

# Geography @ Caedmon

## National curriculum in England: Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Aims of the National curriculum for Geography

The national curriculum for geography aims to ensure that all students:

- 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
- 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
- are competent in the geographical skills needed to:
  - 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.

## Foundation learning – what the National Curriculum expects students to have studied by the end of KS3

students should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. Students should be taught to:

### Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

### Place knowledge

- understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia.

### Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.

## Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

## **Aims of our Caedmon curriculum for Geography**

Our geography curriculum aims to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We will equip our students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As their appreciation of the geographical world develops their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Year 7 Geography @ Caedmon

Our aim in Year 7 is to build a strong sense of our local and national environments. Students cover map skills as our first topic before moving into study rivers and understand how our local environment changes. We alternate our topics between Physical and Human to allow students a greater understanding of both our natural and manmade landscapes and the interaction between the two.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Mapwork - How to be a good geographer</b>  Skills  4 &amp; 6 Figure Grid References, 16 Point Compass, distance and scale, contour lines  Location: local, national, international  Latitude and Longitude  Navigational skills</p>	<p><b>Mapwork Assessment</b>  Range of Map skills short assessments/independent learning.  Descriptive writing piece for the local area incorporating skills studied: 6 Figure Grid References, 16 Point Compass, distance, contour lines, location local, national, international, Latitude and Longitude, navigational skills</p>
<b>Autumn 2</b>	<p><b>River Landscapes of the UK</b>  Skills: River Features: Catchment area, source, meanders, tributaries, confluence, ox bow lake, flood plain, estuary, river mouth, waterfalls, gorge, interlocking spurs, levees; long profile, cross profile; river processes (erosion), hydraulic action, abrasion, attrition, solution. Lateral and vertical erosion. Weathering; transportation of material: traction, saltation, suspension, solution; flooding; flood defences</p>	<p><b>River Assessment</b>  Descriptive writing of the cause, effect and response to a named flooding event. Including: River Features, River Processes (erosion), River Depositional features, Flooding, Flood defences</p>
<b>Spring 1</b>	<p><b>Settlement in the UK</b>  Skills  Settlement size: hamlet, village, town, city, capital.  Settlement shape: Linear, nucleated, dispersed.  Shopping changes over time: markets, shopping streets, shopping centres, online.  Location and map skills.</p>	<p><b>Settlement</b>  Assessment: Descriptive writing about the growth of settlements and the changing facilities.  Location  Population size  Growth  Facilities</p>
<b>Spring 2</b>	<p><b>Eco-systems</b>  Brazil Rainforest  Skills: Location; named example; examples of species of animals and plants; adaptation; climate; destruction of the rainforest; protection of the rainforest; statistics and facts.</p>	<p><b>Rainforest Assessment</b>  Explain the importance of Rainforests for our wildlife and climate incorporating examples of species and the risk from deforestation  Location, named example, example of species of animals and plants, adaptation, climate, destruction, protection, descriptive writing</p>
<b>Summer 1</b>	<p><b>Weather &amp; Climate of the UK</b>  Skills  Weather, climate, climate graph, weather forecasts, isobars, anticyclones, depressions.  Microclimate</p>	<p><b>Micro Climate Assessment</b>  School site survey of the Microclimate impacts on temperature, wind direction, shelter and shower linked to the movement of the sun across the school grounds.</p>
<b>Summer 2</b>	<p><b>Development</b>  Growing Asian giants  Skills  GDP, GNI, Life Expectancy, economic growth, trade, currency, imports, exports, standard of living, quality of life.</p>	<p><b>Development Assessment</b>  Descriptive writing including a range of examples to show how the growing economies in Asian have helped develop the countries in recent decades.</p>

## Year 8 Geography @ Caedmon

Our aim in Year 8 is to develop the skills and wider geographical knowledge to prepare students for GCSE in Year 9. Students cover a range of topics that allows students to completed extended writing and build their understanding of nature disasters, development in Africa, climate change and our home coastal environment and processes.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Tectonic Hazards of the World</b> Skills: Plate tectonics, plate margins/boundaries: destructive, constructive, conservative. Oceanic trench, volcanoes, earthquakes, tsunamis. Cause, effect and response to named tectonic events</p>	<p><b>Tectonics Assessment</b> Descriptive writing to explain the cause, effect and response to one or more tectonic hazards.</p>
<b>Autumn 2</b>	<p><b>Coastal Environments of the UK</b> Skills: Processes: (Erosion) hydraulic action, abrasion, attrition, solution. Transportation of material: traction, saltation, suspension, solution. Weathering. Erosional features: Crevices, beds, joints, cave, arch, stack, stumps, wave cut platform, cliff, bay. Depositional features: Beach (sand, shingle), spit, barrier beach. Flooding Flood defences: Groynes, sea wall, gabions, beach replenishment, managed retreat.</p>	<p><b>Coasts Assessment</b> Descriptive writing on coastal protection schemes Coastal landforms Coastal processes Defences Hard engineering Soft engineering Map skills O.S. Maps</p>
<b>Spring 1</b>	<p><b>Climate Change</b> Skills Cause of climate change: natural and human causes. Effects of climate change: global warming, sea level rise, agriculture and specific impacts. Reducing climate change: future fuels, electric, hydrogen, wind, solar, geothermal.</p>	<p><b>Climate Study</b> Descriptive writing to explain the reasons for climate changes and solutions linked to specific examples and facts.</p>
<b>Spring 2</b>	<p><b>Development</b> Focus on Africa Skills Development of skills to understand how countries develop over time. Consider the gap in development, trade, infrastructure and communications. GNI, GDP, HDI, Development indicators, trade surplus, deficit, aid, free trade.</p>	<p><b>Development of countries.</b> Using a named example, facts and statistics to describe how LIC countries develop over time. Descriptive writing justifying the link between standard of living and quality of live through development.</p>
<b>Summer 1</b>	<p><b>Glaciation in the UK</b> Skills Glacial features: Trough, spurs, ribbon lakes, hanging valleys, aretes, pyramidal peaks, corries.</p>	<p><b>Glaciation Assessment</b> Project to show how glacial features past and present are visible in the UK</p>
<b>Summer 2</b>	<p><b>Polar Regions</b> Skills Awareness of location, climate, soils, plants, ecosystems in polar regions. Links made between Climate change, mapskills, glaciation, development of natural resources in the regions.</p>	<p><b>Polar Regions Assessment</b> Descriptive writing focusing on Polar regions change and the future risks linked to climate change.</p>

## Year 9 Geography @ Caedmon

Our aim in Year 9 is to begin the GCSE course allowing students three years to learn the specification and support higher level skills. Students cover the course linked to our online textbook (Kerboodle) and the Geography website with all our resources in one place. Our teaching alternates from Physical to Human topics to allow students to enjoy a range of learning styles.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>River Landscapes of the UK</b> Skills: River Features: Catchment area, source, meanders, tributaries, confluence, ox bow lake, flood plain, estuary, river mouth, waterfalls, gorge, interlocking spurs, levees; Long Profile, Cross Profile; River Processes (erosion) Hydraulic Action, Abrasion, Attrition, Solution. Lateral and vertical erosion. Weathering; Transportation of material: traction, saltation, suspension, solution; Flooding; Flood defences</p>	<p><b>Past Paper 1 - Section C Examination Questions</b> Students will demonstrate through past paper questions the ability to link the processes involved in rivers and features Range of short, medium and long questions with marks from 1-9.</p>
<b>Autumn 2</b>	<p><b>Development Gap</b> Skills Demographic Transition Model (DTM), birth rate, death rate, infant mortality rate, life expectancy, migration, GNI, HDI, NEE, GDP, LIC, HIC, Trade surplus, trade deficit, political, social, economic, environmental, Population pyramids, dependency ratio, colonialism</p>	<p><b>Past Paper 2 - Section B Examination Questions</b> The questions will expect students to be able to explain why there is a difference in development of countries over time. Consider how populations and access to trade, access to raw materials impact a countries development. Range of short, medium and long questions with marks from 1-9.</p>
<b>Spring 1</b>	<p><b>Reducing the Development Gap</b> Skills Tourism in Jamaica. Intermediate technologies, NGOs, Fairtrade, WHO, trading groups, debt relief, microfinance.</p>	<p><b>Past Paper 2 - Section B Examination Questions</b> Students will be expected to use specific named examples of how countries, regions, groups are able to reduce the development gap between LIC and HIC. Examples of Tourism in Jamaica, debt relief and fair trade will be key examples. Range of short, medium and long questions with marks from 1-9.</p>
<b>Spring 2</b>	<p><b>Weather Hazards</b> Skills Global atmospheric circulation: atmospheric layers, climate zones. Tropical storms: formation, locations, impacts, frequency, intensity, distribution. Cause, effect and response to weather hazards. UK specific weather hazards: thunderstorm, prolonger rainfall, drought, extreme heat, snow, extreme cold, strong winds.</p>	<p><b>Past Paper 1 - Section A Examination Questions</b> Students will need to demonstrate they understand the cause, effect and response to climate hazards. Students will need to be able to highlight specific weather events such as flooding and tropical storms. Range of short, medium and long questions with marks from 1-9.</p>
<b>Summer 1</b>	<p><b>Climate Change</b> Skills: tracking temperature over time, monitoring sea ice melt, sea level rise, ice &amp; mud cores, shrinking glaciers, seasonal change; Natural causes: orbital changes, solar activity, axial tilt, volcanic activity, Milankovitch cycles; human causes: Increased CO2, methane, nitrous oxides release, burning fossil fuels.</p>	<p><b>Past Paper 1 - Section A Examination Questions</b> Students will need to be able to distinguish between human and natural causes of climate change and be able to give facts and statistics to prove the cause, effect and response to climate change. Range of short, medium and long questions with marks from 1-9.</p>
<b>Summer 2</b>	<p><b>LIC city case study LAGOS</b> Skills Megacities, increasing urban living, location, social, economic challenges to development. Development impact on the environment. Transportation improvements. Investment. Squatter settlements.</p>	<p><b>Past Paper 2 - Section A Examination Questions</b> Students will need to be able to use a specific example of a city in an LIC. Students must be able to explain the growth benefits and limitations using facts and specifics from their named city (Lagos). A full and detailed understanding is required. Range of short, medium and long questions with marks from 1-9.</p>

## Year 10 Geography @ Caedmon

Year 10 Students complete the AQA Specification course (2016). Students will continue to cover both Human and Physical topics to support paper 1+2 and complete their physical and human fieldwork to support Paper 3. A Focus on building skills and developing exam skills and preparation for the Year 10 trial exam. All students will continue to complete the end of unit assessment using past papers.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<b>Tectonic Hazards</b> Skills Earthquakes, Tsunami, Volcanic, plate movement, convection currents, environmental, economic, political, social impacts. Mitigation, preparation, planning against future hazards.	<b>Past Paper 1 - Section A Examination Questions</b> Students will need to be able to use a specific example of a named natural hazard such as an Earthquake. Detailed understanding of the specific event support by range of facts. Range of short, medium and long questions with marks from 1-9.
<b>Autumn 2</b>	<b>Urban Growth in the UK (London Case Study)</b> Skills Range of specific facts linked to London's growth and change over time. Specific named areas of London used to describe the changes. Clear economic and social changes both benefits and negatives.	<b>Past Paper 2</b> Students will need to be able to articulate how London has changed over time, naming specific areas of London and highlighting the advantages and negatives to the local people and economy.
<b>Spring 1</b>	<b>Urban Sustainability (Freiburg, Germany)</b> Skills Use a named example to highlight the potential for a major city to become more sustainable in their energy, transport and resource demands.	<b>Past Paper 2</b> Students will need to be able to articulate how Freiburg has changed over time, naming specific areas of London and highlighting the advantages and negatives to the local people and economy.
<b>Spring 2</b>	<b>Coastal Landscapes of the UK</b> Skills Coastal processes, features, defences, habitats, conflicts, short and long term solutions, mitigation of future climate change.	<b>Past Paper 1</b> Students will need to be able to explain the link between coastal processes and the formation of a range of landforms / features. Students will need to be able use a named case study to explain how coastal defences are incorporated and if they are effective.
<b>Summer 1</b>	<b>Fieldwork</b> Students will complete their fieldwork for Paper 3. The fieldwork will centre around the local area to support students' understanding and ability to collect data. The coastal environment between Sandsend and Whitby will be studied together with Whitby's tourism influence to combine both Physical and Human interactions.	<b>Past Paper 3</b> Students will complete 1/3 of the Paper 3 using fieldwork they have completed themselves, plus the fieldwork skills learnt will be used in the unseen fieldwork section (1/3 paper 3).
<b>Summer 2</b>	<b>Urban Growth in an LIC/NEE (Nigeria Case Study)</b> Skills Revision the Lagos city example while building up a wider knowledge and understanding of the development of an LIC. Students are expected to be able to consider the social, environmental, economic and political advantages and disadvantages of growth within a named LIC/NEE	<b>Past Paper 2</b> Students will be able to articulate the changes in a named LIC/NEE linked to the specific city within that LIC. Detailed understanding of the changes in the economic output, population and transportation systems which have led to a growth in this country within the poorest continent in the world.

## Year 11 Geography @ Caedmon

Year 11 will continue to build on the skills and exam technique. The course will be completed by February half term to allow for revision and paper 3 pre-release focus.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<b>The Changing UK Economy</b> Skills	<b>Past Paper 2</b> Students need to be able to articulate the job sectors which constitute the past, present and future employment structure and how this supports the UK economy.
<b>Autumn 2</b>	<b>Eco-Systems - Rainforests &amp; Hot Deserts</b> Skills Biomes, habitats, climate, adaptation,	<b>Past Paper - Unit 1</b> Students to be able to explain the importance of the key biomes and also potential development opportunities.
<b>Spring 1</b>	<b>Resource Management - UK Food, Water, Food &amp; World Water Management</b> Skills Importance of the key resources with a focus on the United Kingdom and the development of a single resource for the World supply of Water. Key areas of the supply, use and availability of the resource.	<b>Past Paper - Unit 2</b> Students will be expected to be able to discuss the importance and the potential of a named eco-system. Students should be able to go beyond the simple connection to photosynthesis to explain the connection to agriculture and climate change.
<b>Spring 2</b>	Revision for Paper 1+2 and pre-release paper 3. Fieldwork revision.	Continued exam preparation and revision.
<b>Summer 1</b>	External examinations	
<b>Summer 2</b>	External Examinations	