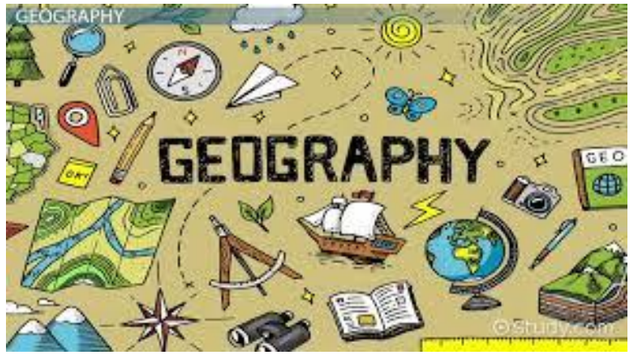

GEOGRAPHY CURRICULUM STATEMENT

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 and the impact of these upon the as individuals and part of a world-wide society. 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**

a. 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.**
b. 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.**
c. 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.**
d. 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)**.
e. 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, as well as fieldwork trips such as Iceland, Rivers, Urban Areas and Coasts which helps to reinforce many of the fundamental Geographical skills, embed deeper learning and develop cultural capital.

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr7 Units	**Our local area**	**Amazing Africa**	**Limestone landscapes**		**Settlements**	**Our protected spaces**
Key learning	Students learn about geographical skills; map reading, geographical organisation (graphs, annotated photos) and interpretation in order to ensure these skills are embedded as a foundation for understanding content in every unit beyond.	Students learn about differences and variation in Africa, challenging perceptions whilst developing a depth of understanding about cultures, communities and physical Geographical features, as well as the implications of historical issues such as slavery and colonialism. ***Literacy: Where would we be?***	Students learn about the features and formation of limestone landscapes and about Cheddar Gorge as a point of interest ***Literacy and Decision Making: Cheddar regeneration***		Students learn about settlement hierarchy, the function and features of settlements. ***Literacy: Stockholm- a sustainable city***	Students learn about the value of protected landscapes and why the New Forest is such an important place for locals, tourists and wildlife ***Literacy and Decision Making: Stonehenge Tunnel***
Common misconceptions	Graphs are only for Maths Labels/annotations are the same Grid references are complicated	All Africans are poor All African countries are the same Africa is a country	All rocks are born equal Quarrying is all bad news Landscapes are random		People choose where to live at random Settlements are all much the same Settlements don't change over time	It is not an important/fragile landscape It is all natural It's all a forest
Unit links	We will use different skill elements from this unit in every unit and beyond. It will also be incredibly useful in other subjects, later learning and DofE	Forward: Settlements, Tourism, Glactiation, Globalisation, Weather, Development, Coasts GCSE: All units	Back: Our local area Forward: Settlements, New Forest, Tourism, Glaciation, Globalisation, Weather, Tectonics, Coasts GCSE: Tectonics, Weather, Rivers, Development, Resources		All units studied including GCSE!	Back: Our local area, Settlements Forward: Tourism, Crime, Weather, Development, Coasts GCSE: Rivers, resources, urban issues
Assessment	End of unit test with short answer questions to assess ability to use map and graph skills taught. Skills will again be assessed through other unit and End of Year Assessments.	Key assessment will be as part of the End of Year assessment (June).	Students will use a variety of secondary sources, combined with their own knowledge from learning in the unit, to complete a decision making task aimed at improving Cheddar Gorge as a tourist attraction which creates positive impacts for locals. They will be assessed on their use of sources to develop a well-reasoned scheme.		Key assessment will be as part of the End of Year assessment (June).	Students will complete an end of year assessment - assessing their ability to apply geographical skills in the context of Africa, UK National Parks, settlements and Limestone landscapes, as well as key concepts of these topics.
Homework	3 x Google classroom quizzes – low stakes intermediate testing of skills application.	3 x Google classrooms – low stakes reflective testing of map skills, a comprehension task about The Great Green Wall and revision prior to unit test.	3 x Google classrooms - low stakes testing of limestone landscape and cave features as well as interleaved testing of knowledge and skills from previous units.		2 x Google classrooms – low stakes testing of key concepts of settlements unit, along with a comprehension exercise on micro plastic pollution and interleaved testing of knowledge and skills from previous units.	2 x Google classrooms – low stakes testing of concepts and knowledge surrounding National Parks, interleaved with recapping of previous topics, and a comprehension homework about Marine Parks.

Yr8 Units	Tourism	Crime and urban planning	Glaciation	Globalisation	Weather
Key learning	Students learn about key aspects of the industry and the importance to the UK/global economy and also the positives and negatives that tourism brings. It is an evolving industry regardless of location. ***Literacy: Nicaragua and chocolate***	Students learn about the spacial tendencies of crime and consider the geographical – social and economic- reasons behind this, to enable them to consider how to address it. ***Literacy and Decision Making: Tudeley Housing***	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. ***Literacy: Mammoth tusks under the sea***	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 21st Century ***Literacy: Costing the Earth***	Students learn about the six key aspects that create weather – pressure, rainfall, sunshine, clouds, temperature and wind, and how they interact. ***Literacy: Extreme Weather***
Common misconceptions	Tourism only affects tourists. Tourism only happens in hot places UK tourism is not important.	Crime is random. Crime fits stereotypical age grouping. CCTV is the answer to everything.	No ice left apart from Polar regions No longer affects UK Glaciation is random Snow/ice is not important to tackling climate change	Everyone is equal Our actions have no global impact	Climate change is not a thing Daily weather and long term climate are separate things You need to be a meteorologist to know what the weather will likely be like today
Unit links	Back: Africa, Settlements, Limestone, New Forest Forward: Crime, Glaciation, Weather, Development, Tectonics, Asia Coasts GCSE: all units	Back: Our local area, Africa, Limestone, Settlements, New Forest,Tourism Forward: Globalisation, Weather, Development, Tectonics GCSE: Weather, Rainforests, Economics, urban issues	Back: Africa, Limestone, Settlements, Tourism Forward: Globalisation, Weather, Asia, Coasts GCSE: Weather, ecosystems, rivers, development, resources	Back: Africa, Settlements, Tourism, Crime, Glaciation Forward: Weather, Developoment, Asia, Coasts, GCSE: All units	Back: All units Forward: All units, including GCSE.
Assessment	Students will undertake a group project investigating tourism in Swanage (linked to trip) where they will consider and prove whether Swanage is a typical honeypot site. Conceptual learning will be assessed in the Mid/End of Year Assessments.	A project which applies the learning of how Geography can be used to design out crime: students will attempt to design a crime free community regeneration project in an area of Southampton by first using GIS to identify the issues currently in the area, and then apply their learning to overcome these issues. Conceptual learning will be assessed in the Mid/End of Year Assessments.	Conceptual learning will be assessed in the End of Year Assessment.	Students will write a newspaper article looking at the link between flooding in Norfolk and the transhipment of kiwi fruits from New Zealand. They will draw upon their understanding of climate change, food miles and globalisation. They will also make links to changes in glacial ice extent, visited in the previous unit – bringing together cause and effect. Conceptual learning will be assessed in the End of Year Assessment.	Students will undertake a microclimate investigation in school grounds, looking at the relationship between wind and temperature in various locations. We will be assessing their ability to undertake and write up an investigation in a scientific manner.
Homework	3 x Google classrooms – low stakes testing of place location in the UK and abroad, as well as interleaved reflection on year 7 topics and revision prior to end of unit test.	3 x Google classrooms – a comprehension homework on the issues of small-scale HEP in the UK, a research homework looking at Milton Keynes as a 'new town' – clear crossover with their assessment project – and a task looking at mapping crime, which revisitis map skills from year 7. All three also have interleaving questions from previous yr 7 and 8 units.	2 x Google classrooms – one will look at glacial features (directly building on classroom learning), while the other will look at the separation of Britain from Mainland Europe as a result of melting glaciers. Both will also include interleaving, low stakes questions from previous year 7 and 8 topics.	3 x Google classrooms – while both tasks will include interleaved refresher questions for previous topics, one homework focuses on OS map skills as it's general theme, while the other looks at a map that isn't really a map at all – the London Underground map. Students will explore it's creation and evolution to understand why it is both a great map, and utterly useless *above* ground level!	2 x Google classrooms. One will look at Storm Eunice as a development of classroom learning, while the other is low-stakes revisiting of the key concepts which underpin both weather and climate and synoptic weather forecasts. In addition, interleaving from all previous topics feeds through these homeworks.

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 ***Literacy and Decision Making: Kolkata and the urban poor***	Students learn about the geophysical processes that cause tectonic hazards and how it affects humans. ***Literacy: Italy Earthquake***	Students will learn about life and culture and how it has changed through time ***Literacy: Mongolian Nomads***	Students learn about coastal processes, land forms, and management strategies ***Literacy: The Jurassic Coast***
Common misconceptions	The world is exactly how we are told it is The poor will always be poor	Hazards are random events We don't need to worry in the UK Natural hazards are all negative	Asian countries are all the same 'The West' will always hold the power	All coasts are the same Sea levels? No problem! Land is only *destroyed* at the coast.
Unit links	Back: Africa, Settlements, Globalisation Forwards: All units including GCSE.	Back: Limestone, Settlements, Tourism, Crime, Globalisation, Weather, Development Forwards: Asia, Coasts GCSE: Tectonics, Resources	Back: Settlements, tourism, glaciation, globalisation, weather, development, tectonics Forward: Coasts, rainforests, deserts, resources, economic world	
Assessment	Students will present a speech arguing why poverty ona national or international scale is unacceptable and why we all have a role to play in irradicating it. This will draw on their understanding of the topic as well as verbal presentation skills. Learning will be assessed in the Mid/ End of Year Assessments.	Volcano project will assess research skills, understanding of key concepts from the unit, and mapping skills (yr7 interleaving). Conceptual learning will be assessed in the End of Year Assessment.	Learning will be assessed in the End of Year Assessment.	GCSE style end of unit test focused solely on the content and application of the first GCSE topic – completed Sept of yr 10 by those taking GCSE.
Homework	3 x Google Classrooms – Ocean plastics comprehension, Global inequality comprehension, Unit recap. Interleaving Africa, Limestone and Settlements from year 7.	2 x Google Classrooms + 1x volcano project research. Earthquake in Italy comprehension+ crime interleave, tectonic processes recap interleaved with tourism	2 x Google Classroom – year recap so far interleaved with globalisation, Pollution in Ulaanbaatar comprehension with interleaving of glaciation and National Parks.	3 x Google Classrooms – low stakes testing of key concepts from the unit plus interleaving of previous units + 1x revision prior to the test.

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 distribution of resources, and the issues/solutions to the surplus/deficits of water/energy/food resources
Common misconceptions	Effects and responses are the same thing All countries are equally affected by hazards Tornados are also tropical storms		Distribution is random Change is irreversible "They are just for wildlife, we don't need to worry!" Nothing happens in the desert		Velocity is fastest in the mountains Friction doesn't affect water Rivers don't affect me!	There is enough to go around All countries have good supplies Blackouts? That's in Africa!
Assessment	End of unit test examining knowledge, understanding, application and skills.	Mid Year assessment will test Coasts, Tectonics and Weather hazards.	End of unit test examining knowledge, understanding, application and skills.	End of unit test examining knowledge, understanding, application and skills	End of Year Assessment will test all Paper 1 content.	Assessed in yr 11 assessments.
Homework	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills

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.
Common misconceptions	Portsmouth is an undesireable city Planning has enabled good evolution of cities Cities offer better opportunities than the countryside for everyone Wider roads and more cars equals better transport	The poor are poor; the rich are rich Sweatshops are entirely bad My decisions have no impact on the global economy	"I can't do this"!! "This is like nothing I've ever done before"!!
Assessment	Assessed in Yr 11 November PPEs, along with resources.	Individual exam style questions marked to hone exam strategy.	Assessed 9 mark question on pre-release material Skills assessment to resolve paper 3 and wider skills shortages/ thinga that have been forgotten over time.
Homework	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	3 x Google Classrooms and revision: 1 based on technique, one on content revision and one on skills	Revision – revision cards, practice questions, Seneca learning, revision clocks, gap fill versions of knowledge organisers. Use of the student tracker sheet to identify key areas of weakness to improve.

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.

				the conclusions. These ideas will be communicated effectively.		
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.	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 sophisticated numerical skills such as 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.