



GEOGRAPHY CURRICULUM STATEMENT

The Geography curriculum at The Trafalgar School at Downton will instil in students a curiosity and fascination about the world and its people. In doing so it will develop a lasting and contextualised awareness of the world in which they live. Teaching will equip students with knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. The majority of our students are from rural areas including the New Forest, or the urban fringe of Salisbury with good access to the countryside. We therefore need to be aware of their ‘personal geography’ and look to broaden their horizons. As a student progresses, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics *so that *they are aware of how these provide a geographical context for understanding the actions of processes.*
- Students will gain an understanding of the processes that give rise to key physical and human geographical features of the world *so that *they can appreciate how these are interdependent and bring about spatial variation and change over time.*
- Students will learn about and apply the geographical skills needed in collecting data gathered through experiences of fieldwork *so that *they deepen their understanding of real world and theoretical geographical processes.*
- Students will learn about and apply the geographical skills of data analysis, map reading, observation, analysis and observation *so that *they can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).*
- Students will learn about and practice geographic communication and general communication skills *so that *they can communicate geographical information in a variety of ways, including through maps, numerical and quantitative methods and writing.*

Beyond lessons students will have opportunities to participate in the Duke of Edinburgh’s Award, which helps to reinforce many of these fundamental skills, as well as large scale fieldwork trips such as Iceland, Rivers, Urban Areas and Coasts.

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr7 Units	Our local area	Amazing Africa	Limestone landscapes	Settlements	The New Forest	
Key learning	Students learn about geographical skills; map reading, geographical organisation (graphs, annotated photos).	Students learn about differences and variation in Africa challenging perceptions.	Students learn about the features and formation of limestone landscapes and about Cheddar Gorge as a point of interest	Students learn about settlement hierarchy, the function and features of settlements.	Students learn about the value of protected landscapes and why the New Forest is such an important place for locals, tourists and wildlife	
Assessment	End of unit test; interpretation and use of skills	End of unit test; knowledge and understanding	Improving Cheddar – critical thinking project	Estate Agent to the Stars assignment	Competition Café project	
Homework	3 x Google classrooms	3 x Google classrooms	3 x Google classrooms	3 x Google classrooms	2 x Google classrooms	
Yr8 Units	Tourism	Crime	Glaciation	Globalisation	Weather	
Key learning	Students learn about key aspects of the industry and the importance to the UK economy and also the positives and negatives that tourism brings.	Students learn about the special tendencies of crime and consider the geographical – social and economic- reasons behind this, to enable them to consider how to address it	Students learn about the processes and landforms involved in a river landscape becoming glaciated and how the amount of ice changes over time. Students learn about avalanche hazards and how we can manage them.	Students learn about employment structures in different countries and the reasons behind this, the role of TNCs, and interconnectivity of people and products in the 21 st Century	Students learn about the six key aspects that create weather – pressure, rainfall, sunshine, clouds, temperature and wind, and how they interact.	
Assessment	End of unit test; knowledge and understanding	Crime free community project	End of unit test; knowledge and understanding	Norfolk flooding newspaper article	Microclimate investigation in school grounds	

Homework	3 x Google classrooms	3 x Google classrooms	4 x Google classrooms	3 x Google classrooms	3 x Google classrooms	
Yr9 Units	Factfulness: Looking at a development through 21st Century eyes		Shake Rattle and Roll	A journey through Asia	Coasts	
Key learning	Students learn about using key development indicators to make judgements about countries, global and national inequalities		Students learn about the geophysical processes that cause tectonic hazards and how it affects humans.	Students will learn about life and culture and how it has changed through time	Students learn about coastal processes, land forms, and management strategies	
Assessment	Critical thinking project investigating development in China		Volcano project	End of unit test; knowledge and understanding	GCSE style end of unit test	
Homework	4 x Google Classrooms		3 x Google Classrooms minimum	3 x Google Classrooms minimum	4 x Google Classrooms	
Terms	1	2	3	4	5	6
Yr10 Units	Tectonic Hazards	Weather Hazards	Tropical Rainforests	Hot Deserts	Rivers	Resources
Key learning	Students learn about case study examples of natural disasters, consider why they have occurred and devise strategies to overcome them.		Students learn about case study examples of internationally important ecosystems, consider why they have specific features, how biotic elements have adapted to live there and how humans interact/interfere.	Students learn about rivers processes, land forms, and management strategies	Students learn about rivers processes, land forms, and management strategies	Students learn about distribution of resources, and the issues/solutions to the surplus/deficits of water/energy/food resources
Assessment	End of unit test; knowledge, understanding, application and skills	End of unit test; knowledge, understanding, application and skills	End of unit test; knowledge, understanding, application and skills	End of unit test; knowledge, understanding, application and skills	End of unit test; knowledge, understanding, application and skills	End of unit test; knowledge, understanding, application and skills
Homework	3 x Google Classrooms and revision	3 x Google Classrooms and revision	3 x Google Classrooms and revision	3 x Google Classrooms and revision	3 x Google Classrooms and revision	3 x Google Classrooms and revision
Yr11 Units	Urban Issues		Economic World	Revision + Paper 3 pre-release materials		
Key learning	Students learn about urban challenges and opportunities of living in Rio de Janeiro and Portsmouth, how urban sprawl puts pressure on the urban fringe, and how redevelopment of brownfield sites can renew the fortunes for some		Students learn about the challenges and opportunities associated with developing (Nigeria) and developed (UK) economies and the role of TNCs and Science parks within this	Students will engage with Paper 3 pre-release materials 2 months ahead of the exam. Structured revision will develop techniques, consolidate knowledge and promote confidence.		
Assessment	3 x Google Classrooms and revision		3 x Google Classrooms and revision	3 x Google Classrooms and revision		
Homework	3 x Google Classrooms and revision	PPE and revision	3 x Google Classrooms and revision	Revision		

CURRICULUM PROGRESSION MAPPING

GEOGRAPHY - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING						
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
Contextual knowledge of locations and places	Students can show limited knowledge and understanding of physical and human environments in local areas, the UK, and wider world but will be able to describe general common physical and human features. Location of the feature(s) is noted but it will be limited in detail.	Students show an increasing depth of understanding of aspects of physical and human geography around their local area and the UK and this begins to expand to include the wider world. Students describe the physical and human characteristics of these environments on a local and more global scale.	Students recall basic information about physical and human environments, but with a growing appreciation of different scales. Students demonstrate simplistic knowledge of location through specific case studies and basic key terminology is used. Geographical ideas are referred to in a simple manner and often limited in example detail.	Students give detailed information about physical and human environments studied, across all scales and will be able to include appropriate case study detail and location. Students use key terminology with accuracy.	Students give detailed information about the characteristics of physical and human environments studied across all scales. Students demonstrate a thorough understanding of specific case studies and use more complex key terminology with confidence.	Students give precise information about the characteristics of physical and human environments studied across a variety of spatial settings. Students demonstrate very detailed knowledge of case studies and use more comprehensive terminology in their descriptions and explanations.
Understanding of Patterns, Processes and Environmental Change	Students can recognise some simple physical and human processes and how they can contribute to the changes of places and environments. Students will recognise some simple interrelationships between people and the environment. Students are aware that people will attempt to improve and try to sustain or protect physical and human environments.	Students describe how different physical and human environments can have similarities and differences and these can arise from a variety of physical and human processes. Students describe geographical patterns and attempt to simply explain them. Students give reasons for their own views on changes to physical and human environments, but will also start to recognise that other people have different opinions.	Students recognise that physical and human processes within physical and human environments interlink and that this leads to change. Students begin to analyse geographical patterns at a variety of scales. Students begin to understand that a variety of factors can influence the decisions taken about management and that this can have consequences resulting in change to the environment and possible conflict.	Students discuss a range of processes relating to both physical and human environments, and appreciate how they contribute to developing geographical patterns at a range of scales. Students will begin to show understanding of how these processes interact causing diversity and independence. Students understand how links are made between people and the environment, and appreciate that sustainable development will affect planning and management of environments. Students have a broader understanding that values and attitudes of people will vary when it comes to managing these environments, and how this causes change and conflict.	Students demonstrate understanding of geographical processes, applying these with greater accuracy to unfamiliar contexts. Students understand how human processes interact with physical processes to help develop geographical patterns and consider the interdependence between human and physical geography. Students demonstrate issues surrounding, and appreciate the need for a more sustainable approach to, the planning and management of these environments, using a range of supporting examples.	Students demonstrate an understanding of complex geographical processes, applying these with precise accuracy to unfamiliar contexts. Students thoroughly understand how human processes interact with physical processes to help develop more complex geographical patterns. Students explain the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefits of proposed or existing schemes, with an appreciation of the reasons why parties involved will have different opinions.
Geographical Enquiry Skills	Students can offer simple explanations for their observations and views about places, as well as physical and human environments. They use skills and evidence to help them respond to a narrow range of geographical questions. Simplistic terminology is used to communicate their findings.	Students use their own knowledge and understanding of environments to aid their enquiry to some extent. Students use a range of geographical skills (through use of primary and secondary sources) to investigate physical and human geography. They begin to present their findings using basic key terminology.	Students will begin to develop their own geographical questions and use appropriate skills to help investigate physical and human environments. Students simply evaluate the sources used for their investigations. They draw together relevant plausible conclusions about the investigation. Students present their work both graphically and in writing, using more accurate geographical terminology.	Students can conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for their enquiry. They will collect data, collate and present their findings using a range of skills which include accurately produced sophisticated techniques such as located graphs (bar graphs and pie charts) and annotated field sketches. From this, they analyse their data, offer an interpretation of the results and use their geographical understanding to link the evidence to relevant theory with more confidence. Students evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of	Students conduct a geographical enquiry, and identify appropriate key questions or hypotheses, offering some supported predictions. Students will accurately collect (primary and secondary), collate and present their findings using a range of skills. From this, students will be able to analyse their data, interpret the results and begin to substantiate their conclusions with some linkage to the underpinning geographical theory. Students will be able to evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their ideas will be coherently discussed and written.	Students conduct a geographical enquiry, and identify appropriate hypotheses or key questions, offering detailed supporting predictions for enquiry. They accurately collect (primary and secondary) data, collate and present their findings. From this, they analyse their data, interpret the results and substantiate their conclusions with linkage to underpinning geographical theory. Students show understanding of how to critically evaluate the process of their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their written work will be coherent and will be exemplified using sophisticated key terminology.

Application of Geographical Skills	Students can recognise patterns of both human and physical features on a limited range of scales. They can draw and label simplistic sketches and recognise basic map symbols. They can construct basic graphs such as bar graphs, which will be accurately completed. They can recognise the highest and lowest values in a data set.	Students describe the patterns of human and physical features as well as draw and label a sketch map. Simplistic observations of photographs and sketches will be made. They will recognise and use map symbols and begin to have a working understanding of 4 figure grid references and straight line distances. Students construct a range of graphs such as a bar and line graph and use basic statistical techniques.	Students describe distributions of physical and human features at a range of different scales. Sketch maps will be drawn without assistance and annotation of a variety of key features attempted. Students will have a working understanding of OS map skills and use 6 figure grid references. They draw a range of more sophisticated graphical techniques and be able to interpret these graphs, as well as recognise the link between photographs and OS maps. Their understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.	the conclusions. These ideas will be communicated effectively. Students demonstrate excellent use of geographical skills and use these to describe the distribution and patterns of both human and physical features at a range of scales using a variety of different maps. Students can draw and interpret a variety of different cartographical skills and interpret the data presented using a wide range of numerical and statistical skills. Students are able to accurately use OS maps, and interpret graphical patterns with ease.	Students demonstrate an extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends. Students recognise geographical patterns and interpret the trends using a range of statistical skills to help such as mean, mode and median. They describe the data using measures of central tendency and clearly identify anomalous values within the data set. From this, students are beginning to suggest reasons why these anomalies exist. The use and understanding of the role of GIS in geography will be demonstrated with growing confidence.	Students can demonstrate exceptional use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. Students use a range of maps and atlases at various scales with confidence. They draw more sophisticated cartographical maps and graphs and use sophisticated statistical calculations to analyse the data displayed. Students describe relationships within data sets using measures of central tendency and quartile and inter-quartile range. From this students clearly recognise anomalies within the data set, offering comprehensive suggestions for why these exist. They use and understanding of the role of GIS in geography will be demonstrated with confidence.
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