Curriculum Overview: Geography

To inspire curious geographers who have a fascination about our world and its people that will remain with them for the rest of their lives.

The key concepts students will explore and the competencies they will acquire are:

Key Concepts:

1. Physical geography processes and patterns
2. Demographics
3. Culture and Society
4. Sustainability and Climate Change
5. Global Interactions
6. Geographical Skills

Key Competencies:

- Knowing geographical material:
  Demonstrate knowledge of locations, places, processes, environments and different scales.
- Thinking like a Geographer:
  Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.
- Applying geography:
  Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues.
- Studying like a geographer:
  Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings and to make judgements.

Through support and scaffolding, all students will be able to explore these concepts and acquire these competencies, regardless of starting point or special educational needs or disabilities.

Pre-GCSE Geography			
What we study in Year 7 and why we study it	**Concepts**	**Competencies**	**Literacy/numeracy**
Our place Students arrive with different levels of prior knowledge and geographical skills due to variations in teaching in primary schools. This unit ensures that all students are equipped with the fundamental skills necessary for their continued study of Geography and which make up a significant component of GCSE Geography. They are introduced to the key terminology used throughout their Geography education.	Physical geography Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text and news reports Extended writing Variety of map skills (coordinates, scale, contours etc.)
Africa and hot environments This unit increase students' awareness of possibly unfamiliar countries and allows them to begin to contrast poverty and affluence. Kenya is studied because of links to Kenyan schools developed in a collaborative project across Forest of Dean schools. Students use the map skills established in the previous unit. They build upon the fundamentals acquired in the first unit by applying the understanding of physical and human Geography and putting them into practice in relation to a case study. The themes of poverty and affluence introduced here are pursued further in units in year 8, year 9 and at GCSE. The study of the Rift Valley introduces tectonics, which is a central topic at GCSE.	Physical geography Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text and news reports Extended writing Variety of map skills (coordinates, scale, contours etc.)
Raging rivers This unit introduces a topic that is part of the GCSE and which students often find challenging. The understanding established here is developed at GCSE by being applied to fieldwork. This topic is studied in the summer term so that the weather is more likely to be suitable for fieldwork.	Physical geography Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing Variety of map skills (coordinates, scale, contours etc.)
What we study in Year 8 and why we study it	**Concepts**	**Competencies**	**Literacy/numeracy**

Coasts An understanding of how the UK coastline has been shaped and has evolved is essential for understanding the Geography of the UK. This unit builds upon the understanding of processes that was developed in the study of rivers. It draws upon and build the skills from 'Our place' and 'Raging rivers' and supports the study of coasts at GCSE. The introduction here of environmental issues through studying 'plastic oceans' feeds into the subsequent unit.	Physical geography Culture and Society Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing Variety of map skills (coordinates, scale, contours etc.)
Climate breakdown The content of this unit is an important part of our students becoming ethical individuals with knowledge that empowers them to ask questions about the world and to shape it. It is a subject which interest students. Its position in the academic year builds upon 'plastic oceans' and facilitates a Christmas environmental challenge.	Physical geography Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Variety of map skills (coordinates, scale, contours etc.)
Russia and cold environments This unit, which is specified on the National Curriculum, stimulates students' curiosity because of the strong contrasts with their own experiences. It links with students' study of the Russian Revolution in History. It supports our aim of producing ethical and compelling individuals by giving students knowledge that is essential for understanding current affairs. Conceptual themes that were established in the study of Africa are revisited and the new skill of decision-making is introduced, laying the groundwork for GCSE.	Physical geography Demographics Culture and Society Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing Variety of map skills (coordinates, scale, contours etc.)
Development dilemmas This unit fosters the development of students as ethical individuals. They learn about how countries develop and how this is measured. This supports the study of development at GCSE, but with a decision-making focus rather than the more abstract approach taken at GCSE. This unit is placed here so that students can draw upon knowledge of countries studied in	Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Reading graphs Drawing population pyramids

previous units. Also, it involves complex abstract concepts so is taught when students are further into their Geography education.			
Global issues This unit supports students in becoming ethical individuals by providing all students with a broad geographical knowledge and understanding before the more refined focus of study at GCSE. This is an holistic unit that draws together several themes from several different prior units. It builds decision-making skills to support the decision-making paper at GCSE.	Physical geography Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing Variety of map skills (coordinates, scale, contours etc.)

GCSE Geography

The sequencing of the GCSE course is based on the principle of interleaving so that prior knowledge is revisited at regular intervals.

What we study at GCSE	Concepts	Competencies	Literacy/numeracy
Paper 2: UK Geographical Issues **Topic 4:** UK's Evolving Physical Landscape This unit captures students' interest and curiosity at the beginning of their GCSE course as the content is entirely new. It begins the course with the fundamentals of geology and the shape of the landscape upon which subsequent units build.	Physical geography Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing Variety of map skills (coordinates, scale, contours etc.)
Paper 1: Global Geographical Issues **Topic 1A:** Hazardous Earth: Tropical Storms **Topic 1B:** Hazardous Earth: Tectonics This unit also captures students' interest and curiosity with new content. It builds upon themes of the previous topics.	Physical geography Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.)
Paper 2: UK Geographical Issues **Topic 4A & 4B:** UK's Evolving Physical Landscape (Coasts)	Physical geography Demographics Culture and Society	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation

			Variety of map skills (coordinates, scale, contours etc.)
Paper 3: People and the Environment Issues **Topic 9:** Consuming Energy Resources	Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text and DME booklet Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.)
Paper 2: UK Geographical Issues **Topic 5:** UK's Evolving Human Landscape (Bristol)	Demographics Culture and Society Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	
Paper 2: UK Geographical Issues **Topic 5:** UK's Evolving Human Landscape (Bristol Case Study) There is one case study in each year of the GCSE.	Physical geography Demographics Culture and Society Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	
Paper 3: People and the Environment Issues **Topic 8:** Forests under Threat	Physical geography Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text and DME booklet Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.)
Paper 2: UK Geographical Issues **Topic 4A & 4B:** UK's Evolving Physical Landscape (River)	Physical geography Culture and Society Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation

			Variety of map skills (coordinates, scale, contours etc.) Reading fieldwork equipment Analysing data
Paper 1: Global Geographical Issues **Topic 2:** Development Dynamics: India Case Study There is one case study in each year of the GCSE.	Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation
Paper 3: People and the Environment Issues **Topic 7:** People & the Biosphere	Physical geography Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text and DME booklet Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.)
Paper 2: UK Geographical Issues **Topic 6:** Geographical Investigations - Fieldwork - Physical fieldwork This unit is studied in the summer term so that fieldwork is undertaken in more suitable weather.	Physical geography Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.) Reading fieldwork equipment Analysing data
Paper 1: Global Geographical Issues **Topic 2:** Urbanising Worlds – Mumbai Case Study	Demographics Culture and Society Sustainability and Climate Change	Knowing geographical material. Thinking like a Geographer. Applying geography	Interpreting text Graph drawing and interpretation

This case study is a synoptic unit requiring a significant body of prior knowledge so it is studied towards the end of the GCSE course.	Global Interactions	Studying like a geographer	Variety of map skills (coordinates, scale, contours etc.)
Paper 2: UK Geographical Issues **Topic 6:** Geographical Investigations - Human Fieldwork This feeds back to the Bristol case study (learnt in Year 10). This allows for consolidation.	Physical geography Demographics Culture and Society Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.) Reading fieldwork equipment Analysing data
Paper 1: Global Geographical Issues **Topic 1:** Hazardous Earth: Weather and Climate	Physical geography Sustainability and Climate Change Global Interactions	Knowing geographical material. Thinking like a Geographer. Applying geography Studying like a geographer	Interpreting text Graph drawing and interpretation Variety of map skills (coordinates, scale, contours etc.)