



Geography

I N D E P E N D E N C E	KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY		CONTENT / TOPICS / CONCEPTS	Year 7 <u>UK in the wider world</u> Skills: Atlas work/ map skills, graph work <u>Global Biomes</u> Skills: Atlas work/ map skills, using climate graphs <u>Africa</u> Skills: Independent research, map Work. <u>Climate change</u> Working with graphs—interpreting and using data, school site fieldwork.	Year 8 <u>Global Fashion</u> Skills: Atlas work/ map skills <u>Water on the Land</u> Skills: Working with graphs—interpreting and using data <u>Geography of Crime</u> Skills: Independent research, map work, using data in different forms and crime in Swindon <u>Changing Britain</u> Skills: graph work—analysing data and population data for the UK and Swindon. <u>South America</u> Skills: Atlas skills, interpreting and using data, independent research. County study of Brazil.	Year 9 <u>Natural Hazards</u> Skills: Map work, interpreting sources and data <u>Coastal Processes</u> Skills: Using key processes, independent research <u>Managing Resources</u> Skills: map work, using data, interpreting sources and graphs An insight into Asia and country study of Japan and Nepal. Skills: map work, independent research <u>KS3 fieldwork</u> Skills: using data, interpreting sources and graphs. Exploring different field-work data collection methods throughout year 7, 8 and 9. Applying these in the forest school.	Year 10 Climate change, Weather Hazards, Natural Hazards/ tectonic hazards, Resource Management & Energy, The Urban World, Urban change in the UK—Bristol, The changing UK economy, UK Landscapes and coasts. Fieldwork Skills: interpreting sources and graphs, independent research, map work, use of focused subject specific vocab, analysing, evaluating and using judgements, recognise and describe distributions and patterns of both human and physical features, compare maps, create sketch maps, use frequencies, qualitative and quantitative data <u>JUNE BRISTOL TRIP HUMAN GEOGRAPHY</u>	Year 11 Coasts, Rivers, Ecosystems/ Tropical rainforests, Cold Environments, Development Gap, Nigeria—Newly Emerging Economy, Fieldwork/ paper 3 Revision Skills: interpreting sources and graphs, independent research, map work, use of focused subject specific vocab, analysing, evaluating and using judgements, recognise and describe distributions and patterns of both human and physical features, compare maps, create sketch maps, use frequencies, qualitative and quantitative data <u>SEPTEMBER DORSET TRIP PHYSICAL GEOGRAPHY</u>	
			VOCABULARY	Physical, Human, Urban, Rural, Migrant, Economy, Biome, Climate, Resource, Pollution, Ecosystem, Population, Development, Sustainable, Standard of living, Refugee, HIC, LIC, Misconception, Drought, Oceania.	Exploitation, Globalisation, Weathering, Erosion, Crime, Inhabitant, Demographic, Push factor, Pull factor, Sparse, Dense, Deforestation, Favelas, Environment, sustainable.	Tectonic hazard, Plate boundary, Tropical storm, Longshore drift, Scarcity, Surplus, Deficit, Latitude, Longitude, GNI, Wealth, Distribution, Hemisphere, GDP, Food miles.	Natural hazard, Climate change, Extreme weather, Shield volcano, Composite volcano, Subduction, Disparity, Resources, Renewable, Non-renewable, Urban sprawl, Deprivation, Regeneration, Managed retreat, Geology, Favela, Mitigation.	Hydraulic action, Abrasion, Attrition, Solution, Permeable, Impermeable, Abiotic, Biotic, Adaptation, Sustainable, Quality of life, Life expectancy, Infant mortality rate, Literacy rate, NEE, Quantitative, Qualitative, TNC, Multi-National.	
			SKILLS	Map skills Literacy skills—write, speak and read like a geographer Understanding place and scale Using subject specific vocabulary Establishing fieldwork skills and techniques Evaluate and develop critical thinking skills Begin to be able to judge sources of information and establish conclusions					Map skills Exam technique Literacy skills—write, speak and read like a geographer Understanding place and scale Using subject specific vocabulary Establishing fieldwork skills and techniques Evaluate and establish critical thinking skills Graph and data skills Independent research skills Judge, analyse and evaluate varied sources and summarise findings in solid conclusions
			ASSESSMENT	Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there—live marking will feature heavily throughout the year.		Formative Assessment This is used to provide information about what pupils know, understand and can do. Both the teacher and the pupil can use this data to determine where pupils are in their learning. The pupils can then continue to develop their knowledge and skills within the subject. This will include questioning, effective teacher feedback (written and verbal), Peer feedback, Pupil self-assessment.	Summative Assessment This is also used at key points in each year to evaluate pupils’ achievement. These allow a holistic view of pupils’ performance and support the identification of areas requiring additional focus to improve learning overall.		
A T T I T U D E	Develop an understanding of concepts, knowledge and skills. Promote young people’s interest and understanding of diverse places, people, and resources. We want pupils to become global citizens who are inquisitive and informed and who can make sense of a complex and ever-changing world.								
	Understanding others, behaviour and attitudes, SMSC, PHSE								
R E S I L I E N C E	Character, personal Development, wellbeing and CIAG								
	In Geography, our intent is to promote a curiosity about the world and the people within it for all learners. Understand and ask questions about the world around them: locally, regionally and internationally. Develop skills through varied challenges, including completing fieldwork in different settings.								