coasts	Global Development	Biomes	Energy	Fieldwork
11	Changing Cities	Changing Cities	Weather & Climate	Weather & Climate	Consolidation & Exam Preparation	
We follow the Edexcel A A level specification						
12	Regeneration Glaciation	Regeneration Glaciation	Globalisation Tectonics	Globalisation Tectonics	Fieldwork	Fieldwork
13	Superpowers Water	Superpowers Water	National Identity Carbon	National Identity Carbon	Consolidation & Exam Preparation	

For additional course & curricular information please see:

GCSE: Options Booklet (KS4 Curriculum & GCSE Options Information Tab)

A Level: Sixth Form Course Booklet (Sixth Form Course Booklet Tab)