



## Geography Department Intent Plan

The Joseph Whitaker Geography Department aims for its students:

- ✓ To inspire curiosity about the world and to provide opportunities to acquire cultural capital whilst reinforcing British Values
- ✓ To prepare them with understanding and knowledge of places from the local to global so that they develop a strong sense of 'place'
- ✓ To foster a range of geographical skills and to provide opportunities to apply these skills with experiences of fieldwork enquiries
- ✓ To create a climate of learning for all that stretches our most able with scaffold and support available for those that need it
- ✓ To develop understanding of human and physical geographical processes and how their lives are inter-connected with others and how different environments are linked
- ✓ To demonstrate how geographical skills are valuable and can be applied across a wide range of geography related careers
- ✓ To develop sustainable citizens of the future that understand their contribution to and responsibility for their locality, their country and the global community



	<b>Contextual world knowledge</b> of locations, places and geographical features.	<b>Understanding</b> conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.	Competence in <b>geographical enquiry</b> , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
National Curriculum Links	Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.	Be able with increasing independence to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.
Links to GCSE / A Level	<b>AO1 Know geographical material &amp; demonstrate knowledge of locations, places, processes, environments and different scales.</b>	<b>AO2 Think like a geographer</b> <b>Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes. 25%</b>	<b>AO3 Applying geography</b> <b>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues. 25%</b> <b>AO4 Study like a geographer</b> <b>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings and to make judgements.</b>
<b>Rationale for Year 7</b> <ul style="list-style-type: none"><li>To develop students’ understanding of their places – local, regional, national.</li><li>To develop skills – map skills, cartography, climate graphs, choropleth, population pyramids</li><li>Cause/effect/response to extreme weather &amp; differences between HICs v LICs</li></ul>		<b>Rationale for Year 8</b> <ul style="list-style-type: none"><li>To develop students’ understanding of their places – local, regional, national, international.</li><li>To develop skills – map skills, GIS, climate graphs, population pyramids, decision-making, field sketch</li><li>Natural processes and landform creation</li><li>Human processes – migration, economic development</li><li>Sustainability – deforestation &amp; climate change, plastic problem, urban living. Future geographies.</li></ul>	<b>Rationale for Year 9</b> <ul style="list-style-type: none"><li>To develop students’ understanding of their places – local, regional, national, international.</li><li>To develop skills – map skills, GIS, climate graphs, population pyramids, decision-making, proportional shapes</li><li>Inequalities between different countries and reasons for the inequalities</li><li>Global issues</li><li>Physical processes and cause/effect/responses</li></ul>
<b>SEND</b> Strategies to support SEND students in geography include the use of dual coding, video clips, PowerPoint presentations, targets for learning, key words, sentence starters and structure sheets. Often teachers will break tasks down into smaller chunks and use the visualiser to model pieces of work including extended writing. Knowledge organisers are used at GCSE and will be developed for KS3 topics to provide key case studies and keywords – students will be able to refer back to these in class or use them at home and in the SSC. SEND is an area that the department are keen to explore further to strengthen so that more SEND students make similar progress to their none SEND peers.			

KS3 Curriculum				
Through our rich and varied curriculum at KS3 we want to build on our students' geographical experiences and skills developed from KS2 to instil a passion for geography and to pique their interest in the world beyond their local area. This would be coupled with a desire for as many students as possible have the skills, knowledge and confidence to continue studying geography into KS4 and KS5. The concepts that underpin our KS3 curriculum (highlighted below) are prevalent throughout the KS1-KS5 geography curriculum in the UK and help to deliver a comprehensive 7-year geography curriculum at The Joseph Whitaker School. Each topic below highlights where each concept is predominant.				
Place	Systems	Sustainability	Inequality	
Development	Globalisation	Interdependence	Risk	
Year 7		Year 8		Year 9
<b>What is our place in the world?</b> Place Systems Sustainability Interdependence <ul style="list-style-type: none"> <li>What is Geography?</li> <li>Physical features</li> <li>River landscapes &amp; Glacial Landscapes</li> <li>Human features</li> <li>Rainworth – history – <a href="#">map skills, photo annotations</a></li> <li>Changing Places – industrialisation and decline</li> <li>Global Connections – Intro to Development – <a href="#">link to y9 Africa</a></li> </ul>		<b>Global Flows</b> Globalisation Place Systems Risk Interdependence <ul style="list-style-type: none"> <li>What are flows? People, tech, resources, ideas &amp; money</li> <li>Employment sectors – Careers Links – <a href="#">link to GCSE Ch Economy</a></li> <li>Resources</li> <li>Manufacturing – TNC Case Study Pringles</li> <li>Money – Globalisation and Guided reading</li> <li>People and migration – <a href="#">Population Pyramids</a></li> <li>Ideas &amp; Technology</li> </ul>		<b>Africa – It's Not a Country!</b> Place Systems Development Inequality Globalisation <ul style="list-style-type: none"> <li>Challenging Stereotypes – Factfulness</li> <li>Colonialism</li> <li>Physical and Political Geography – <a href="#">Atlas Skills / GIS</a></li> <li>Biomes – including Deserts (<a href="#">climate graph</a>) <a href="#">link - rainforests</a></li> <li>Human / animal / plant adaptations to deserts</li> <li>Development – <a href="#">Gapminder &amp; Dollar St – scatter graphs</a></li> <li>Shanty towns – Makoko, Lagos</li> <li><a href="#">DME - Shanty Towns in Africa</a></li> </ul>
<b>Weather and Climate</b> Place Systems Risk Development Inequality <ul style="list-style-type: none"> <li>UK weather</li> <li>Hurricanes – Sandy 2012/Irma 2017 – USA Vs Caribbean – <a href="#">link to GCSE Natural Hazards</a></li> <li>Tornadoes – <a href="#">mapping</a> and effects</li> <li>Beast from the East 2018</li> <li>Heatwaves UK June/July 2018</li> <li>Impacts of Climate Change - <a href="#">link to GCSE Nat Hazards</a></li> <li><a href="#">Microclimate fieldwork</a></li> </ul>		<b>South America &amp; The Amazon Rainforest</b> Place Systems Sustainability Interdependence Development <ul style="list-style-type: none"> <li>Human / Physical features – <a href="#">link to UK Y7</a></li> <li>Rainforests including food webs &amp; <a href="#">climate graphs</a> – <a href="#">link to w&amp;c</a></li> <li>Deforestation – <a href="#">including pie charts</a></li> <li>Deforestation – climate change – <a href="#">link to GCSE Living World</a></li> <li>Rio de Janeiro – megacity of the future? <a href="#">Link to GCSE Urban</a></li> <li>Sustainable cities – Curitiba <a href="#">link back to Y7 Sustainable Cities</a></li> <li>Tourism in Brazil – <a href="#">link back to Y7 UK work</a></li> <li><a href="#">Field trip to Sherwood Forest - Ecosystems</a></li> </ul>		<b>Tectonics</b> Place Systems Risk Development Inequality Globalisation <ul style="list-style-type: none"> <li>Structure of the Earth and Geological Timelines</li> <li>Plate boundaries – <a href="#">link to GCSE Natural Hazards</a></li> <li>LIC Case study – EQ - Haiti</li> <li>HIC case study – Japan tsunami* could do as multiple hazards? <a href="#">Link back to extreme weather</a></li> <li>Volcanoes – Mount Nyiragongo – <a href="#">link back to Africa</a></li> <li>Why people live near volcanoes / mitigation</li> <li><a href="#">DME – Montserrat – write up</a></li> </ul>
<b>Sustainable Cities &amp; Map Skills</b> Place Inequality Sustainability Development <ul style="list-style-type: none"> <li>What are sustainable cities? – <a href="#">link to GCSE Urban</a></li> <li><a href="#">Map skills</a> – direction, symbols, grid references, distance, scale</li> <li>City of Nottingham – <a href="#">link to Our Place in the World</a></li> <li>How sustainable is Nottingham? – <a href="#">link to GCSE Urban</a></li> <li>Design a sustainable settlement</li> </ul> <b>Local area EQA</b> <ul style="list-style-type: none"> <li><a href="#">Setting/planning a local enquiry &amp; field report</a></li> </ul>		<b>Water World - Oceans &amp; Coasts</b> Place Systems Sustainability Interdependence <ul style="list-style-type: none"> <li>Location of oceans – <a href="#">Atlas Skills</a></li> <li>Threats to oceans &amp; food webs</li> <li>Protection of oceans - assessment</li> <li>Processes – <a href="#">link back to rivers Y7 &amp; GCSE</a></li> <li>Landforms of erosion – <a href="#">field sketch</a> – virtual fieldwork</li> <li>Landforms of deposition – <a href="#">link to GCSE Physical Landscapes</a></li> <li>Coastal management – hard/soft – <a href="#">link back to rivers/flooding</a></li> <li><a href="#">Decision making exercise – Happisburgh</a></li> <li><a href="#">OS map skills</a> – <a href="#">link back to Y7 map skills</a></li> </ul>		<b>Global Superpowers &amp; Future for the Planet</b> Place Sustainability Risk Interdependence Globalisation <ul style="list-style-type: none"> <li>Globalisation &amp; What are Superpowers?</li> <li>Incredible India</li> <li>Changing China – Belt and Road</li> <li>Resourceful Russia</li> <li>What will the world look like in 2050? – Technology</li> <li>Lost Cities – <a href="#">Climate Change link to prior topics</a></li> <li>Climate Change and Health</li> <li>Making it rain in Tibet – water resources – <a href="#">link to GCSE</a></li> <li>Middle East - Desertification in Dubai – <a href="#">link to Africa topic</a></li> <li>Food insecurity – <a href="#">link to GCSE Resources</a></li> </ul>