

Goldwyn Ashford - Geography

Subject Statement and Long Term Plan



Geography – Statement of Intent

Geography is essentially about understanding the world we live in. At Goldwyn, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our geography curriculum aims to inspire in pupils a curiosity and fascination about the world, and its people, that will stay with them for the rest of their lives. Our students are encouraged to develop a deeper understanding and knowledge of the world, as well as their place within it. We aim to build on the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Learners will investigate a range of places, both in Britain and abroad. We provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. Opportunities for fieldwork are also provided to give first hand experiences, which enhance children's understanding of the world beyond their locality. Our pupils will develop knowledge and skills that are transferrable to other curriculum areas.

At Goldwyn, the geography curriculum will be taught in response to driving questions which are aimed to be challenging, inspiring, creative, nurturing and encourage active learning. The learners will revisit geographical skills and knowledge in order to embed and deepen understanding. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to enable all children, regardless of background, ability, additional needs, to flourish to become the very best geographer they can possibly be.

The lessons are carefully planned to ensure that all children are well supported in their learning and that opportunities for depth is planned for.

Our aim for our students is to:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

The impact of our geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for life as an adult in the wider world. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities.

We want our children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. As the future generation responsible for our planet, we want our children to have a sense of respect for the world.

Geography Department: Long Term Plan

The Geography Long Term Plan reflects a key focus upon Knowledge, Skills and Understanding. It is anticipated that all pupils will have the opportunity to study for a formal Btec qualification in Travel and Tourism or Land Based Studies. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning. The work at Key Stage 3 should provide the foundation for further progress through Key Stage 4.

Term	1	2	3	4	5	6
Year 7	<p>Where is our place?</p> <p>Topics:</p> <ul style="list-style-type: none"> -What is Geography? -What are the three types of geography? -Understand the term place and identify places special to them. -Identify geographical features -Decide what features are appealing <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Reading maps -Asking geographical questions -Compare and contrast places -Conduct surveys -Present information geographically 	<p>Maps and Atlases</p> <p>Topics:</p> <ul style="list-style-type: none"> -What is a map and why do we use them? -How is distance measured on a map? How is direction shown on a map? -What are grid references and how do we use them? -What are map symbols and why do we use them? -What does longitude and latitude mean? - Continents and Oceans -Which countries make up the UK? <p>Key Learning (KSU)</p>	<p>Exploring England</p> <p>Topics:</p> <ul style="list-style-type: none"> -How does England fit in the UK and the wider context of the world? -Identify key physical and human features. -Investigating the Geography of England by exploring patterns and contrasts in population distribution, migration etc -Understand the characteristic of England and its culture. -Investigate how the UK and Britain are ruled and governed. <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Ask geographical question. 	<p>Exploring England</p> <p>Topics:</p> <ul style="list-style-type: none"> -How does England fit in the UK and the wider context of the world? -Identify key physical and human features. -Investigating the Geography of England by exploring patterns and contrasts in population distribution, migration etc -Understand the characteristic of England and its culture. -Investigate how the UK and Britain are ruled and governed. 	<p>People Everywhere</p> <p>Topics:</p> <ul style="list-style-type: none"> -Explore different aspects of population – growth, structure and distribution – in different contexts. Identify different types of settlement sites, developing their skills of map reading and drawing. They investigate a local housing development issue and its impact on the community. <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Ask Geographical questions -Use a variety of 	<p>Our Changing World</p> <p>Topic:</p> <ul style="list-style-type: none"> -Explore ways in which the world around them is changing. -From coastal erosion to political changes, there are many factors at work. -Explore how landscapes change. -Make predictions about the future and look at which might change again in their lifetimes. <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Conduct experiments to investigate the effects of erosion and weathering.

	<ul style="list-style-type: none"> -Draw graphs -Write persuasively 	<ul style="list-style-type: none"> -Using maps, atlases and globes -Using 4 and 6 figure grid references -Locate places and environments -Reading scales and measuring distance -Independent Research 	<ul style="list-style-type: none"> -Use a variety of different maps – population, weather, settlement. -Describe scale context -Use evidence to ask questions and draw conclusions 	<p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Ask geographical question. -Use a variety of different maps – population, weather, settlement. -Describe scale context -Use evidence to ask questions and draw conclusions 	<ul style="list-style-type: none"> maps, atlases and globes -Reading and drawing maps -Explore different values and attitudes -Investigate change in places. 	<ul style="list-style-type: none"> -Use primary and secondary sources to draw conclusions. -Explore physical processes – such as erosion and weathering. -Compare and contrast geographical features over time.
Year 8	<p>Sport and Geography</p> <p>Topics How are sport and geography linked? Plan and cost journeys to premiership football stadiums. Identify links between GDP and success in sports. Job in sport Sport and economy Where is the best place to build a stadium?</p> <p>Key Learning (KSU) -Reading maps -Asking geographical questions -Write persuasively -Identify and understand patterns</p>	<p>Weather and Climate</p> <p>Topics What is weather? How is weather measured? What are air masses? How are clouds formed? The Water Cycle Why does it rain? Storms Flooding Heatwaves</p> <p>Key Learning (KSU) -Asking geographical questions -Use a variety of maps -Reading weather instruments -Produce leaflets and posters</p>	<p>Contrasting Country – China</p> <p>Topics Locating China. Exploring how China has changed over time – landscape, government, economy. Human rights issues in China. The physical geography of China. Industry in China. China’s Tech Ambitions</p> <p>Key Learning (KSU) -Asking geographical questions -locate places and environments -Investigate change in places</p>	<p>Contrasting Country – China</p> <p>Topics Locating China. Exploring how China has changed over time – landscape, government, economy. Human rights issues in China. The physical geography of China. Industry in China. China’s Tech Ambitions</p> <p>Key Learning (KSU) -Asking geographical questions -Locate key settlements and geographical features - Use evidence to ask</p>	<p>Can the Earth Cope?</p> <p>Topics -Ecosystems, population and resources – What are the characteristics and distributions of the world’s major vegetation types? -How is this vegetation type related to climate, soil and human activity? -How are population and resources interrelated? -Global futures – what is the world distribution of this resource or where is the resource issue</p>	<p>Tourism</p> <p>Topics -What is tourism? -How important is tourism as an economic activity? -How and why is the tourist industry changing? What is the impact of the tourist industry – good or bad?</p> <p>Key Learning (KSU) -ask geographical questions -suggest investigation sequences -collect/record/present evidence -analyse evidence and conclusions</p>

	<p>through economic activity, development and environmental issues</p> <p>-Make decisions</p>	<ul style="list-style-type: none"> - Investigate weather and climate patterns - Present information geographically in diagrams Collect/record/present evidence -Analyse evidence and draw conclusions - Use extended geographical vocabulary -Use fieldwork techniques 	<ul style="list-style-type: none"> - Use evidence to ask questions and draw conclusions -Use a variety of different maps – population, weather, settlement. -Explore patterns through economic activity, development and environmental and human rights issues. 	<p>questions and draw conclusions</p> <ul style="list-style-type: none"> -Use a variety of different maps – population, weather, settlement. -Explore patterns through economic activity, development and environmental and human rights issues. 	<p>found?</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -collect, record and present evidence -analyse evidence and draw conclusions -appreciate values and attitudes -Explore interdependence and global citizenship ecosystems -Understand resource issues and sustainable development 	<ul style="list-style-type: none"> -use secondary evidence -draw maps, plans and graphs -describe scale contexts -describe and explain physical and human features -investigate change in places -explore interdependence and global citizenship
Year 9	<p>Restless Earth</p> <p>Topics</p> <ul style="list-style-type: none"> -Where do earthquakes and volcanoes occur? -The structure of the Earth -Plate tectonics - What are volcanoes? -What happens when a volcano erupts? Do volcanic eruptions have the same impact in different places? What happens in an earthquake? How can people try to minimise the effects of 	<p>Restless Earth</p> <p>Topics</p> <ul style="list-style-type: none"> -Where do earthquakes and volcanoes occur? -The structure of the Earth -Plate tectonics - What are volcanoes? -What happens when a volcano erupts? Do volcanic eruptions have the same impact in different places? What happens in an earthquake? How can people try to 	<p>Geography of Crime</p> <p>Topics</p> <p>Explores patterns of criminal activity within the local area.</p> <p>Where does crime occur locally and beyond?</p> <p>What are possible causes, impacts and management of the issue.</p> <p>The unit focuses on:</p> <ul style="list-style-type: none"> -Classification of crime types -Location of crime in the local area -Variations in crime regionally, nationally and 	<p>Planting Bulbs</p> <p>Topics</p> <ul style="list-style-type: none"> What are bulbs? Where can bulbs be planted? How do you know if a bulb is healthy? How do you handle bulb? How do we prepare an area for planting? Selecting appropriate tools. How to stay safe? <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Use tools and 	<p>Development</p> <p>Topics</p> <ul style="list-style-type: none"> -What is development? -What factors do we need to consider? -How do we measure development and identify differences? -Analyse world patterns of development and evaluate the effectiveness development indicators 	<p>Rivers and Seas</p> <p>Topics</p> <ul style="list-style-type: none"> -World rivers -The Water Cycle -River Drainage Basins -The Course of a River -Waterfalls and Gorges -Meanders and Ox-Bow Lakes -Floodplains and Levees -Preparing for a flood <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -ask geographical questions -suggest investigation sequences

	<p>earthquakes? Why do people choose to live in active zones?</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -ask geographical questions -collect/record/present evidence -communicate appropriately -use atlases, globes and maps -use secondary evidence -draw maps, plans and graphs -explore patterns through tectonic processes and environmental issues -environmental change and management 	<p>minimise the effects of earthquakes? Why do people choose to live in active zones?</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -ask geographical questions -collect/record/present evidence -communicate appropriately -use atlases, globes and maps -use secondary evidence -draw maps, plans and graphs -explore patterns through tectonic processes and environmental issues -environmental change and management 	<p>internationally -Strategies used to combat the problem</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -collect/record/present evidence -analyse evidence and draw conclusions -appreciate values and attitudes -locate places and environments -describe and explain physical and human features -explore and understand patterns through crime and settlement 	<p>equipment with due regard to health and safety of self and others</p> <ul style="list-style-type: none"> -Select appropriate bulbs and check condition as instructed -Handle bulbs appropriately -Plant bulbs at appropriate spacing and depth as instructed -Backfill and firm as instructed -Label area as instructed -Work as part of a team 	<p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -ask geographical questions -analyse evidence and draw conclusions -appreciate values and attitudes -use extended geographical vocabulary -Use atlases, globes and maps -use secondary evidence -describe scale contexts -describe and explain physical and human features -explore interdependence and global citizenship -explore patterns through development and sustainable development 	<ul style="list-style-type: none"> -collect/record/present evidence -analyse evidence and draw conclusions -communicate appropriately -use extended geographical vocabulary -use fieldwork techniques -use atlases, globes and maps -use secondary evidence -draw maps, plans and graphs -experience decision making -locate places and environments -describe and explain physical features -understand geomorphological processes -identify patterns through weather and climate
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