Geography

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Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. It is intended by the end of KS3 or KS4 that all pupils will have the basic geographical skills such as map reading, basic direction and navigation, a broad sense of the unique landscapes in the UK and the wider world to help them understand places, cultures and environments. It is also intended through geography for pupils to critically think about the local and global environment that they live in and what impact they may be having in their community. Pupils can opt to study either Geography or History in Key Stage 4.

Geography Progression – Learning Intention and Knowledge

Position:

Position - Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. Compass points can be used to describe the relationship of features to each other or describe the direction of travel. Accurate grid references identify the position of key physical and human features.

Maps - Identify elevated areas, depressions and river basins on a relief map. The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.

UK - Identify the topography of an area of the UK using contour lines on a map. Topography is the arrangement of the natural and artificial physical features of an area.

Place

World - Name, locate and describe major world cities. Major cities around the world. Explain interconnections between two areas of the world. Geographical interconnections are the ways in which people and things are connected.

UK - Describe the relative location of a place or geographical feature in the UK in relation to another place or geographical feature. Relative location is where something is found in comparison with other features.

Position - Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.

Investigation:

Geographical resources - Analyse and compare a place or places using aerial photographs. atlases and maps. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places. Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites.

Data analysis - Collect and analyse data from primary and secondary sources, identifying and analysing patterns and suggesting reasons for them. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. Summarise geographical data to draw conclusions. Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).

Nature:

Physical features - Identify and describe some key physical features and environmental regions, along with the climate zones and soil types, can affect land use. Know the six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. Due to its extreme geographic variation, South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.

Environmental - Name and locate the world's biomes and climate zones and explain their common characteristics. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Explain how global warming affects climate zones and biomes across the world. Research indicates that global warming is caused by human activity (burning fossil fuels, deforestation, pollution and methane producing livestock) and causes changes to the world's weather; the melting of polar ice caps; rising sea levels; destruction of coral reefs and the shifting of the seasons.

Mankind: Human features and landmarks - Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement

Material: natural and manmade materials - Explain how the presence of ice make the polar oceans different to other oceans on Earth. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs

Significance: Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced

Geographical Change: Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large cit

Syllabus materials KS4:

AQA | Geography | GCSE | Geography

Careers in Geography:

1438_My Learning My Future_Geography_FINAL.pdf (careersandenterprise.co.uk)

Schemes of work:

Year 7

Year 7 Geography starts with a unit called ‘Where on earth am I’, which introduces pupils to map skills and fieldwork, based around the local area and the UK. Pupils will look at the different types of geography, and locate land and seas around the world.

Autumn	Spring	Summer
The aim is to introduce basic Geographical skills and terms to create a baseline knowledge that they can they build and expand upon in the following years in the main school building. **Locational knowledge** • Locate world countries, continents, oceans and seas (basic map skills) • Identify the position of significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere • Name and locate countries and cities of the UK • Identify some human and physical characteristics (hills, mountains, coasts and rivers) **Place knowledge- Hull** • Local area maps- aerial and street view (comparing maps) • Human and physical features of local area • Ordnance survey symbols and co-ordinates on a map. **Fieldwork focus** • Use basic geographical terms. • 4 points of a compass • Map Reading (including scale, symbol and keys)	During the Spring term pupils will look at Weather and Climate. Pupils will look at the impacts of weather and climate changes at different scales including local impacts and what the global impact is of these changes. **Weather and climate** • Difference between weather and climate • Measuring and recording weather • Impacts of weather • Global climate • Polar and hot desert environment • Climate change Factors that affect both climate and weather • How weather affects ecosystems **Field work Focus** • 8 points of a compass • Use of a thermometer • Exploring microclimates	In the Summer term pupils will go into coastal zones and look at basic knowledge of erosion, transportation and deposition and how they create different landscape features. **Coastlines** • Why are coastline important • Coastlines around the country- why do they vary. • Characteristics of waves and tides • Erosion/ Weathering • Longshore drift • Comparison of Hull to a coastal resort • What does the future hold? **Fieldwork focus** • Can discuss issues that affect them and others. • Appropriate use of vocabulary. • Can identify physical coastal landforms. Can identify basic links between the human and physical word

Year 8

Pupils in year 8 will focussed on; critical geography, changing landscapes, physical processes, and the wider world knowledge. One key aim is to develop knowledge early so that key terms are confidently embedded within the geography classroom, in order to achieve success in pupils understanding of the units covered. In particular focussing on key processes for physical geography, such as the creation of landforms and the processes involved in glaciation and rivers. Pupils will also look at the interaction between human and physical geography, by studying units about the challenges of urbanisation, population and migration. Pupils have studied weather and climate in year 7 and will now study ecosystems, and their characteristics and climate and the interactions between humans and their physical environments. There is also a focus on revisiting geographical skills learnt in year 7 throughout all topics. Pupils will continue learning geographical skills, which include statistics map skills and graphs, these skills will be included into all topics. Pupils will also continue to build on locational knowledge, through urbanisation at both domestic and international scales. Pupils will study an African or South American country, where they can compare and contract lifestyles.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>Ecosystems</u> We begin Autumn term with ecosystems. We will study temperate ecosystems so that pupils gain a more local understanding. Pupils will study the different types of ecosystems and their characteristics which include living and non living elements, plant and animal life, climate and then introducing the idea of sustainability. • Identify ecosystems • What are ecosystems? • Features of ecosystems • Biotic and non-biotic • Food chains/food webs • Animal adaptations • Human impacts on ecosystems • Biomes case studies: World forests – Deciduous Forests	<u>Urbanisation and population</u> Pupils will look at the concentration of the human population in different areas, including how and why this can vary. They will also look at how this can change over time with urbanisation and the movements of people both within and into different countries. They will look at push and pull factors as to why people will choose to move, and begin to build data analysis skills looking at how population can be presented. • Domestic and international studies • Case studies. • Push and pull factors • HIC and LIC • Advantages and disadvantages of mass movement and urbanisation • Data analysis of population movement (Graphs, tables and mapping)	<u>Developing country study (Brazil, Kenya, Nigeria)</u> Pupils will study a More Economically and a Low Income Country (LIC), and use the information to make comparisons with the UK. They will briefly look at the different stages of development, see where the selected country is in comparison to Britain. They will also build on their data analysis skills. • Location at different scales: global and surrounding countries • Culture and significant local history • Comparison to UK • Population distribution (Graphs, tables and mapping) • Development and inequality • Sustainable development • Challenges and successes of the country	<u>Glaciation</u> Pupils will look how Glaciers have shaped the UK landscapes. Glaciated landscapes are dynamic and continuing to evolve and pupils will look at the way erosional processes formed the various geographical features and how they have changed over time due to the continuing processes. They will also look at the challenges presented by these landscapes to human habitation, and the various uses these landscapes can have e.g. tourism, farming, transport. • Your place a 1000 years ago • What are glaciers and where are they found? • Glaciers at work • Landforms of erosion • Landforms of deposition • Human use of the landscapes • Challenges of human habitation in the landscapes • Global examples of glacial landscapes, including the UK.	<u>Water on the land: Rivers</u> Pupils will build on their knowledge of erosion and deposition and look at how river valleys are shaped, and the different fluvial landforms created by the different erosional and depositional processes. They will also look at the human uses of river landscapes and what challenges this can present, for example: flooding and drought. Pupils will then look at river management strategies. • Water facts/ The water cycle • Major rivers: UK and global (map work) • The river basin • Hydrographs/ Rivers at work • Landforms/features in the upper, middle and lower courses. • A UK river study (River Hull/Thames/Severn) • Flooding/ Floods in HICs and LICs • River management strategies in the UK, including local examples • Uses of river landscapes	<u>Geography of Sport</u> In this topic, pupils will cover currently global events of the summer such as the World Cup/European cup and the Olympics. This will include brief studies of the host country and comparisons with the UK. Pupils will also look at the positives and negatives impacts of hosting the event in their country • Geographical study of host country e.g. weather and climate, population, current economic status • Politics involved in hosting an event • Positive and negative impacts of hosting. • Impact on the host nation • Comparisons with past events.

Year 9 – GCSE transition year before pupil's options end of year 9. Pupils who opt for Geography will continue to complete their GCSE

In year 9 pupils will revisit ecosystems specifically rainforests and deserts. We will look at physical and tectonic processes, climate hazards and natural hazards. Looking at the physical landscapes of the UK will widen the pupils knowledge of their local area, and will include local and national examples that they will hopefully either have seen, or will have the chance to in person. Looking at weather and tectonic hazards will give the pupils a well-rounded view of the challenges associated with human civilisation, and how this is managed in different areas of the world. There will be named examples in all topics and there will be comparisons between MEDCs and LEDCs throughout so the pupils can see how wealthier countries are able to manage their ecosystems and hazards differently.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>The Physical Landscapes of the UK</u> Pupils will identify key landscapes in the UK, pupils will then focus on coastal processes such as erosion, transportation and deposition, mass movement and weathering. They will study coastal landforms resulting from erosion and deposition and then look at strategies and management schemes using the named local example of the Holderness coast. • Location of major upland/lowland areas and river systems • Wave types and characteristics. • Destructive & constructive waves • Coastal processes: Weathering processes – mechanical, chemical, Mass Movement – sliding, slumping, and rock falls • Erosional processes - Hydraulic Power, solution, abrasion and attrition • Transportation – Longshore drift • Deposition – Why sediment is deposited in coastal areas. • Coastal landforms with named examples (Studland & Old Harry Rocks/East Devon and West Dorset) • How geological structures and rock type influence coastal landforms.	<u>The Physical landscapes of the UK continued …</u> <u>Erosional landscapes</u> • Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. • Example of a section of coastline in the UK to identify its major landforms of erosion (formation of a series of headlands and bays) <u>Depositional landscapes</u> • Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. • Example of a section of coastline in the UK to identify its major landforms of erosion and deposition. <u>Coastal management</u> • Different management strategies – Hard and soft management • Protect coastlines from the effects of physical processes. • The costs and benefits of the following management strategies: • Hard engineering – sea walls, rock armour, gabions and groynes. • Soft engineering – Beach nourishment and re-profiling, dune regeneration. • Managed retreat – coastline realignment. • An example of a coastal management scheme in the UK to show: • The reasons for management • The management strategy • The resulting effects and conflicts	<u>Weather and Climate</u> Pupils will build on the weather and climate work completed in Year 7. Pupils will look at specific named examples of places where extreme weather events have occurred. Pupils will look at weather maps and how high and low pressure influence the UK weather. • Weather Vs Climate • Why are we interested in weather? • Measuring weather • Weather forecast – Weather symbols • Types of clouds • Different types of rainfall • Changeable UK weather • Weather fronts • High and low pressure and the weather it brings • Extreme weather events • UK and global examples	<u>Map skills</u> Here pupils will have a close look at map skills. They will look at OS maps at different scales and will look at how different features are represented on them. They will also look at map symbols and grid references. • 4 (and 6) figure grid references • Map symbols • Physical features on the map • Local area OS maps • Route planning	<u>The challenge of natural hazards</u> Pupils will study where and when tectonic hazards occur. They will do this using named examples and look at the effects of volcanic activity and earthquakes on both MEDCs and LEDCs. The will look at global mapping of the tectonic plates and link this to the global distribution of tectonic hazards. They will look at managing the hazards and reducing the associated risks, and how this differs between MEDCs and LEDCs. <u>Introduction</u> • Natural events Vs natural hazards • Factors effecting hazard risks <u>Tectonic plates</u> • Mapping tectonic plates • Plate boundary characteristics – Constructive, destructive, collision and conservative. <u>Volcanoes</u> • What is a volcano? Their plate boundaries. • Global distribution of volcanoes • Process of an eruption: Volcanic hazards • Types of volcanoes • Major volcanic eruptions – Pompeii and St Helens • Management of volcanic eruptions	<u>Earthquakes</u> • What is an earthquake/key- words? • Global distribution of earthquakes • Physical process of an earthquake <u>Impacts of major quakes</u> • Primary and secondary Effects of earthquakes • Major earthquakes – LIC (Haiti) and HIC (Kobe) • Immediate and long-term responses to earthquakes <u>Management</u> • Management of tectonic hazards (Monitoring – Predict, protect and plan)