

Geography: Overall Curriculum Intent (Year 7)

Studying Geography at KS3 will enable students to deepen their knowledge and understanding of powerful geographical knowledge, whilst enabling them to use a range of skills for them to be able to make sense of the world around them. Students will learn in depth about key geographical regions so that they are able to articulate how they are similar and different, but to also evaluate the significance of a geographical issue occurring in each region through analysis of evidence and using information taught in lessons. Geographical literacy is practised with rigour to enable students to read, write and think like a geographer. Our curriculum is deep, broad and ambitious so that by the end of each year and key stage, students will be able to coherently make connections between themes, topics and ideas.

At Brian Clarke Academy, Students will implicitly consider a range of questions whilst studying key knowledge and places:

- 1 - Why is the climate changing and what can we do about it?
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The following key concepts are interwoven throughout the curriculum, so they are revisited but through a more complex lense: adaptation, equilibrium, migration, globalisation, climate, inequality, interdependence, management, mitigation, geomorphology, place, risk, biodiversity, sustainability, map skills and fieldwork.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	Becoming A Geographer Part 1 + 2 Progressing from locational knowledge of the continents, countries, seas and oceans to understanding why physical and human geography is important. Introduce map skills in context linked to local, regional, and national maps.	Becoming A Geographer Part 2 + 3 Building on the local map to enhance their map skills, students will learn about to conduct a reliable and accurate investigation and will start a geographical investigation into the environmental quality of the school	Becoming A Geographer Part 3 + 4 Students will finish their local investigation and then complete an investigation into a local housing issue. This will include studying representations of place in Oldham, linking the issue to population growth in Greater Manchester and considering the opportunities and challenges of building on greenfield and brownfield sites.	The UK Students will learn a range of key content and concepts that will underpin their future learning on specific topics, giving them the foundational knowledge and understanding to be able to access the full geography curriculum. In HT4 this will include coasts and rivers	The UK Students will learn a range of key content and concepts that will underpin their future learning on specific topics, giving them the foundational knowledge and understanding to be able to access the full geography curriculum. In HT5 this will include Population and the changing economy of the UK	The UK + local investigation Students will learn a range of key content and concepts that will underpin their future learning on specific topics, giving them the foundational knowledge and understanding to be able to access the full geography curriculum. In HT6 this will include weather climate change and a microclimate study of Oldham
Key vocabulary/ concepts/ideas students must master	How do I write like a geographer? How do map skills help me become a better geographer? How can I interpret maps? Country, Continent, seas, oceans, biome,	How do map skills help me become a better geographer? How can I interpret maps? How can I investigate like a geographer? Contour lines, grid references, scale, reliable, accurate	How can I investigate like a geographer? How Has Oldham's population changed? Should regeneration happen in Oldham? Regeneration, rural-urban migration, urban sprawl	How do can rivers be of both a value and a risk? How are coastlines changing over time? Erosion, weathering, hard and soft engineering, management, risk	How has the UK population changed and why? How has the UK's economy changed? Primary, secondary, tertiary, quaternary, migration, push and pull factors	How are weather and climate different? What is the climate like in the UK? How is climate change affecting the UK? Are microclimates found in Oldham?
Knowledge revisited	Building on KS2 Geography skills (e.g. introduction to map skills), location knowledge of the worlds continents, oceans and major countries.	<ul style="list-style-type: none"> Map skills Locational knowledge 	<ul style="list-style-type: none"> Links to map skills Links to impact on the earth (i.e. human/natural) 	<ul style="list-style-type: none"> Map skills Importance of physical geography 	<ul style="list-style-type: none"> Features of the UK/Europe Population growth 	<ul style="list-style-type: none"> EU and the UK Climate Population growth Oldham (local context) Climate/weather cycles Enhancing river and coastal hazards Fieldwork

CEIAG Links/ Opportunities	Links to 2nd 3rd and 4th Gatsby Benchmark: Land surveyor Cartographer GIS officer	Links to 2nd 3rd and 4th Gatsby Benchmark: Land surveyor Cartographer GIS officer Water management Mountain rescue	Links to 2nd 3rd and 4th Gatsby Benchmark: Town planner Transport planner City councillor Land surveyor	Links to 2nd 3rd and 4th Gatsby Benchmark: Sustainability consultant Disaster & emergency planner Hydrologist Coastal engineer Town planner	Links to 2nd 3rd and 4th Gatsby Benchmark: Cartographer Land surveyor Economist Trader	Links to 2nd 3rd and 4th Gatsby Benchmark: Climate change analyst Meteorologist Air pollution analyst Climate change scientist
By the end of year 7:	Students will be able to: Write and read like a geographer, interpret a range of maps of different scales and places, understand how to affectively conduct a geographical investigation, understand issues in their local area, describe and explain how erosion and weathering of rivers and coasts can affect humans, explain how the UK's population has changed and how this has changed the economy, explain the effects of the UK weather and how climate change is changing the UK.					

KS3 -Year 8

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<p>Africa part 1</p> <p>A continental study of Africa which focuses on specific regions and contexts. This will include misconceptions about the continent, plate tectonics in the East African Rift Valley; the 2002 and 2021 Nyiragongo eruptions; causes and effects of rural to urban migration in Kenya along with continental migration from Africa to Europe</p> <p>Specific place detail: Great Rift Valley (East Africa), Mount Nyiragongo (D.R. Congo) Kenya, Nairobi,</p>	<p>Africa part 2</p> <p>A continental study of Africa which will continue to focus on specific regions and contexts. This will understanding how the African Savannah is changing; evaluation of the Great Green Wall; why there is a poverty gap in Africa and a brief study of Nigeria's economy.</p> <p>Specific place detail: Countries of the savanna biome, the Sahel and Nigeria.</p>	<p>Asia</p> <p>A continental study of Asia which will focus on specific regions and contexts. This will include: impacts/management of deforestation; population policies; an in-depth study of Borneo's physical and human geography.</p> <p>Specific place detail: Borneo, China,</p>	<p>Asia</p> <p>A regional study of Asia, impacts/management of deforestation; population policies; glaciation in the Himalayas and how it is affected by climate change.</p> <p>Specific place detail: Kerala, Himalayas.</p>	<p>Russia and the Poles</p> <p>A regional study of the polar regions, to include evidence for climate change; life on the tundra; superpower tensions in the Arctic circle; Antarctic Treaty; foreign relations with Russia.</p> <p>Specific place detail: Arctic circle, Antarctica, Siberia, Russia.</p>	<p>Russia and the Poles</p> <p>A regional study of the polar regions, to include evidence for climate change; life on the tundra; superpower tensions in the Arctic circle; Antarctic Treaty; foreign relations with Russia; glaciation.</p> <p>Specific place detail: Arctic circle, Antarctica, Siberia, Russia.</p>
Key vocabulary/ concepts/ideas students must master	<p>How does tectonic activity shape East Africa?</p> <p>Which Nyiragongo eruption was the most impactful?</p> <p>What causes migration within and out of Africa?</p> <p>Migration, plate boundaries, eruption, rural, urban, push + pull factors</p>	<p>How does the development gap impact Africa?</p> <p>How is life on the savanna survived?</p> <p>Will the Great Green Wall be successful?</p> <p>Biome, adaptation, desertification, economy</p>	<p>How is deforestation impacting Borneo in southeast Asia?</p> <p>What challenges has Asia's rapidly growing population created?</p> <p>What opportunities has Asia's rapid economic growth created?</p>	<p>What opportunities has Asia's rapid economic growth created?</p> <p>How is climate change effecting Asia?</p>	<p>Why is the Arctic warming and what impacts could this have?</p> <p>What are the opportunities and challenges of life on the tundra?</p> <p>Why is Antarctica a unique continent?</p>	<p>Why is the Arctic warming and what impacts could this have?</p> <p>What are the opportunities and challenges of life on the tundra?</p> <p>Why is Antarctica a unique continent?</p> <p>Adaptation</p>

Knowledge revisited	<ul style="list-style-type: none"> • Migration • Map skills • Poverty • Inequality • Population 	<ul style="list-style-type: none"> • Economy • Climate • Graph skills • Population 	<ul style="list-style-type: none"> • Deforestation • Globalisation • Importance of physical and human geography 	<ul style="list-style-type: none"> • Map skills • Local context: Oldham • Climate change 	<ul style="list-style-type: none"> • Features of the UK/Europe/Africa • Population growth • Climate/weather cycles • Climate change 	<ul style="list-style-type: none"> • Climate change • Links to other climates: Africa, Asia and Europe • Climate cycles
CEIAG Links/ Opportunities	Links to 2nd 3rd and 4th Gatsby Benchmark: Geologist Humanitarian worker Water conservation officer Charity fundraiser Refugee and asylum advisor Human rights officer Town planner Cartographer	Links to 2nd 3rd and 4th Gatsby Benchmark: Ecologist Economist Human rights activist UN advisor Charity worker	Links to 2nd 3rd and 4th Gatsby Benchmark: Tourism officer Sustainability consultant GIS officer Environmental lawyer Remote sensing analyst Nature conservation officer Demographer	Links to 2nd 3rd and 4th Gatsby Benchmark: Tourism officer Sustainability consultant GIS officer Environmental lawyer Remote sensing analyst Nature conservation officer Demographer	Links to 2nd 3rd and 4th Gatsby Benchmark: Sustainability consultant Disaster & emergency planner Climate change analyst Nature conservation officer Civil Service	Links to 2nd 3rd and 4th Gatsby Benchmark: Sustainability consultant Disaster & emergency planner Climate change analyst Nature conservation officer Civil Service
By the end of year 8:	Students will be able to: Explain the causes and effects of the volcanism in the East Africa Rift Valley, demonstrate more challenging map skills and interpretation, explain the causes and consequences of migration in Africa, Explain how the life in African Savannah survives, evaluate whether the Great Green Wall has presented more opportunities or challenges, explain why there is inequality in Africa, explain the causes and consequences of deforestation in Borneo, explain how population rise is affecting Asia, Explain how economies have changed in Asia, Explain how climate change is affecting peoples way of life					

KS3 – Year 9

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<p>The Middle East</p> <p>Students will conclude their regional studies by investigating the Middle East. This dynamic and important region will be studied through the following content: key physical and human geography; how Dubai has changed over time; migration within and from the Middle East; conflict in the Middle East.</p> <p>Specific place detail: Dubai (UAE), Syria, Israel-Palestine.</p>	<p>The Middle East</p> <p>Students will conclude their regional studies by investigating the Middle East. This dynamic and important region will be studied through the following content: key physical and human geography; how Dubai has changed over time; migration within and from the Middle East; conflict in the Middle East.</p> <p>Specific place detail: Dubai (UAE), Syria, Israel-Palestine.</p>	<p>Global Perspectives Part 1</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including health, disease and pandemics; mitigating and adapting to climate change; water security; global border disputes.</p> <p>Specific place detail: the UK and US healthcare systems, the Maldives, the Himalayas, Cape Town (South Africa) and South Sudan.</p>	<p>Global Perspectives Part 1</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including health, disease and pandemics; mitigating and adapting to climate change; water security; global border disputes.</p> <p>Specific place detail: the UK and US healthcare systems, the Maldives, the Himalayas, Cape Town (South Africa) and South Sudan.</p>	<p>Global Perspectives Part 2</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including the global climate system; global trade; changing land use; tourism; space and place; sustainability; urban and rural deprivation.</p>	<p>World issues</p> <p>Having studied major world regions in Years 7 and 8, students will now focus on applying regional knowledge and key physical/human content to a range of contemporary global issues, including the global climate system; global trade; changing land use; tourism; space and place; sustainability; urban and rural deprivation.</p>
Key vocabulary/ concepts/ideas	Why is the Middle East a major world region?	Inequality Globalisation Place	How do diseases spread and how can we combat them?	Systems Equilibrium Inequality	How does global atmospheric circulation drive global climate?	Systems Equilibrium Feedback

students must master	How has migration changed the demographics of the Middle East? What are the causes and impacts of conflict in the Middle East?	Risk Human processes	How can we mitigate and adapt to the impacts of climate change? Why are borders dangerous places?	Globalisation Interdependence Place Management Sustainability Risk Physical processes Human processes Mitigation Adaptation	Why is global trade so important to economic growth? How are places changing?	Inequality Globalisation Interdependence Place Management Sustainability Human processes
Knowledge revisited	<ul style="list-style-type: none"> • Migration • Adaptability • Climate change • Physical Geography • Human Geography 	<ul style="list-style-type: none"> • Physical Geography • Human Geography • Map skills • Globalisation 	<ul style="list-style-type: none"> • Links to map skills • Links to impact on the earth (i.e. human/natural) • Links to case studies: Africa, Asia, Russia, Europe and the UK 	<ul style="list-style-type: none"> • Globalisation • Human Geography • Climate change 	<ul style="list-style-type: none"> • Economy • Human Geography • Trade • Case studies • Physical Geography 	<ul style="list-style-type: none"> • EU and the UK • Climate • Population growth • Case studies: Africa, Asia, Russia, Europe and the UK • Climate cycles • Migration • Geographical skills
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By the end of year 9						