

What are the aims and intentions of this curriculum?

Students will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human and how these provide a geographical context for understanding the actions of processes. Students will receive the opportunity to discuss how humans are interlinked with our physical environment and the role we must play to conserve the environment for future generations. They will explore concepts such as I am a Geographer, Map Reading, Rivers, and Africa. While studying these topics they will be provided with thought-provoking writing tasks which will help them to develop the skills of argumentation and reasoning which will serve them well as they progress through to their GCSEs.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	I am a Geographer	<ul style="list-style-type: none"> Students will be introduced to Geography and the branches and themes of Geography. Students will understand the resources geographers use: Maps, Satellite images, Google Earth, GIS, and Photographs. Understanding my local area. Students will look at the changes that have taken place in their local area. Ironbridge Gorge and the industrial revolution. Careers in Geography students will be given an idea of careers that are associated with Geography. Key words: Human Geography, Physical Geography, Maps, Satellite, GIS, Industrial revolution, Careers 	<ul style="list-style-type: none"> Map reading Using photos to get information. Collaborating, and developing relationships with other students. Calculating percentage increase and decrease in job growth. 	<ul style="list-style-type: none"> Group presentations Class discussions Creating a sketch map of the local area. Peer assessment In class assessment <ul style="list-style-type: none"> Home work
Autumn 2	Map Reading	<ul style="list-style-type: none"> Students will understand what is a Map? Mapping places in the past and present Understanding Map Scales: Types of scales on a map and calculating straight line distances 	<ul style="list-style-type: none"> Reading four figure and six figure grid reference. Calculating straight line distances. Interpreting the symbols used in OS maps. 	<ul style="list-style-type: none"> Peer assessment Homework Class discussions Identifying Map Symbols Measuring distance

		<ul style="list-style-type: none"> Using Grid Reference: four and six figure reference Identifying and understanding OS maps: Interpreting symbols on OS maps using the key. Key words: Cartographer, scale, grid reference, OS Map, Key. Students will be able to appreciate the importance of Maps and Identify careers that are directly linked to map use.. 		
Spring 1	The UK	<p>Students will develop an understanding of the human and physical factors that shape the UK as a country by:</p> <ul style="list-style-type: none"> Understanding the political structure of the British Isles Describing the UK's Weather patterns (temperature and rainfall) Describing the weather in the British Isles. Key words: British Isles, Climate, Weather, rivers, mountains, coasts, Students will be introduced to careers that are associated with weather and climate. 	<ul style="list-style-type: none"> Describing the location of UK. Naming the capital cities of the countries that make up the UK. Using maps and images to describe the relief of the UK. Differentiate between weather and climate. Interpreting OS Maps. Describing the climate of the UK and the weather in my local area. 	<ul style="list-style-type: none"> Peer assessment Class discussion Describing the relief of the UK. Naming weather instruments Understanding various aspects of weather. Describing the reasons for UK's weather and climate.
Spring 2	Rivers	<p>Students will develop and deepen their understanding of rivers by:</p> <ul style="list-style-type: none"> Explaining the formation of a river. Describing the water cycle and how it contributes to the formation of rivers. 	<ul style="list-style-type: none"> Collaborating, and developing relationships with other students. Map reading, to locate different rivers in the UK. 	<ul style="list-style-type: none"> Home work Group Work Peer Assessment Describing the formation of a river.

		<ul style="list-style-type: none"> • Naming river processes. • Describing the landforms created by rivers. • Key words: water cycle, evaporation, condensation, transport, erodes, deposits, drainage basin. • Students will be discuss careers that may arise from studying rivers. 	<ul style="list-style-type: none"> • Identifying and labelling the different landforms created by rivers. • Explain the different stages of the water cycle. 	
Summer 1	Rivers	<p>Students will continue to expand their understanding of rivers by:</p> <ul style="list-style-type: none"> • Explaining the uses of a river • Describing the physical and human factors that contribute to river flooding. • Assess the different techniques used to manage river flooding. • Key words: River flooding, hard engineering, soft engineering, infiltration. • Careers such as planners and environmentalist will be discussed and their roles in protecting rivers. 	<ul style="list-style-type: none"> • Collaborating, and developing relationships with other students. • Extended writing, PEE technique will be used to develop ideas. • Identifying river features on an OS map. • Evaluating the different techniques used to manage river flooding. 	<ul style="list-style-type: none"> • Class discussions • Presentation • Peer assessment • Home work • Group Work • Class assessment