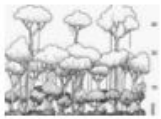

Geography
CURRICULUM INTENT
All pupils will:
• Look forward to their Geography lessons and enjoy engaging with their learning
• Become curious geographers interested in knowing and understanding more about people and places on a local, national and global scale
• Make sense of our world by making connections between human, environmental and physical (natural) features
• Have the opportunity to develop geographical skills that will equip them for the rest of their lives, including reading and interpreting maps
• Develop a desire to travel as well as awe, wonder and respect for the rich variety of habitats and peoples of the world
• Develop an understanding of global issues facing them now and in the future
• Become decision makers of the future, using geographical knowledge, understanding, opinions and skills to assess different options and solve problems
• Become confident at expressing their own opinions about geographical matters as well as considering those of others
• Gain an understanding of exciting career opportunities linked to Geography
HOLMFIRTH
HIGH SCHOOL

The Geography Curriculum at Holmfirth High School

Year 11 AQA	Glaciation continued + Tourism in a Glaciated Landscape 	The Challenge of Resource Management Food 	Urban Issues and Challenges 	Issue Evaluation and Pre-release 	The living World Tropical Rainforests 	
Year 10 AQA	Coastal Landscapes in the UK + Coastal Fieldwork 	The Changing Economic World 	Natural Hazards Tectonics 	Natural Hazards Weather Climate Change 	Glaciation in the UK 	
Year 9	Glaciers and the Ice age 	Asia: China 	Restless Planet 	Earning a living (Globalisation) 	Asia: Middle East 	
Year 8	Weather and climate 	Energy resources and Climate Change 	Population Change and urbanisation 	Antarctica 	Fieldwork (Human) 	
Year 7	Where do we live? 	Map skills 	Our disappearing coast 	An unequal world 	The earths resources 	Field work 

Intent of the Geography curriculum at Holmfirth High School

Our intent for the curriculum is to underline and promote the vitally important role that Geography plays in understanding the past, present and future interconnections of the world that we live in. Students will study physical, human and environmental geography and where they overlap, so they are equipped to make sense of the world around them. What students learn about has been carefully sequenced so that what they have learnt previously provides them with key geographical knowledge and skills moving forward. They will be challenged to think for themselves and form their own opinions but also to consider the opinions of others. Students will re-visit places and topics in ways that build depth of knowledge and understanding.

Key Stage 3 Geography is a springboard not just towards further study at GCSE and A level but also to aid our pupils in their journey to becoming well-rounded adults who can contribute positively in their local and global community. Knowledge, application and skills are at the core of our curriculum. We will support the pupils in developing the essential employability, enterprise & transferable skills in information technology and data/resource analysis and interpretation through the curriculum content and how it is taught and delivered.
Whilst we are keen for students to continue studying Geography beyond Key Stage 3, we are aware that these 3 years are extremely valuable in contributing towards the cultural capital of our students through the extensive range of topics and themes they will cover. We will also tackle difficult issues which will give the pupils the opportunity to discuss and debate social, moral, cultural and spiritual questions.

Implementation of curriculum
Our ethos is that we have a key role in contributing towards the development of our students at Holmfirth High School: students will come to their geography lessons and their experiences will be positive, they will enjoy what they study and become confident geographers.

Key concepts in Geography (essential ideas)
We have carefully chosen what to study and when, it is intended that the curriculum interweaves a number of key concepts that are key to the study of Geography;

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental interaction and sustainable development
- Cultural understanding and diversity

We will set high standards and challenge students whilst ensuring that the needs of all learners are accommodated.

There are four progress ladders interweaved within the Geography curriculum that will begin in Key Stage 3 and develop towards GCSE and beyond:

1. Human, physical and place knowledge – students will be able to use real examples to explain what a place is like and why it is like it is. They will understand the conditions, processes and interactions to explain geographical features and how they change over time.

2. Fieldwork enquiry – students will develop their fieldwork skills through a range of field work activities and decision making activities. They will be able to identify appropriate key hypotheses, collect relevant data, present it appropriately, evaluate it and form accurate conclusions.

3. Locational Knowledge – students will be able to explain where somewhere is on a local, national and global scale. When describing a place a student will be expected to refer to physical features, human features **(e.g. cities),** regions and biomes, key lines of latitude and longitude, **(e.g. equator and prime meridian)** and also use compass directions.

4. Geographical skills – students will develop a range of skills from basic to complex that incorporate using and being able to read maps accurately, interpret data, sketch, interpret digital and satellite photos, to mention a few.

There will be a balance between human and physical geography throughout Key Stage 3. There will also be studies covering a range of places and scales. The theme of sustainability will feature throughout. We will follow the AQA specification at GCSE.

HHS Geography Curriculum Intent	**Where would we expect to see this in our curriculum?**
Will look forward to their Geography lessons and enjoy engaging with their learning.	• High quality student work evident in class books. • Continued positive uptake at GCSE and college. • They will be able to speak and write using an array of geographical vocabulary that will become more complex through the key stages.
Will become curious geographers interested in knowing and understanding more about people and places on a local, national and global scale.	• Class work and case studies are evident in class books and range from local to global. • Students will be able to communicate a more knowledgeable understanding of a wider range of places and the links between them. • Students will become more confident and precise in the geographical language they use, ideas, skills and how they use it.

Will make sense of our world by making connections between human, environmental and physical (natural) features.	• Units interlink both physical and human geography and use real life examples. Year 7 books will show a focus on the local and national scale whilst year 8 and 9 students will go beyond and explore geography on a wider global scale. A physical unit will also incorporate a human element and vice versa, such as the impact of coastal erosion on people or tourism in a glaciated landscape. • Students will be able to provide a more complex explanation of patterns and processes. • Students can explain the link between people and the environment.
Will have the opportunity to develop geographical skills that will equip them for the rest of their lives, including reading and interpreting maps.	• Whilst knowledge acquisition will be evident in class books it will be easy to see a range of geographical skills that are learnt and revisited at a more complex level.
Will develop a desire to travel as well as awe, wonder and respect for the rich variety of habitats and peoples of the world.	• When asking students about the places they have studied it should be evident that they are aware of the amazing places they have studied.
Will develop an understanding of global issues facing them now and in the future.	• Students will be able to explain the consequences of global issues e.g. the impact of climate change on glaciers and the Antarctic.
Will become decision makers of the future, using geographical knowledge, understanding, opinions and skills to assess different options and solve problems.	• There will be evidence that students have been assessed using the progress ladders. Learning re-caps, assessment questions and decision making tasks (using the de Bono thinking hats) will be evident in class books. They will incorporate varied and more challenging skills as students' progress through the year groups and topics.

Will become confident at expressing their own opinions about geographical matters as well as considering those of others.	• Students will be familiar with using scaffolding, strategies such as PEE and the use of GCSE command words from year 7 through to year 11. This will be evident in the work that they complete. • Students can explain their opinion using geographical thinking and link to new situations and contexts.
Will gain an understanding of exciting career opportunities linked to Geography.	• Students will be able to explain jobs that are linked to the units they have been studying. • Displays within the department showcase jobs that geographers can do.

Impact:

Impact of curriculum

We are confident that the curriculum has been planned and sequenced in such a way that it will ensure that Geography will play its part in students understanding the complex world we live in. Students will have developed a real understanding of how physical, human and environmental geography interconnect and their own place within it.

We will measure this in a number of ways:

- Through rigorous, reliable and accessible formative and summative assessment. Assessment has been planned to ensure that there are a variety of assessments within each year group that focus on the 4 progress ladders mentioned in the implementation. Appropriate support such as **scaffolding** will enable students to make appropriate progress.
- Lesson observations and work scrutiny to ensure all department staff are teaching high impact lessons that follow the sequence of the curriculum and that students are **challenged** appropriately
- Monitoring appropriate data input for KS3 and GCSE to ensure that targeted i**ntervention** is timely and successful.
- Every opportunity is taken to support students in developing their **literacy and numeracy.**
- Students will complete their unit's overview and reflection of what they have studied in each lesson theme.

DFE Geography curriculum intent document

National curriculum statement

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. As pupils progress, their growing knowledge about the world should 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 provide the framework and approaches that explain how the earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Key Stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts, such as models and theories, and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **(L1)**

Place knowledge

- understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia **(PL1)**

Human and physical geography

understand, through the use of detailed place-based exemplars on a variety of scales, the key processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts **(P1)**
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources **(H1)**
- understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems **(E1)**

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field **(GS1)**
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs **(GS2)**
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data **(GS3)**
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information **(GS4)**
- **AQA Statement**

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts upon everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.