



## GEOGRAPHY






### Geography

#### Why is the study of Geography important?

**Geography** is the study of Earth's landscapes, peoples, places and environments. It is about the world in which we live and its study will make you question how and why the world is changing, globally and locally but also, how human actions can complicate and exacerbate natural changes and events. Geography will encourage you to think about the vast number of physical and human connections that exist within our world and about the pressures that the world's natural environments face. From Year 7 you will have the exciting opportunity to understand the natural processes that affect millions of people every year like volcanic eruptions, earthquakes and tsunamis, how climate change is affecting populations and how population change is itself affecting different countries. Geography allows you to study a wide range of topics from across the globe and enables you to develop a wide range of skills that you will use to interpret the world around you and understand how we can make changes that will have implications on a variety of scales, from your local area to the whole world! Your study of Geography will encourage you to think deeply and help you more effectively make links to other subjects like Science and Maths, great life skills that all universities and employers will appreciate.

Across your study you will explore Physical, Human and Environmental Geography. You will gain an understanding of why countries are at different levels of development and the impact that this has on the populations and environments of those countries. You will understand the physical and human factors that cause and contribute to natural disasters and the importance of natural resources, ecosystems and economic links around the world. Lessons will provide a wide range of opportunities for group work, role play, independent research and will encourage you to challenge yourself to suggest solutions to problems faced around the world. Geography is both creative and problem solving and your Geography classroom will be brimming with opportunities to explore the world through images, film clips, stories of personal experiences and of course, maps! You will engage with questions such as 'Does aid help or hinder the development of lower income countries?' Why do people live in dangerous places? How can we be more environmentally friendly? Why are global businesses important? How can the quality of life of the poorest people in the world be improved? You will have the chance to ask questions about what is changing in the UK and about your local environment, to study it more closely by collecting data and analysing it to find out what it tells you. Seems challenging - you are going to love it! Geography will expand your mind!

**We look at 5 core concepts across the geography curriculum.** These core concepts align with the commonly agreed key concepts: space, place, earth systems and environment. They also build on the concepts: time, scale, diversity, interconnection and interpretation.

 <p>A word cloud with 'Sustainability' as the largest word. Other words include 'Renewable', 'Water', 'Air', 'Energy', 'Land', 'Environment', 'Pollution', 'Noise', 'Social', 'Political', 'Climate Change', 'Green', 'Housing', 'Adaptation', 'Effects', 'Mitigation', 'Development', 'Exploration', 'Human and Physical', 'Change', 'Management', 'Industry', 'Prediction', 'Consequences', 'Air Pollution', 'Deforestation'.</p>	<p><b>Sustainability</b> – Sustainability is about understanding how to meet the needs of the present without compromising the needs of future generations to meet their own needs. In practice this affects many aspects of geography. They must understand this concept and how it relates to long term aid or the use of renewable energies.</p>
 <p>A word cloud with 'Climate Change' as the largest word. Other words include 'Green', 'Housing', 'Adaptation', 'Effects', 'Mitigation', 'Development', 'Exploration', 'Human and Physical', 'Change', 'Management', 'Industry', 'Prediction', 'Consequences', 'Air Pollution', 'Deforestation'.</p>	<p><b>Climate Change</b> - Understanding the causes and potential consequences of global climate change on people and the environment are crucial in implementing strategies to reduce the threat of climate change in the future. This is a core concept that has become increasingly important in student's lives and it is vital that they have a good understanding of it. As well as studying a whole unit on climate change, they will also consider the concept through resource management, ecosystems, natural hazards and development.</p>
 <p>A word cloud with 'Human and Physical' as the largest words. Other words include 'Change', 'Management', 'Industry', 'Prediction', 'Consequences', 'Air Pollution', 'Deforestation'.</p>	<p><b>Human/Physical interactions</b> – Geography fundamentally comprises human geography and physical geography. However, it is rare that these two sit or work in isolation of each other. This core concept is concerned with the interactions between the two, whether it is the impact of deforestation on the rainforest or of natural hazards on human settlements. It is found in every unit of study.</p>
 <p>A word cloud with 'Physical Processes' as the largest words. Other words include 'Lateral Erosion', 'Landforms', 'Creation', 'Solution', 'Sequence', 'Orbital', 'Transportation', 'Swamp', 'Formation', 'Tropical', 'Storms'.</p>	<p><b>Physical processes</b> – The fundamental building blocks are the physical processes that shape our landscapes and the physical features that sit within them. Students should have a clear knowledge of erosion, transportation and deposition and the conditions that cause them. They should then be able to link this to particular features e.g. transportation and deposition forming a spit or erosion forming a waterfall. In addition, students should be aware of the processes of weathering and climatic processes that also impact tropical storms and extreme weather.</p>
 <p>A word cloud with 'Development' as the largest word. Other words include 'Multiplier Effect', 'Sustainability', 'Aid', 'Health', 'Quality of Life', 'Favelas', 'Intermediate Technology', 'Industry', 'Development', 'Quality of Life', 'Favelas'.</p>	<p><b>Development</b> – This concept ultimately underpins many of the issues that students will face in Y7 and 8 lessons. The ideas of poverty and inequality, the reasons behind them, impact of them and solutions to them will be covered. Students should have a clear understanding of quality of life and what it means in different parts of the world and how HICs are very different to LICs. How does this impact on a country's readiness for a natural hazard, or their ability to have food security? It affects population, migration and whether or not CO2 is being released at an increasing rate in a country. In addition, students should have a clear idea of the multiplier effect (both positive and negative) and how this clearly shows how a country develops.</p>

**What you will know and understand from your study of Geography. This covers the national curriculum aims and goes beyond these too –**

- The basic physical systems that affect everyday life e.g. our weather and climate, plate tectonics, water and nutrient cycles, wind and atmospheric currents
- You will learn the location of places and the physical and cultural characteristics of different places
- You will improve your understanding of why our world is so interconnected and how technology is changing the geography of the planet
- We will understand the geography of the past and how geography has played important roles in the way people develop their ideas to understand places and environments
- You will develop a detailed knowledge and understanding of a wide range and scale of places including your local area, your country and the world so that you can understand where places are, why events happen and what impact the location of these events might have
- You will be able to explain how the processes of human (e.g. urbanisation) and physical systems (e.g. weather and climate) have organised and sometimes changed the surface of the Earth
- You will understand and recognise the spatial organisation of population globally and in the UK
- You will use your understanding of spatial distributions at all scales — local and worldwide — in order to understand the complex connectivity of people and places
- You will learn to evaluate sensible evidence driven judgements about how people and the environment interact
- You will be able to apply your knowledge in order to suggest wise management decisions about how the planet's resources should be used
- You will gain a better understanding of global interdependence and how to become a better global citizen

**What skills will the study of geography teach you?**

You are a citizen in this world and you need to know how to analyse a variety of sources of information, to be able to use data to identify key patterns. It will teach you to...

- interpret maps, diagrams, photographs and satellite images
- see patterns in our everyday lives and in the environments around us
- use Geographical Information Systems to explain geographic information
- collect primary data through fieldwork and about what secondary data is relevant and reliable
- present data using a wide variety of maps, graphs and diagrams
- understand how modelling can help us predict changes
- develop detailed written arguments that incorporate evidence
- solve problems
- use a variety of maths skills to help interpret geographical information and explain events and patterns
- recognise the strengths and weaknesses of data

- evaluate the usefulness of information
- assess the effectiveness of different data collection methods and data presentation techniques
- write strong arguments and use evidence to convince others of your viewpoint

### **How does your study of geography support your study in other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Geography touches on so many other subjects such as Science, where there are lots of overlaps with topics like ecosystems, tectonics and climate change. Our links with Maths include the use of graphical and statistical skills to analyse and interpret data so we can see patterns that we can explain. Geography shares the use and interpretation of texts and the development of written skills with English, and with history, the use of sources and the interrogation of them to consider whether they are reliable and how best to use them to back up our arguments. Geography is the perfect subject to link together the 'arts' with the sciences. You will learn methods of thinking and research that are widely applicable to other subject areas which will help to develop your thinking in all subjects.

### **How can you deepen your understanding of Geography?**

Geography is the perfect subject to cover key geography events such as: World Clean-up Day, World Fair Trade Day and Earth Day. The geography departments offer lots of great opportunities for you to really engage with this fabulous subject. In KS3 we engage with competitions, quizzes and clubs like Geography at the Movies. Geography club ideas: Geography in the News, Creative Club (making volcanoes, rainforests etc), Water explorers ( [www.waterexplorer.org](http://www.waterexplorer.org)), Globetrotters, Using GIS, Fun with Geography (<https://www.nationalgeographic.org/idea/fun-geography/>) Worldwide. Across Key Stage 3 students engage in local fieldwork activities, we follow the amazing geographical events that occur in the news so that if there is an eruption, an earthquake or hurricane, you get the chance to watch it and learn about it. We link to global geographical days like Earth Day and to UK events like Fairtrade Fortnight. Our enrichment opportunities include geography Club which includes sustainability, geographical modelling and World Wise.

The revision website ([geography.outwood.com](http://geography.outwood.com)) provides a rich resource of geography information for you to use to support your studies including revision guides, links to case studies or examples, key word glossaries and much more.

## **How can geography support your future?**

Of course we offer the study of GCSE and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of geography into GCSE or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

The very fact that geography develops such a wide range of transferable skills such as analysis, interpretation and the use of statistical techniques to explore a wide range of data will help your future applications be they for colleges, universities, apprenticeships or employment.

Geography is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. BA Geography and Economics, Geography and Sociology, Geography and Management (University of Leeds), Social Sciences including Geography (Liberal Arts Degree at University of Durham). Students of geography will usually continue to study physical and human aspects of the subject but you can then opt for units that particularly interest you.

The study of geography can be a springboard into a huge range of career choices because of the transferable skills you will develop. Students who study geography are among the most employable people and according to the UKs higher education statistics, geography graduates are among the least likely to be unemployed after their degree. Of specific note are the analytical and IT based Geographical skills that geography students develop.

Geographers fulfil a wide range of careers; financial services, planning, working in the environment, environmental law, environmental engineering, travel and tourism, international charities, retail, international relations, GIS, management, environmental Health Technician, transport, GIS officer, environmental Adviser, sales Recruitment Consultant, GIS Technician/ Analyst, data Quality Officer

## **Key Stage 3 Curriculum Topic Delivery Plan**

Key Stage 3 needs to be seen as an opportunity to build the skills and core knowledge required in order for our students to excel in geography. These years are not to repeat content being delivered in GCSE; but to allow us to build horizontal links to the GCSE topics, embedding within our students the core knowledge required to succeed in the discipline of geography.

The knowledge and skills within the geography curriculum give students the tools to allow them to explain the world around them, be evaluative and more critical. All units in Key Stage 3 are based around an enquiry question; allowing the teacher to constantly pose the question throughout the module. The acquisition of knowledge and development of geographical skills within these enquiries, subsequently allows for a depth of understanding to develop, resulting in students being able to successfully and confidently apply their geographical knowledge and understanding to a variety of questions.

**GEOGRAPHY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY ACKLAM**

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 7</b> (2 lessons per week)	<p><b>Why is our world amazing?</b> Students study all 7 continents of the world and examine a different aspect of geography in each one. Examples include water scarcity in Las Vegas (N America) and industrial decline on Teesside (Europe).</p>	<p><b>Why are ecosystems so different?</b> Students examine how natural and physical processes interact in small and large scale ecosystems. These include hot deserts and tropical rainforests.</p>	<p><b>Is there a development gap?</b> Students look at economic activity and human development and various scales and how this impacts on quality of life and standard of living.</p>	<p><b>How does ice change the world?</b> Students are introduced to a range of physical processes for the first time, focusing on glaciation. This includes erosion, deposition and transportation.</p>	<p><b>How wild is our weather?</b> Students will examine physical processes linked to weather and climate, both locally and globally. This includes a school microclimate fieldwork study.</p>	<p><b>How diverse is Africa?</b> This builds on the students' prior knowledge of human development and quality of life through the lens of the continent of Africa. Students also study the physical geography of Africa.</p>

	Half Term 1 and 2	Half Term 3 and 4	Half Term 5 and 6
<b>Year 8</b> (1 lesson per week)	<p><b>Why do we talk about climate change?</b> Students study causes, effects and mitigation/adaptation to climate change, including examining carbon footprint.</p>	<p><b>Is Asia a continent of contrast?</b> This unit builds on the Africa unit in Year 7, examining human development and physical geography in a larger, more complex continent.</p>	<p><b>How does the sea shape the land?</b> Students look at physical processes such as erosion, transportation and deposition and the landforms caused by these. They also look at human and physical interactions at the coast.</p>

			Students undertake a fieldwork study about the impacts of tourism in a coastal area (Whitby).
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	<b>These 5 units of study are taught in this order across the six half terms.</b>				
<b>Year 9 (2 lessons per week)</b>	<b>How do rivers shape the land? How do I complete my rivers fieldwork?</b> Students build on the coastal unit and look at the physical processes and landforms at different courses of the river. They undertake fieldwork along the River Tees.	<b>Is Russia a prisoner of geography?</b> This unit allows students to examine a range of physical and human processes in a very unique setting. Students are also able to learn about cold environments as part of this.	<b>How risky are natural hazards?</b> This unit will examine tectonic hazards and their cause, impact and management. It will focus on plate tectonics and both earthquakes and volcanoes.	<b>How has industry shaped the heart of Teesside?</b> Students will study their own region and its economic and trading successes and the recent decline. It will look at how this has had an impact on people's quality of life and what lays ahead for our region.	<b>Why is the Middle East such an important region?</b> This unit allows students to look at economic activity and trade in the Middle East and how this links to varying levels of development.

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Year 10 (AQA) (3 hours per week)</b>	<b>Unit 1: The Challenge of Natural Hazards</b> - Students examine the physical processes that lead to earthquakes and	<b>Unit 2: Urban Issues</b> This unit allows students to examine reasons for urbanisation and opportunities and	<b>Unit 1: Living World</b> Students examine interactions in a small-scale ecosystem, alongside tropical rainforests and hot	<b>Unit 2: Economic Change</b> This unit examines the development gap across the world, including cause and impact, as well as	<b>Unit 3: Physical Fieldwork</b> Students undertake a fieldwork study - does hard engineering control longshore drift at Redcar?	Finishing fieldwork, revision, mock exams and feedback. These lessons will address gaps and misconceptions and

	<p>volcanoes. They examine two case studies of earthquakes at various levels of development to show effect and response. This unit also allows students to look at UK weather issues and also at tropical storms on a global scale. It gives students an opportunity to build on their prior knowledge of climate change.</p>	<p>challenges associated with this. It examines two case studies at differing levels of development to show how the challenges can be managed.</p>	<p>deserts. Students examine what issues are affecting these and how they can be managed sustainably.</p>	<p>looking at how this can be reduced. Students study Nigeria and the UK as the main case studies within this.</p>	<p><b>Unit 3: Human Fieldwork</b> Students undertake a fieldwork study - Do housing inequalities exist in Middlesbrough?</p>	<p>will be bespoke to each class.</p>
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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Year 11 (AQA)</b> <b>(3 hours per week)</b></p>	<p><b>Unit 1: Coasts</b> Students study physical processes at the coast and the landforms associated</p>	<p><b>Unit 1: Rivers</b> This unit builds on the physical processes studied in coasts and erosional and</p>	<p>Mock preparation and feedback.</p> <p><b>Unit 2: Resource Management</b></p>	<p><b>Unit 2: Resource Management</b> Students will examine the trends in food production, energy</p>	<p><b>Unit 3: Issues Evaluation</b> The issues evaluation allows students to examine an issue set</p>	



	<p>with these. They study a search of the UK coastline to show the effects and responses to coastal erosion.</p>	<p>depositional landforms along rivers. Flooding and management are also studied. Students study the River Tees.</p>	<p>Students will examine the trends in food production, energy and water use in the UK, then they will examine water use at a global scale and how this can be managed sustainably.</p>	<p>and water use in the UK, then they will examine water use at a global scale and how this can be managed sustainably.</p> <p>Mock preparation and feedback.</p>	<p>by the exam board on which they will be examined in Paper 3.</p> <p>Final revision and exam preparation.</p>	
<p><b>Year 11 Legacy 2024-5 (AQA) (3 hours per week)</b></p>	<p><b>Unit 3: Human Fieldwork</b> Students undertake a fieldwork study - Do housing inequalities exist in Middlesbrough?</p> <p><b>Unit 1: Rivers</b> This unit builds on the physical processes studied in coasts and erosional and depositional landforms along rivers. Flooding and management are also studied. Students study the River Tees.</p>	<p><b>Unit 2: Economic Change</b> This unit examines the development gap across the world, including cause and impact, as well as looking at how this can be reduced. Students study Nigeria and the UK as the main case studies within this.</p> <p>Mock preparation and feedback.</p>	<p><b>Unit 2: Economic Change</b> This unit examines the development gap across the world, including cause and impact, as well as looking at how this can be reduced. Students study Nigeria and the UK as the main case studies within this.</p> <p>Mock preparation and feedback.</p>	<p><b>Unit 3: Issues Evaluation</b> The issues evaluation allows students to examine an issue set by the exam board on which they will be examined in Paper 3.</p> <p>Final revision and exam preparation.</p>	<p>Final revision and exam preparation.</p>	