



## GEOGRAPHY

### Why is the study of Geography important?

Go beyond the map and the globe, Geography is the study of the importance of place to every aspect of life. It explores humanity and its relationship with its geographical location. By investigating the key concepts of sustainability, climate change, human and physical interactions, and physical processes you will become a more social and environmentally conscious citizen. Geography is the study of physical, environmental, and human existence and each theory is examined through its individual characteristics but more importantly through the complex relationships with each other. From economic change to plate tectonics, Geography students benefit from obtaining knowledge and understanding of investigation, communication, numeracy, and analysis. You will be able to demonstrate understanding of interrelationships between places, context, and processes. You will delve into the deep Amazon, relocate to the Antarctic, always returning home to compare and explore your own environment. You will be encouraged to question your current environment, looking at how each of the topics are linked with the city we live in and how the city has developed focusing on interaction between Human and Physical geography. You will develop solutions for world problems in the classroom which could then become the answers for a safe and secure future. 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? 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 widen your horizons.

Big Questions such as how do our individual actions contribute to positive and negative physical and human changes like climate change, habitat loss, pollution and development are key aspects of what we study in Geography. You will investigate different sources of information to answer these big questions including data that shows us distinct patterns from which we can identify both the causes and possible solutions to some of the biggest challenges our world faces in the future. I bet you can't wait to get started...

### **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

### **What will you know and understand from your study of Geography?**

- The basic physical systems that affect everyday life e.g. out 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 the 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 to become a better global citizen.

### **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 understanding 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.

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 knowledge 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.

Across the teaching of subjects, teachers will make reference to your learning in other areas such as Geography and this will help you to develop your understanding.

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

The Geography department offers lots of opportunities for you to really engage with this subject. Across Year 7, 8 and 9; 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. Enrichment is offered to students studying GCSE geography.

In Years 10 and 11 we encourage students to join the fieldwork opportunities that are on offer and students have the opportunity to visit the UK coastal location of Hornsea to observe coastal landforms and processes in action. You will also have the opportunity to take part in a local study in Sheffield to research the enquiry 'do housing inequalities exist?', allowing you to work like a geography scholar.

Our 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, key word glossaries and much more.

### **How are you assessed in Geography?**

Throughout the Geography course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE and A Level study. There are half-termly parental reports that we term Praising Stars®. For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study against expectation. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

## **Key Assessment Objectives**

AO1:

Demonstrating knowledge of locations, places, processes and environments at different scales. Question types could include describe, give, define, outline or name.

AO2

Demonstrates geographical understanding of concepts and interrelationships in relation to places, environments and processes. Question types could include explain why, outline the reasons for, and justify.

AO3

Apply knowledge and understanding in a new context

Question types could include interpret, analyse, evaluate and make a judgement or decision.

AO4

Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Question types could include

How many, describe, calculate, complete this graph to show, using figure 9...

### **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 A level 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 application 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 UK's 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

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

	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b> <b>AQA GCSE Geography 9-1</b>	<b>YEAR 11</b> <b>AQA GCSE Geography 9-1</b>
<b>Autumn 1</b>	<p><u>What is our place in the world?</u></p> <p>Students will focus on their place in the world with a local study, helping them to understand some of Sheffield's key features and exploring its link with the wider world. One of the aims of this unit is to encourage students to see that their lives in Sheffield are interlinked with different places from all around the globe.</p> <p>Students will also develop the map and atlas skills that they should have been introduced to at KS2 and that underpins their lives as geographers.</p>	<p><u>How risky are natural hazards?</u></p> <p>A detailed and in-depth exploration of natural hazards. Students begin their unit of study by investigating what a natural hazard is and considering the factors which affect risk associated with these. Students will explore the global distribution of a range of hazards and explore the ways that countries may respond to these.</p> <p>The in-depth hazard focus in this unit is volcanoes so students will be introduced into the physical processes which create volcanoes alongside the different classifications.</p>	<p><u>Is Russia a 'Prisoner of Geography?'</u></p> <p>The first unit of Y9 is based on Tim Marshall's book 'Prisoners of Geography' and is an investigation of the impact of Geography on a country's development. It pulls together previous learning to help students decide if Russia is a "prisoner of geography"?</p> <p>Whilst Russia is the focus of the topic, a number of other examples will be married in to give wider geographical context.</p> <p>This topic aims to bring together everything students have learnt in the previous two years. Considerations of Russia's environmental regions and the influence of these on human actions and development and the subsequent position of the country in the world. The key question of, is Russia a prisoner of Geography is then analysed.</p>	<p><u>Paper 1 - Living with the Physical Environment</u> <u>Section B - The Living World</u></p> <p>The introductory topic of the AQA Geography GCSE course builds on students' well developed prior knowledge of ecosystems. Students will deepen their knowledge of ecosystems - looking at two specific global biomes - rainforests and hot deserts.</p> <p>Students will be expected to know the characteristics of these two contrasting environments along with how humans have developed uses of these ecosystems. Students will focus on two separate case studies here - The Malaysian rainforest and the Thar Desert, India.</p>	<p><u>Paper 1 - Living with the Physical Environment</u> <u>Section C - Physical landscapes in the UK - Coasts</u></p> <p>Students will explore coastal environments in detail - exploring how they change and develop. Students will learn about the processes and landforms associated with the coastline - focusing on key ideas of erosion, transportation and deposition. The case study example used here is the Holderness Coast - East Yorkshire - which students will use for their own fieldwork example.</p> <p>Students will be expected to know about landforms in this area, human uses and ways people have tried to protect and diminish the effects of the coast here.</p>

<p><b>Autumn 2</b></p>	<p><u>Why are ecosystems so different?</u></p> <p>Building on students' studies from their first topic, this unit will explore the vast biomes of the Earth - ranging from the polar environments to the hot and humid rainforests of the tropics and deserts. Students will explore how these environments have formed and developed and the unique plants and animals that exist here. Finally, they will explore the ways in which these environments provide opportunities and challenges to people.</p>	<p><u>How risky are natural hazards?</u></p> <p>Students will progress to study two named examples of volcanic eruptions, in contrasting locations. They will study the Eyjafjallajokull eruption of 2010 in Iceland and the 2018 Volcan De Fuego eruption in Guatemala. Exploring two contrasting examples will allow students to link back to their work on development from Y7. The topic will conclude with a focus on management of hazards and an evaluation of the role humans play in increasing hazard risk and a look at why people still live near volcanoes.</p>	<p><u>How wild is our world's weather?</u></p> <p>Students will have the chance to study what an extreme weather event is. Students will then apply what they have learnt to study key extreme weather events e.g Hurricane Katrina, wildfires in Australia, Drought in the Sahel and linking back to the U.K where students will investigate the extreme weather events of 2018. Finally students look at the impact of climate change on the world's wild weather.</p>	<p><u>Paper 2 - Challenge in the Human Environment</u> <u>Section C - The Challenge of Resource Management</u></p> <p>The shortest topic of Paper 2 - students will explore the availability, amount and distribution of three essential resources - Food, water and energy. This topic will explore the complex relationships humans have with the natural environment. Students will study water as an in-depth resource - focusing on two examples of where water is collected and used. The need to cover a large scale water project will see students investigate the Lesotho Highlands Water Project - in Southern Africa and a local water scheme will look at the Wakel River Basin in the Thar desert India. Case study choices have been made to reflect a rich and varied Geography and to build on concepts and examples students will be familiar with.</p>	<p><u>Paper 2 - Challenges in the Human Environment</u> <u>Section B - The Changing Economic World</u></p> <p>This topic offers students an in-depth study of the patterns of development that exist in the world today.</p> <p>Students will review causes of uneven development - expected to critically evaluate theories of development - and apply this to real life examples. Developing on from this, students will look at attempts to reduce the 'development gap' and consider the role of HICs in this process. Students will be expected to consider a range of examples of where attempts have been made to reduce gaps in development - e.g. Jamaica and consider the effectiveness of these.</p> <p>Students will undertake an in-depth study of a developing country. We have opted for Nigeria due to its rapid emergence as a globally significant country. Students will investigate the history of the country, the way it has overcome development challenges and the way it continues to grow in the modern day. Students will be expected to understand how Nigeria has changed and the challenges that face it today.</p> <p>Students will go on to conduct an in-depth study of the UK and the changing economic landscape in the country. This will be supported by specific local examples and consider how the UK's place in the world is changing. Students will critically evaluate changes to the UK's economic landscape and explore how these may contribute to regional differences.</p>
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<b>Spring 1</b>	<u>Is there a development gap?</u>	<p><u>Is Asia the most diverse continent in the world?</u></p> <p>Similar to the Africa study students conducted in Y7, students will be exploring the continent of Asia. The largest, most populous continent on Earth. This topic will draw on a number of geographical threads students have covered previously - including development, ecosystems, climate change and landscapes. Students begin the topic with an exploration of the geographical</p>	<p><u>Is tourism a blessing or a curse?</u></p> <p>This tourism unit will be used as a vehicle to explore and pull together many different geographical strands from across the geography curriculum in a rich and engaging way to allow students a positive way to relate to the subject. They will consider the growth of tourism and the benefits and problems that this can bring socially, economically and environmentally. They will be</p>	<p><u>Paper 1 - Living with the Physical Environment</u> <u>Section A - The Challenge of Natural Hazards - Tectonics</u></p> <p>Students will begin their study of this unit in Y9 and then continue again in Y10. The topic has been divided between tectonic hazards and weather hazards, Students will consolidate and deepen their conceptual</p>	

	<p>This enquiry question will see students explore the differing level of development across the world thinking about how we can measure development. Students will tangle with big questions such as ‘Why do we have rich and poor countries?’ and ‘How can countries develop? Students will have the opportunity to practically explore development, discovering what it is like to trade with few resources and technology. We explore a range of locations around the world and their unique histories. Students will be challenged to evaluate which strategies are the best to help countries develop.</p>	<p>boundaries of Asia and the contrasting ecosystems within the continent. This begins to inform their understanding of population distribution and the dominance of China and India within the continent.</p>	<p>evaluative in their approach to considering the issues looking at real life case studies and will have the opportunity to consider more sustainable methods. They will have the opportunity to investigate a location in detail through a decision making exercise before bringing the issues right up to date through considering the impact of a global pandemic and climate change on tourism</p>	<p>understanding of natural hazards and their formation - focusing instead on earthquakes now. Students will learn about two contrasting earthquakes - the Nepal and L’Aquila earthquakes. These two examples represent the impacts of natural hazards in communities at different levels of development. Students will directly contrast the effects and responses to these natural hazards and make evaluative judgements about the level of preparedness of each example. Students will conclude the topic by reviewing why people choose to live in areas of high hazard risk and steps taken to reduce risk in these areas.</p>	
<p><b>Spring 2</b></p>	<p><u>How do landscapes change over time?</u></p> <p>The first chance students get to study classic physical geography! Students will look at the ways in which water and ice have shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today.</p>			<p><u>Paper 2 - Challenges in the Human Environment</u> <u>Section A - Urban issues and challenges</u></p> <p>This topic takes students through a detailed look into the world’s rapidly emerging urban areas. With over 50% of the global population living in urban areas, an understanding of these spaces is essential for our geography students.</p> <p>Through the lens of two case study examples - Rio De Janeiro in Brazil and Sheffield in the UK - students will explore the challenges and opportunities that exist within these cities. Students will be expected to develop a comprehensive understanding of</p>	<p><u>Paper 3 - Geographical Applications</u> <u>Section A - Issue Evaluation</u></p> <p>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.</p> <p>The exam board will send a resource booklet to the academy twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Whilst we do not know what content will be covered ahead of time, it will be</p>

		<p><u>Is Asia the most diverse continent in the world?</u></p> <p>Students are introduced to India through a study of Mumbai - one of the world's most rapidly developing cities. The highly diverse nature of Mumbai will be contrasted with urban areas across Asia.</p> <p>The topic concludes with a study of two separate Asian regions - the Middle East and China. The contrasting economic development of these regions is important to global futures in the 21st century.</p>		<p>the changes and growth of these two locations.</p> <p>Students will conclude the topic with a consideration of 'cities of the future' and a focus on how these areas can be made more sustainable. They will also study an example of a regeneration project in a UK city - considering whether this is a sustainable project.</p>	<p>linked to one of the themes students have studied previously.</p>
<p><b>Summer 1</b></p>	<p><u>How diverse in Africa?</u></p> <p>A huge misconception - Africa is a country?! This topic aims to unpick some of these ideas and show students the incredible diversity behind the world's second largest continent. Investigating the trouble history of the continent through to its position today as a hugely diverse and divided continent. By exploring the different peoples, cities, ecosystems and landscapes across Africa - students will never look at the continent in the same way again. Students will have the opportunity to look specifically at the Sahel region. In studying this region students will investigate the challenges of climate change and increasing population pressure as well as possible solutions. Students will also investigate the Democratic Republic of Congo giving them an opportunity to apply previous work on development.</p>	<p><u>What is the problem with resources?</u></p> <p>Food and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges. Students study resources with a particular emphasis on energy and food. Students will evaluate the costs and benefits of renewable energies in the U.K and the effects of food insecurity.</p>	<p><u>How important are the oceans?</u></p> <p>We begin by looking at where oceans are located and then look in detail to see how we use our oceans including tourism, oil/gas extraction, trade and fishing. We then study the Mariana Trench (linking it back to the Hazards topic), the UK's diverse water (human and physical interactions) before studying the need to navigate through the Northwest passage and its current links to climate change. Development is a strong link to students exploring the Suez Canal blockage, China's reclamation of land in the South China sea followed by examining the Geography of crime linked to the Somali pirates. Following this, students then turn their focus back to climate change, deciding if the Arctic is a barometer of climate and then looking at how oceans and climate change are linked. Plastic pollution is the next focus, with a detailed look at the Great Pacific Garbage Patch followed by the causes and effects of the Deepwater Horizon explosion and the invasion of the</p>	<p><u>Paper 1 - Living with the Physical Environment</u> <u>Section A - The Challenge of Natural Hazards - Weather and Climate Change</u></p> <p>Continuing on from the topic started in Y9, students will review what is meant by natural hazards and the categorisation of these. Students will explore the concept of the Global Atmospheric Circulation model and use this to inform their understanding of global weather patterns and hazards. Students will focus both on tropical storms and extreme weather and the differing levels of risk they present. Case studies in this topic will be Typhoon Haiyan that struck the Philippines and the 'Beast from the East' snow storm that struck the UK in 2017. The final area of focus in this topic is on climate change - looking at both human and physical causes, effects around the world and steps being taken to both mitigate and adapt to this phenomena.</p>	<p><b>Preparation and revision for terminal exams</b></p>

			signal crayfish. These lessons focus on social, economic and environmental impacts to the oceans (human and physical interactions). Finally we draw this unit together by looking how ecosystems have changed so much and why the oceans are in fact so important. Throughout this unit, skills are embedded and students cover maps, graphs and statistics.	
<b>Summer 2</b>	<p>How am I linked to climate change?</p> <p>Students will investigate the causes of climate change, the effects of climate change as well as mitigation and adaptation to climate change. This will enable them to evaluate how they are linked to climate change.</p> <p><u>Field work - Where in the school should we put a new school bench?</u></p> <p>Students will be taught the enquiry skills to take part in a study that will allow them to evaluate where the best location will be to site a new school bench.</p>	<p><u>Field work - Local area study</u></p> <p>Sheffield virtual fieldwork, students learn key fieldwork skills and find out if Inequalities exist in Sheffield</p>		<p><u>Paper 1 - Living with the Physical Environment</u>  <u>Section C - Physical landscapes in the UK - Rivers</u></p> <p>This next part of paper 1 presents students an in depth study of the physical processes changing our landscapes. Students will explore rivers in detail - exploring how they change and develop through each of their three courses (upper, middle and lower). Students will learn about a range of landforms found at each course of a river and develop their understanding of how these changes.</p> <p>Students will also study a case study example of a river - following the River Tees in the North-East of the UK. This will tie together all of the knowledge they have learnt about the processes. In addition, students will consider the ways humans have developed use for rivers and the potential risks associated with these uses. A final consideration of flooding - causes and impacts - will conclude the topic. Students will be able to link back to examples learnt in both Living world and Hazards too.</p> <p><u>Paper 3 - Geographical Applications</u>  <u>Section B - Fieldwork - Human</u></p>

				<p>As part of their GCSE course, students have to conduct two separate pieces of fieldwork. One with a link to human geography and the other with a link to physical geography. Students will spend time in lessons preparing their investigation - ensuring they are familiar with the inquiry, risks, methods and how to present data. Students will be supervised during their investigation but will be expected to collect their own data. The focus of the human fieldwork looks at housing inequality in the city of Sheffield. Details of the trip will be shared nearer the time.</p>	
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