

# Curriculum plan: Geography

## CONNECTED

### INTENT:



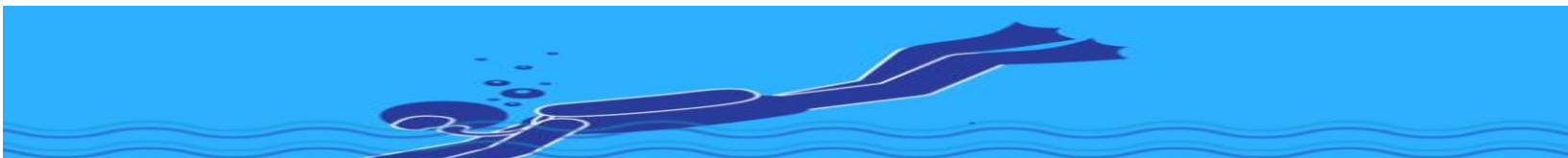
**"The study of geography is about more than just memorising places on a map, it's about understanding the complexity of our world, appreciating the diversity of our cultures that exists across continents, and in the end, it's about using all that knowledge to help bridge divides and brings people together"**

**Barack Obama**

Geography, as a discipline, helps us to make sense of the world around us. It is hands on, it is relevant, and it is fun.

Geography will create more well-rounded and worldly people as it will give insight to current issues in both human and physical geography which affect us all. In an inter-connected world like we have today, the study of geography has never been more important. Without question, geography covers many pressing issues and will inspire students to want to tackle these issues from the offset. By studying geography, students will gain a curiosity about the world; offering such a variety of topics and experiences that are never 'old' or 'boring' but ever changing and pertinent.

Sharing our passion for the subject, helps to inspire students to apply a wide range of geographical investigative skills and approaches to enable them to become globally and environmentally informed, thoughtful enquiring citizens.





**\*\*Please click on the icons to access our online portal where you can learn more about each topic\*\***

### Half term points

9

#### AUTUMN 1

##### Paper 3 Section B Geographical skill

###### Learning to include:

- analysis of key geographical skills question stems
- use geographical evidence
- interpret
- Compare and contrast locations
- SEE impact analysis
- Constructing a response to a GCSE question



#### AUTUMN 2

##### Paper 2 Section A Changing cities

###### Learning to include:

- analysis of key geographical skills question stems
- use geographical evidence
- interpret (maps and graphs)
- Compare and contrast developed and developing cities
- SEE impact analysis
- Analysis of cause, effect and solution
- Constructing a response to a GCSE question



#### SPRING 1

##### Paper 2 Section A Changing cities

###### Learning to include:

- analysis of key geographical skills question stems
- use geographical evidence
- interpret (maps and graphs)
- Compare and contrast developed and developing cities
- SEE impact analysis
- analysis of cause, effect and solution
- constructing a response to a GCSE question

#### SPRING 2

##### Paper 1 Section A Landscapes of the U.K.

###### Learning to include:

- analysis of key geographical skills question stems
- use geographical evidence
- interpret (maps)
- compare and contrast distinctive landscapes
- see impact analysis of a np
- sequencing processes
- constructing a response to a GCSE question



#### SUMMER 1

##### Paper 1 Section A Coasts

###### Learning to include:

- analysis of key geographical skills question stems
- use geographical evidence
- interpret (use of fig.)
- compare and contrast
- SEE impact analysis
- Sequencing processes/environmental change
- constructing a response to a GCSE question



#### SUMMER 2

##### Paper 1 Section A Rivers

###### Learning to include:




- analysis of key geographical skills question stems
- use geographical evidence
- interpret (use of fig.)
- compare and contrast
- SEE impact analysis
- Sequencing processes/environmental change
- constructing a response to a GCSE question





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### Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Paper 3 Section A Rivers fieldwork: Carding Mill Valley</b>	<b>Paper 2 Section B Global development</b>	<b>Paper 2 Section B Global development</b>	<b>Paper 1 Section B Weather hazards</b>	<b>Paper 1 Section B Weather hazards</b>	<b>Paper 3 Section B Urban fieldwork: Shrewsbury</b>
<b>10</b>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>analysis of key geographical skills question stems</li> <li>use geographical evidence</li> <li>interpret primary data</li> <li>data collection</li> <li>sequencing processes/environmental change</li> <li>constructing a response to a GCSE question</li> </ul>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>analysis of key geographical skills question stems</li> <li>use geographical evidence</li> <li>interpret (maps/graphs)</li> <li>in depth place study (India)</li> <li>multiplier effects</li> <li>SEE impact analysis</li> <li>constructing a response to a GCSE question</li> </ul>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>analysis of key geographical skills question stems</li> <li>use geographical evidence</li> <li>interpret (maps/graphs)</li> <li>in depth place study (India)</li> <li>multiplier effects</li> <li>SEE impact analysis</li> <li>constructing a response to a GCSE question</li> </ul>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>analysis of key geographical skills question stems</li> <li>use geographical evidence</li> <li>interpret (maps/graphs)</li> <li>sequencing processes</li> <li>SEE impact analysis</li> <li>analysis of cause, effect and response</li> <li>constructing a response to a GCSE question</li> </ul>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>analysis of key geographical skills question stems</li> <li>use geographical evidence</li> <li>interpret primary data</li> <li>data collection</li> <li>sequencing processes/environmental change</li> <li>constructing a response to a GCSE question</li> </ul>	
						



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### Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
11	<b>Paper 2 Section C Resource management</b>	<b>Paper 2 Section C Resource management</b>	<b>Paper 1 Section C Ecosystems</b>	<b>Paper 1 Section C Ecosystems</b>	<b>Revision</b>	<b>Grade range end point:</b>
	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>• analysis of key geographical skills question stems</li> <li>• use geographical evidence</li> <li>• interpret (maps/graphs)</li> <li>• in depth place study (India)</li> <li>• multiplier effects</li> <li>• SEE impact analysis</li> <li>• constructing a response to a GCSE question</li> </ul> 	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>• analysis of key geographical skills question stems</li> <li>• use geographical evidence</li> <li>• interpret (maps/graphs)</li> <li>• in depth place study (India)</li> <li>• multiplier effects</li> <li>• SEE impact analysis</li> <li>• constructing a response to a GCSE question</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>• analysis of key geographical skills question stems</li> <li>• use geographical evidence</li> <li>• interpret (maps/graphs)</li> <li>• sequencing processes</li> <li>• SEE impact analysis</li> <li>• analysis of interdependence</li> <li>• Constructing a response to a GCSE question</li> </ul> 	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>• analysis of key geographical skills question stems</li> <li>• use geographical evidence</li> <li>• interpret (maps/graphs)</li> <li>• sequencing processes</li> <li>• SEE impact analysis</li> <li>• analysis of interdependence</li> <li>• constructing a response to a GCSE question</li> </ul>	<p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>• analysis of key geographical skills question stems</li> <li>• use geographical evidence</li> <li>• interpret</li> <li>• compare and contrast locations</li> <li>• SEE impact analysis</li> <li>• constructing a response to a GCSE question</li> </ul>	<b>9-1</b>