

Geography

Department's vision: The curriculum is designed to provide knowledge and understanding of a wide range of geographical processes and events across the world. Students will be able to apply this knowledge and understanding to interpret new geographical scenarios or data, leading to accurate explanations, analysis and evaluation of geographical issues.

| Year Group | Topic One | Topic Two | Topic Three | Topic Four | Topic Five | Topic Six |
|---|---|--|--|---|---|---|
| Year 7 | How can I save the world? | How does my local place compare to the rest of the world? | How should we manage fragile ecosystems? | How and why are country's populations different? | How does the atmosphere impact our lives? | Can I have a Geographical career in my local place? |
| What will students know by the end of the topic... | Geographical implications of our lifestyles, mapping and location skills, and OS map skills using range of techniques. | Human, physical and environmental features of Mansfield and contrasting places. | Layers of the rainforest and how plants and animals adapt, how the rainforest is used and if this is sustainable. | How and why population changes and the problems that can be created through over/under population. | Extreme weather events, types of clouds and rain, microclimates and air masses. | GIS skills, GIS project, renewable and non-renewable energies, town planning, fieldwork. |
| Year 8 | Why is it difficult for stakeholders to get along? | How did Joe Simpson escape Siula Grande? | Why do people live near tectonic hazards? | How can I affect places as a tourist? | How might global superpowers change in the future? | Why does water cause so many problems? |
| What will students know by the end of the topic... | Conflict between groups of people surrounding regeneration in Mansfield and Nottingham. | Glacial location and landscapes, glacial features, processes and movement and the future of glaciers. | Earth structure, plate boundaries, tectonic hazards and case studies. Exploring why people still live in dangerous places. | Tourism and different types of holidays, impacts of tourism, ecotourism and what makes a place fantastic. | Looking at past, present and future global leaders, making educated estimations of political futures. | Water footprints, UK water supply, causes of flooding with examples, flood prevention, global water threat. |
| Year 9 | Urban processes and change in UK | Rural process and change in the UK | Urbanisation in Mumbai | Development | Trade and Aid | Hydrology and Flooding |
| What will students know by the end of the topic... | Urban geography, Sheffield city growth, retail, multi-cultural areas, regeneration, Kelham Island, Park Hill, global links. | Rural geography, leisure in Castleton, commuter villages, Hathersage, counter-urbanisation. | Mumbai's growth, push and pull factors, Dharavi slum, waste and environment, redevelopment, mass transport. | Development theory, HIC, NIC, LIC, Brandt line, Indicators of development, quality of life, multi-national corporation. | Industry, trade, globalisation, MNCs. UK, Vietnam and Mali. Long term, short term, emergency and development aid in Mali. | Hydrological cycle, drainage basins, river Regimes storm hydrographs, flooding defences in UK, Bangladesh and China. |
| Year 10 | Rivers | Coasts | Climate Change | Weather and Climate | Desertification | Fieldwork |
| What will students know by the end of the topic... | River erosion, transportation and deposition process and the landforms they create. | Rock types, landforms, erosion, defences at Borth, Holderness, Medmerry, the Maldives and the Thames Estuary. | Causes of long term and shorter term climate change, impacts on the Bahamas and the Arctic, stakeholder attitudes. | Climate graphs, air masses and pressure, jet stream, global circulation, depressions, anti-cyclones, Cyclone Pam. | Drought, physical and human causes of drought, ITCZ, impacts of desertification, Desertification management, the Sahel. | Sheffield and Scarborough primary and secondary data, draw graphs, maps and diagrams, interpret results, conclusions. |
| Year 11 | Fieldwork | Water Resources and management | Ecosystems Under Threat | Geographical Problem Solving | Exam Skills | Revision |
| What will students know by the end of the topic... | Sheffield and Scarborough primary and secondary data, draw graphs, maps and diagrams, interpret results, conclusions. | Supply and demand, water footprints, security and stress, over-abstraction at Lake Chad, issues on the Colorado River. | Threats to the Sahel, Monteverde cloud forest and Ynyslas sand dune ecosystem. | Skills to make a substantiated decision to solve a geographical problem, built on content from throughout the GCSE. | 1-4 mark skills questions, 4-6 marks explain questions, 8-12 evaluative essay questions. | Revision techniques modelled and practiced. Some content revised and misconceptions addressed. |
| Year 12 | Tectonic Process and Hazards | Globalisation | Coastal Landscapes and Change | Superpowers | The Water Cycle and Water Insecurity | Regenerating Places |
| Year 13 | The Carbon Cycle and Energy Security | Health, Human Rights and Intervention | Independent Study (Fieldwork and Coursework) | Geographical Synoptic Links | Revision and Exam Skills | Revision and Exam Skills |

Key Stage Four Specification Link : <https://www.eduqas.co.uk/media/5ofdo231/gcse-geog-b-spec.pdf> Key Stage Five Specification Link : <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification.pdf>

What will students see in their books or folders?

Maps at a variety of scales, different types of graphs including climate graphs, pictographs and pie charts. Extended responses which include deep understanding and justification and a wide variety of specific key vocabulary. Also, a wide variety of real life examples and case studies are used to support geographical theories. Students will evaluate geographical issues and make fully justified decisions on sustainable management strategies.

This subject supports students' reading and literacy through...

Using key word and vocabulary lists which are explained and modelled in sentences so students are able to use them regularly. Complex texts are used, like news articles and blogs, to dissect geographical themes appropriate for the year group and topic.

Geography uses knowledge organisers and quizzes which focus on key vocabulary to ensure students engage in geographical literacy.

This subject supports students' numeracy through...

Geography uses numeracy and statistical skills to justify opinions and evaluate data. Every topic in every year develops numeracy through constructing graphs and maps and analysing data students have collected or from secondary sources.

For example, climate graphs are introduced in Year 7 and revisited every year to ensure students can draw them from scratch and draw conclusions about a location based on climate graphs.

This subject promotes the following revision strategies as the most effective means of retaining content...

'Look-cover-write-check' for key vocabulary and case studies. Also, the use of knowledge organisers to 'chunk' information into manageable sections.

Use All Saints' Absolutes and blank knowledge organisers from the VLE which have content organised logically.

Due to the volume of knowledge required, revision and quizzes are repeated throughout each Key Stage.

Opportunities for exploring this subject further are available through ...

Games and quizzes:
<https://world-geography-games.com/>
<https://www.kids-world-travel-guide.com/>

Websites:
<https://www.polgeonow.com/>
<https://www.geographyrealm.com/>

Podcast: 80 days: an exploration podcast.

Apps: Speed Geography. GeoQuest. Volcanoes & Earthquakes. Weather for the World. Physical Geography Quiz Game. Glacier.

YouTube Channels: Sustainable Human. A Level Revision—Geography.

Books: Prisoners of Geography (Tim Marshall). Why we love Geography (Danny Dorling & Carl Lee). The Book of Tides (William Thomson).

The following trips run through this subject...

KS4: Sheffield and Scarborough Fieldwork.
Italy Residential

KS5: One week fieldwork in

Stock Graphic representing department.