**What does Geography involve?** Geography is concerned with the formation of **physical features** of the earth and its atmosphere and the development of **human features** on the earth’s surface, with a deepening appreciation for how these aspects are **interconnected.** Geography considers the challenges and opportunities of **interdependence** of humans on their environment and their impact when **looking to the future**, considering **sustainable management** of the environment and the **inequality of experiences and resources**. Geographers examine the nature of people, places and the environment within a **spatial context and at different scales**. To help achieve this, students draw on geographical disciplinary practices as well as the integration of analyses across human and physical processes, to draw conclusions.

**How do students make progress through the Geography curriculum?** The Geography curriculum is carefully planned as a journey, allowing students to travel further as a foundation for a lifelong conversation, acquiring an interest and enthusiasm for the subject, challenging misconceptions and equipping them with the skills to navigate a changing world.

Y7 starts with an **overview of the UK**; how the spheres of geography interconnect, the UK’s natural resources and the physical processes that have shaped our island, using physical maps and aerial photographs and a local field trip to familiarise ourselves with the local geography. We move on to the **population of the UK** and the factors that influence their movement, including the physical features previously studied and the challenges for a sustainable future. Our third unit explores the **weather and climate of the UK**, both the physical processes and the impact this has on the population. With our knowledge of the physical features of the UK, the ways population moves and the local climate, we study the local city of Hereford and reasons for its development as a **settlement** and the challenges of **human infrastructures** needed in a city. Hereford grew on a river, so our next topic is to study the **physical processes of rivers**, such as the River Wye and how they are used by people for trade and leisure and the **challenges of living near a river** regarding flooding. Students will have been introduced to how the **economy** is based on our natural resources, trade links, and settlements throughout the year, and they now have an opportunity to study how the economy of the UK has developed over time and where we fit in on a global scale, using chocolate as a case study. We plan a field trip to **Cadbury World** as a case study to explore the global industry of chocolate manufacture; the primary growing conditions, containerisation, factory sites, manufacturing processes and the service industry. Additionally, a study of Bournville is a comparison with Hereford as a planned settlement. Y7 concludes with a **study of Russia**, which revisits the concepts explored in UK case studies to show how physical and human geographies interconnect and dictate settlement and economy in a different region.

Y8 begins with a physical geography study of **tectonic activity** to promote awareness of the earth as a whole, this is an applied vehicle for understanding longitude and latitude and understanding geography on a global scale. Various regions from different parts of the world are explored, using the key concepts for each and then an enquiry pertinent to that area.  **Geopolitics** are considered as we investigate the human experience of living in each environment. **China** is studied as an important rising power in global geopolitics and globalised trade, linking back to the economy unit in Y7. An overview of varying **biomes** and why they develop links back to climate and longitude and latitude and the challenges and opportunities of the **habitats** they create. A study of the **Middle East** focuses on the **developmental inequality** created by exploitation of a habitat for its natural resources. A study of **India** considers the **impact of climate** on a habitat and how it impacts different people depending on various **socio-economic factors.** A study into **Africa** builds on our understanding of **interconnected factors** with an enquiry into the varying geopolitical, physical and cultural factors bringing growth or crisis to contrasting countries on the continent of Africa. Each study builds on factors encountered in earlier regional studies with increasing complexity.

Y9 is a transitional year into GCSE Geography. The first enquiry into **coastal processes and land use** provides an opportunity for fieldwork, which investigates both physical and human geography. Our focus shifts to human geography and the development of **Rio De Janeiro** and the **challenges and opportunities of urbanisation** (spiralling back to factors influencing settlement in Y7 and 8), which is followed up with an investigation into **sustainable urban living** in case studies in the UK, Middle East and Europe. This spirals back to investigating whether Hereford can apply innovations for sustainable living, begun in Y7. Y9 is concluded with further work on biomes introduced in Y8 at a more complex level to investigate human impact and management of **tropical rainforests** and **hot deserts**, again with a focus on sustainability.

**Substantive Knowledge**

|  |  |
| --- | --- |
| CODE  | **Kingstone**  |
| **PF**  **HF**  | **Formation of physical features** – how these form and change over time via processes (*e.g. erosion / transportation / deposition*) **Development of human features** – how these form and change over time using theories, models and processes  |
|
|
| **II**  | **Interconnected human and physical geography** - Cause, effect, and human response – over time, place and space **Interdependence** – economies / social / environmental  |
| **Env**  | **Looking to the future - Environmental sustainability, challenge & opportunity** – where events & circumstances create challenges but also can bring about positives   |
| **≠**  | **Inequality of geography –** reasons for cultural, economic and social diversity *e.g. factors contributing to population distribution, wealth / quality of life at a regional / national / global scale*  |
| **PSS**  | **Place, Space and Scale** – location of continents, regions, countries etc  |

**Disciplinary Knowledge**

|  |  |
| --- | --- |
|   | **Kingstone**  |
| **MS**  | Map Skills  |
| **GS**  | Graph Skills  |
| **Data**  | Proficiency in using a wide range of Geographical Data   |
| **Enq**  | Enquiry: using evidence to form an opinion  |
| **FW**  | Field work: using original data to create an enquiry  |

| **Weeks**  | 8 weeks | 7 weeks | 5 Weeks | 5 Weeks | 7 Weeks | 7 Weeks |
| --- | --- | --- | --- | --- | --- | --- |
| 62 hours  | **Term 1** (Sept-Oct) | **Term 2** (Nov-Dec) | **Term 3** (Jan-Feb) | **Term 4** (Feb-March) | **Term 5** (April-May) | **Term 6** (June-July) |
| YEAR 7How is the UK shaped by geography? | How does geography shape the UK? | What is the population like in the UK? How much does it move? | What is the difference between weather and climate? | Why did Hereford develop as a settlement? | Why are rivers important in the UK? | How has the economy changed in the UK? | Region: How does Russia compare with the UK? |
| Staff (Lessons) | **Place, Space and Scale**UK – location and physical features in UKFormation of physical features (spheres, rocks, soils, coastal and geological erosion, weathering)Interconnected human and physical geographyIntroduction of concept – human geography impacted by physical geography, use of resources**Kingstone field work**Looking to the future renewable and non-renewable energy | **Place, Space and Scale**UK – population distribution Comparison of areas (Hereford and Leicester)Development of human features migration, birth and death ratesInterconnected human and physical geographyImpact of physical features on population distribution and migrationLooking to the future Coping with an Ageing population | **Place, Space and Scale**Impact of relief & Latitude on ClimateFormation of physical features (weather, climate, processes and patterns, depressions and anticyclones)Interconnected human and physical geography(impact of weather on people, role of Met Office) | Place, Space and Scale – location of Hereford, proximity to other types of settlement, Landuse distributionDevelopment of human features (land use, transport links and problems)Comparison with LeicesterInterconnected human and physical geographyPhysical features needed in a settlementLooking to the future human infracstructure (flooding, waste, traffic) management | Place, Space and Scale – links between land use & rivers (Upper & Lower Course)Formation of physical features River course features, erosionDevelopment of human features (land use, transport links and problems)Interconnected human and physical geographySettlements growing on rivers, ports, trade links, impact of flooding, flood management Interdependence –environmental Looking to the future flood management | **Place, Space and Scale**Location of Industry, Impact of globalisation and containerisationDevelopment of human features (economy, employment structure, changing shopping habitsInterconnected human and physical geographyUsing our physical resources – farming, mining – decline in primary sector The geography of chocolateLooking to the future What will UK employment Structure look like in the future? Issues?SPIRAL – **Cadbury’s field trip** – manufacturing, global industry, settlement design | **Place, Space and Scale** – Continent: Russia, ArticFormation of physical features Continental climate, Biomes and interaction of spheres – taiga, TundraDevelopment of human features Economy, settlement, population distributionInterconnected human and physical geographycold environment, economic growth, population distribution, politics of population growth |
| Substantive Knowledge(Enquiry) |
| Disciplinary Knowledge | Map Skills – relief, geological maps, Field work: using original data to create an enquiry – location of Kingstone – interconnected physical and human features | Map Skills – distribution mapsGraph Skills – population pyramid Enquiry: using evidence to form an opinion | Map Skills – weather mapsGraph Skills – climate graphsGeographical Data Enquiry: using evidence to form an opinion Field work: using original data to create an enquiry |  Map Skills – comparing maps over time, 4 figure grid referencesGraph Skills – Population Growth | Map Skills – river basinsGraph Skills – hydrographs  | Geographical Data - employment structures, shopping patterns6 fig grid references | Atlases, GIS layersClimate graphs Population graphs & Maps |
| SPIRAL CONCEPTS | Awareness of UK geography from KS2 | Maps, relief, soils, | Maps, relief | Population, migration, Location of Hereford in UK inc Climate & Relief | Maps, relief, soils, climate, settlement, erosion, weathering | Maps, relief, soils, climate, settlement | Application of climate, physical maps, population distribution, settlement development, economy in a contrasting region |

| **Weeks**  | 8 weeks  | 7 weeks | 5 Weeks  | 5 Weeks  | 7 Weeks  | 7 Weeks  |
| --- | --- | --- | --- | --- | --- | --- |
| 62 hours | **Term 1** (Sept-Oct) | **Term 2** (Nov-Dec) | **Term 3** (Jan-Feb) | **Term 4** (Feb-March) | **Term 5** (April-May) | **Term 6** (June-July) |
| YEAR 8How does geography impact on inequality for people living around the world? | Volcanoes – A Blessing or a Curse? | How and why is China changing? | How & why do Biomes vary around the world?  | Why is the Middle East a region of inequality? | Why is India a country of contrasts? | Is Africa a continent in crisis? |
| Place, Space and ScaleLocation of volcanoes, plate boundaries etc. longitude and latitude Formation of physical features Volcanic processesPlate tectonicsInterconnected human and physical geographyManaging risk – advantages and disadvantages of settlements near a volcano**Inequality of geography**Mitigation in developed and less developed countriesLooking to the future Risk management, disaster relief | Place, Space and ScaleLocation of China, size comparison to UKFormation of physical features Physical character of China – Climate, Relief, Resources Development of human features Population distribution, Economy and globalisation, development in a NEEInterconnected human and physical geographyTNCs – Foxconn – proximity to physical resources, coast, labourGeopoliticsLooking to the future – pollution responsibilities in China | Place, Space and ScaleDistribution of word’s biomes –longitude and latitude, Formation of physical features Impact of climate, relief, latitude etc on regions to a ecosystems – including coral reefs, bamboo forest Interconnected human and physical geographyChallenges of living in different ecosystems, deforestation, tourismLooking to the future – sustainable management – bamboo as a product, conservation in coral reefsLocal Ecosysem Fieldwork Opportunity?? | Place, Space and ScaleLocation of Middle EastFormation of physical features Climate, biome, natural resources of Middle EastDevelopment of human features Factors affecting development in Middle East (history, resources, politics and conflict, religion) Inequality – **Dollar Street comparisons**Interconnected human and physical geographyLinks between resource distribution & development**Inequality of geography**Diverse experiences of population in same regionLooking to the future Sustainable alternatives to oil – what will happen to the Middle East economy? | Place, Space and ScaleLocation of IndiaFormation of physical features Climate, including monsoon, biome, natural resources of IndiaDevelopment of human features Mumbai – a city settlement comparison, transport and economy, squatter settlements Interconnected human and physical geographyMonsoons – A blessing or a curse?**Inequality of geography**Diverse experiences of population in same region | Place, Space and Scale –Location of Africa and some key countries within the continentFormation of physical features Climate, Distribution of Biomes & ResourcesDevelopment of human features Colonies, Conflict, economy migration, inequality of development,Interconnected human and physical geographyDesertification, Climate crisis and management, migration to UK, tourism**Inequality of geography**Diverse experiences of population in same regionLooking to the future Sustainable mitigation for climate crisis in AfricaPopulation Issues |
| Substantive Knowledge(Enquiry) |
| Disciplinary Knowledge – | Map Skills – geological maps, longitude, latitude | Map Skills – distribution maps, GISGraph Skills – population pyramid  | Map Skills – climate mapsGraph Skills – climate graphs | Map Skills – political mapsGraph Skills – change over time, Scattergraphs | Map skills – city infrastructureGraph skills – hydrographs, climate graphs | Map Skills – AtlasesGraph Skills - Climate graphs, trade statistics  |
| SPIRAL CONCEPTS | atlas skills, settlement, distribution | distribution, population distribution, economy, globalisation, sustainabilitygeopolitics | biomes, regions, economy, sustainability | geopoliticsMaps, relief, soils, climate, settlement | Geopolitics, climate, inequality, settlement, weather | Continents, biomes, geopolitics, weather and climate, trade, migration and population |

| **Weeks**  | 8 weeks  | 7 weeks  | 5 Weeks  | 5 Weeks  | 7 Weeks  | 7 Weeks  |
| --- | --- | --- | --- | --- | --- | --- |
| 62 hours  | **Term 1** (Sept-Oct) | **Term 2** (Nov-Dec) | **Term 3** (Jan-Feb) | **Term 4** (Feb-March) | **Term 5** (April-May) | **Term 6** (June-July) |
| YEAR 9 | What impact does the sea have on our coastline? | What issues and challenges does Rio de Janeiro face? | How can Cities become more Sustainable? | Ecosystems – Rainforest, Desert |
| Staff (Lessons) | Place, Space and ScaleLocation of HoldernessFormation of physical features Coastal erosion processes & featuresInterconnected human and physical geographyCoastal ManagementLiving near the edgeImpact of sea on TourismLooking to the future Risk management, mitigation for erosion, FIELD TRIP – Ogmore Beach, Porthcawl, Barry Island (Coasts – physical features processes and human impact, tourism) | Place, Space and ScaleLocation of Rio de Janeiro, Global & Regional ImportanceLanduse distribution Development of human features Reasons for inequality within the citySquatter SettlementsInterconnected human and physical geographyImpact of urban growth on the environment – pollutionLooking to the future Managing the squatter settlements**Inequality of geography**Why does inequality exist within Rio? | Place, Space and ScaleLocation of Masdar, Freiburg & Beddington (UK)Development of human features Masdar, Freiburg & Beddington – How have they become more sustainable?Interconnected human and physical geographyImpact of Urban growth on Environment – Waste, Recycling, Pollution, Brownfield SitesLooking to the futureHow can Hereford be more sustainable? **Inequality of geography**Can all cities become more sustainable? Barriers? | Place, Space and ScaleDistribution of Biomes – Tropical Rainforests & Hot DesertsFormation of physical features Structure and adaption of plants and animals Development of human features How do humans use and live within Biomes?Interconnected human and physical geographyCauses & Impact of Deforestation & DesertificationLooking to the futureSustainable management of Tropical Rainforests & Fringes of Hot Deserts – Solutions to Desertification |
| Substantive Knowledge(Enquiry) |
| Disciplinary Knowledge – | Use of Maps, Fieldwork Enquiry  | Use of Maps, Population Graph  | Use of Maps, EnquiryHow can Hereford be more sustainable? | Use of maps, Climate graphs |
| SPIRAL CONCEPTS | Weathering, Erosion, Transportation & Deposition Processes, Industry - Tourism | Use of Atlases, Population, Migration, Urban Issues – Transport, Waste, Industry/Employment | Settlements, Urban Issues, Sustainability | Biomes, Climate, Geopolitics, Pollution, Sustainability, Development Issues |