

## **Geography Curriculum**

### **Curriculum Intent**

The geography curriculum in our school intends to provide a broad, balanced, and ambitious program of study that inspires in our students a curiosity and fascination about the world and its people. We equip students with knowledge about diverse places, people, resources, and natural and human environments, along with an understanding of the Earth's key physical and human processes. We instill in students a deep understanding of the complex interactions between the physical and human aspects of geography, and to develop their geographical skills, including fieldwork, cartographic, graphical, and statistical skills.

### **Curriculum Implementation**

The implementation of our intent is manifested through a carefully structured and sequenced curriculum that builds systematically on students' prior knowledge and understanding. Our teaching is underpinned by high-quality resources, including up-to-date maps, geographical information systems (GIS), and fieldwork equipment. We ensure that our curriculum includes a range of geographical contexts, exploring both local and global issues, and incorporates contemporary challenges such as climate change, globalization, and sustainable living.

Geographical inquiry and investigation are central to our approach, with opportunities for students to engage in fieldwork, whether in the local area, on residential trips, or with digital technology for virtual fieldwork. We actively promote cross-curricular links and embed opportunities for literacy, numeracy, and digital literacy within our geography lessons.

Our teaching strategies encompass a range of approaches, including stimulating discussions, practical activities, group work, and independent research, catering to the diverse learning needs and styles of all students. Our assessment practices are rigorous, providing ongoing feedback to students to enable them to make progress and achieve their full potential.

### **Impact**

The impact of our Geography curriculum is evidenced by the outstanding outcomes achieved by our students. Students demonstrate a concrete and applied understanding of geographical concepts, confidently using a range of geographical terminology and analytical skills to interpret and explain diverse phenomena. They are adept at using maps, graphs, and data to interpret geographical information and draw informed conclusions.

Students develop a profound sense of environmental and social responsibility, exhibiting a keen awareness of the interconnectedness of the world and a commitment to sustainable practices. They are enthusiastic and astute observers of their local and global environments, able to critically evaluate the impact of human activities on these environments and propose informed solutions.

The impact of our Geography curriculum is evidenced not only in the exceptional progress and attainment of our students but also in their genuine passion for and engagement with the subject. Students leave our school as geographically literate, responsible global citizens, well-prepared for further study and able to make meaningful contributions to the world around them.

| Year 9 |      |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                 |
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| When   | Lead | Topic                                            | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills and Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessment for learning                                                                                                                                                                                                                 | Big Questions                                                                                                                                                                                                                                                                                                                                            | Key Words                                                                                                                                                                                       |
| T1     | SHa  | Is the geography of Russia a blessing or a cost? | This topic examines the geographical factors shaping Russia's opportunities and challenges. It explores Russia's vast size, diverse landscapes, and natural resources as potential blessings that contribute to its economic and geopolitical significance. However, the scheme also addresses the complexities and drawbacks associated with Russia's geography, such as harsh climates, transportation challenges, and environmental concerns. It encourages students to critically analyse how these geographical aspects influence Russia's development, international relations, and future prospects. | <u>What students will know</u> <ul style="list-style-type: none"> <li>- Key features of Russia's geography, including its size, climate, and natural resources.</li> <li>- The benefits of Russia's geography, such as abundant natural resources and strategic location.</li> <li>- The challenges posed by Russia's geography, including harsh climate conditions and vast distances.</li> <li>- How geography affects Russia's economic development, infrastructure, and international relations.</li> </ul><br><u>What students will be able to do</u> <ul style="list-style-type: none"> <li>- Identify and describe major geographical features of Russia.</li> <li>- Explain how Russia's geography provides benefits for the country.</li> <li>- Discuss the challenges that Russia faces due to its geographical features.</li> <li>- Analyse how geography impacts Russia's development and its role in the world.</li> </ul> | -Homework – This will be in the form of a knowledge organiser with retrieval questions every 2 weeks.<br>-Cold calling questioning.<br>- Whole class feedback<br>-Peer assessment.<br>-Self Assessment.<br>-Final summative assessment. | What are the key geographical features of Russia?<br>How does Russia's geography benefit the country?<br>What are the major challenges associated with Russia's geography?<br>How does geography influence Russia's economic development and infrastructure?<br>In what ways does Russia's geography affect its international relations and global role? | Geography<br>Natural Resources<br>Climate<br>Economic Development<br>Infrastructure<br>Strategic Location<br>Harsh Climate<br>Vast Distances<br>Regional Disparities<br>International Relations |

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| T2 | SHa | How does ice change the world? | <p>This topic explores the profound impact of ice on global environments and processes. It examines the formation and dynamics of glaciers, ice sheets, and sea ice, and discusses their roles in climate regulation, sea level rise, and freshwater availability. The scheme highlights the vulnerabilities of ice to climate change and human activities, exploring implications for ecosystems, coastal communities, and global climate patterns. It encourages students to consider the scientific, environmental, and societal significance of ice in shaping Earth's landscapes and future sustainability.</p> | <p><u>What students will know</u></p> <ul style="list-style-type: none"> <li>- Different forms of ice, including glaciers, ice caps, and sea ice.</li> <li>- How ice affects and is affected by the climate.</li> <li>- The role of ice in influencing sea levels and its impact on coastal areas.</li> <li>- How ice impacts ecosystems and human activities, including agriculture and settlement.</li> </ul> <p><u>What students will be able to do</u></p> <ul style="list-style-type: none"> <li>- Recognize and describe different forms of ice and their locations.</li> <li>- Explain how ice interacts with and influences climate.</li> <li>- Describe the relationship between ice melt and changes in sea levels.</li> <li>- Analyse how changes in ice cover affect ecosystems and human activities.</li> </ul> | <p>-Homework – This will be in the form of a knowledge organiser with retrieval questions every 2 weeks.</p> <p>-Cold calling questioning.</p> <p>- Whole class feedback</p> <p>-Peer assessment.</p> <p>-Self Assessment.</p> <p>-Final summative assessment.</p> | <p>What are the different types of ice, and where are they found?</p> <p>How does ice influence climate patterns and weather?</p> <p>What effect does ice have on sea levels, and why is this important?</p> <p>How do changes in ice cover impact ecosystems and human activities?</p> <p>What are the potential consequences of ice loss due to climate change?</p> | <p>Glacier</p> <p>Ice Cap</p> <p>Sea Ice</p> <p>Climate Change</p> <p>Sea Level</p> <p>Ecosystem</p> <p>Ice Melt</p> <p>Greenhouse Effect</p> <p>Permafrost</p> <p>Ice Sheet</p> |
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| T3 | SHa | Why is the Middle East an important region? | <p>This topic explores the geopolitical, cultural, economic, and environmental significance of the Middle East. It examines the region's strategic location, abundant natural resources (particularly oil), and historical and cultural contributions. The scheme discusses the complexities of regional conflicts, political dynamics, and international relations, as well as the challenges and opportunities posed by rapid urbanization and demographic changes. It encourages students to critically analyse the region's role in global affairs and the impacts of its developments on local and international scales.</p> | <p><u>What students will know</u></p> <ul style="list-style-type: none"> <li>- The importance of the Middle East's location at the crossroads of continents.</li> <li>- Key resources in the region, especially oil and natural gas, and their global impact.</li> <li>- The rich cultural and historical heritage of the Middle East.</li> <li>- How the Middle East affects international politics, economics, and conflicts.</li> </ul> <p><u>What students will be able to do</u></p> <ul style="list-style-type: none"> <li>- Describe why the Middle East is considered a significant region globally.</li> <li>- Recognize and explain the key resources of the Middle East and their global importance.</li> <li>- Discuss how the region's location and resources influence global politics and economics.</li> <li>- Explain the cultural and historical significance of the Middle East and its impact on the world.</li> </ul> | <p>-Homework – This will be in the form of a knowledge organiser with retrieval questions every 2 weeks.</p> <p>-Cold calling questioning.</p> <p>- Whole class feedback</p> <p>-Peer assessment.</p> <p>-Self Assessment.</p> <p>-Final summative assessment.</p> | <p>Why is the Middle East strategically important in global geography? How do the region's natural resources affect the global economy? What is the cultural and historical significance of the Middle East? How does the Middle East influence international politics and conflicts? What are the key factors that make the Middle East a focal point in global affairs?</p> | <p>Strategic Location<br/>Oil<br/>Natural Gas<br/>Cultural Heritage<br/>Historical Significance<br/>Geopolitics<br/>Economic Resources<br/>Conflict<br/>International Relations<br/>Middle Eastern Influence</p> |
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| T4 | SHa | What is an economy? | <p>This topic explores the fundamental principles and components of economies. It examines the production, distribution, and consumption of goods and services within different economic systems, such as market, command, and mixed economies. The scheme analyses factors influencing economic activities, including resources, technology, government policies, and global trade. It also addresses key economic indicators like GDP, inflation, and unemployment, and discusses the roles of businesses, consumers, and governments in shaping economic outcomes. Students are encouraged to critically assess economic issues and trends affecting societies locally and globally.</p> | <p><u>What students will know</u></p> <ul style="list-style-type: none"> <li>- What an economy is and its basic functions</li> <li>- Key components of an economy, such as production, consumption, and distribution.</li> <li>- Different types of economic systems, including market, command, and mixed economies.</li> <li>- How economies affect individuals and societies.</li> </ul> <p><u>What students will be able to do</u></p> <ul style="list-style-type: none"> <li>- Explain what an economy is and its primary functions.</li> <li>- Recognize and describe the main elements of an economy.</li> <li>- Compare different types of economic systems and their characteristics.</li> <li>- Explain how economies influence daily life and societal structures.</li> </ul> | <p>-Homework – This will be in the form of a knowledge organiser with retrieval questions every 2 weeks.</p> <p>-Cold calling questioning.</p> <p>- Whole class feedback</p> <p>-Peer assessment.</p> <p>-Self Assessment.</p> <p>-Final summative assessment.</p> | <p>What is an economy, and what are its main functions?</p> <p>How do production, consumption, and distribution fit into an economy?</p> <p>What are the different types of economic systems, and how do they differ?</p> <p>How does an economy impact individuals and societies?</p> <p>Why is understanding economics important for understanding the world?</p> | <p>Economy</p> <p>Production</p> <p>Consumption</p> <p>Distribution</p> <p>Market Economy</p> <p>Command Economy</p> <p>Mixed Economy</p> <p>Economic Systems</p> <p>Supply and Demand</p> <p>Trade</p> |
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| T5 | SHa | What is the future of planet Earth? | <p>This topic explores the challenges and opportunities facing the planet in the context of environmental sustainability and global change. It examines key issues such as climate change, biodiversity loss, resource depletion, and pollution, and discusses their impacts on ecosystems, societies, and economies worldwide. The scheme explores potential scenarios for the future based on current trends and scientific projections, highlighting the importance of sustainable practices, international cooperation, and innovative solutions to mitigate and adapt to environmental challenges. Students are encouraged to critically analyse the complexities of planetary issues and consider their roles in shaping a sustainable future for Earth.</p> | <p><u>What students will know</u></p> <ul style="list-style-type: none"> <li>- Key trends affecting the future of Earth, such as climate change and resource use.</li> <li>- Major challenges facing the planet, including environmental degradation and population growth.</li> <li>- Possible solutions and innovations that could address these challenges.</li> <li>- Different scenarios for the future of the planet based on current trends and potential actions.</li> </ul> <p><u>What students will be able to do</u></p> <ul style="list-style-type: none"> <li>- Describe current trends and challenges affecting the future of Earth.</li> <li>- Recognize and explain major issues impacting the planet's future.</li> <li>- Discuss potential solutions and innovations that could help address these issues.</li> <li>- Evaluate different future scenarios based on current trends and possible actions.</li> </ul> | <p>-Homework – This will be in the form of a knowledge organiser with retrieval questions every 2 weeks.</p> <p>-Cold calling questioning.</p> <p>- Whole class feedback</p> <p>-Peer assessment.</p> <p>-Self Assessment.</p> <p>-Final summative assessment.</p> | <p>What are the key trends and challenges shaping the future of our planet?</p> <p>How does climate change impact the future of Earth?</p> <p>What are the main issues related to resource depletion and population growth?</p> <p>What solutions and innovations could help address these global challenges?</p> <p>How can our actions today influence the future of the planet?</p> | <p>Climate Change</p> <p>Resource Depletion</p> <p>Population Growth</p> <p>Environmental Degradation</p> <p>Sustainability</p> <p>Innovations</p> <p>Future Scenarios</p> <p>Global Challenges</p> <p>Renewable Resources</p> |
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| T6 | SHa | What impact does plastic have on our school community? | <p>This is a fieldwork-based exploration into the environmental and societal effects of plastic use within the school community. It involves studying the sources, types, and disposal methods of plastic within the school environment, and assessing their implications for local ecosystems, waste management, and human health. The scheme encourages students to conduct hands-on research, gather data, and propose actionable solutions to mitigate plastic pollution, fostering awareness and responsibility towards sustainability within their school community.</p> | <p><u>What students will know</u></p> <ul style="list-style-type: none"> <li>- Where plastic comes from and how it is used in the school.</li> <li>- How plastic is disposed of and managed in the school</li> <li>- The potential health effects of plastic pollution</li> <li>- The importance of reducing plastic waste and promoting sustainability</li> <li>- How to plan and undertake a geographical enquiry</li> </ul> <p><u>What students will be able to do</u></p> <ul style="list-style-type: none"> <li>- Find out where plastic is used and comes from in the school</li> <li>- Evaluate how plastic is disposed of and managed.</li> <li>- Understand and explain the environmental and health impacts of plastic waste.</li> <li>- Suggest practical ways to reduce plastic use and improve waste management in the school.</li> <li>- Gather data through fieldwork and analyse it to support their findings.</li> </ul> | <p>-Homework – This will be in the form of a knowledge organiser with retrieval questions every 2 weeks.</p> <p>-Cold calling questioning.</p> <p>- Whole class feedback</p> <p>-Peer assessment.</p> <p>-Self Assessment.</p> <p>-Final summative assessment.</p> | <p>What are the main sources of plastic in our school?</p> <p>What types of plastic are present in the school, and how are they used?</p> <p>How is plastic disposed of and managed within the school environment?</p> <p>What are the environmental and health impacts of plastic pollution?</p> <p>What actions can we take to reduce plastic waste and improve sustainability in our school?</p> | <p>Plastic Sources</p> <p>Types of Plastic</p> <p>Disposal</p> <p>Waste Management</p> <p>Environmental Impact</p> <p>Health Implications</p> <p>Sustainability</p> <p>Recycling</p> <p>Fieldwork</p> |
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