

GEOGRAPHY

Intent:

The purpose of the geography curriculum at BBG Academy is to ensure that our students get the opportunity to develop and practice their geographical knowledge, whilst following an engaging and enriching curriculum plan. Throughout the geography curriculum students study a wide range of locations around the world, developing their knowledge about diverse places, people and resources. Fieldtrips are also embedded into the GCSE curriculum to enable students to practice key geographical skills out in the field.

Our Year 8 curriculum follows 'Contextual Curriculum' whereby the focus is to explore on what is happening in the world today. Within these topics, the focus is on current and relevant events around the world, the causes and impacts of these, where it happens and the interconnectivity between the human and physical geography.

GEOGRAPHY – Key Stage 3

Implementation:

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills	Topic	Knowledge	Skills	Topic	Knowledge	Skills
Term 1	Introducing Geography	Locational knowledge at different scales,	Atlas map skills, spatial awareness, fieldwork	Conflict around the world	Locational knowledge, place knowledge, use of natural resources, physical and human interaction.	Interpretation, describe, explain, form opinions, justify conclusions, atlas map skills, presenting graphical data.	Brazil	Physical landscapes, population density, migration, inequality, rainforest characteristics, adaptation, human effects.	Describe, explain, decision making, evaluate, interpret data, climate graph, choropleth maps, dot maps.
	Our school environment (fieldwork)	planning and executing fieldwork of our local area.	techniques, data presentation.				Rainforests		
	Zombie map skills	Direction/ scale, compass directions, 4/ 6 figure grid references, map symbols.	OS map skills, choropleth mapping, identify, describe, explain, evaluate, location, climate graph.						
Term 2	Extreme cold environments	Antarctica – climate, animals, treaty, people and risks.	Identify, describe, location, climate graph.	Who has the power man- or nature?	Human/ physical interaction, locational knowledge, planning, preparation, protection, mitigation.	Describe, explain, weather charts, climate graphs, hydrographs, range calculations.	Becoming a global citizen	Plastic pollution, climate change, habitats, carbon footprint, fast fashion, endangered animals.	Interpreting data, problem solving, reaching valid conclusions, justifying ideas, bar graph, line graph.
	Urban – towns and cities	Early settlements, locational knowledge, sustainable cities.	Identify, describe, spatial awareness.				Tourism		
Term 3	River environments	Water cycle, fluvial processes, fluvial landforms, human/ physical interaction.	Sequencing processes, annotated diagrams, OS map skills, locational knowledge.	Social justice /injustice	Locational knowledge, place knowledge, international development, migration, population.	Describe, explain, categorise, problem solving, flow lines, dot maps, complex line graphs.	Coastal landscapes	Coastal processes, coastal landforms, human/ physical interaction.	Sequencing processes, annotated diagrams, OS map skills, locational knowledge.
	Climate change	Human and natural causes, effects.	Identify, describe, graphs.						

Term	Year 10			Year 11		
	Topic	Knowledge	Skills	Topic	Knowledge	Skills
Term 1	Urban	Global urbanisation, urban growth in LICs/NEEs. Urban change UK, urban sustainability.	Locational knowledge, choropleth maps, pie charts, bar charts. Describe, explain, evaluate, justify.	Fieldwork	Coastal erosion, management strategies. Regeneration in Leeds.	Map skills, interpretation, bar charts, line graphs, radar graphs, explanation, justification, conclusions.
	Challenge of Natural Hazards	Tectonic processes, tectonic hazards management		UK Physical Landscapes	Rivers (processes, features, and management)	Annotated diagrams, photo interpretation, OS map skills, explanation.
Term 2	Challenge of Natural Hazards	Global atmospheric circulation, tropical storm development, effects and management, UK weather hazards, climate change.	Map skills, locational knowledge, choropleth maps, pie charts, bar charts, annotated diagrams, photo interpretation. Describe, explain, evaluate, justify.	Economic world	Global economic development, development gap, LIC/NEE economic development, UK economic change.	DTM, map work, flow lines, dot maps, bar/line graphs, proportional symbols, statistics, photo interpretation, describe, explain, justify.
	Natural resources	Global patterns of food, energy and water supply. Changing demand in UK. Global food security, increasing food supply (local/global scale).	Map skills, locational knowledge, choropleth maps, pie charts, bar charts, annotated diagrams, photo interpretation. Describe, explain, evaluate, justify.			
Term 3	Living world	Ecosystems, tropical rainforests, and hot deserts (location, features, adaptation, human interaction).	Climate graphs, choropleth maps, bar graph, map skills. Describe, explain, evaluate, justify.	Pre-release and revision	Exam technique, command words, mark scheme levels, skills revision.	Data interpretation, fieldwork skills, long answer practice. Describe, explain evaluate, justify.
	UK Physical Landscapes	UK landscapes and coasts (processes, features, and management).	Annotated diagrams, photo interpretation, OS map skills, describe, explain, evaluate, justify.			