

Geography

Intent:

Geography at Rodillian seeks to develop an awareness of place and helps students make sense of the world around them to gain a better appreciation and understanding of the variety of physical and human conditions on Earth. The subject extends students' interest and knowledge beyond their immediate experiences, to help them interpret contextual issues in the media and the wider world. Geography develops major skills such as mapskills, fieldwork skills and cross-curricular skills such as ICT, literacy and numeracy. We want students to become global citizens and show a keen awareness of the Geography around them while also expanding their cultural capital. Geography at Rodillian allows students to make informed decisions about a range of issues and to think like a Geographer.

The purpose of the Geography curriculum at Rodillian is to ensure that students get opportunities to develop and practice their Geographical knowledge, whilst following an engaging and enriching curriculum plan to encourage a passion for Geography. Throughout the curriculum students study a wide range of locations around the world, developing their knowledge about diverse places, people and resources. Fieldtrips are embedded into the curriculum to enable students to build on theoretical knowledge laid down in the classroom in a range of Geographical environments.

Year 7 - To close the gap between primary and secondary curriculums, to recall knowledge and build upon it using geographical skill (detailed locational descriptions, country locations etc). Lay down a strong foundation of Geographical skills which will be used in all key stages.

Year 8 – To understand their place in the world and how major international events are influenced by Geography. To start to develop an understanding of the world around them and formulate their own opinions about current events that are affected by Geography.

Year 9 - To ensure students have access to not only a broad curriculum but allow for deeper dives into certain topics that not only encourage passion for the subject and build their cultural capital, but also offer pathways into GCSE. Allow students to develop their skills of formulating opinions and justifying their viewpoint with evidence to aid their longer question responses.

KS4 – We study AQA GCSE Geography to give a detailed understanding of key concepts in Geography to ensure pupils have a wide range of Geographical skills that they can apply to develop a deeper understanding of major Geographical concepts.

KS5- We study AQA A-Level to allow students to explore areas of Geography that may link to future career pathways and develop a greater independence in their learning.

Implementation

Key Stage 3

Term	Year 7			Year 8			Year 9		
Term 1	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Introducing Geography	Where we are in the world – locational knowledge at different scales, Categorising of Geography	OS mapskills, choropleth mapping, identify, describe, explain, evaluate, location, climate graph.	Migration	Global migration flows, causes of migration, consequences for host and receiving country. Case studies to understand place and impact on humans and physical environments	Interpretation, describe, explain, form opinions, justify conclusions, atlas mapskills, presenting graphical data.	Brazil and rainforests	Physical landscapes, population density, migration, inequality, rainforest characteristics, adaptation, human effects.	Describe, explain, decision making interpret data, climate graph, choropleth maps, dot maps.
	Extreme environments	Locational Geography Glaciation, hot deserts humans affect natural systems.					Coasts	Coastal processes, coastal landforms, human/ physical interaction.	Sequencing processes, annotated diagrams, OS mapskills, locational knowledge.
Term 2	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Mapskills	Direction/ scale, compass directions, 4/ 6 figure grid references, map symbols.	OS mapskills, spatial awareness, Fieldwork techniques, data presentation.	Power of man and nature	Power man/nature/ government/ individual	Describe, explain, categorise, evaluate, problem solving, flow lines, dot maps, complex line graphs.	Environmental issues	Plastic pollution, climate change, endangered animals.	Interpreting data, problem solving, reaching valid conclusions, justifying ideas, bar graph, line graph.
	Rivers	Water cycle, fluvial processes, fluvial landforms, human/ physical interaction.	Sequencing processes, annotated diagrams, OS mapskills, locational knowledge.				Disaster management	Wildfires, volcanoes, earthquakes, tsunamis.	

Term 3	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Our school environment (fieldwork)	planning and executing fieldwork of our local area.	Following fieldwork procedures, data presentation, analysis, reaching justified conclusions	Burning World Resources and Sustainability	What are resources, how are they distributed. How can resources be used sustainably. What can we do to make a difference	Describe, explain, evaluate. Fieldwork skills	Globalisation	Interconnectedness of our world. Impacts of globalisation	Data analysis, reaching justified conclusions, geographical oracy, analysis of different ways of life
							Tourism	Impacts of tourism on physical systems and human populations	

Key Stage 4

Term	Year 10			Year 11		
Term 1	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Living world	Ecosystems, tropical rainforests and hot deserts (location, features, adaptation, human interaction).	Climate graphs, choropleth maps, bar graph, mapskills.	Challenge of Natural Hazards	Tectonic processes, tectonic hazards management, global atmospheric circulation, tropical storm development, effects and management, UK weather hazards, climate change.	Mapskills, locational knowledge, choropleth maps, mean/ median/ range, pie charts, bar charts, annotated diagrams, photo interpretation.
Term 2	Natural resources	Global patterns of food, energy and water supply. Changing demand in UK.	Mapskills, locational knowledge, choropleth maps, mean/ median/ range.			
Term 3	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Natural resources	Global food security, increasing food supply (local/global scale).	Mapskills, locational knowledge, choropleth maps, mean/ median/ range.	Economic world	Global economic development, development gap, LIC/NEE economic development, UK economic change.	DTM, Mapwork, flow lines, dot maps, bar/line graphs, proportional symbols, statistics, photo interpretation, describe, explain, justify.
Term 3	Urban	Global urbanisation, urban growth in LICs/NEEs.	Locational knowledge, choropleth maps, pie charts, bar charts. Describe, explain, evaluate			
Term 3	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Urban	Urban change UK, urban sustainability.	Locational knowledge, choropleth maps, pie charts, bar charts. Describe, explain, evaluate.	Pre-release, fieldwork write up and revision	Exam technique, command words, mark scheme levels, skills revision.	Data interpretation, fieldwork skills, Long answer practice. Describe, explain evaluate.
Term 3	Rivers and coasts	UK landscapes, rivers and coasts (processes, features and management).	Annotated diagrams, photo interpretation, OS mapskills.			

Key Stage 5

Term	Year 12			Year 13		
Term 1	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Coastal Systems and Landscapes Population and Environment	Coasts as a natural system, processes, landscape development, coastal management. Environment and population, environment, health and well-being, population change and population futures.	Interpreting data, sequencing processes, fieldwork measurements. Geo-spatial mapping skills, statistical skills, population pyramids.	Hazards Global Systems and Global Governance	Concept of hazards, plate tectonic, volcanic/ seismic/ storm hazards, wildfires, multi-hazard environments. Globalisation, international trade, global governance and global commons.	Geo-spatial mapping, data analysis, statistical skills, locational knowledge, opinions and justification of arguments.
Term 2	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Carbon Cycle as a Natural System Changing Places	Global carbon stores, factors driving change, changes over time and impacts on climate. Nature and importance of place, relationships, connections, meaning and representation, place study.	Geo-spatial mapping, locational knowledge, statistical skills, choropleth maps. Locational knowledge, choropleth maps, pie charts, bar charts.	Hazards Global systems and Global Governance	Concept of hazards, plate tectonics, volcanic/ seismic/ storm hazards, wildfires, multi-hazard environments. Globalisation, international trade, global governance and global commons.	Geo-spatial mapping, data analysis, statistical skills, locational knowledge, opinions and justification of argument.
Term 3	Topic(s)	Knowledge	Skill(s)	Topic(s)	Knowledge	Skill(s)
	Water Cycle as a Natural System NEA preparation (fieldwork)	Global stores of water, processes driving change, drainage basin as an open system, human influence. Guidance for planning and completing individual fieldwork.	Locational knowledge, flood hydrographs, geo-spatial mapping, analysis of sources. Fieldwork techniques, data collection methods, presentation and analysis.	Revision and synopticity	Understand the synoptic nature of A-Level and explore links between different units of study both physical and human.	Improved exam technique. Developing synoptic thinking and linking topics together.