

## Geography

### Curriculum Principles

**By the end of their all-through education, a student of Geography at Dixons Trinity Chapeltown will:**

- know a wide range of challenging geographical concepts through strategic exposure to diverse geographical contexts.
- understand the complex interactions between human and physical geographical processes, using the evidence of the past to extrapolate future trends.

**Our unifying 'sentence' is "The Geography department provided students with a deep understanding and awe of the complex interactions that have shaped and continue to change our planet".**

**In order to achieve a true understanding of Geography, topics have been intelligently sequenced based on the following rationale:**

- geographical themes are introduced early and taught in EYFS through 'Understanding the World'. Students explore and play through child initiated learning, for example, by exploring human features in the local area and initial exploration of maps.
- students are introduced to key underlying geographical principles before studying concepts in depth. For example, students rehearse and recall the principles of geographical cycles (e.g. the hydrological cycle) and geographical models (e.g. the pillars of sustainability). These principles are introduced early and revisited frequently, they form the backbone of the deep understanding that all successful geographers possess.
- complex concepts such as landscape systems are introduced early, this is critical to ensure enough time is dedicated for this knowledge to be revisited and purposefully built upon. It is also common for these physical geographical topics to be unfamiliar to children of urban areas. This can make it difficult for the students to commit this knowledge to their long term memory as they have little real life experiences of these landscapes to which they can anchor this new knowledge. Therefore, it is important that complex concepts are explored through a range of contexts, this ensures curriculum breadth and supports securing this knowledge into long term memory. Therefore, throughout their study of Geography they will revisit concepts through diverse contexts, for example students study landform systems through the context of fluvial landforms in Lower Peak, through glacial landscapes in Middle Peak and through coastal landscapes in Upper Peak. This is also supported through expeditions and fieldwork to boost real life experience of geographical processes and environments.

**The Geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- the Geography curriculum will expose students to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of geography will develop the ability to support arguments with specific evidence. This will allow students to discuss and debate topical issues with confidence, credibility and clarity.
- disadvantaged students and those from identified underrepresented groups are priority for extra intervention sessions so that every opportunity to close the disadvantage gap is capitalised. For example, students have the opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during weekly 'Prep' and 'Morning Mastery' sessions.

**We fully believe Geography can contribute to the personal development of students at DTC:**

- students will gain knowledge of the different cultures of our planet and will encounter challenging themes such as the development gap, conflict and climate change. Gaining knowledge of these issues will develop students understanding of the global social and moral issues of today and of those facing future generations.
- the Geography curriculum at DTC is committed to our anti-racism agenda. Students are taught the historical context of a range of nations and cultures to ensure that are fully informed in their analysis of current issues.

**In Lower Peak, Middle Peak and Upper Peak, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- each topic in Middle Peak and Upper Peak has a 'careers spotlight', where students will explore a profession linked to that particular unit of work. For example, when year 7 students study the climate change topic they will learn about careers in climatology. Students will learn about the qualifications and skills required and the responsibilities of the job.
- students have the opportunity to experience a range of talks from external speakers on topics such as 'Geography at University' and 'Geographical Careers'.



- through our expeditions, fieldwork and visits students will experience the real life geographical skills needed for a diverse range of related careers. These skills are the fundamental foundation for all geographical careers ranging from Climate Scientist to Urban Development Coordinator, careers with opportunities to work in every continent and influence the greatest issues affecting our entire planet.
- during the study of upland areas students will study the Dixons Trinity Chapeltown House mountains, this provides a special opportunity to reinforce the mission of climbing their mountain to University and to a successful career.

**A true love of Geography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- to be a successful geographer it is essential to know much more than the GCSE specification. Students are exposed to additional and sometimes commonly assumed knowledge of cultural, historical, political geography – knowledge that they may otherwise not encounter. Students will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical geographical issues.



## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	<b>Know and Remember</b>	Features of own immediate environment; weather	Features of local environment e.g. local park, local library, roads, houses; initial exploration of maps	Physical features of contrasting story settings; world map to introduce places relevant to children
	<b>Do</b>	Comment and ask questions about their familiar world; talk about features of their own immediate environment and how environments might vary from one another; compare places; observe weather and seasons and use related vocabulary; fieldwork; positional language		
YEAR 1	<b>Knowledge introduced</b>	<b>The UK</b> Countries of the UK including capital cities; location of UK on a world map; seasons/climate of UK <i>I live in Chapeltown, Leeds, England, UK</i>	<b>Africa</b> Locate Africa on a world map; animal and plant adaptations; climate of Africa; equator; name and locate the Atlantic ocean on a world map Biomes: desert and tropical grassland	<b>Under the Sea</b> Marine animal adaptations; threats to our oceans; protecting our oceans; name and locate the Indian ocean and Southern Ocean on a world map and globe Biome: marine
	<b>Geographical skills introduced</b>	Fieldwork skills (observation and counting); locating places on a UK map; locating places on a world map; human and physical features	Basics of climate and weather charts; latitude (e.g. the equator)	Interpret satellite imagery (e.g. oceans from space)
	<b>Knowledge revisited</b>	Features of local environment e.g. local park, local library	Climate in UK, human and physical features	Equator; Atlantic Ocean; animal adaptations; human and physical features
	<b>Geographical skills revisited</b>	Locate places on a UK map	Locate places on a world map	Latitude; locate places on a world map
YEAR 2	<b>Knowledge introduced</b>	<b>Mapping</b> Name and locate all oceans and continents; modern mapping; how different climate zones affect ocean temperature and ecosystems Biomes: polar and tropical rainforest	<b>Our Local Area</b> Location of Leeds on a map of the UK; local area study of Chapeltown; comparative study with contrasting area; locate Kenya on a map of Africa; compare and contrast physical and human features of Leeds and Kenya Biome: temperate deciduous forest	<b>China</b> Location of China on a world map and a globe; physical and human features of China; environmental issues; job types; farming; trade
	<b>Geographical skills introduced</b>	Atlas skills; poles and hemispheres; google maps	Fieldwork skill; OS maps; draw own map; compass directions; pictograms	Identifying physical and human features from atlas maps (e.g. mountains, cities and rivers)
	<b>Knowledge revisited</b>	Climate zones in UK and Africa; biomes; animal adaptations	Locate Africa on a world map; UK climate; location of UK countries and capital cities; habitats and animal adaptations; physical and human features; biomes Science – Y2 habitats, plants and animals in local area; Y1 C2 deciduous and evergreen trees	Biomes; physical and human features; differences between places
	<b>Geographical skills revisited</b>	Latitude; satellite imagery	Accurate diagram and annotations; google maps	Latitude; compass directions; atlas skills
YEAR 3	<b>Knowledge introduced</b>	<b>Villages, Towns and Cities</b> Land use in cities; settlement patterns; population; the differences between villages, towns and cities	<b>Mountains, Volcanoes and Earthquakes</b> Structure of the earth; locate mountain ranges on map of the world; tectonic plates; structure of volcano; effects and responses	<b>Water, Weather and Climate</b> Link tectonic hazards to weather hazards such as hurricanes; definition and difference between weather and climate; world map scale
	<b>Geographical skills introduced</b>	Accurate annotations; introduction to map distances (scale); settlement features on a map; introduction to grid references	Cross sectional diagrams (e.g. Earth layers)	Climate graphs (temperature and precipitation)
	<b>Knowledge revisited</b>	UK capital cities (and Leeds); UK countries; human and physical features. History – ancient civilization villages	Revisit comparative study of Africa	Continents; oceans; difference places have different climates; tectonic and weather hazards
	<b>Geographical skills revisited</b>	OS maps; distance; compass directions	Accurate annotations; locate places; how different places have different geographical features and events	Option to revisit cross sections looking at the inside of a hurricane



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 4	<b>Knowledge introduced</b>	<b>Rivers</b> Hydrological cycle; erosion; famous rivers; transportation; the river's course	<b>Migration</b> Push and pull factors; types of migration (e.g. international, national, economic and refugees)	<b>Natural Resources</b> Natural resources (e.g. food, water and energy); rock cycle; nutrient cycle; pollution; waste
	<b>Geographical skills introduced</b>	Link river features from photographs to river features on OS maps (e.g. gradient and shape)	Graph skills to migration e.g. bar and line graphs	Additional fieldwork skills (e.g. traffic count, pollution survey and questionnaires)
	<b>Knowledge revisited</b>	Science – hydrological cycle	Difference between countries (especially wealth and climate Africa)	Hydrological cycle; weather and climate; Earth structure; farming; trade
	<b>Geographical skills revisited</b>	Cross sections; OS maps	Pictograms	Atlas skills; graph skills
YEAR 5	<b>Knowledge introduced</b>	<b>Slum Settlements</b> Challenges of living in slum settlements (e.g. Mumbai, Jakarta and Manilla); urban population; opportunities to improve quality of life in slum settlements; world's five largest slums located on a map	<b>Biomes</b> Biome comparisons; threats to biomes; why different biomes have different climates; photosynthesis, ways to protect biomes	<b>Energy and Sustainability</b> Types of renewable and non-renewable energy; advantages and disadvantages of renewable and non-renewable energy; social, economic and environmental sustainability; sustainable places; sustainable cities
	<b>Geographical skills Introduced</b>	Analysis of photographic evidence	Using atlas skills to compare biome characteristics	Fieldwork skills for sustainability of school site
	<b>Knowledge revisited</b>	Migration; continents; push and pull factors; cities; contrasting localities	Nutrient cycles; cause, impact; solution; climate; equator; lines of latitude. Science – tree types (Y1); animal and plant adaptations (Y2); biomes (Y1, Y2)	Natural resources; climate; slum settlements, continents; rock cycle; (Y2) Science – rocks (Y3)
	<b>Geographical skills revisited</b>	Satellite images, settlement features on maps	Climate graphs, analysis of photographic evidence, satellite imagery	Settlement patterns on maps; photographic evidence; fieldwork skills
YEAR 6	<b>Knowledge introduced</b>	<b>Local Fieldwork</b> How to undertake a fieldwork investigation, stages of a fieldwork enquiry	<b>Population</b> Population change in the world; population challenges; population change in an LIC / NEE; reasons for population change; population polices	<b>Globalisation</b> Where does our food/clothes come from? How has technology increased globalisation? What are the impacts of globalisation on HICs compared to LICs
	<b>Geographical skills introduced</b>	Developing an enquiry question; risk assessment; data collection techniques (e.g. field sketch); data presentation techniques (e.g. bar graph, pie chart and line graph); analysing; statistical skills (e.g. mean and median); forming conclusions; evaluation and limitations	Population pyramids	Maps showing movements
	<b>Knowledge revisited</b>	Options for student autonomy to choose from multiple previous themes such as migration; sustainability; climate; settlement; ecosystems; flooding	Villages, towns and cities; push and pull factors; migration; differences in wealth between countries	Migration; sustainability; China; trade; job types; natural resources PSHCE – fair trade (Y2)
	<b>Geographical skills revisited</b>	Choice to practice all previous graph skills as data presentation	Select suitable data collection and data presentation techniques to present graphical data with accuracy	Atlas skills
YEAR 7	<b>Knowledge introduced</b>	<b>Geography Mastery</b> Foundations of geography; focus on building of key knowledge from primary curriculum; this knowledge is vital for accessing and progressing through all subsequent topics	<b>Hot Deserts and Climate Change</b> Biome distribution; nutrient cycles; hot desert development opportunities and challenges; greenhouse effect; natural and human climate change; Earth's spheres; carbon cycle; adaptation and mitigation	<b>Urbanisation</b> GDP; LIC; NEE; HIC; urbanisation; megacities; population change; employment categories; urban development challenges and opportunities; sustainability; London and Rio de Janeiro comparisons
	<b>Geographical skills introduced</b>	Cartographical skills focus (e.g. longitude, grid references and scale)	Graphical skills focus (e.g. hot desert climate graphs, accurate diagrams)	Graphical skills focus (e.g. pie charts, flow line map)
	<b>Knowledge revisited</b>	Geography of the UK; Europe; continents; oceans	Biomes; food chains; adaptations; farming; impacts; sustainability; photosynthesis; weather and climate; climate zones; hydrological cycle; renewable energy	Urban; rural; global population change; migration; slum settlements; push and pull factors; development inequalities; sustainability



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		Cycle 1	Cycle 2	Cycle 3
YEAR 7	<b>Geographical skills revisited</b>	Cartographical skills (e.g. compass directions)	Graphical skills (e.g. bar and line graphs)	Cartographical and graphical skills (e.g. locating cities on maps, line and bar graphs and OS map grid references)
	<b>CEAIG</b>	Nature Conservation Officer	Meteorologist	Political Risk Analyst
YEAR 8	<b>Knowledge introduced</b>	<b>Volcanoes</b> Natural hazards; natural disasters; hazard risk; detailed theory of plate tectonics; volcano distribution; constructive; destructive; conservative; viscosity; shield and composite; volcanic hazards; primary and secondary effects; immediate and long-term responses; super volcanoes	<b>Global Development</b> Development indicators, Human Development Index; GNI; causes of uneven development; primary employment; secondary employment; tertiary employment; quaternary employment; transnational corporations; Clark Fisher Model; Demographic Transition Model; UK and India comparisons; comparing population structures	<b>Glaciation</b> Upland and lowland areas; UK landscapes; geological timescale; geology; glacial and interglacial; distribution of ice sheets during last ice age; landscape processes (e.g. weathering, erosion); formation of a corrie; economic opportunities and challenges in glaciated landscapes; sustainability and conservation in glaciated landscapes <b>Issue Evaluation</b> Plastic pollution (evaluation of causes, impacts and solutions) <b>Fieldwork</b> Features of study site; validity; subjectivity; open and closed questioning
	<b>Geographical skills introduced</b>	Numerical skills focus (e.g. calculating plate movement)	Cartographical, graphical and numerical skills focus (e.g. choropleth maps, scatter graphs)	Cartographical skills focus (e.g. contour lines and additional fieldwork skills)
	<b>Knowledge revisited</b>	Structure of earth; tectonic plates; structure of volcano; cause; impact; response	Sustainable development; GDP; HIC; NEE; LIC; development differences; trade; globalisation; employment types; population policies; sustainability	UK physical features; rock cycle; erosion; natural causes of climate change; opportunities; challenges; sustainable management; climate change impacts; waste management; sustainability; cause; impact; solution; stages of fieldwork investigation
	<b>Geographical skills revisited</b>	Cartographical skills (e.g. describing map distributions)	Cartographical and graphical skills (e.g. grid references, map keys, pie charts, scale and population pyramids)	Cartographical skills (e.g. grid references, scale, gradient, landscape maps, direction and fieldwork skills)
	<b>CEAIG</b>	Volcanologist	International Aid Worker	Glaciologist
YEAR 9 CORE	<b>Knowledge introduced</b>	<b>WWII</b> <b>Enquiry A: Did the Second World War create a more equal society?</b> Component description: <ul style="list-style-type: none"> <li>The civilian experience of WWII</li> <li>The impact of war on society</li> </ul> <b>Enquiry B: What stories lie behind photographs of the Holocaust?</b> Component description: <ul style="list-style-type: none"> <li>Persecution (1933-39)</li> <li>Ghettos (1939-43)</li> <li>Mass murder (1941-45)</li> </ul>	<b>Britain (thematic study)</b> <b>Enquiry: What has been the impact of migration on Britain, c.400 to present?</b> <ul style="list-style-type: none"> <li>Component description:</li> <li>Migrants in Medieval Britain</li> <li>Migrants in Early Modern Britain</li> <li>Migrants in Industrial Britain</li> <li>Migrants in Modern Britain</li> </ul>	<b>Our Planet Our Future</b> <b>Enquiry: Is it too late to save our planet?</b> <ul style="list-style-type: none"> <li>Are wildfires increasing?</li> <li>Can coral reefs be rescued?</li> <li>Should we protect Antarctica?</li> <li>Can we manage our natural resources sustainably?</li> </ul>
	<b>Knowledge revisited</b>	<ul style="list-style-type: none"> <li>Photographs as evidence (EYFS C3)</li> <li>English – Boy in the Striped Pyjamas (Y6 C1)</li> <li>Civil Rights (Y6 C2)</li> <li>Twentieth Century Conflict (Y6 C3)</li> <li>The Great War (Y8 C3)</li> <li>Applying numerical, statistical, graphical and cartographical skills in context.</li> </ul>	<ul style="list-style-type: none"> <li>Roman Britain (Y4 C1)</li> <li>Anglo Saxons and Scots (Y4 C2)</li> <li>Migration (Geography Y4 C2)</li> <li>Industrial Revolution (Y6 C1)</li> <li>Medieval Life in Britain (Y7 C2)</li> <li>Urbanisation (Y7 C3)</li> <li>Industry, Reform and Empire (Y8 C1)</li> <li>The Great War (Y8 C3)</li> <li>Development (Y8 C3)</li> </ul>	<ul style="list-style-type: none"> <li>Our local area (Y1 C1)</li> <li>The Shang Dynasty (Y3 C2)</li> <li>Benin Kingdom (Y5 C1)</li> <li>Middle East (Y5 C3)</li> <li>Industrial Revolution (Y6 C1)</li> <li>Industry, Reform and Empire (Y8 C1)</li> <li>Britain: thematic study (Y9 C2)</li> </ul>



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 9 CORE	Knowledge revisited		<ul style="list-style-type: none"> <li>Applying numerical, statistical, graphical and cartographical skills in context.</li> </ul>	Geographical place knowledge; under the sea; weather and climate; natural resources; biomes; sustainability; population; slum settlements; globalisation; climate change; urbanisation; hazards; cold environments; global development.  Applying numerical, statistical, graphical and cartographical skills in a wide range of contexts.
	Knowledge introduced	<b>Urbanisation and Lagos Case Study</b> Global pattern of urban change; urban trends in HICs and LICs; emergence of megacities; location and importance of Lagos (regionally, nationally and internationally); causes of growth of Lagos (natural increase and migration); urban growth opportunities in Lagos (access to services, access to resources and economic development); urban growth challenges in Lagos (slums, clean water, sanitation, energy, services, unemployment, crime and environmental issues); urban planning <b>Ecosystems</b> Small scale ecosystem in UK; detailed nutrient cycle; food web; the balance between components; impact of changing one component; characteristics of large-scale global ecosystems (detailed)	<b>Hazards Theory</b> Factors affecting hazard risk (detailed); plate tectonics theory (detailed); global distribution of earthquakes and volcanoes; processes at plate margins leading to earthquakes and volcanic activity <b>Global Development Theory</b> Economic and social measures of development; limitations of economic and social measures; Demographic Transition Model (detailed); consequences of uneven development; reducing the development gap (investment, industrial development, tourism, aid, intermediate technology, fairtrade, debt relief and microfinance loans); example of tourism reducing development gap	<b>Rivers</b> Long profile and changing cross profile of a river and its valley; fluvial processes; characteristics and formation of fluvial landforms (e.g. interlocking spurs, waterfalls, gorges, meanders, ox-bow lakes, levées, flood plains and estuaries); example of river valley in the UK; physical and human factors affecting flood risk; hydrographs; costs and benefits of management strategies (e.g. hard engineering and soft engineering); case study of flood management scheme in the UK
YEAR 9	Knowledge Revisited	<b>UK Resources</b> Significance of food, water and energy; global inequalities in the supply and consumption of resources; food, water and energy resources in the UK	<b>Cold Environments</b> Physical characteristics of cold environments; interdependence of climate, permafrost, soils, plants, animals and people; how plants and animals adapt to the physical conditions; issues related to biodiversity; development opportunity and challenges in cold environments; the value of cold environments as wilderness areas; why these fragile environments need protecting; strategies to balance the needs of economic development and conservation in cold environments	<b>UK Case Study</b> Causes of economic change in the UK (de-industrialisation, decline of traditional industrial base, globalisation and government policies); moving towards a post-industrial economy (development of IT, service industries, finance, research and science/business parks); impacts of industry on the physical environment; example of how modern industry can be more environmentally sustainable; social and economic changes in the rural landscape (area of population growth and area of population decline); improvement and new developments in road, rail, port and airport infrastructure; the north-south divide; strategies used in an attempt to resolve regional differences; the place of the UK in the wider world (e.g. trade, culture, transport, electronic communication, the EU and the Commonwealth)
	Geographical skills introduced	Graphical skills focus	Numerical skills focus	Cartographical skills focus



Knowledge, skills and understanding to be gained at each stage*				
	Cycle 1	Cycle 2	Cycle 3	
YEAR 9	<b>Knowledge revisited</b>	Urbanisation; push and pull factors; natural increase; megacities; urbanisation opportunities and challenges; urban sustainability; interrelationships within a natural system; producers; consumers; decomposers; food chain; distribution and characteristics of large scale global ecosystems; natural resources; inequalities in resources; carbon footprints; food miles; water pollution; water deficit; fossil fuels; renewable energy; environmental issues of energy exploitation	Definition of natural hazard; types of natural hazard; factors affecting hazard risk; plate tectonics theory; global distribution of volcanoes; plate margins (constructive, destructive and conservative); classifying the world; development indicators; Clark Fisher Model; Demographic Transition Model; causes of uneven development; reducing the development gap (e.g. transnational corporations in India); sustainability; biome characteristics; ecosystem characteristics; food webs; nutrient cycles; biodiversity; development opportunities and challenges (e.g. from hot deserts, Rio de Janeiro, India and glaciated landscapes); protecting our biomes/landscapes; sustainable management	Major upland and lowland areas and river systems; UK landscapes and landforms; geology; geological timescale; weathering; erosion; transportation; deposition; landform formation; hydrological cycle; rock cycle; landscape management strategies; costs and benefits; location of major UK cities; Clark Fisher Model; de-industrialisation; globalisation; sustainability; environmental impacts of industry; rural challenges and opportunities (e.g. glaciated landscapes); infrastructure; inequality within and between countries; trade; Europe
	<b>Geographical skills revisited</b>	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills
	<b>CEIAG</b>	Sustainability Consultant	Palaeontologist	Architect
YEAR 10	<b>Knowledge introduced</b>	<p><b>Earthquakes</b> Primary and secondary effects of earthquakes; immediate and long term responses to earthquakes; named examples to show how the effects and responses to earthquakes vary between two areas of contrasting levels of wealth; reasons why people continue to live in areas at risk from a tectonic hazard; how monitoring prediction, protection and planning can reduce the risks from earthquakes</p> <p><b>Nigeria Case Study</b> Location and importance of Nigeria (regionally and globally); the wider political, social, cultural and environmental context of Nigeria; the changing industrial structure of Nigeria; the balance between different sectors of the economy; how the manufacturing industry can stimulate economic development; role of transnational corporations in relation to industrial development; advantages and disadvantages of transnational corporation to the host country; changing political and trading relationships with the wider world; international aid; types of aid; impacts of aid in the receiving country; environmental impacts of economic development; effects of economic development on quality of life for the population</p> <p><b>Tropical Rainforests</b> Physical characteristics of the tropical rainforest; interdependence of climate, water, soils, plants, animals and people; plant and animal adaptations; issues related to biodiversity; changing rates of deforestation; case study of a tropical rainforest (causes and impacts of deforestation); value of tropical rainforests to people and environment; strategies to manage tropical rainforest sustainably</p>	<p><b>Tropical Storms and Weather</b> General atmospheric circulation model (pressure belts and surface winds); global distribution of tropical storms; relationship between tropical storms and general atmospheric circulation; causes of tropical storms and the sequence of their formation and development; structure and features of a tropical storm; how climate change might affect distribution, frequency and intensity of tropical storms; primary and secondary effects of tropical storms; immediate and long term responses to tropical storms; named example of tropical storm to show effects and responses; how monitoring, prediction, protection and planning can reduce the effects of tropical storms; overview of types of weather hazard in the UK; example of recent extreme weather event in the UK (causes, impacts and management); evidence that weather is becoming more extreme in the UK</p> <p><b>Leeds Case Study</b> Distribution of population in UK; major cities in UK; location and importance of Leeds (to the UK and the wider world); impacts of national and international migration on the growth and character of the city; urban change opportunities (cultural mix, recreation, entertainment, employment, integrated transport systems and urban greening); urban change challenges (urban deprivation, housing, education, health, employment, dereliction, building on brownfield and greenfield sites, waste disposal, urban sprawl and commuter settlements); example of urban regeneration project (reasons why area needed regeneration and the main features of project); features of sustainable urban living (water and energy conservation, waste recycling</p>	<p><b>Coasts</b> Wave types and characteristics; weathering (mechanical and chemical); mass movement (sliding, slumping and rock falls); erosion (hydraulic power, abrasion and attrition); transportation (longshore drift); coastal deposition; how geological structure and rock type influence coastal landforms; characteristics and formation of landforms resulting from erosion (headlands and bays, cliffs, wave cut platforms, caves, arches and stacks); characteristics and formation of landforms resulting from deposition (beaches, sand dunes, spits and bars); an example of a section of coastline in the UK to identify its major landforms of erosion and deposition; costs and benefits of hard engineering (sea walls, rock armour, gabions and groynes); costs and benefits of soft engineering (beach nourishment/reprofiling and dune regeneration); costs and benefits of managed retreat (coastal realignment); an example of a coastal management scheme in the UK (reasons for management, the management strategy and the resulting effects and conflicts)</p> <p><b>Energy</b> Areas of surplus (security) and deficit (insecurity); global distribution of energy consumption and supply; reasons for increasing energy consumption (economic development rising population and technology); factors affecting energy supply (physical factors, cost of exploitation and production, technology and political factors); impacts of energy insecurity exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output and</p>



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YEAR 10	<b>Knowledge introduced</b>		and creating green space); how urban transport strategies are used to reduce traffic congestion <b>Climate Change</b> Evidence for climate change from beginning of quaternary period to present day; human and natural causes (detailed e.g. orbital changes, volcanic activity, solar output, fossil fuels, agriculture and deforestation); effects on people and environment (detailed); mitigation and adaptation (detailed e.g. alternative energy production, carbon capture and storage, planting trees, international agreements, changing agricultural systems, managing water supply and reducing the risk from rising sea levels)	(potential for conflict where demand exceeds supply); overview of strategies to increase energy supply; renewables (biomass, wind, hydro, tidal, geothermal, wave and solar); non-renewables (fossil fuels and nuclear power); an example to show how the extraction of a fossil fuel has both advantages and disadvantages; moving towards a sustainable resource future (individual energy use and carbon footprints; energy conservation; designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels); an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy
	<b>Geographical skills introduced</b>	Graphical skills focus	Numerical skills focus	Cartographical skills focus
	<b>Knowledge revisited</b>	Plate tectonics; primary and secondary effects (volcanic eruptions); immediate and long-term responses (volcanic eruptions); inequalities in wealth and development; monitoring, prediction, protection and planning; biomes/climate; Clark Fisher Model; manufacturing; industry as a stimulus	High pressure and low-pressure zones; how latitude affects climate and biome distribution; describing distributions; natural hazards; types of hazard; distribution of hazards; idea of a sequence of formation; climate change; primary and secondary effects; immediate and long-term responses; monitoring;	UK landscapes and landforms; landscape processes (e.g. weathering, erosion, transportation and deposition); geology; geological timescale; formation of landforms; costs and benefits of hard and soft engineering; landscape management; surplus and deficit; inequalities; economic development; population
	<b>Knowledge revisited</b>	Economic development (Lagos); advantages and disadvantages of transnational corporations (e.g. India); political and trading relationships; environmental impacts of economic development; effects of economic development on quality of life for the population (e.g. India); biome characteristics; interdependence; biodiversity; subsistence and commercial farming; mineral extraction; population growth; soil erosion; climate change; value of biomes; sustainable management (e.g. conservation and international agreements)	Prediction; protection; planning; population; UK cities; UK physical features; migration; urban change opportunities and challenges; sustainable cities; urban planning; regeneration; quaternary period; natural and human climate change; effects of climate change on people and environment; mitigation; adaptation	Growth; exploitation; impacts of energy insecurity; exploration of environmentally sensitive areas (e.g. tundra); conflict; renewable energy; non-renewable energy; sustainable futures; carbon footprints; sustainable housing; sustainable transport
	<b>Geographical skills revisited</b>	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills
	<b>CEIAG</b>	Zoologist	Disaster Emergency Coordinator	Nuclear Engineer
YEAR 11	<b>Knowledge introduced</b>	<b>Fieldwork</b> All aspects of GCSE fieldwork requirements for Paper 3 examination, including unseen fieldwork section	<b>Issue Evaluation</b> Pre-release available close to exam dates; any aspect of GCSE study may be covered by the issue evaluation pre-release	
	<b>Geographical skills introduced</b>	Stages of fieldwork investigation (covered previously, will be built upon and reinforced); statistical skills	Final revision	
	<b>Knowledge revisited</b>	Fieldwork provides the opportunity to not only prepare students for the Paper 3 examination, but to also revisit all previous concepts from their study of geography	Final revision (students have experience of Issue Evaluation from Year 8 Issue Evaluation topic)	
	<b>Geographical skills revisited</b>	All categories of geographical skills to be revisited whilst undertaking fieldwork investigations	Final revision	



\*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



**Year 7 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
<b>Cycle 1</b>	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	<b>Induction</b> Y7 25/08 All 26/08	<b>KS2 Recap</b> Retrieval practice (or no lesson due to bank holiday)	<b>Mastery 1</b> Types of geography and UK map	<b>Mastery 2</b> Compass, latitude and longitude	<b>Mastery 3</b> Continents, oceans, countries, Europe, EU.	<b>Mastery 4</b> 4 fig grid refs	<b>Mastery 5</b> Distance and scale	<b>Mastery 6</b> EQ and DIRT	<b>Reinduction</b> <b>Deserts 1</b> Distribution of biomes (links to climate e.g. water cycle, latitude). (or no lesson due to reinduction)	<b>Catch Up 1</b> Distribution catch up/ retrieval (due to reinduction or no lesson due to DD/PD)	<b>Deserts 2</b> Independent - climate graphs	<b>Deserts 3</b> Adaptions and nutrient cycle (or no lesson due to stretch)	<b>Catch Up 2</b> Adaptations catch up/ retrieval (due to stretch and recognition)
<b>Cycle 2</b>	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	<b>Deserts 4</b> Challenges and opportunities (including threats e.g. desertification and sus management)	<b>Deserts 5</b> EQ and DIRT	<b>Reinduction</b> <b>Climate 1</b> Greenhouse effect (or no lesson due to reinduction)	<b>Catch Up 3</b> Greenhouse effect catch up/ retrieval (due to reinduction/ showcase/ other events)	<b>Climate 2</b> Natural and human causes	<b>Revision</b> Mastery and deserts	<b>Assessment</b> C2 assessment	<b>Climate 3</b> Impacts (physical and human)	<b>Reinduction</b> <b>DIRT</b> (or no lesson due to reinduction)	<b>Catch Up 4</b> DIRT catch up/ retrieval (due to reinduction or no lesson due to DD/PP)	No lesson - Ullswater	<b>Climate 4</b> Management (local, national, global) (or no lesson due to stretch)	<b>Catch Up 5</b> Management catch up/ retrieval (due to stretch and recognition)
<b>Cycle 3</b>	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoFE Expedition		Data Day 15/07
	<b>Climate 5</b> EQ and DIRT	<b>Reinduction</b> <b>Urbanisation 1</b> Urbanisation, push/pull factors (or no lesson due to reinduction)	<b>Catch Up 6</b> Urbanisation catch up/ retrieval (due to reinduction/ show case)	<b>Urbanisation 2</b> Rio challenges opportunities (or no lesson due to bank holiday)	<b>Catch Up 7</b> Rio catch up/retrieval (due to bank holiday/any other events)	<b>Urbanisation 3</b> London challenges opportunities	<b>Revision</b> Mastery, deserts, climate change, and urbanisation	<b>Reinduction</b> <b>Assessment</b> C3 assessment (or no lesson due to reinduction)	<b>Catch up 8</b> Assessment catch up/ retrieval/ extra time G4 (due to reinduction)	<b>DIRT</b>	<b>Urbanisation 4</b> Independent – migration	<b>Urbanisation 5</b> EQ and DIRT	<b>End of Year Celebration</b>



## Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
<b>Cycle 1</b>	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	<b>Induction</b> Y7 25/08 All 26/08	<b>Y7 Recap</b> L1: Retrieval practice 1 L2: Retrieval practice 2 (or no lessons due to bank holiday)	<b>Volcanoes 1+2</b> L1: Hazard risk L2: Plate tectonics theory	<b>Volcanoes 3+4</b> L1: Volcano types and margins L2: Impacts and responses (Mount Vesuvius)	<b>Volcanoes 5+6</b> L1: Super volcanoes L2: Exam question	<b>Volcanoes 7</b> <b>Development 1</b> L1: Exam question DIRT L2: Introduction + HDI	<b>Development 2+3</b> L1: Uneven development L2: Globalisation (containers)	<b>Development 4+5</b> L1: Clark Fisher L2: Clark Fisher (UK and India)	<b>Reinduction Development 6</b> L1: DTM L2: Catch up/ retrieval (due to reinduction)	<b>Development 7</b> L1: DTM (UK and India) L2: Catch up/ retrieval (or no lesson due to DD/PD)	No lessons – Oxford	<b>Development 8</b> L1: Exam question L2: Catch up/ retrieval (or no lesson due to stretch)	<b>Development 9</b> L1: Exam question DIRT L2: Catch up/ retrieval (or no lesson due to recognition)
<b>Cycle 2</b>	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	<b>Development 10+11</b> L1: Population Pyramids L2: Population pyramids (UK and India)	<b>Development 12+13</b> L1: Population policies L2: Reducing development gap (TNCs – Coca Cola).	<b>Reinduction Development 14</b> L1: Sustainable Development L2: Catch up/ retrieval (due to reinduction/showcase/ other events)	<b>Development 15+16</b> L1: Exam question L2: Exam question DIRT	<b>Revision 1+2</b> L1: Physical L2: Physical	<b>Revision 3+4</b> L1: Human L2: Human	<b>Assessment</b> L1: C2 Assessment L2: Assessment catch up/ retrieval/ extra time for G4	<b>Glaciation 1+2</b> L1: UK physical features L2: Geological time and rock cycle (link back to tectonics).	<b>Reinduction DIRT</b> L1: DIRT L2: DIRT catch up/ retrieval (due to reinduction)	<b>Glaciation 3</b> L1: Introduction L2: Catch up/ retrieval (or no lesson due to DD/PD)	<b>Glaciation 4+5</b> L1: Processes L2: Corries	<b>Glaciation 6</b> L1: Contours, spot height (corrie features on maps) L2: Catch up/ retrieval (or no lesson due to stretch)	<b>Glaciation 7</b> L1: Opportunities (Economic uses) L2: Catch up/ retrieval (or no lesson due to recognition)
<b>Cycle 3</b>	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoF Expedition		Data Day 15/07
	<b>Glaciation 8+9</b> L1: Challenges and sustainable management L2: Glaciers and climate change	<b>Reinduction Glaciation 10</b> L1: Exam question L2: Catch up/ retrieval (due to reinduction)	<b>Glaciation 11</b> <b>Issue Eval 1</b> L1: Exam question DIRT L2: Reading (plastic pollution)	<b>Issue Eval 2</b> L1: Exam question L2: Catch up/ retrieval (due to bank holiday/ showcase or other events)	<b>Issue Eval 3</b> <b>Revision 1</b> L1: Exam question DIRT L2: Year 7 topics	<b>Revision 2+3</b> L1: Year 7 topics L2: Year 8 topics	<b>Revision 4+5</b> L1: Year 8 topics L2: Year 8 topics	<b>Reinduction Assessment</b> L1: C3 assessment L2: Assessment catch up/ retrieval/ extra time G4 (due to reinduction)	<b>Fieldwork 1+2</b> L1: Theory part 1 (stages of an investigation) L2: Theory part 2 (data collection techniques)	<b>DIRT</b> L1: Data collection L2: DIRT (assessment)	<b>Fieldwork 3+4</b> L1: Write up 1 L2: Write up 2	<b>Fieldwork 5+6</b> L1: Write up 3 L2: Fieldwork DIRT	<b>End of Year Celebration</b>



**Year 9 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11	
Cycle 1	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition			
	<b>Induction</b> Y7 25/08 All 26/08	<b>Y7+Y8 Recap</b> L1: Retrieval practice 1 L2: Retrieval practice 2 (or no lessons due to bank holiday)	<b>Urbanisation and Lagos</b> L1: Urban trends L2: Migration, natural increase, megacities	<b>Urbanisation and Lagos</b> L1: Lagos background L2: Challenges	<b>Urbanisation and Lagos</b> L1: Opportunities and urban planning L2: Exam question	<b>Ecosystems</b> L1: Exam question DIRT L2: Biome characteristics	<b>Ecosystems</b> L1: Ecosystem theory L2: UK ecosystem and impacts of changing one component	<b>Ecosystems</b> L1: Exam question DIRT L2: UK ecosystem and impacts of changing one component	<b>Ecosystems</b> L1: Exam question DIRT L2: UK ecosystem and impacts of changing one component	<b>Reinduction</b> <b>UK Resources</b> L1: Resources introduction L2: Catch up/ retrieval (due to reinduction)	<b>UK Resources</b> L1: Food L2: Catch up/ retrieval (or no lesson due to DD/PD)	<b>UK Resources</b> L1: Water L2: Energy	<b>UK Resources</b> L1: Exam question L2: Catch up/ retrieval (or no lesson due to stretch)	<b>UK Resources</b> L1: Exam question DIRT L2: Catch up/ retrieval (or no lesson due to recognition)
	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03	
Cycle 2			Term 3				Assessment	Assessment	Term 4	Data/Planning Day 4/5	Y7 Ullswater Expedition			
	<b>Natural Hazards</b> L1: Hazards introduction L2: Plate tectonic theory	<b>Natural Hazards</b> L1: Plate margins L2: Exam question	<b>Reinduction</b> <b>Natural Hazards</b> L1: Exam question DIRT L2: Catch up/ retrieval (due to reinduction/showcase/ other events)	<b>Reducing Dev Gap</b> L1: Development introduction L2: DTM	<b>Reducing Dev Gap</b> L1: Uneven development L2: Reducing the development gap	<b>Reducing Dev Gap</b> L1: Exam Question L2: <b>Revision</b> Urban isation, ecosystems, UK resources, hazards	<b>Assessment</b> L1: C2 Assessment L2: Assessment catch up/ retrieval/ extra time for G4	<b>Cold Enviro</b> L1: Exam question DIRT L2: Location and characteristics	<b>Reinduction</b> <b>DIRT</b> L1: DIRT L2: DIRT catch up/ retrieval (due to reinduction)	<b>Cold Enviro</b> L1: Adaptations L2: Catch up/ retrieval (or no lesson due to DD/PD)	<b>Cold Enviro</b> L1: Opps and challenges L2: Wilderness protection	<b>Cold Enviro</b> L1: Exam question L2: Catch up/ retrieval (or no lesson due to stretch)	<b>Cold Enviro</b> L1: Exam question DIRT L2: Catch up/ retrieval (or no lesson due to recognition)	
	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07	
Cycle 3		Term 5		School closed 1/05				Term 6	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07	
	<b>Rivers</b> L1: UK landscape and processes L2: Long profile, cross profile	<b>Reinduction</b> <b>Rivers</b> L1: Erosional landforms (or no lesson due to reinduction) L2: Catch up/ retrieval (due to reinduction)	<b>Rivers</b> L1: Erosional and depositional landforms L2: Depositional landforms	<b>Catch Up</b> L1: Catch up/ retrieval (or no lesson due to bank holiday) L2: Catch up/ retrieval (due to showcase or other events)	<b>Rivers</b> L1: Physical and human flooding (water cycle recap) and hydrographs L2: Hard and soft engineering (and case study)	<b>Rivers</b> L1: Exam question L2: Exam question DIRT	<b>UK Development</b> L1: Economic change and Clark Fisher model L2: <b>Revise</b>	<b>Reinduction</b> <b>Assessment</b> L1: C3 assessment (or no lesson due to reinduction) L2: Assessment catch up/ retrieval/ extra time G4 (due to reinduction)	<b>UK Development</b> L1: Post-industrial economy and sustainable industry L2: Rural	<b>UK Development</b> L1: Transport L2: <b>DIRT</b>	No lessons – DofE	<b>UK Development</b> L1: North-south divide L2: Wider world  Note: Exam question and DIRT lesson will be at start of Y10 booklet.	<b>End of Year Celebration</b>	
	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07	

