

Links to KS2		Students will have gained an understanding of human and physical features of the following areas: UK, Europe, North & South America. KS3 will continue to develop pupils' knowledge about the world, the UK and their locality and build on the below four areas: 1. Locational Knowledge Name, locate and identify places and oceans 2. Place Knowledge Understand geographical similarities and differences through studying human and physical geography 3. Human and Physical Geography Identify weather patterns and use of geographical vocabulary 4. Geographical skills and fieldwork Use world maps, atlases, compass directions, locational language and aerial photographs				
Intent	Statement of Intent	At Highworth Warneford School, we value the holistic development of all students and the curriculum areas taught within the Humanities are integral in ensuring our students grow into citizens who have a well-rounded view and understanding of the world they live in – our history, culture, diversity and geography.				
Timeline		Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 6 Weeks
Year Overview		Students in year 7 are given the opportunity in the first unit to learn some key geographical skills while exploring the wider world. The Geography curriculum is taught through themes with skills taught amongst these to allow students to understand the dynamic subject Geography is. Students will complete a baseline assessment at the start of the year to establish their starting point and ability to describe a geographical source with use of key words.				
Implementation Year 7	SOW	Fantastic Places	Africa & Kenya	Wasteful World	Impossible Places	
	Unit Focus	An understanding of what Geography is, and what we mean by the terms physical and human Geography. - Locations of continents and oceans - How we live in a connected world - Different biomes of the world - How climate change is impacting the world - Use of climate data to evaluate and reflect on ice loss in Antarctica By the end of this introduction, students should have a clear understanding of the complexity of our planet and how human and physical geography is closely linked	Exploring a continent with a wide range of Geography. Review the misconceptions about the continent - Use of data to look at climate and population data - Understand the different biomes that are in the continent of Africa - Then focus our students on the country of Kenya - Assessing the issues of rapid population growth on the country - A specific case study of Kibera - Appreciating the culture and the impact of tourism on the local community	Understanding the world we live in is wasteful and the impact this having locally, nationally and globally. - Energy - Food - Water - Plastic - Could nuclear power be the answer? - the Chernobyl disaster considered.	Considering the impossible places across the world. - What is an impossible place - Life in floating villages - The Coldest place on Earth - International Space Station - Caves - Base jumping Cheddar Gorge - What lives beneath - Pompeii	Design an enquiry investigation - Create a hypothesis - Develop a method of investigation - Report our findings
Year Overview		In Year 8, these skills will be developed further along with new places and concepts. These new topics will be looking at Geographical writing, reading and key numeracy work. These skills are embedded within the SOW discussed below.				
Implementation Year 8	SOW	Natural Hazards	Asia & India	Rivers & Coasts		
	Unit Focus	Understand what the term <i>Natural Hazard</i> means - Explain how convection currents work - Understand how plate boundaries move in different directions and cause different hazards - Study a current volcanic eruption and look at the impact it has had on an area. - Understand what is meant by the term <i>Super-volcano</i> and the impact this could have locally, nationally and globally - Compare a HIC and LIC earthquake and how economic data can impact their effects and responses - Explain why people may choose to live near a natural hazard - Explain how tropical storms form - Understand the impacts they can cause and how a storm surge can cause devastating damage	Location knowledge and key facts about the large continent-including: - climate and economic - Decide what Japan is like and address misconceptions - Explain what sweatshops are. - A case study focus on Mumbai - Understand why there has been rapid growth in China - Discuss migration and the positive and negative impacts - Investigation to look at the impacts of deforestation in Asia and how these impacts can be limited - Explain the causes of a tsunami and how the impacts can devastate an area	Considering how physical and human geography are interlinked. Explain how a river changes from source to mouth - Understand how erosion can change the landscape-this is for coastal and fluvial landscapes - Review the range of river features along the course of a river and explain how they are created - Explain the causes of flooding - Analysis of case studies to review the impacts and responses to flooding in the UK - Compare flooding in the wider world and how the impacts vary from the UK - Describe flood defences and explain how hard and soft engineering can limit the effects of flooding - Complete a Decision Making Exercise. This will look at comparing, evaluating and discussing flooding and prevention	Explain how Urban Issues arise - What is Urbanisation - Why is Urbanisation happening - Case study of Lagos - Distribution of UK cities - Case study of Lagos - Exploring sustainable cities	
Year Overview		In Year 9, students will continue to develop their geographical skills. Students will be able to discuss, evaluate, compare and analyse with more confidence. They will then be applying these skills to longer answer style questions to encourage development of ideas and the ability to critique points and write conclusions.				
Implementation Year 9	SOW	Population & Migration	Icy World	Development	Oceans	
	Unit Focus	Explore population distribution and causes of a growing population. - Thinking about the issues of an ageing population and declining population. - Discussing migration with a focus on Europe. - Explaining pull and push factors with a case study in Mexico - Migration to Europe - Explain how population policies have impact countries population and the future population - Explore what it is like living with a small population and the pros and cons of this.	Exploring human and physical features of cold environments. What is a cold environment? - Explain geographical processes in cold environments - Discover glacial erosion, transportation and depositional landforms - Explore glacial landforms at Cadair Idris - Discuss the economic opportunities in glaciated areas - Understand the conflict in glaciated areas - Managing tourism in the Lake District - Discover the complex environment of Antarctica. Looking at resources, ownership, tourism and the future - Opportunity for decision making exercise - Explore Iceland	Explaining how development impacts human geographical interactions. Measures of development - Aid - Sustainable development opportunities - Opportunities and Challenges in an urbanising world - Food and Water security - Sustainable Cities-London	Students will learn geographically where the oceans are - Explain how currents work and how they are all connected. - Demonstrating how <i>Nemo</i> reached his final destination - Understand how tides work and how dangerous tides can be - Discussing the impacts of overfishing and how we can make fishing more sustainable and if we do not, explain what the consequences would be. - Explain what El Nino is and how climate change can impact this. Then use specific case study examples to show the impacts - Explain the impacts of rising sea levels on small islands and the UK (Thames Barrier) - Understand the dynamic environments of coral reefs and how these sensitive environments can be damaged. Then understanding how we can protect these environments - Discuss what the Pacific Garbage Patch is	Exploring a continent applying geographical skills - Location - Machu Picchu - Tornado - Wildfires - Globalisation - Polar Vortex
Year Overview		Students will follow GCSE AQA Geography. Students will begin their GCSE looking at human geography. Then throughout the two years students will study a mix of human and physical geography. Throughout the year they will complete milestone assessments and factual recall to check understanding.				
Implementation Year 10	SOW	Urban Issues and Challenges	Physical Landscapes- Coastal and Rivers	Resource Management	Natural Hazards	
	Unit Focus	Patterns and trends in urban change Urban sustainability A case study of an NEE / LIC city – challenges and opportunities A case study of a UK city – Social, economic, environmental challenges and opportunities SKILLS: Maps /photos – describing patterns / analysing Graphical skills – analysing / interpreting Numeracy / Fieldwork Skills	Coastal processes, landforms and landscapes, management strategies SKILLS: Maps /photos – describing patterns / analysing Graphical skills – analysing / interpreting Numeracy LITERACY: Explaining/Discussing	Resource management overview- managing food, water and energy. Focus on food- demand, supply, irrigation and sustainability.	An overview of natural hazards TECTONIC HAZARDS: causes, effects, responses and management WEATHER HAZARDS: patterns, tropical storms, effects & responses, extreme weather CLIMATE CHANGE: human and natural causes, mitigation and adaptation SKILLS: Maps /photos – describing patterns / analysing Graphical skills – analysing	Paper 3 Section B Visiting Sv
Year Overview		Students will follow GCSE AQA Geography. Students will begin their GCSE looking at human geography. Then throughout the two years students will study a mix of human and physical geography. Throughout the year they will complete milestone assessments and factual recall to check understanding. term 4 will focus on consolidating knowledge completed throughout the two years. In term 3 students will also access Paper 3 section 1 Issue Evaluation. In class we will prepare students for answering section A of paper 3.				
Implementation Year 11	SOW	Natural Hazards	Economic	Living World	Issue Evaluation	
	Unit Focus	An overview of natural hazards TECTONIC HAZARDS: causes, effects, responses and management WEATHER HAZARDS: patterns, tropical storms, effects & responses, extreme weather CLIMATE CHANGE: human and natural causes, mitigation and adaptation SKILLS: Maps /photos – describing patterns / analysing Graphical skills – analysing	Global patterns and variations in development and quality of life Strategies to reduce the development gap UK patterns of employment and regional growth A case study of an NEE / LIC – impacts of rapid economic development SKILLS: Maps /photos – describing patterns / analysing Graphical skills – analysing / interpreting Numeracy / Fieldwork Skills	Ecosystems, tropical rainforests and hot deserts. Skills- labelling diagrams and maps, climate graphs, reading, evidence from photographs, describing and explaining patterns.	This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Synoptic Thinking Analysis of secondary sources Evaluation of strategies Assessment of interrelationship and connections Assessing viewpoints	
Enrichment		Students will have the opportunity to visit local rivers to study key formations and fluvial processes. In Year 9 students will visit an aquarium to explore the impact of climate change on our oceans. In year 10 students to explore coastal processes and impacts of tourism at Swanage Bay. This will enable students to complete their fieldwork.				
Impact	Assessment	Milestone Assessments will be completed each term- this will be both factual recall and long exam questions. Along with recall quizzes to ensure students are confident with the demands of GCSE. Once students have completed their assessment, each student will receive feedback in their assessment books. All students will receive a Marksheet and have time to review their assessments and have time to act on their MACs. Diagnostic, Therapy and Testing will take place for each assessment and help inform planning for the next lessons. During lessons questioning and use of mini-whiteboards allow all staff to check understanding and act on feedback during the lesson.				
	Literacy and Numeracy links	Each unit has a knowledge organiser with key words that include both tier 2 and 3 vocabulary; these will be used throughout the unit. Also, reading opportunities are embedded throughout the units. Students will read texts in class and complete comprehension and discussion activities. Students will have the opportunity to read independently in class. Throughout the key stages there will be a range of number tasks including working out percentage changes, reading from climate graphs and analysis data from fieldwork data they will have collected.				
	How It Is Used / Skills Set Developed / Outcomes	GCSE Geography covers issues affecting both the physical and human environment and interactions between each. Key focuses will be on processes, opportunities, challenges and solutions affecting different elements of our World and being able to develop key synoptic links between themes. Students will be ready for the next step in their learning.				
	Careers in the Curriculum	This is discussed throughout the units and links made to university and future careers. Geography gives students a large number of transferable skills that can be used in future employment- explanation, data analysis, interpretation, problem solving. Careers include cartography, town planning, coastal management, tourism, environmental science, information systems office are one of many careers you could choose.				

Term 6 - 6 Weeks

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Microclimate

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Urban Environments

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The Americas

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Fieldwork

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/WW, an HTI and a MAC. During the following lessons
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their geographical journey equipped with the ability

ntal management consultant, geographical