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 not only 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 onwards, 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 effectively make links to other subjects like Science and Maths, plus achieving 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: 'What amazing place will we visit in Africa?', ' How do rivers change on their journey to the sea?', 'What were the effects of the Japanese earthquake?', 'What happened in Chernobyl?', 'How do plants and animals adapt to hot deserts?' and 'How has transport improved in the UK?'. You will have the chance to ask questions about what is changing in the UK and about your local environment, and to study it more closely by collecting data through fieldwork and analysing it to find out what it tells you.

Throughout your studies in Geography you will cover our five main core concepts; Human development, physical processes, human and physical interaction, climate change and sustainability. Does this seem challenging? You are going to love it! Geography will widen your horizons!

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 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 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 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. We have links with Maths including the use of graphical and statistical skills to analyse and interpret data so that 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 all subjects, teachers will make reference to your learning in other areas such as Geography and this will help you to develop your understanding. There are even opportunities to apply this learning in Y7 and 8 when interdisciplinary study days are organised to deepen your understanding across the curriculum when our geography and science departments will work together to explore ecosystems or natural hazards**.**

How can you deepen your understanding of Geography?

The Geography department offers lots of great opportunities for you to really engage with this fabulous subject. In Year 7 we engage with competitions, quizzes and clubs like 'Geography at the Movies'. Across Year 7 to 9 students engage in fieldwork activities both in the local area and further afield. 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 a variety of Geography Clubs including 'Sustainability Warriors' which will begin in October 2025.

Throughout all year groups we encourage students to join the fieldwork opportunities that are on offer with previous trips including Iceland, Sicily, Anglesey and the introduction of a field trip to the Isle of Arran next year. In year 7 we will offer a trip to the Salford Quays to study the regeneration, Year 8 we will explore the local area and complete an environment assessment of the Sankey Valley and in year 9 we will offer the opportunity to study the fluvial processes at Ingleton Waterfalls. In year 10 and 11

we organise a variety of GCSE related fieldwork, for example a UK coastal location like the Fylde Coast to observe coastal management and processes in action, as well as a local housing study in Wigan.

Our revision website (geography.outwood.com) provides a rich resource of geographical 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 5 years of studying Geography, 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 6 assessment points each year that we term Praising Stars. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Geography curriculum.

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, and outline the reasons for comparisons.

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 Geography 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 accessed this enriching knowledge 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 whether they are 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 such as:

- 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

GEOGRAPHY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY HAYDOCK					
	YEAR 7 - New curriculum (2 lessons a week)	**YEAR 8 (1 lesson a week)**	**YEAR 9 (2 lessons a week)**	**YEAR 10 (3 lessons a week)**	**YEAR 11 (3 lessons a week)**
Autumn 1	**How am I connected to the world?** What is Geography? Where in the world am I? How does my food go from field to fork? What is the true cost of my screen time? What is the story behind my clothes? Key indicator quiz Fieldwork (Part 1) - What is the environmental quality of my school like?	**How wild is our weather?** What actually is weather? What are clouds and how do they form? Why is air pressure so important? What are the world's climate zones? Why is the UK's climate so different? How does climate change link to extreme weather? Key indicator quiz	**Are the oceans there to be exploited?** Where are our oceans? How diverse are UK waters? Why was the Northwest passage important? What happened in the Suez Canal in 2021? Why is China building the great wall of sand? What is the Geography of crime at sea? Why is plastic pollution bad? What is the great pacific garbage patch? What happened on Deepwater horizon? Why are our ecosystems so important? What is the invasion of the signal crayfish? Key indicator quiz	**Natural hazards:** 1. What are the different natural hazards that affect the world? 2, Where do tectonic hazards happen and why? 3, How are earthquakes and volcanoes caused at plate margins? 4, What were the effects and responses of the L'Aquila earthquake? 5, What were the effects and responses to the Nepal earthquake? 6, Why do the effects and responses of tectonic hazards vary between areas of contrasting levels of wealth? 7, How can we reduce the risks from a tectonic hazard? 8, Why do people live in areas at risk from a tectonic hazard? 9, What is the evidence of climate change and is the UK weather more extreme? 10, What are the natural factors that cause climate change? 11, What are the human factors that cause climate change? 12, How can people and the environment be affected by climate change? 13, How do we manage climate change through mitigation? 14, How do we manage climate change through adaptation?	**Coasts** 1, Where are the major uplands, lowlands and rivers in the UK? 2, How do different processes shape our coast? 3, How are waves different along our coastline? 4, How are headlands and bays formed? 5, How are cliffs and wave cut platforms formed? 6, How are caves, arches, stacks and stumps formed? 7, How are spits and bars formed? 8, How are beaches and dunes formed? 9, How can you identify coastal landforms on an OS map? 10, What are the costs and benefits of hard engineering? 11, What are the costs and benefits of soft engineering? 12, How has the coastline been managed along the Holderness coast? 13, What have been the resulting effects and conflicts of coastal management along the Holderness coastline? **Rivers** 1, How do rivers change as they move from source to mouth? 2, How do fluvial processes shape rivers? 3, How are waterfalls and gorges formed?

				15, What weather hazards do we experience in the UK? 16, What were the causes, impacts and management of a recent weather event in the UK? 17, What is the GACM? 18, Where and why do tropical storms form? 19, How do tropical storms form and how are they structured? 20, What are the effects and responses of Typhoon Haiyan? 21, How do we manage tropical storms? 22, Big Quiz	4, How are meanders and Ox-bow lakes formed? 5, How are levees, flood plains and estuaries formed? 6, Where would we find the major river features on the river Tees? 7, How can you identify river features on an OS map?
Autumn 2	**<u>What are ecosystems like?</u>** Who is eating who? How are global ecosystems distributed and what are they like? What makes the equator hotter than other parts of the world? What are the characteristics of our polar environments? What have I learned about ecosystems so far? How do animals adapt to polar environments? What is it like to live in a polar environment? What are the opportunities in polar environments?	**<u>How does ice change the world?</u>** What did our world look like 10,000 years ago? What and where are glaciers? How does ice shape the land? What landforms are shaped by erosion? How are corries formed? What landforms are shaped by deposition? How are glacial landforms used? Key indicator quiz	**<u>How risky are natural hazards?</u>** What are the different types of natural hazards? Where are volcanoes and earthquakes located? Why do earthquakes and volcanoes occur at plate margins? What were the effects of the Japanese earthquake? What were the responses to the Japanese earthquake? What were the effects of the boxing day tsunami? What were the responses of the boxing day tsunami? Does wealth make a difference to the effects of a hazard? Why do people continue to live in areas at risk?	**<u>Urban Issues</u>** 1, What are the global patterns of urban change? 2, Why are a growing percentage of people living in urban areas? 3, Where is Rio and why is it important? 4, Why is urban growth happening in Rio? 5, What social opportunities has urban growth brought in Rio? 6, What economic opportunities has urban growth brought in Rio? 7, How has urban growth created socio economic challenges in Rio? 8, How has urban growth created environmental challenges in Rio? 9, How is urban planning improving the quality of life for the urban poor? 10, Where do people in the UK live? 11, Where is Sheffield and why is it important?	**MOCK EXAMINATIONS AND PREPARATION** 8, How do physical and human factors affect flood risk? 9, How do hydrographs show the relationship between precipitation and discharge? 10, What are the costs and benefits of hard engineering? 11, What are the costs and benefits of soft engineering? 12, How has the river Tees been managed to prevent flooding? 13, What are the social, economic and environmental issues associated with flood management on the River Tees? 14, How do geographers find out information about rivers? 15, What should I revise for coasts and

	What are the challenges in polar environments?		How can the effects of hazards be reduced?	12, What impact is migration having on Sheffield? 13, How has urban change created social and economic opportunities? 14, How has urban change created environmental opportunities? 15, How has urban change created social and economic challenges? 16, How has urban change created environmental challenges? 17, Why was regeneration needed at Park Hill flats and what are the main features? 18, What are the features of sustainable urban living? 19, How are urban transport strategies used to reduce traffic congestion? 20, Big Quiz	rivers? 16, Big Quiz **Resource Management** 1, How do food, water and energy affect well-being, and what global inequalities exist in their supply? 2, Where does the UK source its food, and what factors influence these choices? 3, Why is the carbon footprint increasing, and what is driving the shift to agribusiness?
Spring 1	**Where do people live and why do they want to move?** This unit is looking at population and migration. By exploring population, students develop a better understanding of the structure of a population, how populations change through population movements and processes and how this affects society. Migration is important to our students, who may have experienced migration first hand. This unit has links to climate change later in year	**How diverse is Africa?** What Physical Geography features are in Africa? What ecosystems are in Africa? How does the physical geography of Africa affect where people live? Is there a development gap in Africa? How fast is Africa developing? What is the impact of mobile phone use on the Democratic Republic of Congo? How have blood diamonds impacted the lives in the DRC? Key indicator quiz	**Is Russia a prisoner of its own Geography?** What are the key geographical features of Russia? What is the climate of Russia? What ecosystems are found in Russia? How developed is Russia? Is Russia a prisoner of Geography? Where do people live in Russia? Why do people visit Russia? What happened in Chernobyl Why is there conflict between Russia and the Ukraine?	**Living World** 1, What are food chains and food webs? 2, What is our small-scale ecosystem like? 3, How do human and physical factors affect the ecosystem balance? 4, Why is the nutrient cycle so important? 5, How do geographers find out information about ecosystems? 6, Where are large scale ecosystems distributed? 7, What are the physical characteristics of a tropical rainforest? 8, How do plants and animals adapt to physical conditions in tropical rainforests? 9, What are the changing rates of deforestation?	**Resource Management (continued)** 4, How are water demand and quality changing over time? 5, How can the UK balance water supply and demand? 6, What is the energy mix like in the UK? 7, What are the economic and environmental issues associated with the exploitation of energy sources? 8, What are the global patterns of water and why is the demand increasing? 9, What factors affect the availability of water? 10, What are the impacts of water insecurity? 11, What are the strategies to increase water supply?

	7, Development in year 8, Urban in year 9 as well as all the various regional studies across KS3 as population change shapes the UK and the wider world. Key indicator quiz			10, What are the causes of deforestation in the Malaysian rainforest? 11, What are the impacts of deforestation in the Malaysian rainforest? 12, What is the value of tropical rainforests to people and the environment? 13, What are the strategies used to manage the tropical rainforest sustainability? 14, What are the physical characteristics of hot deserts? 15, How do plants and animals adapt to hot deserts? 16, What are the opportunities in the Thar desert? 17, What are the challenges in the Thar desert? 18, What are the causes of desertification? 19, How do you manage desertification? 20, Big Quiz	12, How can water usage be made more sustainable in the future? 13, What are the advantages and disadvantages of a large-scale water transfer scheme? 14, How can the Wakel region increase sustainable water supplies? 15, Big Quiz **<u>Year 11 Revision plan</u>** Pupils will be given details from their tutors regarding revision

Spring 2	**How am I linked to climate change?** This unit of climate change is a pressing global issue that connects to all aspects of geography. Introducing it here ensures students understand not only the complex causes of climate change but also the environmental and socio-economic impacts, which are relevant in later units like Natural Hazards, Rivers, Asia, the Middle East and Russia. When looking at glaciation, students can begin to understand how climate change is affecting these landforms. Also we have a strong link between where people live and how the climate is affecting them. Key indicator quiz.	**Is Asia the most diverse and dynamic continent in the world?** What is it like to live and visit the Middle East? Why is Mumbai growing so rapidly? What opportunities are there in Mumbai? What are the challenges in Mumbai? How has the government responded to the rapid growth of Mumbai? Key indicator quiz	**What happens when the land meets the sea?** Why do we study the coast? What shapes our coastal landscape? What forms of erosion take place on the coast? What landforms are created by forces of erosion? What is mass movement? How does transportation change the coastline? How does deposition change the coastline? How has life on the Holderness coast changed? What defences can be used to protect the coast? Weighing it up: are the benefits worth the cost?	**Economic World** 1, What are the global variations in economic development and quality of life? 2, Where are the different economic and social measures of development? 3, What are the links between the DTM and the level of development? 4, What are the causes of uneven development? 5, How are health and wealth a consequence of development? 6, How can we reduce the development gap? 7, How can tourism reduce the development gap in Jamaica? 8, Where is Nigeria located and why is it important? 9, What is the political, cultural and environmental context of Nigeria? 10, How has the industrial structure changed in Nigeria? 11, What are the advantages and disadvantages of TNC's in Nigeria? 12, How has international aid had an impact on Nigeria? 13, Has the quality of life improved for all in Nigeria? 14, What are the causes of economic change in the UK? 15, How is the UK moving towards a post industrial economy? 16, How is a modern industrial development, such as Quorum, environmentally sustainable? 17, What are the challenges associated with rural areas?	**Year 11 Revision plan** Pupils will be given details from their tutors regarding revision PRE-RELEASE PREPARATION

				18, How has transport improved the UK? 19, What is the north south divide and what are the strategies used in an attempt to resolve these regional differences? 20, How is the UK linked to the wider world? 21, Big Quiz	
Summer 1	**How do we use the land that the ice has shaped?** In this unit, after exploring the geological timescale, students will explore how ice shaped, and continues to shape, our landscapes, like the Lake District, where glaciers have carved out majestic ribbon lakes and u-shaped valleys. This is a foundational unit where students are introduced to the geographical processes of erosion, transportation and deposition and how they shape different landforms, especially in the UK. These unique landforms present opportunities, challenges and often create conflict in these spaces. The unit is the start of a thread through KS3 connecting with Rivers and Coasts as students build upon these processes in year 8 and 9.	**How does water shape the land?** How do rivers form? How do rivers shape rocks? How do waterfalls form? Why are rivers so bendy? What are floodplains and levees? How do rocks move in a river? Key indicator quiz	**Is tourism a blessing or a curse?** What are the different types of tourism? What has caused the growth of tourism? How does a resort develop? What are the advantages and disadvantages of tourism? How has Dubai grown into a tourist hotspot? What is the darker side of Dubai? How can we make tourism more sustainable? Is ecotourism a solution? Should the Benoa Bay development go ahead? How can a global pandemic affect tourism? Summative Assessment	**Fieldwork** 1, What are our fieldwork questions? - Introduction and Planning 2, What are the risks during our fieldwork and how can they be mitigated? 3, How can we measure and record appropriate data? 4, Physical Fieldwork Day 5, Human Fieldwork Day 6, What is the best way to present our data? 7, How useful was our data collection? 8, How do we analyse the data and come up with a valid conclusion? 9, How do we evaluate our fieldwork?	**Year 11 Revision plan** Pupils will be given details from their tutors regarding revision

Summer 2	**How diverse is Africa?** This unit gives students the opportunity to expand their place knowledge through the study of human and physical geography of a region within Africa. Learning about Africa is vital for KS3 geography, offering insights into its diverse landscapes, population and unique ecosystems. Students explore global connections through Africa's role in trade, migration, and climate change, while gaining cultural awareness of its languages and traditions. The study also addresses economic development, urbanisation, and conservation, fostering critical thinking and challenging stereotypes, so students do not see Africa as a single story.	**What are the six stages of fieldwork?** Local fieldwork - Where should we build a recreation area in Outwood Academy Haydock? What is a suitable question for enquiry? How can we measure and record appropriate data? How can we select appropriate ways to process and present fieldwork data? How do we describe, analyse and explain fieldwork data? How can we complete appropriate conclusions? How can we evaluate our local fieldwork?	**What's the problem with resources?** What are our essential resources? Where are all the world's resources? Why is renewable energy important? Why are we using controlled explosions at power stations? Renewable vs nonrenewable? Which country tops the renewable charts? What are the causes of food insecurity? What are the environmental problems with how we grow food? How can we grow food more sustainably? What happens when we run out of land? How do we match the need for water? How sustainable is your home?		