

Vision: Outstanding department (ALPs 1)

Mission 1

Create a department
that students want
to be part of

Mission 2

Create an
environment staff
thrive in

Mission 3

Create a culture for
success

Objective 2023: *Subject knowledge*

Strengthening our curriculum

Intent of the Geography department

Mission statement: In Geography, we aim to develop better global citizens; those who will make more informed decisions and take action to protect the world environmentally, contribute economically and act with a social conscience.

How is this developed? Through our golden threads



Places:
where do we find them
and what are they like?



Understanding:
why is a place like that?



Sustainability:
how can we make sure our
planet survives?



Enquiry and skills:
can we collect and present
information?

Everything has to do with geography

Curriculum mapping: reviewing intent and implementation

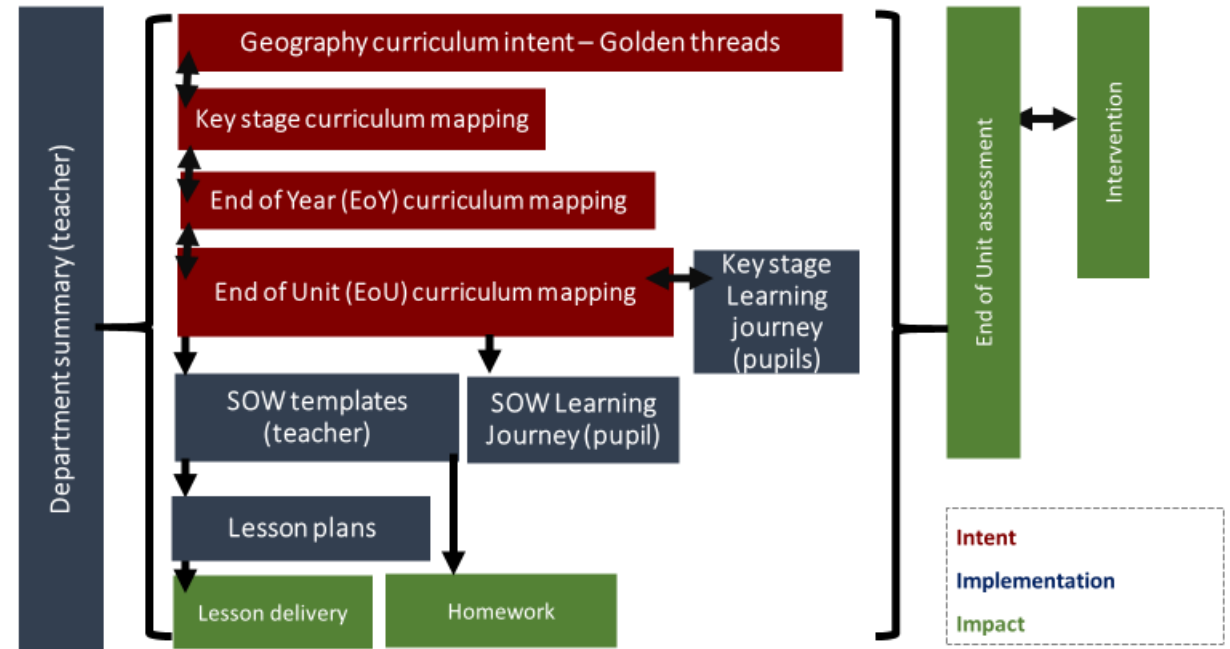
Reviewing intent:

- Geography curriculum intent – reviewing our golden threads
- Outcome of each key stage – exploring the ‘end point’
- Sequencing of golden threads by year group

Reviewing implementation:

- SOW (teacher) – all units & discuss changes in dept meetings
- SEF & Curriculum audit each academic year
- Purple zone
- Sample marking
- Iterative assessments
- Key stage learning journey & SOW learning journey

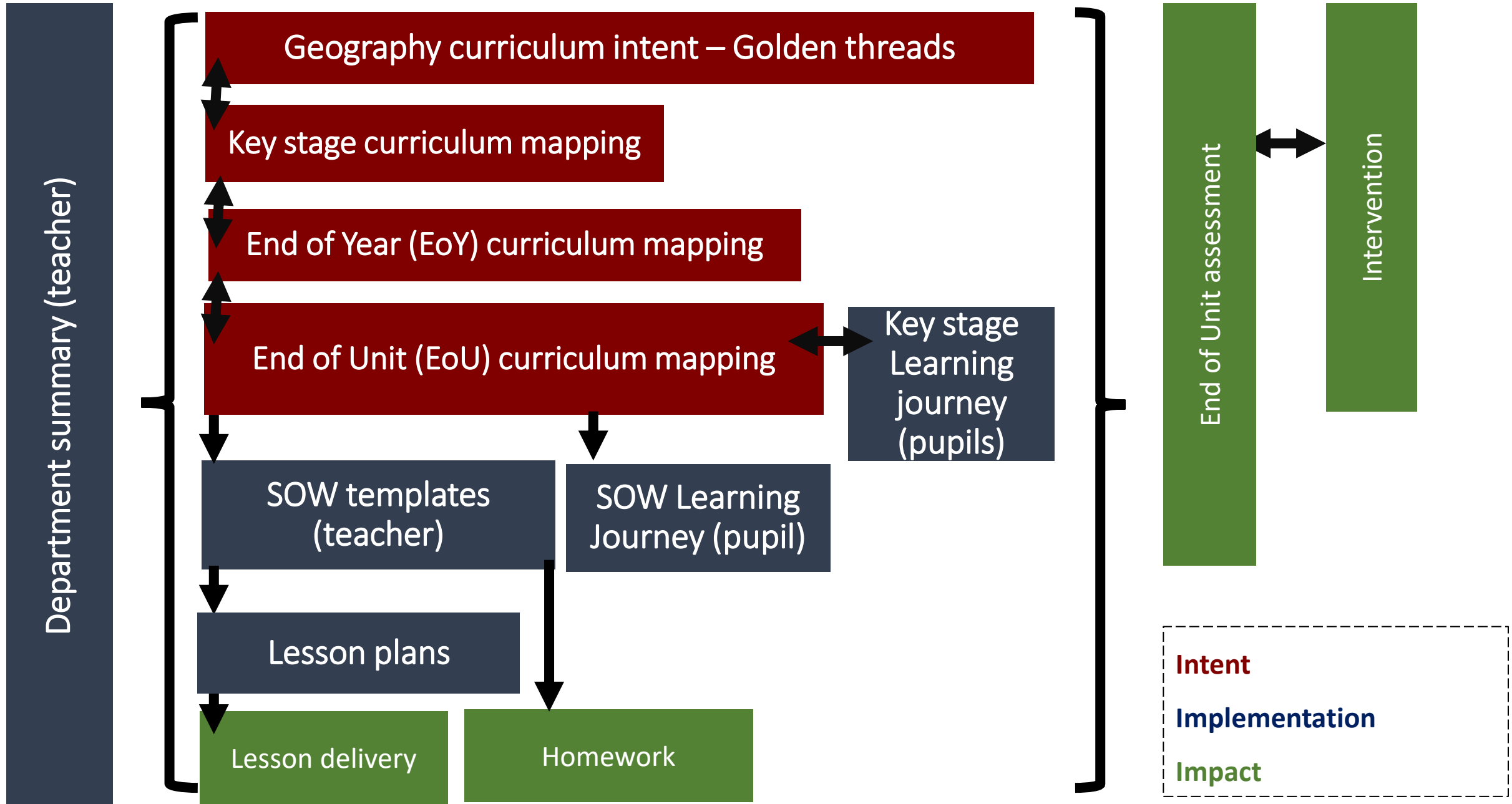
Flow of departmental documentation to show intent, implementation and impact



Flow of departmental documentation to show intent, implementation and impact

Everything has to do with geography

Flow of departmental documentation to show intent, implementation and impact



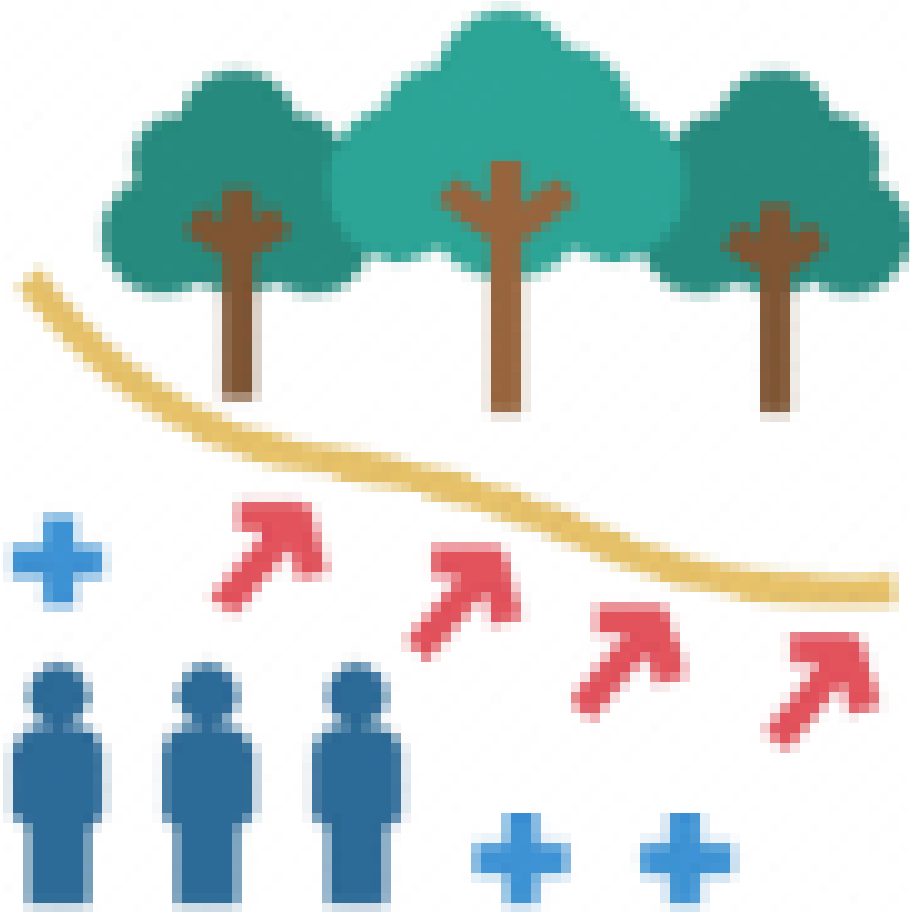
Geography curriculum intent – Golden threads				
Golden thread	What do we mean by this golden thread?	Link to KS3 curriculum	Link to GCSE assessment objectives	Link to A Level assessment objectives
 Place	Demonstrate knowledge of varied places and environments at a variety of scales . Develop a contextual knowledge of place characteristics such that physical and human processes may be interpreted and understood.	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	Demonstrate knowledge (but not understanding) of locations, places, processes, environments and different scales. Candidates need to demonstrate knowledge and understanding briefly and succinctly.	AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales
 Understanding and application	Demonstrate an understanding of how different processes, both human and physical, create different landscapes, features and environments which change both spatially and temporally. Apply knowledge, and use concepts and theories in order to explain geographical phenomena. Draw connections between places, environments and processes in order to explain their existence and changes over time.	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	Demonstrate geographical understanding of: - concepts and how they are used in relation to places, environments and processes, - and the inter-relationships between places, environments and processes.	AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues
 Enquiry and skills	• <u>Geographical skills</u>: Be able to select, adapt and use a variety of skills and techniques to investigate geographical issues and interpret a range of sources. • <u>Research skills</u>: collect, analyse, interpret, evaluate and communicate findings of data collected through fieldwork • <u>Cognitive skills</u>: Be able interpret, analyse, evaluate and apply understanding to new information	• 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.	AO3: Requires higher order <u>cognitive skills</u> so these questions will provide greater stretch and challenge. Students need to be able to; Apply knowledge and understanding (in a new context) , interpret, analyse, evaluate , and make judgements or decisions AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions (20–30%).
 Sustainability	Demonstrate an awareness of issues relating to environmental, economic, social and political sustainability. Develop an understanding of the complex interrelationships between humans and their environment and show a firm understanding of what it means to be a sustainably conscious citizen through personal and collective actions.	Evidence within KS3 curriculum subject content: 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	Evidence within KS4 curriculum subject content: P1 A: Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth (social sustainability) P1 B: causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth P2 A: Features of sustainable urban living: water and energy conservation waste recycling creating green space. How urban transport strategies are used to reduce traffic congestion.	Evidence within KS5 curriculum subject content: P1 A: Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes). P2 C: Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities.

Place



Demonstrate knowledge of varied places and environments at a variety of **scales**. Develop a **contextual** knowledge of place characteristics such that physical and human processes may be interpreted and understood.

Understanding & application



Demonstrate an **understanding** of how different processes, both human and physical, create different landscapes, features and environments which change both spatially and temporally. Apply knowledge, and use concepts and theories in order to **explain** geographical phenomena. Draw **connections** between places, environments and processes in order to explain their existence and changes over time.



Enquiry and skills

Geographical skills: Be able to select, adapt and use a variety of **skills** and **techniques** to investigate geographical issues and interpret a range of **sources**.

Research skills: collect, analyse, interpret, evaluate and communicate findings of data collected through fieldwork

Cognitive skills: Be able interpret, analyse, evaluate and apply understanding to new information

Sustainability



Demonstrate an **awareness** of issues relating to environmental, economic, social and political sustainability.

Develop an understanding of the complex interrelationships between humans and their environment and show a firm understanding of what it means to be a sustainably conscious citizen through personal and collective actions.

Place	- contexts shape these places - Define and provide a description of contrasting regions of the world - Draw contrasts between different places of the world and compare human and physical features and characteristics	- Identifying contrasts within with city of Leeds - Describing the distribution and characteristics of global biomes - Describe major regions within the UK and identify contrasting human and physical features of those regions	
Understanding & application	- Understand the basic processes that give rise to key physical and human geographical features of the world - Demonstrate an appreciation of interdependencies between human and physical environments and of how these interdependencies may change spatially and temporally - Have a foundational knowledge of concepts and theories in order to explain different geographical processes and features	- Demonstrate geographical understanding of: - concepts and how they are used in relation to places, environments and processes, - and the inter-relationships between places, environments and processes. - Explain factors that contribute to a city being of local, regional and national importance - Explaining the links between different components of a biome. - Explaining the reasons why there are variations within a region using case study examples	Apply knowledge and understanding of concepts, processes, interactions and change, at a variety of scales and over different timescales in order to produce more complex, critical and detailed reasoning about why places and environments are shaped as they are
Enquiry and skills	- Able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes (coastal erosion and microclimates) - 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.	- Apply higher order cognitive skills - Apply knowledge and understanding (in a new context) to - Interpret - Analyse - Evaluate - Make judgements or decisions - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. - Use mathematical / statistical techniques to examine information - Start to identify limitations with data collection and presentation techniques - Able to recognise a number of data presentation methods including; choropleth maps, isoline maps, dot maps, desire lines, proportional symbols and flow lines - Able to recognise different sampling techniques - Using simple statistical methods (e.g. mean, mode, median) to interpret the data we have collected - Start to design elements of primary data collection methods, which can then be used in the field	Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions
Sustainability	- Become more globally conscientious citizens who are able to make informed choices about actions they take locally and how these impact others globally (social sustainability [school value – compassion]) and the natural environment (environmental sustainability). - Develop their social conscience about fairness, justice [school value] and equality by understanding how the world is unequal	- Understand that the world is not equal but appreciate that there are actions that can be taken to make the world a fairer place - Be aware of the damage being done to environments locally, regionally and globally including desertification and deforestation - Understand the future impact of climate change - Provide solutions at different scales to ensure that our environment is kept safe in the future - Making decisions about whether to protect or develop an area of rainforest - Evaluating strategies for sustainable transport - Explaining the strategies that can be used (local – global) to help manage rainforests more sustainably - Explaining the strategies that can be used (local – global) to help reduce desertification	Understand that sustainability is a more complex topic which is the outcome of interrelated issues performed locally, regionally and globally.
Development - how has this built on previous knowledge?	By the end of KS3 students will have covered national curriculum content. The intention of the KS3 curriculum at AHS is to ensure that students have a wider geographical imagination than when they joined us. This will have been developed through the introduction of ‘virtual trips’ to different human and physical places where human and physical processes will have been explored in context. Students should be confident in their ability to also explain a variety of different physical and human processes in line with KS3 curriculum requirements. Students will also have the right foundational tools to investigate and analyse data relating to KS3 fieldwork. Students will have also had opportunity to explore the meaning of sustainability and the value in acting sustainably both as an individual and as a collective.	The assessment objectives at KS4 AQA curriculum content can be used effectively to provide an ‘end point’ for our golden threads in KS4. The intent of the Geography curriculum at AHS in KS4 is to ensure that all students have the ability to equally access and engage with our golden threads such that they have a richer and deeper understanding of the world around them by the time they complete the GCSE. At this point we hope to have provided them with the skills to contribute economically while acting as globally informed citizens who help others and act with a sustainable conscience.	The assessment objectives at KS5 AQA curriculum content can be used as a guide for our intent at KS5, however, AO1 for AQA sits across both place and understanding golden threads. Thus the purpose of Geography at AHS KS5 is for students to develop a detailed and varied grasp of a variety of places around the world which can be used to understand, relay and draw connections between the human and physical environment. In KS5 the focus is on independence and equipping students with the right skills and tools to complete their own research. Geography will also equip them with a tools to take action should they wish to make a difference to the world through whichever issue(s) important to them.

End of year (EOY) curriculum mapping (KS3)			
Golden thread	By the end of year 7 students should be able to:	By the end of year 8 students should be able to:	By the end of Y9 students should be able to:
Place	- Describing locations using continents, major lines of latitude, surrounding seas/ countries and 8 point compass directions. - Naming and locate environmental regions around the world (including polar and hot deserts) and describe their characteristics. - Identify key human and physical features of regions within Africa, Asia (China and India) and Middle East - Draw connections between physical processes tectonics, climate, hydrology and physical features (landforms) and human features associated with that place. - Identify key places globally which exemplify how physical processes shape landscapes and human environments	- Describe location independently incorporating latitude and longitude and 16 point compass directions - Describe the basic distribution of global resources - Name and identify the locations of different countries within SE Asia, and NE Africa - Contrast the features and characteristics of different regions (SE Asia and NE Africa) - Contrast the human and physical differences between countries at different levels of economic development i.e. HICs, NEEs and LICs	- Write accurate location descriptions - Outline the physical and human context of globally significant places including Russia, Asia, Africa - Provide examples of famous locations and describe how physical and human contexts shape these places - Define and provide a description of contrasting regions of the world - Draw contrasts between different places of the world and compare human and physical features and characteristics
Understanding and application	- Explain landform development resulting from physical processes such as erosion and weathering - Demonstrate an understanding of links between several different physical geography concepts such as; rocks, weather and climate, glaciation, hydrology and coasts - Draw basic connections between places in order to explain how we are linked to other places in the world developing a sense of interconnectivity - Use some basic theories (theory of plate tectonics and continental drift) to explain why landforms develop	- Continue to develop foundational knowledge of geographical theories and concepts in order to explain the formation of place characteristics, features and landforms - Be able to explain the development human places in relation to their physical attributes and characteristics - Explain how human and physical processes interact in order to create issues socially, economically and environmentally - Develop more complex notions of interconnectivity particularly between the human world and physical environment and how these are dependent on spatial context and temporal change - Be able to assess information able place and apply an understanding of solutions which ensures that physical environments are not overexploited by human actions	- Understand the basic processes that give rise to key physical and human geographical features of the world - Demonstrate an appreciation of interdependencies between human and physical environments and of how these interdependencies may change spatially and temporally - Have a foundational knowledge of concepts and theories in order to explain different geographical processes and features
Enquiry and skills	- Collect data from a physical field trip and using that data to make observations, present findings, explain the landscape and draw some basic conclusions. - Draw and interpret climate graphs. - Draw and annotate a field sketch (from photos) - Use a variety of OS maps in the field to interpret the landscape - Measure scale and interpret topography both in the classroom and field - Use aerial and satellite photographs to interpret the landscape - Be able to examine new basic information and put forward their own conclusions with justification	- Collect data from a field trip on the school grounds regarding micro climates and use that data to make observations, present and explain their findings and draw some conclusions about why people’s opinions may differ - Interpreting and constructing choropleth maps - Increasingly using scale and 6 figure grid references in the classroom and field	- Able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes (coastal erosion and microclimates) - 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.
Sustainability	- Demonstrate an understanding of the need to protect coral reefs - Explain how the items we use (e.g. mobile phones), can impact the lives of others - Assess the advantages and disadvantages of protect the coast from future erosion from climate change.	- Explaining the ways that we as individuals can reduce our consumptions of food, water and energy - Designing a sustainable community for the future which considers the multi-faceted approach that sustainability must foster - Exploring the advantages and disadvantages of different strategies that can be used to reduce the development gap between countries - Explaining the actions which can be taken at a local, national and global scale to help reduce the impacts of climate change	- Become more globally conscientious citizens who are able to make informed choices about actions they take locally and how these impact others globally (social sustainability [school value – compassion]) and the natural environment (environmental sustainability). - Develop their social conscience about fairness, justice [school value] and equality by understanding how the world is unequal
Development - how has this built on previous knowledge?	<u>Joining in:</u> By the end of year 7 the aim of the Geography curriculum at AHS is to have given all of our students the opportunity to access the same foundational knowledge in Geography regardless of their starting point. The intention is to have widened students geographical imaginations beyond York exposing them to a variety of exciting human and physical places. Students should be able to apply some basic concepts in order to explain geographical phenomena and have the ability to use simple skills to examine data and provide conclusions. They should be aware of how their actions can impact other people and environments globally.	<u>Opportunity:</u> By the end of year 8 the aim of the Geography curriculum at AHS is to have widened and reinforced learning from year 7 so that students have the right tools and abilities to access content at GCSE should they wish to pursue this opportunity. In year 8 students are exposed to a greater variety of places and are introduced to more complex notions of interdependence. They are given opportunity to gain advance their fieldwork skills in an alternative setting and develop their geographical skills using different techniques. Themes, concepts, processes and skills are repeated in order to reinforce learning. Sustainability is revisited throughout units introducing the concept of how collective actions can make a global difference.	By the end of KS3 students will have covered national curriculum content. The intention of the KS3 curriculum at AHS is to ensure that students have a wider geographical imagination than when they joined us. This will have been developed through the introduction of ‘virtual trips’ to different human and physical places where human and physical processes will have been explored in context. Students should be confident in their ability to also explain a variety of different physical and human processes in line with KS3 curriculum requirements. Students will also have the right foundational tools to investigate and analyse data relating to KS3 fieldwork. Students will have also had opportunity to explore the meaning of sustainability and the value in

End of year (EOY) curriculum mapping (KS4)			
Golden thread	By the end of year 10 students should be able to:	By the end of year 11 students should be able to:	By the end of KS4 students should be able to:
Place	- Describing the distribution of countries at different levels of development, including anomalies - Describing the location of key biomes	- Identifying areas around the world that experience high/low pressure and their associated weather patterns - Describing the distribution of global resources, including anomalies	Demonstrate knowledge (but not understanding) of locations, places, processes, environments and different scales. Candidates need to demonstrate knowledge and understanding briefly and succinctly.
Understanding and application	- Increasingly using theoretical concepts to organise ideas and understand why places are like they are. Including; Bradshaw Model, Clark-Fisher model, demographic transition model,. - Using a wider variety of physical processes (including mass movement) to explain the formation of the landscape	- Demonstrate a geographical understanding of tectonic concepts in order to explore different tectonic formations globally - Develop an understanding of inter-relationships between places through the lense of resource management	- Demonstrate geographical understanding of: - concepts and how they are used in relation to places, environments and processes, - and the inter-relationships between places, environments and processes.
Enquiry and skills	- Make decisions about the most appropriate data collection and presentation techniques to use in fieldwork their own fieldwork investigation - Able to use a number of data presentation methods to present their findings including; choropleth maps, isoline maps, dot maps, desire lines, proportional symbols and flow lines - Able to make decisions about and apply different sampling techniques - Start to design elements of primary data collection methods, which can then be used in the field	- Be able to apply knowledge and understanding to a new context of a previously unseen fieldwork example - Apply higher order cognitive skills to unpack unseen content	- Apply higher order cognitive skills - Apply knowledge and understanding (in a new context) to - Interpret - Analyse - Evaluate - Make judgements or decisions - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. - Use mathematical / statistical techniques to examine information
Sustainability	- Evaluating different strategies that can be used to defend areas from flooding/ erosion - considering the unique situation that individual places may be in - Evaluating different strategies that can be used to reduce the development gap between countries, considering the unique situation that individual countries may be in - Explaining ways of increasing food supply in a sustainable way	Making decisions about a national/ global issue – specific content unknown until 12 weeks before exam	- Understand that the world is not equal but appreciate that there are actions that can be taken to make the world a fairer place - Be aware of the damage being done to environments locally, regionally and globally including desertification and deforestation - Understand the future impact of climate change - Provide solutions at different scales to ensure that our environment is kept safe in the future
Development - how has this built on previous knowledge?	<i>Responsibility and resilience:</i> By the end of year 10 the aim of the Geography curriculum is to support students in their journey towards becoming more independent towards their personal preparation for assessment and examination. Presenting students with more challenging content and tasks in class in order to develop a more autonomous approach to their learning.	<i>Next steps:</i> By the end of year 11 the aim of the Geography curriculum is to support students in reaching their full potential in their GCSE. Students will be supported in completing content and recapping knowledge and skills developed in previous years so that they feel prepared to complete examinations at the end of this year and use their GCSE in their next step whether that is A Levels, gap year or employment.	<i>Understanding yourself and others:</i> By the end of year 9 students should have developed a greater level of confidence in their ability to use appropriate skills and investigative tools to explore new information and places. The intention of year 9 is to strengthen our students ability to work more autonomously, repeating skills introduced in KS3 while introducing more complex topics and a deeper examination of place. Students are encouraged to be more critical of their own surroundings for example school, region and country and develop their own voice and opinions.

End of year (EOY) curriculum mapping (KS5)			
Golden thread	By the end of year 12 students should be able to:	By the end of year 13 students should be able to:	By the end of ks5 students should be able to:
Place	- Using a much wider variety of human processes (including their influence by exogenous and endogenous factors) to explain changes over time - Introducing ways in which the context of place can be understood in a more critical way beyond simply the identification of human and physical features	- Using a much wider variety of physical processes to explain changes over time - Using increasingly complex theoretical concepts to organise ideas and understand why places are like they are. Including; the systems approach, feedback systems, palaeomagnetism, fatalism etc.	Demonstrate contextual detail of a large variety of different places and environments introduced to them in class and also researched independently
Understanding and application	- Explaining how world resources (global commons) can be and must be managed by an international approach involving global organisations - Using theory to consider the impacts of managing an area and how this can have ‘knock on’ effects elsewhere – feedback cycles - Evaluating different strategies that have been used by cities to become more sustainable, with consideration for the 4 dimensions of sustainability (including governance)	- Using theory to consider the impacts of managing an area and how this can have ‘knock on’ effects elsewhere – feedback cycles - Calculating the longevity and management of resources using theoretical concepts such as water balance and carbon budgets - Evaluating different strategies that have been used by cities to become more sustainable, with consideration for the 4 dimensions of sustainability (including governance)	Apply knowledge and understanding of concepts, processes, interactions and change, at a variety of scales and over different timescales in order to produce more complex, critical and detailed reasoning about why places and environments are shaped as they are
Enquiry and skills	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data	- Using statistical methods such a Spearman’s Rank Correlation Co-efficient and Chi Square to analyse the significance of presented data - Measuring the dispersion of data using IQR and standard deviation - Designing their own fieldwork investigation and independently collecting and presenting their findings	Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions
Sustainability	- Assess the sustainability of redevelopment, regeneration and rebranding - Consider sustainable issues related to cities – waste management - Examine the complexities of manging coastlines more sustainably in the face of climate change - Examine the role of TNCs and the impact that they have globally in creating global inequalities	- Explaining how world resources (global commons) can be and must be managed by an international approach involving global organisations - Using theory to consider the impacts of managing an area and how this can have ‘knock on’ effects elsewhere – feedback cycles - Calculating the longevity and management of resources using theoretical concepts such as water balance and carbon budgets - Evaluating different strategies that have been used by cities to become more sustainable, with consideration for the 4 dimensions of sustainability (including governance)	Understand that sustainability is a more complex topic which is the outcome of interrelated issues performed locally, regionally and globally.
Links	<u>Examples to follow:</u> By the end of year 12 the aim of the Geography curriculum is to help students take the next steps on in their learning. This will be achieved by the provision of examples for 6 th formers to follow so that they are aware of the standard to work towards at A Level.	<u>Your future:</u> By the end of year 13 the aim of the Geography curriculum is to support students in reaching their full potential in their A Level. Students should be able to research and present findings independently in order to complement their in class teaching.	The assessment objectives at KS5 AQA curriculum content can be used as a guide for our intent at KS5, however, AO1 for AQA sits across both place and understanding golden threads. Thus the purpose of Geography at AHS KS5 is for students to develop a detailed and varied grasp of a variety of places around the world which can be used to understand, relay and draw connections between the human and physical environment. In KS5 the focus is on independence and equipping students with the right skills and tools to complete their own research. Geography will also equip them with a tools to take action should they wish to make a difference to the world through whichever issue(s) important to them.

End of unit (EoU) Year 7 Curriculum mapping						
Golden thread	Unit 1 - Introduction to Geography	Unit 2 - Wonders of our world	Unit 3 - Tectonic hazards	Unit 4 - Globalisation	Unit 5 - Extreme weather & climate change	Extreme environments – enrichment day
Place	Introduction to describing location and success criteria. Introduction to key global locations including regions of Africa, Asia and Middle East.	Describing the human and physical characteristics of world-famous places globally. How physical environment shapes place.	Describing the global distribution of key tectonic areas. Understanding how plate boundaries provide a geographical context for tectonic hazards.	Identifying why raw materials are sourced from particular countries, i.e. colbolt from DRC. Describe why human and physical contexts give rise to global supply chains.	Contrasting the biomes across the globe and looking at specific climatic hazards and where they occur.	Describing the location and physical characteristics of world-desert, rainforests and polar regions in different regions of the world.
Understanding	Introduction to reasons why inequalities exist in the world and how both physical and human processes are temporal in nature.	Explaining landform development, using physical processes including Ayers rock and Great Barrier Reef.	Explaining landform development, using physical processes of a number of key tectonic features. Use of theories to explain global landform development	Explaining how improved communication and technology has impacted global connectivity, divisions of labour and human society.	Examining the links between several different physical geography concepts such as weather and climate	Explaining how both humans, animals and plants have adapted to survive in physically challenging conditions.
Enquiry and skills	Developing students enquiry skills through enquiry based learning.	Using aerial and satellite photographs to interpret the landscape. Using google Earth to examine key human and physical features of place. Using extended writing to explain reasoning and draw conclusions.	Describing distribution of key tectonic activity around the world.	Drawing and interpreting bar graphs showing amount of waste produced.	Interpreting historical climate graph data showing variations in CO2 and temperature.	Drawing and interpreting climate graphs
Sustainability	Introduction to the concept that human actions can impact the natural environment, i.e. through population growth.	Examining ways of protecting coral reefs	Examining social sustainability – HIC versus LIC preparation and response to earthquakes.	Examining ways in which our linear economy connected through the supply chain is an unsustainable way of living. Introduction to circular economy.	Exploring the need to use renewable energy to reduce the impacts of climate change.	Examining ways of protecting and safeguarding the natural world from exploitation.
Development - how has this built on previous knowledge?	Providing all students, regardless of starting point in their Geography Journey to access the basics needed for success – ability to use an Atlas, identify and describe key locations of the world, appreciate differences between human and physical geography and the relationship between humans and the natural world.	Building on ability to use location success criteria more independently. Examining in more detail particular unique and exciting locations of the world. Providing an example of the delicate balance between humans and our natural environment.	Building on understanding of how physical features (lithosphere) can dictate context of place. Building on the complexity of how lithology creates physical landscapes (Ayers rock unit 2). Extending location descriptions to incorporate distribution terminology. Recapping concepts of an unequal world (unit 1).	Moving towards an understanding of how human contexts can shape place. Connecting to unit 1. Introduction a more complex notion that human technology has generated links between different regions of the world and that places connected are not socially equal (unit1).	Revisiting themes developed in ‘extreme environments’ year 7 and developing knowledge between hydrosphere, atmosphere and lithosphere such that different regions of the world experience different weather. Introducing climate change as a concept so that students have a foundational knowledge for GCSE.	Applying a similar understanding of how physical features can dictate the context of a place but in relation to cryosphere and atmosphere in most basic context. Building on concepts of different physical environments shaping ecosystems (unit 2) and human populations able to survive in challenging conditions (unit 3)

End of unit (EoU) Year 8 Curriculum mapping							
Golden thread	Unit 1 - Trip of a lifetime	Unit 2 - Zombie Apocalypse	Unit 3 - Big cities, big challenges	Unit 4 - Introduction to development	Unit 5 -Asian Odyssey	Unit 6 - African Adventures	Unit 7 - Shaping Yorkshire
Place	Building an understanding of how the character of a place is influenced by its human and physical features with a specific focus on tourism.	Describing location using latitude and longitude and 16 point compass directions and applying this to a unique situation.	Identifying and describing the distribution of major global cities.	Contrasting the human and physical characteristics between countries at different levels of economic development i.e. HICs, NEEs and LICs.	Able to name and locate different regions of SE Asia. Understanding how the character of a place is influenced by its human and physical features in a SE Asian context.	Able to name and locate different regions of NE Africa. Drawing comparisons between NE Africa’s physical and human environment and SE Asia.	Understanding the physical context of their region by exploring how place is shaped by hydrological processes by rivers and seas/oceans.
Understanding and application	Explaining the characteristics of places increasingly using human processes. Increasingly understanding how human and physical processes interact to create issues for our planet	Applying reasoning to unique situations in order to provide solutions to new challenges.	Explaining the characteristics of places increasingly using human processes Increasingly understanding how human and physical processes interact to create solutions for our planet.	Explaining the characteristics of places increasingly using human processes.	Explaining the characteristics of places increasingly using human processes Increasingly understanding how human and physical processes interact to create issues for our planet	Explaining the characteristics of places increasingly using human processes	Explaining landform development, using physical processes. Connecting different processes such as; rocks, weather and climate, glaciation, hydrology and coasts
Enquiry and skills	Photograph interpretation Considering the longer enquiry based questions.	Distribution and OS map skills revisited from year 7	Proportional maps and flow lines	Interpreting and constructing choropleth maps. Interpreting development data.	Photograph interpretation Considering the longer enquiry based questions & map skills. Evaluative skills – development at the cost of the environment?	Drawing and interpreting climate graphs	Collecting data from a physical field trip and using that data to make observations, present findings, explain the landscape and draw some basic conclusions .
Sustainability	Exploring the ways of achieving responsible tourism	Interpreting and constructing choropleth maps and increasingly using scale and 6 figure grid references in the classroom and field	Designing a sustainable community for the future which considers the multi-faceted approach that sustainability must foster	Exploring the advantages and disadvantages of different strategies that can be used to reduce the development gap between countries	Exploring the ways of achieving responsible tourism and resources	Exploring ways to prevent desertification in the Sudan	Exploring the advantages and disadvantages of how we can protect the coast from erosion
Development - how has this built on previous knowledge? Revisiting, developing or generating	Revisiting sense of wonder developed in wonders of the world. Developing a greater sense of how humans can impact place through over tourism and the need to be socially and environmentally aware when visiting place.	Developing a deeper and more independent application of OS Map skills in a different context.	Generating a deeper understanding of cities as places and the complexities of interactions between cities and their physical environment. Analysing information about the unsustainable growth of cities and the need to address challenges with sustainable solutions.	Generating an appreciation of inequalities at a global scale. Revising the concept of differences in levels of development from Unit 5 year 7 and building an understanding of why places are not equal in wealth. Introducing students to differences in measuring development.	Building on from an introduction to development, generating a deeper contextual understanding of a region in the world. Developing evaluative skills such that students consider critically the value of development at the cost of the environment.	Building on from SE Asia and introducing a second region in order to develop contrasts and question why, when this region also has resources to facilitate development, it is not more developed. Generating a more social and political awareness of places temporally and spatially.	Unit 3 how lithology shapes the coastal environment. Bringing connectivity between physical processes they have explored at a global scale to a more regional level.

End of unit (EoU) Year 9 Curriculum mapping				
Golden thread	Water in Crisis	Global Issues	Extreme Environments – Tropical Rainforests & Deserts	Urbanisation
Place	Looking at a range of locations around the world and different water issues they fact such as Cape Town – drought. Antarctica threats etc.	Building a deeper understanding of a range of locations across the world and different issues such as loss of cultures in Papa New Guinea	- Describing the distribution of global biomes - Describing the physical characteristics of major biomes (rainforests and deserts) – climate, soil, vegetation	Identifying contrasts within a city/ country or region. Focus on Leeds and Mumbai for detailed study.
Understanding and application	- Explain how collective human actions at a local scale can generate a significant impact on the environment - Developing students appreciation of resource management at a local level - Revisiting climate change as a concept and strengthening and deepening students understanding of the enhanced greenhouse effect and impacts of climate change at a local level	- Develop a foundational understanding of how places are not equal around the world - Explain how collective human actions at a local & global scale can generate a significant impact on the environment - Developing students appreciation of resource management	Explaining the links between different components of a biome.	- Explaining factors that contribute to a city being of local, regional and national importance. - Explaining the reasons why there are variations within a region or country
Enquiry and skills	- Interpreting graphs showing data on water - Using photographs to interpret the landscape - Evaluating resources	Revisit a number of skills developed in KS3 and ensure that students are able to use these independently and with confidence from flow maps, to cartoons to a range of resources.	- Interpreting graphs showing data on rainforest destruction and desertification. - Using photographs to interpret the landscape	identify limitations with data collection and presentation techniques Able to recognise a number of data presentation methods Able to recognise different sampling techniques. Using simple statistical methods applying all to Leeds
Sustainability	Developing a greater appreciation of how collective actions at a local scale can make a difference to the future of climate change	Developing a greater appreciation of how collective actions at a local scale can make a difference to local scales and global scales as well as human and physical geography	Explaining the strategies that can be used (local – global) to help manage rainforests more sustainably and reduce desertification.	- Evaluating strategies for sustainable transport. - Link the year 8 work to reflect similar projects in Leeds and Mumbai.

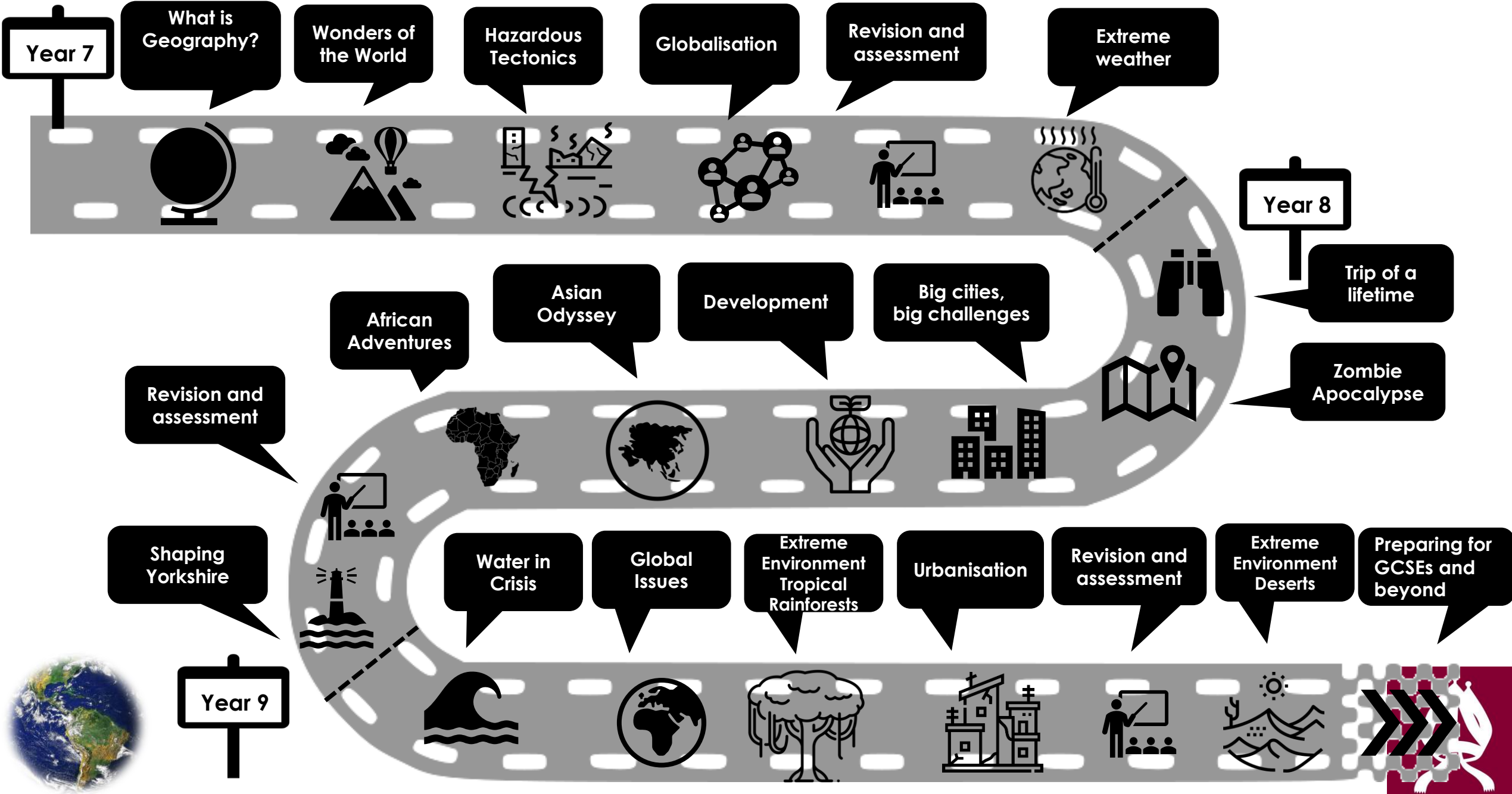
End of unit (EoU) Curriculum mapping (KS4 – Physical including fieldwork)					
Golden thread	Tectonic hazards (P1, A)	The Living world (P1, B)	Physical fieldwork (May beck river)	Physical Landscapes in the UK (Rivers) (P1, C)	Physical Landscapes in the UK (Coasts) (P1, C)
Place	Identifying areas around the world that experience high/low pressure and their associated weather patterns	- Describing the distribution of global biomes - Describing the physical characteristics of major biomes (rainforests and deserts) – climate, soil, vegetation	Developing an appreciation of river systems within their local region of Yorkshire	Increasingly using theoretical concepts to organise ideas and understand why places are like they are. Including; Bradshaw Model.	Using a wider variety of physical processes (including mass movement) to explain the formation of the landscape
Understanding and application	Explaining anomalies and why they might occur, for example with regards to hazard impacts, which might be more or less significant than was anticipated.	Explaining the links between different components of a biome.	Being able to explain reasons for variation in sediment size and shape and river velocity and shape using fluvial processes and Bradshaw model	Using a wider variety of physical processes (including mass movement) to explain the formation of the landscape sustainable.	Using a wider variety of physical processes (including mass movement) to explain the formation of the landscape sustainable.
Enquiry and skills	GIS – mapping earthquake distribution around the globe	- Interpreting graphs showing data on rainforest destruction and desertification. - Using photographs to interpret the landscape	- Make decisions about the most appropriate data collection and presentation techniques to use in fieldwork their own fieldwork investigation. - Able to use a number of data presentation methods to present their findings including; choropleth maps, isoline maps, dot maps, desire lines, proportional symbols and flow lines - Able to make decisions about and apply different sampling techniques	- Examining information on hydrographs in order to draw conclusions in regard to flooding - Study OS Maps and identify information about river characteristics	- OS Maps and identifying coastal features - GIS – plotting information on coastal erosion
Sustainability	Mitigation and adaptation of climate change	Explaining the strategies that can be used (local – global) to help manage rainforests more sustainably and reduce desertification.	Examining the impact of human erosion in the context of a local river environment	Examine information on river management hard and soft engineering and sustainable solutions to protecting river systems	Examine information on coastal management hard and soft engineering and sustainable solutions to protecting river systems

End of unit (EoU) Curriculum mapping (KS4 – Human including fieldwork)					
Golden thread	Urban issues and challenges (P2, A)	Urban issues and challenges (P2, A)	Human fieldwork (Leeds)	The changing economic world (P2, B)	Resource management (P2, C)
Place	Identifying contrasts within a city/ country or region. Focus on Leeds and Mumbai for detailed study.	Identifying contrasts within a city/ country or region. Focus on Leeds and Mumbai for detailed study.	Develop a deeper contextual understanding of Leeds as a place	- Describing the human and physical characteristics of Nigeria and the UK.	Describing the world’s natural key resources of water, food and energy.
Understanding and application	- Explaining factors that contribute to a city being of local, regional and national importance. - Explaining the reasons why there are variations within a region or country	- Explaining factors that contribute to a city being of local, regional and national importance. - Explaining the reasons why there are variations within a region or country	Use information gathered from fieldwork to develop a first hand understanding of Leeds as a place in order to provide a deeper and richer explanation regarding the opportunities and challenges this city has	Explaining the changing context of population, economy and society in Nigeria and the UK.	Explaining the global inequalities of resources
Enquiry and skills	identify limitations with data collection and presentation techniques Able to recognise a number of data presentation methods Able to recognise different sampling techniques. Using simple statistical methods applying all to Leeds	identify limitations with data collection and presentation techniques Able to recognise a number of data presentation methods Able to recognise different sampling techniques. Using simple statistical methods applying all to Leeds	- Make decisions about the most appropriate data collection and presentation techniques to use in fieldwork their own fieldwork investigation. - Able to use a number of data presentation methods to present their findings including; choropleth maps, isoline maps, dot maps, desire lines, proportional symbols and flow lines - Able to make decisions about and apply different sampling techniques	Drawing and interpreting DTM, the sector model, scatter graphs, choropleth maps	Drawing and interpreting bar/line graphs, pie charts.
Sustainability	- Evaluating strategies for sustainable transport. - Link the year 8 work to reflect similar projects in Leeds and Mumbai.	- Evaluating strategies for sustainable transport. - Link the year 8 work to reflect similar projects in Leeds and Mumbai.	- Develop an appreciation that cities are not equal places - Consider ways in which cities can become greener through urban greening	Examining ways using environmentally friendly appropriate technology to reduce development gap. Making the car industry more sustainable.	Examining ways of sustainably managing the world’s key resources of water, food and energy.

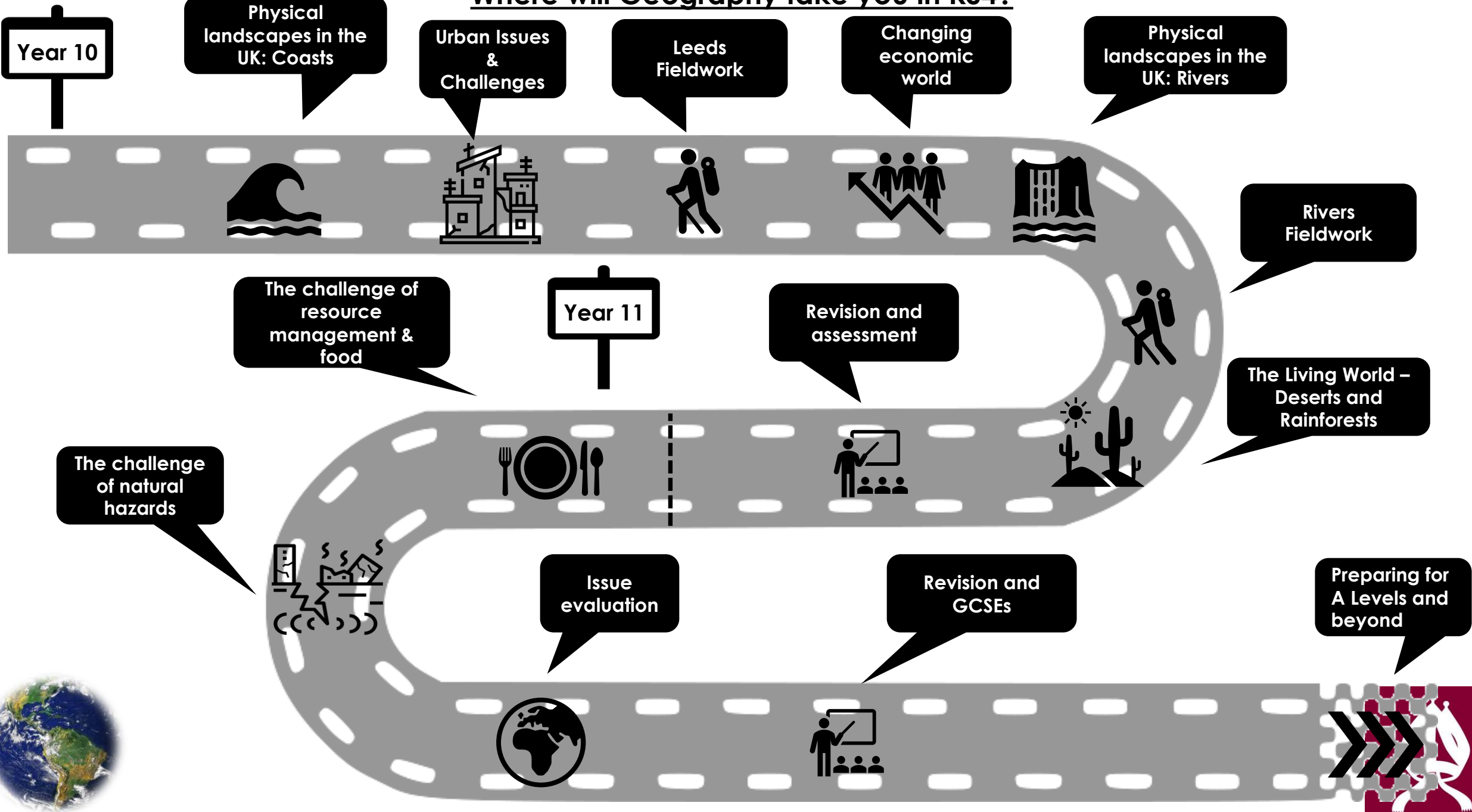
Plan of unit (EOU) Curriculum mapping (KS5)

Golden thread	Changing Places (P2, A)	Contemporary Urban Environments (P2, C)	Coastal landscapes (P1, B)	Global systems and global governance (P2, A)	Fieldwork and coursework	Water and Carbon cycles (P1, A)	Hazards (P1, C)
Place	Introducing ways in which the context of place can be understood in a more critical way beyond simply the identification of human and physical features and moving towards endogenous and exogenous characteristics and the description of place as a combination of location, locals and sense of place	Using increasingly complex theoretical concepts to organise ideas and understand why places are like they are. Including; concept of liveability, ecofootprints	- Using a much wider variety of physical processes to explain changes over time - Using increasingly complex theoretical concepts to organise ideas and understand why places are like they are. Including; the systems approach and feedback cycles.	Using increasingly complex theoretical concepts to organise ideas and understand how people are interconnected and governed . Concepts include; globalisation, interdependence	Identify and select a place or places to complete research project which match the requirements of their own independent piece of research	- Using a much wider variety of physical processes to explain changes over time - Using increasingly complex theoretical concepts to organise ideas and understand why places are like they are. Including; the systems approach and feedback cycles	Using multiple relevant case studies of hazards experienced globally. Using examples from Haiti, America and Australia to exemplify earthquakes, hurricanes and wildfires. Philippines as a multi hazardous environment.
Understanding and application	- Introduction of more complex theories of place – insider and outsider - Be able to explain the formation of two contrasting places (near and far) over time - Show an understanding of the complexities of place as a concept which is intertwined with our own perceptions and the perceptions of others	Evaluating different strategies that have been used by cities to become more sustainable, with consideration for the 4 dimensions of sustainability (including governance	Using theory to consider the impacts of managing an area and how this can have ‘knock on’ effects elsewhere – feedback	Evaluating different global systems that have been created to protect the environment such as the UN and the creation of the Sustainable development goals. Global timeline which highlights the first use of the word ‘sustainability’ in the Brundtland report.	Apply concepts, theories and processed learnt through units studied to own independent research	- Using theory to consider the impacts of managing an area and how this can have ‘knock on’ effects elsewhere – feedback cycles - Calculating the longevity and management of resources using theoretical concepts such as water balance and carbon budgets	- Evaluating hazards and looking at ways of mitigating hazards sustainably so that communities can continue to live there. - Understand the concept of a hazard in a geographical context. How and why people continue to live in hazardous areas despite the risks and the complex human and physical processes present during hazards.
Enquiry and skills	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data	- design and develop own fieldwork investigation title and sub-questions/hypothesis - Complete own methodology and gather data related to fieldwork - Analyse, interpret and conclude information related to fieldwork	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data	- Apply understanding to unseen content - Develop quantitative and qualitative skills in context of topic and to 6 mark AO3 questions - Using statistical methods to analyse the significance of presented data
Sustainability	Assess the sustainability of redevelopment, regeneration and rebranding	Consider sustainable issues related to cities – waste management	Examine the complexities of managing coastlines more sustainably in the face of climate change	Examine the role of TNCs and the impact that they have globally in creating global inequalities	- Reflect and embed ethical issues within coursework - If relevant to title students will incorporate sustainability within coursework	Changes to the carbon and water cycle due to human intervention	Inequalities in management and response to global hazards

Where will Geography take you in KS3?



Where will Geography take you in KS4?



Where will Geography take you in KS5?

