

Subject Curriculum Vision: Geography

The Geography Curriculum at AJK

Why should all students learn your subject?

Geography is a relevant and dynamic subject that helps you to make sense of the world around you. You learn powerful knowledge about how different human and physical processes shape the planet we live on. It is a diverse subject that explores the interconnectedness of society, the economy, culture and the environment. Geographers engage with questions about real issues to do with climate change, hazard management migration, development and how we can live on earth sustainably. The study of Geography helps to create thoughtful, active citizens with an informed understanding of global issues.

As well learning powerful knowledge about exciting topic content, pupils develop a range of transferrable skills that support them with in any future path of work or study. In line with the whole school vision our Geography lessons will involve substantial amounts of reading. This will help develop pupil literacy and support learning. As an essay writing subject pupils are supported to produce convincing arguments. Geographers uniquely tackle and investigate big issues across a variety of scales and from different perspectives. Geographers also develop a range of numerical skills e.g., analysing numerical data, statistical information and interpreting a range of graphs. Cartographical skills are fundamental to geographical study and pupils are confident to engage with atlases, OS maps and satellite images. Fieldwork in Geography is just one example of collaborative learning that makes Geographers excellent team workers. In fieldwork, pupils also fully engage with the investigation process by collecting, understanding, and communicating the findings of their data.

What is the core knowledge in your subject?

Core knowledge in Geography can be broken down into the following components.

Substantive concepts: The essential powerful knowledge pupils are taught in Geography. Our curriculum is sequenced to provide pupils with repeated exposure, at greater depth, to the following substantive concepts: climate, biomes, adaptation, tectonic plates, landforms, the environment, land use, resources, population and trade.

Disciplinary concepts: The disciplinary lens used by Geographers to critically engage with geographical information and investigate and understand the world.

- **Features:** the spatially-fixed components of a given place.
- **Processes:** actions which shape the features of a place.
- **Places:** unique and dynamic landscapes.
- **Sustainability:** using natural resources responsibly, to secure their future availability.
- **People:** the individuals and groups who act in a given place.
- **Diversity:** variation in human and environmental features in a given place.
- **Dynamism:** the changing features and characteristics of a place over time.
- **Interaction:** how people and the environment affect each other.
- **Scale:** representation of an area, from the macro to the micro.

Locational knowledge: Ability to name, locate and identify places and discuss geographical information in the context of the human and physical features of these places. Examples of locational knowledge that a geographer must use include lines of latitude and longitude, continents and oceans, countries, cities.

Skills: These are the tools and techniques that support Geographers to acquire, arrange and use geographical information from a range of sources. For example, the use of maps, data and statistics, graphs and photographs to analyse and describe geographic features and processes.

What is the key way students practice in your subject?

During geography lessons pupils will practice these essential skills.

Identify geographic features or processes in an image, map or graph

Describe what a place is like, how a process works

Explain the causes, impacts and responses of geographic issues

Analyse different types of data e.g. graphs, maps, photographs and diagrams

Apply knowledge and understanding to case study examples

Evaluate and assess the causes, impacts and responses to a range of geographical issues

Fieldwork: Pupils must be able to conduct their own fieldwork and critically assess the fieldwork of others. Fieldwork is where a geographer collects information in a place outside of the classroom to investigate a geographic idea. This process includes designing enquiry questions, justifying methods, collecting data, data presentation and analysis and writing conclusions and evaluating the enquiry.

Geography Curriculum Content Overview						
	Autumn		Spring		Summer	
Y1	Around my school		The United Kingdom		Water	
Y2	Wonderful World		Kenya		Maps and globes	
Y3	Introduction to geography	The Earth	Oceans	Villages, Towns and Cities	Resources	Case Study: Turkey
Y4	The Water Cycle	Weather and Climate	Rainforests	Population	Energy and Sustainability	Case Study: Brazil
Y5	Mountains, Volcanoes and Earthquakes	Grasslands	Deserts	Migration	Trade	Case Study: Nigeria
Y6	Biomes, Climate Zones and Vegetation Belts	Rivers	Environmental Challenges	Deforestation	Globalisation	Case Study: Enfield Local Fieldwork
Y7	Where am I?	Our planet	Resources and trade	Brilliant Biomes	Fantastic Landscapes of the UK	UK coasts

Y8	River Rivals	Food and Famine	Endless Energy?	Climate Change	Polar Environment	The Middle East – A regional Case Study
Y9	Global Oceans (tectonics and global processes)	Ocean Biomes and Governance	The Global Economy	Development Disparity	Glacial Landforms and Processes	Independent Project – My UK region
Y10	The Challenge of Natural Hazards		Physical Landscape of the UK		The Living World	Fieldwork
Y11	Urban Issues and Challenges	Fieldwork	The Changing Economic World	The challenge of resource management	Issue Evaluation Pre-release	Revision
Y12	Population and the Environment	Glaciers	Changing Places	Glaciers	NEA: Geographic investigation	Water and Carbon
Y13	NEA: Geographic investigation	Hazards	Global systems and governance	Hazards	Revision	Revision