**Geography**

Curriculum Statement



**Intent**

Geography is an integral part of the school curriculum as is it teaches pupils about the world around them physically, politically and economically. It shows pupils how and why different parts of the world have developed and encourages them to consider how their own actions may affect future development.

Throughout their time at Rosewood pupils will study a variety of different topics in Geography leading them to have a firm grasp on the world they live in as a whole and not just their local area. They will be encouraged to do their own investigations on field trips and within school in order to become independent learners.

As pupils progress in Geography they will develop confidence in both their fieldwork skills as well as knowledge of the subject and be able to demonstrate this in a variety of different media.

* To encourage all students to engage in the Geography curriculum
* To promote enjoyment of learning through a combination of field trips, classwork and individual research
* To promote confident report writing and delivery of research
* To develop the ability to evaluate sources, extract relevant information and use it to inform data
* To be able to understand how data can be shown in a variety of objective and subjective ways
* To understand basic field work skills and how to perform them without assistance
* To understand the importance of geography as a means to understand the world around them and in making predictions about the future of the world

**Implementation**

Due to the nature of our school, many pupils have suffered negative experiences of education and significant periods of time out of school. Some pupils have done little or no Geography. To overcome this hurdle we start with the very basic facts of the world they immediately observe around them. Pupils also tend to have low numeracy skills when joining Rosewood; to overcome this challenge work is appropraitly adapted and differentiated to meet individual needs.

We subscribe to online packages, which pupils can also access at home, these contain similar content to what is taught in school so can be used to further education. Pupils are also informed of books and documentaries to study at home to deepen their knowledge.

Pupils will be invited to attend a variety of Geography trips whilst at Rosewood. This is not only to deepen understanding of the subject but also to increase enjoyment and encourage them to develop their own natural love of Geography.

Our aim is to ensure pupils have a good understanding of the world and the main issues affecting the planet (for example climate change) by the time they leave Rosewood.

Geography works closely with the Maths department to improve numeracy skills. Numeracy is integral to History and is a fantastic way of developing these skills, especially for pupils you don’t enjoy traditional Maths lessons

We strive to ensure pupils have access to the full Geography curriculum from KS2 in order to fully prepare them for the challenges of their GCSE studies, affording them with the prospects of achieving in line with their mainstream peers.

Where possible we stream classes to ensure pupils are in a class with pupils of a similar ability, allowing greater differentiation across a year group.

We use self-assessment and peer assessment alongside traditional methods in order to give pupils ownership over their learning and opportunities to lead their own progress where appropriate.

We employ a variety of teaching styles and techniques to individualised learning and ensure that all pupils work towards their targets – including those set in PEP meetings and their predicted GCSE grades.

**Impact**

Through the use of the above methods, pupils learn to enjoy Geography and the challenges it provides. We encourage as much independent learning as possible, developing self-esteem as well as geographical skills. We aim to inspire wonder in the world around them and hope they will seek to be global, climate responsible citizens in the future.

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| Year 7 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to explain how population and life expectancy has increased, and describe the shape of the graph showing the rise in global population * Pupils will be able to identify continents with the highest and lowest rates of population growth, and describe what happens to fertility rates as wealth rises * Pupils will be able to give three reasons why the UK’s population is growing, and suggest why both the birth rate and death rate fell from 1960 onwards | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to identify and explain the Industrial Revolution as the start of urbanisation * Pupils will be able to describe the pattern of urbanisation around the world, and explain the link between urbanisation and wealth * Pupils will be able to give examples of push and pull factors that draw people to urban areas | | | | | | | | | | | | | | | | | | | | | | |
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| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to give examples of physical and human processes that shape the coastline * Pupils will be able to describe the processes of erosion, transport and deposition by the waves * Pupils will be able to name, describe and identify the coastal landforms covered in the chapter; explain how they are formed | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to explain why it is warmer at the Equator than at the poles, and how heat moves around the Earth creating weather * Pupils will be able to describe the global atmospheric circulation, and how ocean currents help to circulate heat around the Earth * Pupils will be able to describe high and low pressure weather – in winter and summer (Unit 5.3) * Pupils will be able to describe how tropical cyclones form, and explain the pattern of weather that they bring | | | | | | | | | | | | | | | | | | | | | | |
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| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to describe how Earth’s temperature has changed through history, referring to graphs * Pupils will be able to give four examples of climate change, and say how these are impacting people * Pupils will be able to identify countries where emissions grew between 2000 and 2017, and those which reduced emissions | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to explain how Doctor Snow used a map to test the hypothesis (idea) for his fieldwork, and why his work was so important * Pupils will be able to explain the difference between a hypothesis and an enquiry question, and give examples of primary and secondary data * Pupils will be able to complete a fieldwork report, including the analysis, conclusion and evaluation | | | | | | | | | | | | | | | | | | | | | | |

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| Year 8 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to explain how population and life expectancy has increased, and describe the shape of the graph showing the rise in global population * Pupils will be able to identify continents with the highest and lowest rates of population growth, and describe what happens to fertility rates as wealth rises   Pupils will be able to give three reasons why the UK’s population is growing, and suggest why both the birth rate and death rate fell from 1960 onwards | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to identify and explain the Industrial Revolution as the start of urbanisation * Pupils will be able to list the steps Manchester went through as it grew, and explain why the population declined after 1931 * Pupils will be able to explain how new jobs, improved transport links and modern housing have helped to regenerate Manchester, and why its population is now growing * Pupils will be able to give examples of push and pull factors that draw people to urban areas | | | | | | | | | | | | | | | | | | | | | | |
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| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to give examples of physical and human processes that shape the coastline * Pupils will be able to explain that waves are caused by the wind, and say how its strength, duration and fetch affect them; explain that tides are caused by the pull of the moon (and to a lesser extent, the Sun) on the sea * Pupils will be able to name, describe and identify the coastal landforms covered in the chapter; explain how they are formed * Pupils will be able to explain the reasons for the storm surge in December 2013 | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to explain why it is warmer at the Equator than at the poles, and how heat moves around the Earth creating weather * Pupils will be able to explain why air masses have different characteristics and how they affect the UK’s weather * Pupils will be able to outline how a depression forms, and describe the weather it brings * Pupils will be able to explain how the UK’s location, the North Atlantic Drift and the surrounding sea affect the UK’s climate | | | | | | | | | | | | | | | | | | | | | | |
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| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to describe how Earth’s temperature has changed through history, referring to graphs * Pupils will be able to describe the factors that influence climate change, and how scientists look for clues about past climates * Pupils will be able to give four examples of climate change, and say how these are impacting people * Pupils will be able to use a graph to describe the relationship between global temperature and carbon dioxide since 1880 list ways of generating electricity that do not produce carbon dioxide, and prioritise actions to tackle the climate crisis | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to explain how Doctor Snow used a map to test the hypothesis (idea) for his fieldwork, and why his work was so important * Pupils will be able to describe the stages involved in any fieldwork, and identify which sets of data would need to be collected for a particular enquiry * Pupils will be able to complete a fieldwork report, including the analysis, conclusion and evaluation * name the four components of GIS, and explain why it is useful to be able to switch layers on and off | | | | | | | | | | | | | | | | | | | | | | |

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| Year 9 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be able to explain how Urbanisation is a global process * They will understand the degree of urbanisation varies across the UK * They will understand the context of the chosen UK city influences its functions and structure * They will be able to describe the chosen UK city is being changed by movements of people, employment and services | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will know how globalisation and economic change create challenges for the chosen UK city that require long-term solutions * They will understand the context of the chosen developing country or emerging country city influences its functions and structure * They will be able to explain the character of the chosen developing country or emerging country city is influenced by its fast rate of growth * They will know why rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed | | | | | | | | | | | | | | | | | | | | | | |
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| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will understand how definitions of development vary as do attempts to measure it * They will be able to describe the level of development varies globally * They will understand how uneven global development has had a range of consequences * They will know why a range of strategies has been used to try to address uneven development | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will understand how the level of development of the chosen developing or emerging country is influenced by its location and context in the world * They will be able to describe the interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country * They will be able to explain why changing geopolitics and technology impact on the chosen developing or emerging country * They will understand why there are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country | | | | | | | | | | | | | | | | | | | | | | |
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| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will know how a natural resource is any feature or part of the environment that can be used to meet human needs * They will understand the patterns of the distribution and consumption of natural resources varies on a global and a national scale * They will be able to explain how renewable and non-renewable energy resources can be developed * They will understand why, to meet demand, countries use energy resources in different proportions. This is called the energy mix * They will be able to explain why there is increasing demand for energy that is being met by renewable and non-renewable resources * They will understand how meeting the demands for energy resources can involve interventions by different interest groups | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will be able to explain why management and sustainable use of energy resources are required at a range of spatial scales from local to international * Pupils will understand why the supply of fresh water supply varies globally There are differences between the water consumption patterns of developing countries and developed countries * Pupils will be able to describe why countries at different levels of development have water supply problem * They will be able to explain why meeting the demands for water resources could involve technology and interventions by different interest groups * They will understand why management and sustainable use of water resources are required at a range of spatial scales from local to international | | | | | | | | | | | | | | | | | | | | | | |

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| Year 10 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * Pupils will be know there are geological variations within the UK * They understand how number of physical and human processes work together to create distinct UK landscapes * They will be able to describe a variety of physical processes interact to shape coastal landscapes * They will be able to describe how coastal erosion and deposition create distinctive landforms within the coastal landscape * They will be able to explain how human activities can lead to changes in coastal landscapes which affect people and the environment * Pupils will understand how distinctive coastal landscapes are the outcome of the interaction between physical and human processes * They will be able to describe a variety of physical processes interact to shape river landscapes | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will know how erosion and deposition interacting with geology create distinctive landforms in river landscapes * Pupils will be able to explain how human activities can lead to changes in river landscapes which affect people and the environment * They will be able to describe how distinctive river landscapes are the outcome of the interaction between physical and human processes * They will be able to understand how a variety of physical processes interact to shape glaciated upland landscapes * They will be able to depict how glacial erosion and deposition create distinctive landforms within glaciated upland landscapes * They will be able to explain how human activities can lead to changes in glaciated upland landscapes * They will be able to describe how distinctive glaciated upland landscapes are the outcome of the interaction between physical and human processes | | | | | | | | | | | | | | | | | | | | | | |
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| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * They will understand how the atmosphere operates as a global system transferring heat and energy * They will be able to describe how the global climate was different in the past and continues to change due to natural causes * They will know how global climate is now changing as a result of human activity * They will explain how the UK has a distinct climate which has changed over time | | | | | | | | | | | | | | | | | | | | | | |
| * Pupils will understand how tropical cyclones are extreme weather events that develop under specific conditions and in certain locations * Pupils will know there are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country’s level of development * Pupils will be able to explain the causes of drought are complex with some locations more vulnerable than others * They will be able to describe the impacts of, and responses to drought vary depending on a country’s level of development | | | | | | | | | | | | | | | | | | | | | | |
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| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| * To understand how large-scale ecosystems are found in different parts of the world and are important * Pupils will be able to explain why the biosphere is a vital system * They will know how the UK has its own variety of distinctive ecosystems that it relies on * To describe how tropical rainforests show a range of distinguishing features | | | | | | | | | | | | | | | | | | | | | | |
| * They will understand how tropical rainforest ecosystems provide a range of goods and services some of which are under threat * They will be able to explain how deciduous woodlands show a range of distinguishing features * Pupils will be able to explain why deciduous woodlands ecosystems provide a range of goods and services some of which are under threat | | | | | | | | | | | | | | | | | | | | | | |

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| Year 11 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| *River landscapes – investigation of change in a river channe*l.  Students must have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task.  Fieldwork data collection must include at least:  ● one quantitative fieldwork method to measure river discharge  ● one qualitative fieldwork method to record landforms that make up the river landscape.  Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area.  ● A flood risk map e.g. Environment Agency flood risk map.  ● One other secondary source. | | | | | | | | | | | | | | | | | | | | | | |
| *Coastal landscapes – investigation of coastal processes through landscape evidence*  Students must have an opportunity to develop understanding of the kinds of question that can be investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.  Fieldwork data collection must include at least:  ● one quantitative fieldwork method to measure beach morphology and sediment characteristics.  ● one qualitative fieldwork method to record landforms that make up the coastal landscape.  Human interaction: students must develop their understanding of the implications of coastal processes for people living in the coastal environment.  ● A geology map e.g. BGS Geology of Britain viewer.  ● One other secondary source. | | | | | | | | | | | | | | | | | | | | | | |
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| Spring |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| *Changing city environments – investigating change in central/inner urban area(s)*  Students must have an opportunity to develop understanding of the kinds of question that can be investigated through fieldwork in urban environments. Students must have an opportunity to develop a question(s) based on their location and the task.  Fieldwork data collection must include at least:  ● one qualitative fieldwork method to record the quality of the  urban environment  ● one quantitative fieldwork method to measure land use function.  Physical interaction: students must develop their understanding of the interaction between physical landscape features, the central/inner urban area and residents and visitors.  The use of at least **two** different secondary sources of data, including:  ● Census data e.g. Office for National Statistics (ONS) website  ● one other chosen by the centre. | | | | | | | | | | | | | | | | | | | | | | |
| *Changing rural environments – investigating change in rural settlements*  Students must have an opportunity to develop understanding of the kinds of question that can be investigated through fieldwork in rural environments. Students must have an opportunity to develop a question(s) based on their location and the task.  Fieldwork data collection must include at least:  ● one qualitative fieldwork method to record the views of people  on the quality of the rural environment  ● one quantitative fieldwork method to measure flows of people within a rural settlement.  Physical interaction: students must develop their understanding of the interaction between physical landscape features, rural settlements and residents and visitors.  The use of at least **two** different secondary sources of data,  including:  ● Census data e.g. Office for National Statistics (ONS)  Neighbourhood Statistics – neighbourhood summary report  ● one other chosen by the centre. | | | | | | | | | | | | | | | | | | | | | | |
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| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Exam Preparation | | | | | | | | | | | | | | | | | | | | | | |
| Mock Exams  Revision  Case Studies | | | | | | | | | | | | | | | | | | | | | | |