

Subject: Geography

Curriculum Principles

By Year 11, a student of Geography at Dixons Newall Green will:

- know a wide range of challenging geographical concepts through strategic exposure to diverse geographical contexts.
- understand the complex interactions between human and physical geographical processes, using the evidence of the past to extrapolate future trends.

Our unifying 'sentence' is "The Geography Department provided students with a deep understanding and awe of the complex interactions that have shaped and continue to change our planet".

In order to achieve a true understanding of geography, topics have been intelligently sequenced based on the following rationale:

- students are introduced to key underlying geographical principles before studying concepts in depth. For example, students rehearse and recall the principles of geographical cycles (e.g. the hydrological cycle) and geographical models (e.g. the pillars of sustainability). These principles are introduced early and revisited frequently, they form the backbone of the deep understanding that all successful geographers possess.
- complex concepts such as landscape systems are introduced early, this is critical to ensure enough time is dedicated for this knowledge to be revisited and purposefully built upon. It is also common for these physical geographical topics to be unfamiliar to children of urban areas. This can make it difficult for the students to commit this new knowledge to their long-term memory as they have little real-life experiences of these landscapes to which they can anchor this new knowledge. Therefore, it is important that complex concepts are explored through a range of contexts, this ensures curriculum breadth and supports securing this knowledge into long term memory. Therefore, throughout their study of Geography they will revisit concepts through diverse contexts, for example students study glacial landscapes in Middle Peak and through coastal landscapes in Upper Peak. This is also supported through expeditions and fieldwork to boost real life experience of geographical processes and environments.

The geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- the geography curriculum will expose students to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of geography will develop the ability to support arguments with specific evidence. This will allow students to discuss and debate topical issues with confidence, credibility and clarity.
- is advantaged students and those from identified underrepresented groups are priority for extra intervention sessions so that every opportunity to close the disadvantage gap is capitalised. For example, students have the opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during weekly 'Prep' and 'Morning Mastery' sessions.

We fully believe geography can contribute to the personal development of students at DNG:

- students will gain knowledge of the different cultures of our planet and will encounter challenging themes such as the development gap, conflict and climate change. Gaining knowledge of these issues will develop students understanding of the global social and moral issues of today and of those facing future generations.
- the geography curriculum at DTC is committed to our anti-racism agenda. Students are taught the historical context of a range of nations and cultures to ensure that are fully informed in their analysis of current issues.

In Middle Peak and Upper Peak, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice and a task entitled 'Read, Cover, Write Check'.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- each topic in Middle Peak and Upper Peak has a 'careers spotlight', where students will explore a profession linked to that particular unit of work. For example, when year 7 students study the climate change topic they will learn about careers in climatology. Students will learn about the qualifications and skills required and the responsibilities of the job.
- students have the opportunity to experience a range of talks from external speakers on topics such as 'Geography at University' and 'Geographical Careers'.



- through our expeditions, fieldwork and visits students will experience the real-life geographical skills needed for a diverse range of related careers. These skills are the fundamental foundation for all geographical careers ranging from Climate Scientist to Urban Development Coordinator, careers with opportunities to work in every continent and influence the greatest issues affecting our entire planet.
- during the study of upland areas students will study the Dixons Newall Green House mountains, this provides a special opportunity to reinforce the mission of climbing their mountain to University and to a successful career.

A true love of geography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- to be a successful geographer it is essential to know much more than the GCSE specification. Students are exposed to additional and sometimes commonly assumed knowledge of cultural, historical, political geography – knowledge that they may otherwise not encounter. Students will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical geographical issues.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at Key Stage 3 and 4, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

| | | Knowledge, skills and understanding to be gained at each stage* | | |
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| | | Cycle 1 | Cycle 2 | Cycle 3 |
| YEAR 7 | Knowledge introduced | Geography Mastery Foundations of geography; focus on building of key knowledge from primary curriculum; this knowledge is vital for accessing and progressing through all subsequent topics | Hot Deserts and Climate Change Biome distribution; nutrient cycles; hot desert development opportunities and challenges; greenhouse effect; natural human climate change; Earth's spheres; carbon cycle; adaptation and mitigation | Urbanisation GDP; LIC; NEE; HIC; urbanisation; megacities; population change; employment categories; urban development challenges and opportunities; sustainability; London and Rio de Janeiro comparisons |
| | Geographical skills introduced | Cartographical skills focus (e.g. longitude, grid references and scale) | Graphical skills focus (e.g. hot desert climate graphs, accurate diagrams) | Graphical skills focus (e.g. pie charts, flow line map) |
| | Knowledge revisited | Geography of the UK; Europe; continents; oceans | Biomes; food chains; adaptations; farming; impacts; sustainability; photosynthesis; weather and climate; climate zones; hydrological cycle; renewable energy | Urban; rural; global population change; migration; slum settlements; push and pull factors; development inequalities; sustainability |
| | Geographical skills revisited | Cartographical skills (e.g. compass directions) | Graphical skills (e.g. bar and line graphs) | Cartographical and graphical skills (e.g. locating cities on maps, line and bar graphs and OS map grid references) |
| | CEAIG | Nature Conservation Officer | Meteorologist | Political Risk Analyst |
| YEAR 8 | Knowledge introduced | Volcanoes Natural hazards; natural disasters; hazard risk; detailed theory of plate tectonics; volcano distribution; constructive; destructive; conservative; viscosity; shield and composite; volcanic hazards; primary and secondary effects; immediate and long-term responses; super volcanoes | Global Development Development indicators, Human Development Index; GNI; causes of uneven development; primary employment; secondary employment; tertiary employment; quaternary employment; transnational corporations; Clark Fisher Model; Demographic Transition Model; UK and India comparisons; comparing population structures | Glaciation Upland and lowland areas; UK landscapes; geological timescale; geology; glacial and interglacial; distribution of ice sheets during last ice age; landscape processes (e.g. weathering, erosion); formation of a corrie; economic opportunities and challenges in glaciated landscapes; sustainability and conservation in glaciated landscapes Fieldwork Features of study site; validity; subjectivity; open and closed questioning Issue Evaluation Plastic pollution (evaluation of causes, impacts and solutions) |



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| | Geographical skills introduced | Numerical skills focus (e.g. calculating plate movement) | Cartographical, graphical and numerical skills focus (e.g. choropleth maps, scatter graphs) | Cartographical skills focus (e.g. contour lines and additional fieldwork skills) |
| | Knowledge revisited | Structure of earth; tectonic plates; structure of volcano; cause; impact; response | Sustainable development; GDP; HIC; NEE; LIC; development differences; trade; globalisation; employment types; population policies; sustainability | UK physical features; rock cycle; erosion; natural causes of climate change; opportunities; challenges; sustainable management; climate change impacts; waste management; sustainability; cause; impact; solution; stages of fieldwork investigation |
| | Geographical skills revisited | Cartographical skills (e.g. describing map distributions) | Cartographical and graphical skills (e.g. grid references, map keys, pie charts, scale and population pyramids) | Cartographical skills (e.g. grid references, scale, gradient, landscape maps, direction and fieldwork skills) |
| | CEAIG | Volcanologist | International Aid Worker | Glaciologist |
| YEAR 9 CORE | Knowledge introduced | War and Society <ul style="list-style-type: none"> Origins and legacy of WWII Introduction to the Holocaust | Our Planet Our Future <ul style="list-style-type: none"> Are wildfires increasing? Can coral reefs be rescued? Should we protect Antarctica? Can we manage our natural resources sustainably? | America <ul style="list-style-type: none"> Eastern Seaboard Expansionism Relationships with Native Americans |
| | Knowledge revisited | <ul style="list-style-type: none"> Introduction to Modern European History (Y8 C3) Applying numerical, statistical, graphical and cartographical skills in context. | <ul style="list-style-type: none"> Industrial Britain (Y8 C2) Geographical place knowledge; under the sea; weather and climate; natural resources; biomes; sustainability; population; slum settlements; globalisation; Applying numerical, statistical, graphical and cartographical skills in a wide range of contexts. | <ul style="list-style-type: none"> Urbanisation (Geography Y7 C3) Transatlantic slave trade (Y8 C1) Development (Y8 C3) Applying numerical, statistical, graphical and cartographical skills in context. |
| YEAR 9 | Knowledge introduced | Urbanisation and Lagos Case Study Global pattern of urban change; urban trends in HICs and LICs; emergence of megacities; location and importance of Lagos (regionally, nationally and internationally); causes of growth of Lagos (natural increase and migration); urban growth opportunities in Lagos (access to services, access to resources and economic development); urban growth challenges in Lagos (slums, clean water, sanitation, energy, services, unemployment, crime and environmental issues); urban planning Ecosystems Small scale ecosystem in UK; detailed nutrient cycle; food web; the balance between components; impact of changing one component; characteristics of large-scale global ecosystems (detailed) UK Resources Significance of food, water and energy; global inequalities in the supply and consumption of | Natural Hazards and Tectonic Theory Factors affecting hazard risk (detailed); plate tectonics theory (detailed); global distribution of earthquakes and volcanoes; processes at plate margins leading to earthquakes and volcanic activity Reducing the Development Gap Economic and social measures of development; limitations of economic and social measures; Demographic Transition Model (detailed); consequences of uneven development; reducing the development gap (investment, industrial development, tourism, aid, intermediate technology, fairtrade, debt relief and microfinance loans); example of tourism reducing development gap Cold Environments Physical characteristics of cold environments; interdependence of climate, permafrost, soils, plants, animals and people; how plants and animals adapt to the physical conditions; issues related to biodiversity; development opportunity and challenges in cold environments; the value of cold environments as wilderness areas; why these fragile environments need protecting; strategies to balance the needs of economic development and conservation in cold environments | Rivers Long profile and changing cross profile of a river and its valley; fluvial processes; characteristics and formation of fluvial landforms (e.g. interlocking spurs, waterfalls, gorges, meanders, ox-bow lakes, levées, flood plains and estuaries); example of river valley in the UK; physical and human factors affecting flood risk; hydrographs; costs and benefits of management strategies (e.g. hard engineering and soft engineering); case study of flood management scheme in the UK Economic Change - UK Causes of economic change in the UK (de-industrialisation, decline of traditional industrial base, globalisation and government policies); moving towards a post-industrial economy (development of IT, service industries, finance, research and science/business parks); impacts of industry on the physical environment; example of how modern industry can be more environmentally sustainable; social and economic changes in the rural landscape (area of population growth and area of population decline); improvement and new |



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| | resources; food, water and energy resources in the UK | | developments in road, rail, port and airport infrastructure; the north-south divide; strategies used in an attempt to resolve regional differences; the place of the UK in the wider world (e.g. trade, culture, transport, electronic communication, the EU and the Commonwealth) |
| Knowledge Revisited | Urbanisation; slums; push and pull factors; natural increase; megacities; urbanisation opportunities and challenges; urban sustainability; interrelationships within a natural system; producers; consumers; decomposers; food chain; distribution and characteristics of large scale global ecosystems; natural resources; inequalities in resources; carbon footprints; food miles; water pollution; water deficit; fossil fuels; renewable energy; environmental issues of energy exploitation | Definition of natural hazard; types of natural hazard; factors affecting hazard risk; plate tectonics theory; global distribution of volcanoes; plate margins (constructive, destructive and conservative); world; development indicators; Clark Fisher Model; Demographic Transition Model; causes of uneven development; reducing the development gap (e.g. transnational corporations in India); sustainability; biome characteristics; ecosystem characteristics; food webs; nutrient cycles; biodiversity; development opportunities and challenges (e.g. from hot deserts, Rio de Janeiro, India and glaciated landscapes); protecting our biomes/landscapes; sustainable management | Major upland and lowland areas and river systems; UK landscapes and landforms; geology; geological timescale; weathering; erosion; transportation; deposition; landform formation; hydrological cycle; rock cycle; landscape management strategies; costs and benefits; location of major UK cities; Clark Fisher Model; de-industrialisation; globalisation; sustainability; environmental impacts of industry; rural challenges and opportunities (e.g. glaciated landscapes); infrastructure; inequality within and between countries; trade; Europe |
| Geographical skills introduced | Graphical skills focus | Numerical skills focus | Cartographical skills focus |
| Geographical skills revisited | Cartographical, graphical, numerical and statistical skills | Cartographical, graphical, numerical and statistical skills | Cartographical, graphical, numerical and statistical skills |
| CEIAG | Sustainability Consultant | Palaeontologist | Architect |
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| <p>YEAR 10</p> | <p>Knowledge introduced</p> | <p>Earthquakes Primary and secondary effects of earthquakes; immediate and long term responses to earthquakes; named examples to show how the effects and responses to earthquakes vary between two areas of contrasting levels of wealth; reasons why people continue to live in areas at risk from a tectonic hazard; how monitoring, prediction, protection and planning can reduce the risks from earthquakes</p> <p>Economic Development - Nigeria Location and importance of Nigeria (regionally and globally); the wider political, social, cultural and environmental context of Nigeria; the changing industrial structure of Nigeria; the balance between different sectors of the economy; how the manufacturing industry can stimulate economic development; role of transnational corporations in relation to industrial development; advantages and disadvantages of transnational corporation to the host country; changing political and trading relationships with the wider world; international aid; types of aid; impacts of aid in the receiving country; environmental impacts of economic development; effects of economic development on quality of life for the population</p> <p>Tropical Rainforests Physical characteristics of the tropical rainforest; interdependence of climate, water, soils, plants, animals and people; plant and animal adaptations; issues related to biodiversity; changing rates of deforestation; case study of a tropical rainforest (causes and impacts of deforestation); value of tropical rainforests to people and environment; strategies to manage tropical rainforest sustainably</p> | <p>Weather Hazards General atmospheric circulation model (pressure belts and surface winds); global distribution of tropical storms; relationship between tropical storms and general atmospheric circulation; causes of tropical storms and the sequence of their formation and development; structure and features of a tropical storm; how climate change might affect distribution, frequency and intensity of tropical storms; primary and secondary effects of tropical storms; immediate and long term responses to tropical storms; named example of tropical storm to show effects and responses; how monitoring, prediction, protection and planning can reduce the effects of tropical storms; overview of types of weather hazard in the UK; example of recent extreme weather event in the UK (causes, impacts and management); evidence that weather is becoming more extreme in the UK</p> <p>Urban Change and Sustainability- Leeds Distribution of population in UK; major cities in UK; location and importance of Leeds (to the UK and the wider world); impacts of national and international migration on the growth and character of the city; urban change opportunities (cultural mix, recreation, entertainment, employment, integrated transport systems and urban greening); urban change challenges (urban deprivation, housing, education, health, employment, dereliction, building on brownfield and greenfield sites, waste disposal, urban sprawl and commuter settlements); example of urban regeneration project (reasons why area needed regeneration and the main features of project); features of sustainable urban living (water and energy conservation, waste recycling and creating green space); how urban transport strategies are used to reduce traffic congestion</p> <p>Climate Change Evidence for climate change from beginning of quaternary period to present day; human and natural causes (detailed e.g. orbital changes, volcanic activity, solar output, fossil fuels, agriculture and deforestation); effects on people and environment (detailed); mitigation and adaptation (detailed e.g. alternative energy production, carbon capture and storage, planting trees, international agreements, changing agricultural systems, managing water supply and reducing the risk from rising sea levels)</p> | <p>Coasts Wave types and characteristics; weathering (mechanical and chemical); mass movement (sliding, slumping and rock falls); erosion (hydraulic power, abrasion and attrition); transportation (longshore drift); coastal deposition; how geological structure and rock type influence coastal landforms; characteristics and formation of landforms resulting from erosion (headlands and bays, cliffs, wave cut platforms, caves, arches and stacks); characteristics and formation of landforms resulting from deposition (beaches, sand dunes, spits and bars); an example of a section of coastline in the UK to identify its major landforms of erosion and deposition; costs and benefits of hard engineering (sea walls, rock armour, gabions and groynes); costs and benefits of soft engineering (beach nourishment/reprofiling and dune regeneration); costs and benefits of managed retreat (coastal realignment); an example of a coastal management scheme in the UK (reasons for management, the management strategy and the resulting effects and conflicts)</p> <p>Energy Areas of surplus (security) and deficit (insecurity); global distribution of energy consumption and supply; reasons for increasing energy consumption (economic development rising population and technology); factors affecting energy supply (physical factors, cost of exploitation and production, technology and political factors); impacts of energy insecurity exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output and (potential for conflict where demand exceeds supply); overview of strategies to increase energy supply; renewables (biomass, wind, hydro, tidal, geothermal, wave and solar); non-renewables (fossil fuels and nuclear power); an example to show how the extraction of a fossil fuel has both advantages and disadvantages; moving towards a sustainable resource future (individual energy use and carbon footprints; energy conservation; designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels); an example of a local renewable energy</p> |
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| | | | | scheme in an LIC or NEE to provide sustainable supplies of energy |
| | Geographical skills introduced | Graphical skills focus | Numerical skills focus | Cartographical skills focus |
| | Knowledge revisited | Plate tectonics; primary and secondary effects (volcanic eruptions); immediate and long-term responses (volcanic eruptions); inequalities in wealth and development; monitoring, prediction, protection and planning; biomes/climate; Clark Fisher Model; manufacturing; industry as a stimulus Economic development (Lagos); advantages and disadvantages of transnational corporations (e.g. India); political and trading relationships; environmental impacts of economic development; effects of economic development on quality of life for the population (e.g. India); biome characteristics; interdependence; biodiversity; subsistence and commercial farming; mineral extraction; population growth; soil erosion; climate change; value of biomes; sustainable management (e.g. conservation and international agreements) | High pressure and low-pressure zones; how latitude affects climate and biome distribution; describing distributions; natural hazards; types of hazard; distribution of hazards; idea of a sequence of formation; climate change; primary and secondary effects; immediate and long-term responses; monitoring; Prediction; protection; planning; population; UK cities; UK physical features; migration; urban change opportunities and challenges; sustainable cities; urban planning; regeneration; quaternary period; natural and human climate change; effects of climate change on people and environment; mitigation; adaptation | UK landscapes and landforms; landscape processes (e.g. weathering, erosion, transportation and deposition); geology; geological timescale; formation of landforms; costs and benefits of hard and soft engineering; landscape management; surplus and deficit; inequalities; economic development; population Growth; exploitation; impacts of energy insecurity; exploration of environmentally sensitive areas (e.g. tundra); conflict; renewable energy; non-renewable energy; sustainable futures; carbon footprints; sustainable housing; sustainable transport |
| | Geographical skills revisited | Cartographical, graphical, numerical and statistical skills | Cartographical, graphical, numerical and statistical skills | Cartographical, graphical, numerical and statistical skills |
| | CEIAG | Zoologist | Disaster Emergency Coordinator | Nuclear Engineer |
| | Knowledge introduced | Fieldwork | Issue Evaluation | |

YEAR
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| YEAR 11 | | All aspects of GCSE fieldwork requirements for Paper 3 examination, including unseen fieldwork section | Pre-release available close to exam dates; any aspect of GCSE study may be covered by the issue evaluation pre-release | |
| | Geographical skills introduced | Stages of fieldwork investigation (covered previously, will be built upon and reinforced); statistical skills | Final revision | |
| | Knowledge revisited | Fieldwork provides the opportunity to not only prepare students for the Paper 3 examination, but to also revisit all previous concepts from their study of geography | Final revision (students have experience of Issue Evaluation from Year 8 Issue Evaluation topic) | |
| | Geographical skills revisited | All categories of geographical skills to be revisited whilst undertaking fieldwork investigations | Final revision | |

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

Year 7 Long Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------|--|---|--|--|--|--------------------------------------|--|---|---|--|--------------------------------------|--|---|
| | 04.09.2023 3 | 11.09.2023 3 | 18.09.2023 3 | 25.09.2023 3 | 02.10.2023 3 | 09.10.2023 3 | 16.10.2023 3 | 06.11.2023 3 | 13.11.2023 3 | 20.11.2023 3 | 27.11.2023 3 | 4.12.2023 | 11.12.2023 3 |
| Cycle 1 | Induction | | | | | | | | | | | | |
| | | Mastery Types of geography and UK map | Mastery Compass, latitude and longitude | Mastery Continents, oceans, countries and EU | Mastery 4 figure grid references | Mastery Distance and scale | Retrieval (or catch up) | Mastery EQ and DIRT | Mastery EQ and DIRT | Hot Deserts Distribution of biomes | Hot Deserts Climate graphs | Hot Deserts Adaptations and nutrient cycle | Retrieval (or catch up) |
| | 01.01.2024 4 | 08.01.2024 4 | 15.01.2024 4 | 22.01.2024 4 | 29.01.2024 4 | 05.02.2024 4 | 12.02.2024 4 | 26.02.2024 4 | 04.03.2024 4 | 11.03.2024 4 | 18.03.2024 4 | 25.03.2024 4 | 26.02.2024 4 |
| Cycle 2 | | | | | | | | | | | | | |
| | Hot Deserts Threats and sustainable management | Hot Deserts EQ and DIRT | Retrieval (or catch up) | Retrieval (or catch up) | Revision | C2 Assessment | Climate Change Greenhouse effect | Climate Change Natural and human causes | Climate Change Impacts (human and physical) | Climate Change Management | Exam DIRT | Retrieval and catch up | Climate Change EQ and DIRT (C3) |
| | 15.04.2024 4 | 22.04.2024 4 | 29.04.2024 4 | 06.05.2024 4 | 13.05.2024 4 | 03.06.2024 4 | 10.06.2024 4 | 17.06.2024 4 | 24.06.2024 4 | 01.07.2024 4 | 08.07.2024 4 | 15.07.2024 4 | 22.07.2024 4 |
| Cycle 3 | | | | | | | | | | | | | |
| | Urbanisation Push and pull factors | Urbanisation Rio challenges and opportunities | Urbanisation London challenges and opportunities | Retrieval (or finish urbanisation before W6) | Retrieval (or finish urbanisation before W6) | Revision | Assessments | Assessments | Assessments | Urbanisation EQ and DIRT | Migration | Migration | Retrieval and catch up |