

## Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## GEOGRAPHY – KEY STAGE 3

### Curriculum Overview

**INTENT:** To educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tysley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

### Year 7

"Geographical beginnings": To give the knowledge and skills needed to start thinking like a Geographer – the basics in process and vocabulary in both Human and Physical Geography.

Key competencies for Year 7:

- To read information from a map and interpret its importance.
- To show robust knowledge of a sequence in the correct order with reference to causal processes.

	<b>UK &amp; Geography (HT1)</b>	<b>River Systems (HT1&amp;2)</b>	<b>Global Geography (HT3)</b>	<b>Tourism and South Africa (HT3)</b>	<b>Introducing Ecosystems (HT4)</b>	<b>Industrial Change (HT4&amp;5)</b>	<b>Megacities (HT5)</b>	<b>Extreme Weather &amp; Climate (HT6)</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Human vs Physical Geography</li> <li>• Physical and Human features of UK</li> <li>• UK population distribution</li> </ul>	<ul style="list-style-type: none"> <li>• State &amp; define 4 processes of erosion, 4 processes of transportation and deposition</li> <li>• Name and locate key</li> </ul>	<ul style="list-style-type: none"> <li>• Locate key locations (those that will be studied across KS3) on maps of different scales.</li> <li>• Compare and interpret</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding why tourism has increased</li> <li>• What is development and the multiplier effect</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between weather and climate</li> <li>• Climate conditions typical of rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Categorising different jobs into primary, secondary, tertiary &amp; quaternary</li> <li>• Employment structure</li> </ul>	<ul style="list-style-type: none"> <li>• What is a megacity?</li> <li>• Migration and push/pull factors leading to urbanisation</li> <li>• Natural increase and</li> </ul>	<ul style="list-style-type: none"> <li>• Define differences between weather, climate and microclimate</li> <li>• How weather and climate</li> </ul>

	<ul style="list-style-type: none"> <li>• Difference between national and regional area</li> <li>• The key features of the West Midlands</li> </ul>	<ul style="list-style-type: none"> <li>fluvial landforms along a long profile/drainage basin</li> <li>• Annotate a landform of erosion (waterfall) and erosion and deposition (meander)</li> </ul>	<ul style="list-style-type: none"> <li>political and relief maps of the same location.</li> <li>• How to use an atlas to describe a location</li> </ul>	<ul style="list-style-type: none"> <li>• Mass commercial tourism what it is and advantages and disadvantages</li> <li>• Ecotourism what it is and advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• How adaptations allow plants / animal to better survive in the rainforest</li> <li>• Ways the rainforest can be exploited</li> <li>• How deforestation can be managed</li> </ul>	<ul style="list-style-type: none"> <li>• How deindustrialisation changes the jobs people do in HICs and LICs</li> </ul>	<ul style="list-style-type: none"> <li>birth rate/death rate</li> <li>• Changing quality of life in slums (development indicators)</li> </ul>	<ul style="list-style-type: none"> <li>variations interact to give a sense of place</li> <li>• High- &amp; Low-pressure systems and associated weather characteristics</li> </ul>
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• OS urban map skills – focus on 4/6 figure grid references and scale</li> <li>• Use of atlas maps – UK political and relief maps</li> </ul>	<ul style="list-style-type: none"> <li>• OS map skills. 4/6 figure grid references, contour lines/spot heights</li> <li>• Draw inference about an unfamiliar physical landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Describing location on maps of country, continent and global scale.</li> <li>• Draw sketch maps to simplify choropleth information.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing location on a wider scale</li> <li>• Using line graphs to show change over time</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the location of a place</li> <li>• Read information from a climate graph</li> <li>• Use an atlas to find location / climate data</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the location of a place</li> <li>• Divided bar charts. To complete partial graphs &amp; interpret the changes using data from the graphs</li> <li>• Writing to explain reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Choropleth maps</li> <li>• Proportional circle diagrams</li> <li>• Bar charts</li> <li>• Comparing development indicators to justify an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Weather forecasting from thematic maps</li> <li>• Interpreting climate graphs</li> <li>• Fieldwork enquiry – asking appropriate Geographical questions</li> </ul>

## Year 8

“Building a global perspective”: To build on the start point to develop a global perspective – how they are part of many global networks and that different people from different locations will have different ways of looking at the world.

Key competencies for Year 8:

- To select information relevant to answering a given question and be able to substantiate a point (explanation).
- To justify a realistic opinion based on real world evidence.

	<b>Coastal Landscapes (HT1)</b>	<b>China (HT1)</b>	<b>Atmospheric Hazards (HT2)</b>	<b>Volcanic Hazards (HT2)</b>	<b>Population Studies (HT3)</b>	<b>Climate Change (HT3)</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Marine processes of erosion and transport</li> </ul>	<ul style="list-style-type: none"> <li>• The location of China</li> <li>• China's varying landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing the Global Atmospheric Circulation model –</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of the Earth</li> <li>• Tectonic theory and plate margins</li> </ul>	<ul style="list-style-type: none"> <li>• World population growth rates and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Geological time &amp; the Quaternary period/Holocene Epoch</li> </ul>

	<ul style="list-style-type: none"> <li>• Landforms of erosion (cliffs &amp; headlands) &amp; deposition (beaches, spits &amp; bars)</li> <li>• Coastal geology – concordant/discordant coastlines</li> </ul>	<ul style="list-style-type: none"> <li>• Rural to urban Migration in China</li> <li>• How factories treat their workers outside of HICs – impacts of globalisation</li> <li>• 2008 Olympics and impacts on development</li> </ul>	<ul style="list-style-type: none"> <li>pressure belts and surface winds.</li> <li>• Process for the creation of tropical storms</li> <li>• Managing Typhoon Haiyan</li> </ul>	<ul style="list-style-type: none"> <li>(constructive, destructive, conservative)</li> <li>• Direct comparison of two disasters in areas of contrasting wealth</li> </ul>	<ul style="list-style-type: none"> <li>• Representing population – line graphs &amp; pop. pyramids</li> <li>• Population vocabulary</li> <li>• Population management – overpopulation &amp; the OCP</li> </ul>	<ul style="list-style-type: none"> <li>• The greenhouse effect and the enhanced greenhouse effect</li> <li>• Natural and human causes of climate change</li> <li>• Why climate change is a worldwide issue</li> </ul>
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> <li>• OS map skills – recognising landforms on a map</li> <li>• Grid references &amp; use of symbols</li> <li>• Sequencing diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Country study</li> <li>• Expressing a sense of place</li> <li>• Rationality within a country</li> <li>• Analysing line graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Global scale GAC model</li> <li>• Annotating cross sectional diagrams</li> <li>• Describing the track of a tropical storm</li> </ul>	<ul style="list-style-type: none"> <li>• Block diagrams</li> <li>• Describing distribution</li> <li>• Data informed comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Population pyramids</li> <li>• Choropleth maps</li> <li>• Line graphs</li> <li>• How to analyse above</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding graphs</li> <li>• Locations on the globe</li> <li>• Decision making practice</li> </ul>
	<b>Resource management (HT4)</b>		<b>Will Yardleys Flood? (HT5)</b>	<b>Hot Desert Ecosystems (HT5)</b>	<b>Energy Mix (HT6)</b>	<b>Earthquakes (HT6)</b>
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> <li>• Definitions used to describe resources</li> <li>• Advantages and disadvantages oil, fish and diamonds as resources</li> <li>• Different types of renewable energy – what they are, advantages and disadvantages of using them</li> </ul>	<ul style="list-style-type: none"> <li>• Review drainage basin vocabulary</li> <li>• Physical causes of flooding</li> <li>• How to conduct a Geographical investigation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Location of hot deserts – tropics - Hot desert climate</li> <li>• Soil erosion</li> <li>• Plant and animal adaptations (Cactus and Camel)</li> <li>• Development – how tourism, mining, farming and energy are used to create an income in a hot desert.</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of renewable, non-renewable and recyclable resources and their use in the UK</li> <li>• Why coal power stations closed in the UK</li> <li>• Advantages and disadvantages of wind energy</li> <li>• A summary of what nuclear energy is (classification, how it generates electricity)</li> <li>• What is meant by net zero</li> <li>• Examples of how net zero can be achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Tectonic margins – all produce earthquakes</li> <li>• Why monitoring and predicting earthquakes is so difficult</li> <li>• Why LIC countries rely on planning, but HICs put more emphasis on protection (while also planning)</li> </ul>	

<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>•Choropleth maps</li> <li>•Describing locations of countries using world map</li> <li>•Describing distribution of renewable energy on UK map</li> </ul>	<ul style="list-style-type: none"> <li>•Six stages of an enquiry</li> <li>•Infiltration rates fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>•Drawing a climate graph</li> <li>•Using a climate graph as evidence</li> <li>•Using world map to locate deserts</li> </ul>	<ul style="list-style-type: none"> <li>•Interpretation of data from graphs</li> <li>•Using data from different sources as evidence to back up arguments made</li> <li>•Decision making</li> </ul>	<ul style="list-style-type: none"> <li>•Block diagrams – how to use and interpret them</li> <li>•Describing locations on the globe</li> <li>•Decision making practice</li> </ul>
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## Year 9

“Going deeper”: To show how different themes can interlink together to develop a complex image of place and avoiding a single story narrative.

Key competencies for Year 9:

- To show how they can understand another's point of view while defending their own.
- To evaluate useful information/evidence and be able to recognise bias.

	<b>Urban change in Birmingham (HT1)</b>	<b>The World Ocean (HT2)</b>	<b>Geography of East Africa (HT3)</b>	<b>Russia and the wider world (HT4)</b>	<b>Population &amp; migration (HT5)</b>	<b>UK in the wider world – trade and allegiances (HT6)</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>•Changing economic structure of the UK and how this applies to Birmingham</li> <li>•Processes of deindustrialisation leading to the cycle of decline</li> <li>•Locating Yardleys School – are we in the inner city or inner suburbs?</li> </ul>	<ul style="list-style-type: none"> <li>•Thermal expansion and ice caps melting causing sea levels to rise</li> <li>•Thermohaline circulation system.</li> <li>•Photosynthesis process in oceanic plankton</li> <li>•Process of eutrophication.</li> <li>•Life cycle analysis of waste</li> </ul>	<ul style="list-style-type: none"> <li>•Defining the difference between a country and a continent</li> <li>•Reasons for uneven development of countries</li> <li>•Development indicators and what they measure</li> <li>•Aid and Fairtrade - what they are and their advantages / disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>•The physical Geography of Russia</li> <li>•Russian biomes</li> <li>•The economic importance of fossil fuels</li> <li>•Opportunities and challenges caused by a changing climate</li> </ul>	<ul style="list-style-type: none"> <li>•Changes in birth rate and death rate depending on the development of a country</li> <li>•Impacts of ageing populations</li> <li>•Different types of migration</li> <li>•Sustainable development goals</li> <li>•Explaining the demographic transition model</li> </ul>	<ul style="list-style-type: none"> <li>•To explore the UKs links to the wider world in the context of culture, trade, transport and electronic communication</li> <li>•To explain the UKs differing relationships with the EU and the Commonwealth</li> <li>•To explain the importance of trade to the UK economy</li> </ul>
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>•Local area fieldwork</li> <li>•Primary &amp; Secondary data collection techniques – land use mapping, annotated photographs, people count</li> </ul>	<ul style="list-style-type: none"> <li>•Locating oceans on a map</li> <li>•Mapping the Great Pacific Garbage Patch</li> <li>•Understanding graphs for sea levels rising</li> </ul>	<ul style="list-style-type: none"> <li>•Describing distribution from a choropleth map</li> <li>•Analysing development indicator data</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding different types of maps</li> <li>•Locations on the globe</li> <li>•Decision making practice</li> </ul>	<ul style="list-style-type: none"> <li>•Describing the distribution of ageing populations on a map</li> <li>•Explaining population pyramid</li> <li>•Describing global migration using a world map</li> </ul>	<ul style="list-style-type: none"> <li>•Creating and describing the distribution of a thematic map (UK trade partners)</li> <li>•Assessing the importance of a point based on given evidence</li> </ul>

	<ul style="list-style-type: none"><li>• Data presentation of above.</li><li>• Human fieldwork risk assessments</li></ul>		<ul style="list-style-type: none"><li>• The importance of avoiding a single story narrative</li></ul>		<ul style="list-style-type: none"><li>• Describing discrimination across the world using a world map</li></ul>	<ul style="list-style-type: none"><li>• Explaining the relevance of a point (balanced argument)</li></ul>
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