



Intent: The Geography curriculum at Shenley Academy was designed to ignite a passion for Geography amongst our students that will remain with them for a lifetime, allowing them to make sense of the world around them. The delivery of our curriculum will equip students with a deep substantive knowledge of diverse places (such as Kenya, Chile, Peru, Brazil, India and China), people, resources and contrasting natural and human environments to encourage them to think deeper and ask questions about the world around them, using their disciplinary knowledge gained alongside key substantive knowledge at KS3. This is also encouraged through the use of 'driving questions' to frame both composites (topics) and lessons (components) which aim to develop geographical thinking amongst our students as well as igniting curiosity amongst our learners by giving them a clear rationale for their learning, which is a powerful tool for fostering enquiring, geographical minds. Learning is sequenced to ensure that students are able to 'layer' knowledge over time and add to their existing schema and as students progress, they will use their disciplinary knowledge to draw synoptic links between individual topics. This will be aided through the re-visiting of content within our 'The Big Picture' composite at the end of each year where students will in use their knowledge to answer three 'Big Picture' questions. These questions are planned around three key threshold concepts in geography and are as follows:

- 1) **How do places differ across the Earth?** (based around the geographical threshold concept of place, students will consider how places they have studied differ in relation to their physical and human characteristics)
- 2) **How is life on Earth under threat?** (based around the geographical threshold concept of how human and physical processes interact and so here pupils will gain a growing understanding of both the natural threats to life on earth, as well as how humans have interacted with the world to produce human induced threats)
- 3) **How is the Earth becoming more sustainable?** (based around the threshold concept of sustainability, students will consider how human intervention can mitigate both natural threats and manmade threats to life on Earth)

We also aim to develop our students' confidence outside of the classroom through exciting fieldwork opportunities which help embed classroom-based learning at a variety of scales to further develop students' disciplinary knowledge, starting as early as Year 7 within our 'What makes a Geographer?' composite. The curriculum is also designed in response to current global affairs, with the key areas of study: Africa, Asia and South America being chosen due to their emerging importance within the world, which aims to ensure that students are provided with a reflective and accurate view of these regions which are set to be of high importance throughout their lifetime. Overall, students are given the opportunity to develop a wide range of skills and knowledge which ultimately enable them to explain how the Earth's features are shaped, interconnected and altered over time at a variety of scales by 'thinking like a Geographer'.

How will this be achieved in our curriculum? In Year 7, students begin by considering '**What makes a Geographer?**' where they are introduced to key substantive knowledge in terms of what is meant by both human and physical geography and how they differ. There is also a large skills-focus

within this composite where students consider the importance of maps in today's world and how this may change in the future, as well as being taught various navigational techniques in order to be able to use and make sense of maps for themselves e.g. grid references, scale and contour lines. Furthermore, students learn about the process of enquiry within this composite and its importance within geography by completing a local fieldwork enquiry task themselves. This allows them to better understand the importance of asking questions about the world around us and collecting data to make conclusions. During the next composite, students focus on **'How do populations vary across the world?'** where they are introduced to key vocabulary such as population, diversity, urbanisation, development and migration and prompted to consider how these concepts interact with one another. For example, students are encouraged to consider the impact of migration and development on population structures, which encourages them to apply their growing disciplinary knowledge to the substantive knowledge taught. This composite therefore focuses on the key human processes occurring on earth and allows students to begin highlighting links between them. In contrast, the next composite **'How do weather and climate differ across the Earth?'** encourages students to begin investigating the key physical processes occurring on earth and how these can create both life (e.g. through the water cycle) and threats to life (e.g. tropical storms) in different areas of the world. This sequence of learning therefore ensures that students are gaining a knowledge and appreciation of both human and physical geography early on in the KS3 curriculum to account for different levels of Geography provision at KS1/KS2. Following this, students are encouraged to begin making links between the human and physical facets of geography through composite four: **'How and why does development vary across Africa?'** where students are guided to make sense of development patterns across Africa by studying human impacts on the continent such as colonisation, and also the physical factors impeding development such as the extreme biomes and climatic zones across the continent. This composite not only allows for such an interleaving of human and physical knowledge, but also allows pupil misconceptions about the African continent to be addressed, which is important for helping students form more realistic mental models of the world. In composite 5, students are introduced to the threshold concept of sustainability through exploring the question **'How is Birmingham becoming more sustainable?'**, allowing students to explore this concept through the study of their local area, before applying their knowledge to other regions further afield later in KS3. This composite also ensures students have studied each of the three underpinning threshold concepts of this curriculum (place; the interaction of human and physical processes and sustainability) before moving onto the final **'Big Picture'** composite. Here, students will bring together their learning and relate it back to the three synoptic 'big picture' questions outlined above to ensure students do not view their learning as a series of distinct topics, but show an appreciation for the holistic nature of geography by making synoptic links between topics.

In Year 8, students begin their studies by considering the question **'How do rivers shape our world?'**. Here, students develop their knowledge of the Earth's physical processes through the exploration of fluvial processes such as erosion, as well as furthering their knowledge of how physical and human processes can interact through the study of the human and physical causes of flooding, which builds upon previous knowledge of weather and climate from 7.3. Next,

students are encouraged to apply their knowledge gained in 8.1 to a new context through exploring the question: **'How do marine processes shape our coastlines?'** Here, students must build upon what they have learnt about fluvial processes and explore how these behave differently in a coastal environment. This sequencing of rivers and coasts allows students to gain a deeper understanding of the two key UK physical landscapes and be able to give reasons for the landforms they see around them, highlighting the development of their geographical minds. Next, composite 3 adopts more of a human geography focus by considering the question **'How does quality of life vary across Asia?'** Here, students revisit key concepts such as urbanisation, development and population to understand how life varies in the Asia, especially in terms of its rural-urban divide. However, the appreciation of the links between human and physical geography fostered amongst students so far is continued, by components focusing on how physical factors such as monsoons and floods also

impact quality of life across Asia. In composite 4, students continue to focus on Asia by considering **'How is Asia becoming more powerful on a global stage?'** which provides students with an exciting opportunity to study the emerging 'geopolitical' branch of geography and aims to give them a greater understanding of the 'Rise of the East'. Within this topic, students' study key human geography concepts such as Geographical superpowers and are guided to explain how the economic powers of the world are changing, ensuring they gain a deeper understanding of why it is important to study Asia. Composite 5 then requires students to consider **'What is preventing 'Peace in the Middle East?'** and is carefully positioned within the curriculum to ensure students' knowledge of Asia is diverse and reflective of life across the continent. Here, students study the generally less well-known Middle Eastern region of Asia and the conflicts currently gripping the region e.g. Syria and Yemen. Lastly, as in year 7, the final composite of year 8 is **'The Big Picture'** which prompts students to reflect upon their learning from this year in relation to the three key big picture questions (in regards to place, threats and sustainability) to ensure students can bring together their learning by making purposeful synoptic links between content studied.

In Year 9, students begin by considering **'How do places differ physically across the Earth?'** where they explore the main biomes across the world (tropical rainforests, temperate deciduous woodlands, polar environments and hot deserts) and their associated characteristics. Human and physical interactions are also considered here in terms of the threats human activity is causing to life in biomes, such oil exploration and deforestation. The key threshold concept of sustainability is also considered here as students evaluate the sustainable management approaches being used in rainforests. Composite 2 continues with a primarily physical focus by exploring the question **'How do tectonic plates create hazards?'** where students are introduced to plate tectonics and the natural

hazards associated with these. However, students are also encouraged to consider how humans may be able to reduce the hazards presented by tectonic hazards via the use of technology to mitigate the impacts of such hazards, ensuring the high level of inter-connectivity within the curriculum is continued. Regions within

South America such as Chile and Peru are used as specific case studies here in terms of earthquake impact and mitigation in order to lead students into their next composite key question of **'How does life vary across South America?'** Here, students will combine their knowledge from previous composites in terms of The Amazon (9.1) and South America's tectonic position (9.2) with new knowledge such as development disparities across the continent to assess how life varies across this incredibly diverse region. Within composite 4, components are broken down into a series of 'mini enquiries' which ultimately enable students to answer the

composites driving question **'How are humans altering physical environments?'** Here, students will analyse a range of geographical resources in order to uncover the causes, impacts and solution to a range of global environmental issues such as plastic pollution and fast-fashion, before being encouraged to draw their own conclusions about what action is best to take in order to sustainably tackle these issues. In composite 5, students are asked to consider **'Can resource provision keep up with rapid population growth?'** which requires students to consider whether human intervention e.g. technology can overcome physical barriers e.g. drought to ensure adequate resource provision for all in the future. Finally, students once again study **'The Big Picture'** in composite 6 to make purposeful connections between this year's different topics and ultimately reflect upon how their knowledge of the world and what it means to be a geographer has changed since Year 7

How does assessment fit in? In all years, interim knowledge-check assessments are in place to check students' acquisition of key substantive knowledge throughout the composite. In the end of composite assessments, both the students' substantive knowledge and disciplinary thinking are assessed by asking students to answer a short essay-based question which is directly linked to the composites overarching driving question. In this way, we can ensure students can both recall and apply their newly acquired knowledge in order to 'think like a geographer' and meet our curriculum intent.

Year 7	7.1 What makes a Geographer?	7.2 How do populations vary across the world?	7.3 How do weather and climate differ across the Earth?	7.4 How and why does development vary across Africa?	7.5 How is Birmingham becoming more sustainable?	7.6 The Big Picture
Key knowledge	<p>What is Geography? Why are maps important? How do we represent and locate features on OS maps? What is scale and why is it important? How do we locate hills on maps? Why is fieldwork important?</p>	<p>What are populations and what makes them diverse? Why do people migrate? How are population structures changing? How is development altering global urbanisation patterns? How does quality of life vary between megacities? How are populations becoming more sustainable?</p>	<p>What is the difference between weather and climate? How do we present the weather? How does the water cycle work? How do anticyclones lead to varies weather over the UK? What are the average weather patterns experienced across the UK? What are tropical storms and how do they impact people?</p>	<p>Why is it important to learn about Africa? How has Africa's past shaped its present? How do development levels vary across Africa? What are the different biomes and climatic zones of Africa? Where do people live within Africa? What impact does tourism have on Kenya?</p>	<p>What are Birmingham's main attractions? Why is Birmingham a good settlement site? How are ethnic groups distributed across Birmingham? What makes Birmingham distinctive? How does crime vary across Birmingham? How is Birmingham sustainable?</p>	<p>Students will review their learning of <u>Year 7 content</u> by using this knowledge to consider our three big picture questions: - How do places differ across the Earth? -How is life on Earth under threat (both naturally and due to human interference) -How is the earth becoming more sustainable? (how can we minimise the threats studied this year?)</p>
Year 8	8.1 How do rivers shape our world?	8.2 How do marine processes shape our coastlines?	8.3 How does quality of life vary across Asia?	8.4 How is Asia becoming more powerful on a global stage?	8.5 What is preventing 'Peace in the Middle East'?	8.6 The Big Picture
Key knowledge	<p>What fluvial processes occur in rivers? What landforms do they create?</p>	<p>What marine processes occur at the coast? What erosional and depositional</p>	<p>How is Asia diverse in relation to its human and physical features? What are population structures like across Asia?</p>	<p>What are superpower geographies? What makes the USA a superpower? What are the BRICS nations</p>	<p>What different types of conflict are occurring today? What causes transboundary water</p>	<p>Students will review their learning of <u>Year 8 content</u> by using this knowledge to consider the 3 big picture questions:</p>

	<p>What causes rivers to flood? How can rivers be managed? How does development impact flooding? How does human use of rivers vary across the world?</p>	<p>landforms do these processes create? How can coastal environments be managed? How should the Holderness coast be managed?</p>	<p>How is urbanisation changing lives in India? How does the monsoon climate impact India? How has the One Child Policy impacted China?</p>	<p>and why are they important? What is a Tiger Economy? Why are these economies growing in importance? What is holding back North Korea from becoming a superpower?</p>	<p>disputes? What caused the Syrian conflict? What impact does terrorism have on the world? What has been the impact of the Yemen conflict? How does scale impact conflict?</p>	<p>-How do places differ across the Earth? -How is life on Earth under threat (both naturally and due to human interference) -How is the earth becoming more sustainable? (how can we minimise the threats studied this year?)</p>
Year 9	9.1 How do places differ physically across the Earth?	9.2 How do tectonics plates create hazards?	9.3 How does life vary across South America?	9.4 How are humans altering physical environments?	9.5 Can resource provision keep up with rapid population growth?	9.6 The Big Picture
Key knowledge	<p>How are the earth's biomes distributed? What makes temperate deciduous woodlands distinctive? What threats face rainforests? How can The Amazon be sustainably managed? How does the climate of the</p>	<p>How do tectonic plates shape our earth? How does tectonic movement cause earthquakes and volcanoes? What are the impacts of earthquakes and volcanoes? How can we mitigate the impacts of tectonic hazards? What causes tsunamis and what</p>	<p>What are some key misconceptions about South America? Why are the Andes important? How important is chocolate production to the South American economy? ('Brown Gold') What problems occur within The Amazon basin? What is life in Argentina like? How does South America compare to the UK?</p>	<p>How is fast fashion destroying the planet? How is plastic choking our oceans? What can we do about the plastic pollution problem? How are single-use plastics affecting Bali? How does my families shopping affect the rainforest? (palm oil) Can veganism reduce climate change?</p>	<p>What are resources and why are they important? What are the causes and impacts of food insecurity? How could we feed 9 billion people by 2050? How is the UK facing challenges due to its declining water supplies? What impact can water supply have on a country's development? What are the challenges</p>	<p>Students will review their learning of Year 9 content by using this knowledge to consider the three big picture questions once again: -How do places differ across the Earth? -How is life on Earth under threat (both naturally and due to human interference) -How is the earth becoming more sustainable? (how can we minimise the threats studied this year?) They will then reflect on</p>

	Arctic and Antarctica impact life there? How does life adapt to hot deserts?	impacts do they have?			and solutions of energy consumption in the UK?	how their knowledge of the world has developed since Year 7!
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