

Curriculum Intent

Geography

Curriculum Principles

By the end of their all-through education, a student of geography at Dixons Croxteth 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 of the world in which they live through studying the the physical (natural) and human environments, how they have come into being and the interactions between them".

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 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 processes of change through glacial landscapes in Year 8 and through river landscapes in Year 9. 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.
- disadvantaged 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 DCR:

- 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 DCR 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 Key Stage 3, 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.

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 Key Stage 3 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 weather and climate topic they will learn about careers in meteorology. Students will learn about the qualifications and skills required and the responsibilities of the job.
- students 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.



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.

Geography

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which 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 each key stage from Year 7 to Year 11, 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*			
	Cycle 1	Cycle 2	Cycle 3
YEAR 7	<p>Geographical Introductions</p> <p>Definitions of geography; difference between Great Britain, the UK and the British Isles; geographical coordinates (latitude and longitude); recapping continents and oceans; difference between Europe and the European Union; grid references (eastings and northings); scale</p> <p>Hot Deserts</p> <p>Biome distribution; climate of hot deserts (climate graphs); nutrient cycle; biodiversity adaptations; hot desert development opportunities and challenges; desertification; strategies used to reduce the risk fo desertification</p>	<p>Weather and Climate</p> <p>Difference between weather and climate; weather elements; extreme weather; causes of weather; types of rainfall; weather in the UK; weather systems; factors affecting climate; climate and biome distribution</p> <p>Climate Change</p> <p>Greenhouse effect; causes of climate change (natural and human); impacts of climate change on people and the environment; carbon cycle; adaptation and mitigation</p>	<p>Urbanisation</p> <p>Population growth; urbanisation; rural-to-urban migration; natural increase; megacities; challenges and opportunities in Lagos, Nigeria; challenges and opportunities in Liverpool, UK; sustainable cities</p> <p>Fieldwork</p> <p>John Snow’s investigation into cholera; enquiry questions and hypothesis; primary data and secondary data; data collection methods</p> <ul style="list-style-type: none"> • Croxteth Hall and Country Park, Liverpool Investigation
YEAR 8	<p>Volcanoes</p> <p>Structure of Earth; plate tectonics theory; types of plate margin; distribution of earthquakes and volcanoes; natural hazards; hazard risk; natural disasters; shield and composite volcanoes; volcanic hazards; Mount Vesuvius 79 BCE; primary and secondary effects; immediate and long-term responses; supervolcanoes; reducing risk (monitoring, prediction, protection, planning)</p> <p>International Development</p> <p>Global inequality; definition of development; LIC, MIC, HIC, NEE; development indicators; human development index; economic sectors; Clark-Fisher Model; demographic transition model; causes of uneven development; reducing the development gap (aid in the DRC, tourism in Rwanda, industry in India); advantages and disadvantage of transnational corporations in India; sustainable development goals</p>	<p>Population</p> <p>Global population growth; population pyramids; population pyramids and the demographic transition model; pro-natalists policies in Australia and anti-natalist policies in China; India’s population growth; population 10 billion</p> <p>Physical Landscapes – Glaciation</p> <p>Upland and lowland areas in the UK; physical features of the UK; geological timescale; rock cycle; glacial and interglacial periods; the last ice age; processes of landscape change (freeze-thaw weathering, plucking, abrasion, bulldozing, deposition), formation of a corrie; formation of a drumlin and erratic; OS maps and glacial features; economic opportunities in glaciated landscapes (agriculture, hydro-electric power, tourism, forestry, quarrying); challenges in glaciated landscapes; conservation; climate change and the cryosphere</p>	<p>Fieldwork</p> <p>Stages of fieldwork; enquiry questions and hypothesis; methodology; primary and secondary data; sampling methods; data collection methods; data presentation (graphs and charts); analysis; conclusions; evaluation</p> <ul style="list-style-type: none"> • Sefton Coastline, Liverpool Investigation <p>KS3 Geography Mastery</p> <p>Continents and oceans, including seas; distribution of earthquakes and volcanoes; the difference between weather and climate; social, economic and environmental impacts of weather; climate change scenarios; London as a megacity; industrial structure of the UK</p>



Knowledge, skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
YEAR 9	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> • Rio de Janeiro CS • Favella Bairro EX • London CS • Liverpool Albert Docks EX <p>Global pattern of urban change; urban trends in HICs; urban trends in LICs and NEEs; rural-to-urban migration; natural increase; megacities and metacities; location and importance of Rio de Janeiro, Brazil; urban growth in Rio de Janeiro; challenges of urban growth in Rio de Janeiro (squatter settlements, clean water, sanitation, energy, healthcare, education, unemployment, crime, waste disposal, water pollution, traffic congestion, air pollution); opportunities of urban growth in Rio de Janeiro (access to healthcare and education, access to resources: water and energy supply, economic development, employment); impacts of the Favella Bairro project on quality of life</p> <p>Distribution of the UK population; major cities in the UK; location and importance of London, UK; impacts of national and international migration; challenges of urban growth in London (urban deprivation, inequality, dereliction, brownfield sites, greenfield sites, waste disposal, traffic congestion, air pollution, impact on urban sprawl, growth of commuter settlements); opportunities of urban growth in London (cultural mix, recreation and entertainment, employment, integrated transport systems, urban greening)</p> <p>Urban regeneration; regeneration of Liverpool Albert Docks, North West England; impacts of urban regeneration</p> <p>Features of sustainable urban living; water and energy conservation, waste recycling, creating green spaces; traffic management</p>	<p>The Living World</p> <ul style="list-style-type: none"> • Woodland EX • Malaysia CS • Alaska CS <p>Small-scale UK ecosystem; interrelationships within a natural system; producers, consumers, decomposers; food chains and food webs; nutrient cycle; impact of change on an ecosystem; global ecosystems (biomes)</p> <p>Distribution of tropical rainforests; characteristics of tropical rainforests (climate, soil, plants, animals, people); interdependence; tropical rainforest plant and animal adaptations; issues relating to biodiversity; changing rates of deforestation; causes of deforestation in Malaysia's tropical rainforest (subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth); impacts of deforestation in Malaysia (economic development, soil erosion, local climate change, global climate change); tropical rainforest value; sustainable management (selective logging and replanting, conservation and education, ecotourism, international hardwood agreements, debt reduction)</p> <p>Distribution of tundra and polar environments; characteristics of tundra and polar environments (climate, soil, plants, animals, people); interdependence; tundra and polar plant and animal adaptations; issues relating to biodiversity; development opportunities in Alaska (energy development, tourism, fishing, mineral extraction); challenges of development in Alaska (extreme temperatures, inaccessibility; provision of buildings and infrastructure); cold environments value; balancing economic growth with conservation (use of technology, role of governments, international agreements and conservation groups)</p>	<p>UK Physical Landscapes – Rivers</p> <ul style="list-style-type: none"> • River Dee • Croxteth Park Wetland, Liverpool <p>Long and cross profiles of a river channel and river valley; processes of change (hydraulic action, abrasion, attrition, solution, traction, saltation, suspension, solution, deposition); river erosional landforms (interlocking spurs, waterfalls and gorges); river erosional and depositional landforms (meanders, ox-bow lakes); river depositional landforms (floodplains, levées, estuaries); physical and human factors that increase flood risk; hydrographs; hard engineering (dams and reservoirs, channel straightening, embankments, flood relief channels); soft engineering (flood warnings and preparation, floodplain zoning, planting trees, river restoration)</p> <p>Changing Economic World</p> <ul style="list-style-type: none"> • Tourism in Jamaica EX <p>Classifying countries (HICs, LMIC, UMIC, HIC, NEE); measuring development; composite development indicators (HDI); limitations of development indicators; demographic transition model and economic development; causes of uneven development (physical, historical and political, economic); consequences of uneven development (disparities in wealth and health, international migration); strategies to reduce the development gap (industry, investment, tourism in Jamaica, aid, microfinance loans, fairtrade, debt relief, intermediate technology)</p> <p>Issue Evaluation (DME)</p> <p>Contemporary geographical issue; critical thinking; problem-solving element; evaluation</p>



Knowledge, skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
YEAR 10	<p>Challenge of Natural Hazards</p> <ul style="list-style-type: none"> • Gorkha, Nepal EX • Amatrice, Italy EX <p>Types of natural hazard; factors that increase hazard risk; plate tectonics theory (slab pull, ridge push); processes at tectonic plate margins; distribution of earthquakes and volcanoes; named examples to show how the primary and secondary effects and the immediate and long-term responses to a tectonic hazard vary; reasons why people continue to live at risk from a tectonic hazard; reducing risk (monitoring, prediction, protection, planning)</p> <p>Changing Economic World</p> <ul style="list-style-type: none"> • Economic Futures in the UK • Modern Industry EX <p>Causes of economic change in the UK (deindustrialisation, government policies, globalisation); moving towards a post-industrial economy (information technology, service industries, finance, research, science and business parks); impacts of industry on the physical environment; social and economic changes in the rural landscape; improvements to infrastructure (road, rail, air, sea); strategies to reduce the North-South UK divide (local enterprise partnerships, enterprise zones, levelling-up agenda); UK links to the wider world (trade, culture, transport, electronic communication)</p>	<p>Challenge of Natural Hazards</p> <ul style="list-style-type: none"> • Typhoon Haiyan EX • Storm Ciara, 2020 • Climate Change <p>Global atmospheric circulation model (convection cells, pressure belts, surface winds); distribution of tropical storms (hurricanes, typhoons, cyclones); link between tropical storms and the global atmospheric circulation model; causes of tropical storms and the sequence of their formation and development; structure and features of a tropical storm to show the primary and secondary effects and the immediate and long-term responses; reducing risk (monitoring, prediction, protection, planning); climate change and tropical storms (distribution, frequency, intensity)</p> <p>Weather hazards in the UK; named example of an extreme weather event in the UK to show the causes, impacts (social, economic and environments); reducing risk); evidence that UK weather is becoming more extreme</p> <p>Evidence for climate change; natural causes of climate change (orbital cycles, volcanic activity, solar output); human causes of climate change (burning fossil fuels, agriculture, deforestation); effects of climate change on people and the environment; mitigating climate change (alternative energy, carbon capture and storage, planting trees, international agreements); adapting to climate change (change in agriculture; managing water supply, reducing risk from sea level rise)</p> <p>Changing Economic World</p> <ul style="list-style-type: none"> • Nigeria CS <p>Location and importance of Nigeria; context of Nigeria (social, cultural, environmental, political); Nigeria's changing industrial structure; manufacturing and economic development; TNCs in Nigeria' advantages and disadvantages of TNCs to the host country; Nigeria's political and trading relationship with the wider world; impact of aid in Nigeria; environmental impacts of economic development in Nigeria; social impacts of economic development in Nigeria</p>	<p>UK Physical Landscapes – Coasts</p> <ul style="list-style-type: none"> • North Wales Coastline and coastal management <p>Wave types and characteristics (constructive and destructive); processes of change (mechanical and chemical weathering, mass movement (landslides, slumping, rock falls), hydraulic action, abrasion, attrition, longshore drift, deposition); types of coastline (concordant and discordant), coast erosional landforms (headlands and bays, cliffs and wave-cut platforms, caves, arches and stacks); coastal depositional landforms (beaches, sand dunes, spits and bars); hard engineering (sea walls, rock armour, gabions, groynes); soft engineering (beach nourishment and reprofiling, dune regeneration); managed retreat</p> <p>Resource Management</p> <ul style="list-style-type: none"> • Overview of UK Resources <p>Significance of food, water and energy on social and economic well-being; global inequalities in the supply and consumption of resources; food imports in the UK; food miles; trend towards agribusiness; changing demand for water in the UK; water quality and pollution management; matching supply and demand of water in the UK; water transfer schemes; UK changing energy mix; reduced domestic supplies of fossil fuels; economic and environmental issues associated with exploiting energy sources</p> <p>Resource Management – Energy</p> <ul style="list-style-type: none"> • Oil Extraction in the North Sea EX • Micro-hydro Plants in Nepal EX <p>Global distribution of energy supply and consumption; reasons for increasing energy consumption (economic development; population growth, use of technology); factors affecting energy supply (physical, economic, political); impacts of energy insecurity; strategies to increase energy supply; example to show the advantages and disadvantages of extracting a fossil fuel; sustainable resource futures (carbon footprints); energy conservation; an example of a local renewable and sustainable energy scheme in an LIC/NEE</p>



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
YEAR 11	<p>Fieldwork</p> <ul style="list-style-type: none"> • Physical Fieldwork • Human Fieldwork <p>Stages of fieldwork; enquiry questions and hypothesis; methodology; primary and secondary data; sampling methods; data collection methods; data presentation; advantages and disadvantages of different graphs and charts; analysis; conclusions; evaluation</p> <p>Increasing familiarity with unseen fieldwork questions</p>	<p>GCSE Geography Mastery</p> <p>Series of masterclasses for each topic to ensure knowledge is embedded; review examples and case studies to ensure clarity and understanding; apply knowledge through examination practice</p> <p>Issue Evaluation</p> <p>Resource booklet issued by the exam board; contemporary geographical issue linked to the exam specification; critical thinking; problem-solving element; evaluation</p>	<p>Examinations</p>

*A powerful, knowledge-rich curriculum teaches both declarative 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).