Sandhill View

Geography Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip <u>all</u> of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately we want students to '*Know More, Do More and Go Further*'

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Geography curriculum is planned to allow students to build upon their own knowledge across the key stages and think critically about the world they live in. By studying a range of people and places, students will have a greater understanding of the world we live in and issues across the globe in order to become more empathetic. The Geography curriculum will enhance students locational knowledge and develop an understanding of geographical similarities, differences and links between places through the study of human and physical geography. The curriculum ill allow students to explore places in different contexts through a range of geographical lenses. Students will build upon and develop their Geographical disciplinary knowledge and skills, and gain a full understanding of how geographers collect, present, and analyse data and how geographers then use this to reach conclusions and evaluate their work. The Geography curriculum is planned to enable all students to cumulatively develop geographical disciplinary knowledge and skills in the following:

- Locational knowledge and special awareness of the world's countries
- Map and atlas skills
- Interpret Ordnance Survey maps
- Develop cartographic, graphical, numerical and statistical skills
- Use GIS to analyse and interpret places and data
- Use fieldwork to collect, analyse and draw conclusions from geographical data.
- Formulate enquiry and draw well-evidence and informed conclusions.
- Improving fieldwork skills overtime.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

Sequence and structure

Our curriculum is split into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). It is structured to build on prior knowledge and inform for future learning at KS3 in years 7, 8, and year 9. KS3 are given opportunities for fieldwork studies through residentials and fieldwork built into schemes of work. At KS4 the curriculum is section by unit with Natural Hazards taught first as there are more accessible links to KS3.

Literacy

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. In Geography we provide regular opportunities for students to read as part of both class work and homework activities and follow the whole school focus each term to improve reading skills. We also have aspirations for our students to use ambitious vocabulary and are using frayer models and 'push' techniques to widen the tier 2 and tier 3 vocabulary students use orally and in the work they produce. Coherent and fluent writing skills are also imperative for student achievement, so we support student writing skills by offering opportunities for extended writing, with modelling, and sentence stems to support. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

KNOW MORE: Our Key Stage 3 Geography Curriculum includes the following areas of study:

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Our home	People and	World of	World of	People	Rocky World
		Places	Weather	Weather skills	Everywhere	-
	Building on local			builder	-	Identifying rock
	studies taught at	Building upon our	Local to global –		Understanding	types –
	KS2 where	local study –	UK's weather	Data analysis of	changes in	understanding
	schools do a local	looking at the	Flooding in the	world weather	Population in	the formation of
	study of the area	country we live in.	UK	patterns.	the UK and	different rock
	surrounding their	National study –	Flooding in an LIC	Understanding	wider world,	types and their
	primary school.	UK – Location,	 compare 	and investigating	linking to	characteristics.
	Local study –	physical and	responses to UK.	Microclimates.	urbanisation –	Developing an
	Sunderland –	human features.	Weather and	Fieldwork in the	making	understanding of
	Basic		climate – across	local area -	connections to	weathering and
	Geographical	International	the world	(weather patterns	People and	the impacts this
	knowledge –	study – Europe –	including the	and	Places in	can have on
	skills/different	Italy – human and	change in climate	microclimates)	Autumn term –	different rock
	types.	physical features.	from the Ice Age		physical and	type. Developing
	Location of		to the present.		human features	knowledge of
	Sunderland,		Glaciation.		and how these	different soils.
	physical and	Compare	Climate – factors	Crease Cumieular	impact	Developing
	human features,	continents Asia	impacting	Cross-Curricular	urbanisation.	knowledge of
	changes overtime	centred	climates.	Mieroelimetee	Making	Geological
	– link in with	waking	Developing an	investigation	Comparisons	timescales and
	History and	connections and	understanding of	data collection	between rural	plate tectonics.
	transition project.	compansons	nostile	being able to	and urban areas	
		between numan	environments -	complete graphs	in Asia - India	Cross-Curricular
	Cross Curricular	footuros in China	Hot and polar	importance of	Anu Anica – Kopya making	learning.
	loorning: Mothe:	Puesia and	to physical	reliability		Science: Teach
	Man skills	Saudi Arabia	foatures taught	rondonity.	remote areas for	rocks and soils
	Reading data from	Sauui Alabia.	last half term (Hot		evample the	at the same
	a man DE.		deserts in Saudi		Chalhi Desert –	time.
	Students to be	Cross-Curricular	Arabia – Asia and		linking to	
	able to read a man	learning: Maths:	Africa and Polar		discolinary skills	
	and use skills	Map skills.	deserts in Arctic		and knowledge	
	learnt in	Reading data	Circle – linking to		from People and	
	Geography	from a map. PE:	Novava Zemlva		Places.	
	(Human and	Students to be	Rayon of Russia).		Using GIS to	
	Physical features)	able to read a	Impacts of climate		explore	
	to help with	map and use	change on the hot		variations in the	
	orienteering.	skills learnt in	and polar		physical and	
	5	Geography	environments,		human	
		(Human and	making		environment.	

Three year KS3 with 2 hours per week allocated to Geography.

	to help with orienteering.	between physical and human geography. Cross-Curricular learning: Maths: Climate graphs. Science: Links to extreme weather and causes of climate change.		Cross-Curricular learning: English: Use of comparative/ evaluation vocab such as whereas, therefore in evaluate questions.	
Year 8World of Water - CoastsBuilding upon geographical disciplinary knowledge and skills taught in Year 7 – making connections between weather and waves, also Year 7 Rocky World – linking rock types to understanding erosion rates. Coasts – different erosional, transportation and depositional processes. Coastal landforms created through erosion and deposition. Impacts of natural processes – management of erosion.Cross-Curricular learning: Science: Teach the water cycle.	World of Water continued – Rivers Building upon geographical disciplinary knowledge and skills taught last half term in the Coasts section – pupils will need to use the same disciplinary knowledge and skills and develop these to be able to apply these to Rivers. Rivers - different erosional, transportation and depositional processes. River landforms created through erosion and deposition. Impacts of natural processes – management of erosion. Flooding example – impacts and responses/manag ement strategies – looking at Bangladesh (LIC) and Boscastle, UK (HIC) - pupils will build upon their knowledge of UK development,	World of Work - Building upon geographical disciplinary knowledge and skills taught in Year 7 – People Everywhere - making connections between rural/urban landscapes and the opportunities offered in these places, linking directly into levels of wealth and economic development. Economic activity in the primary, secondary, tertiary and quaternary sectors. Developing an understanding of changes in economic activity over time and the impact of this on the environment, socially and economically. The use of natural resources to become more economically sustainable – linking economic development to methods of	Skills Builder - Fieldwork Investigation urban habitats fieldwork. Pupils will investigate the habitats around our school – making comparisons and connections between habitats found and the urban location. This builds upon their fieldwork in a local area from Year 7 – Pupils will follow the sequence of an investigation taught in Year 7 but develop their fieldwork skills through justifications of choices and decisions made. Cross-Curricular learning: Science: biodiversity/caree rs link for jobs in green revolution. Maths: Discrete/continuo us data, sampling strategies in year 8	Geography of Crime Building upon geographical disciplinary knowledge and skills taught in Year 7 – People Everywhere and Year 8 – World of Work – making connections between deprivation and poverty and crime. Classification of crime, location, effects of crime, reducing crime, International crime. Homework: Revision for AP2 assessment Cross-Curricular learning: English: Use of emotive language when creating speech for victim impact statement.	Synoptic Unit – Global Politics - Building upon geographical disciplinary knowledge and skills taught in Year 7 – People Everywhere and Year 8 – World of Work – making connections between Government policies and economic development. Interconnected themes – UK and Global politic systems. Impact of political decisions on people, the economy and the environment. Sustainability – political policies – international agreements. Impact of political decisions on global issues e.g. Pandemic.

		physical and human features and the impact these can have on different areas in Year 7 and their knowledge of development developed in People Everywhere Cross-Curricular learning: Maths: Understanding of proportion from Pie Charts	sustainable industries. Cross-Curricular learning: Maths: Understanding of proportion from Pie Charts – comparing job sector change in the UK. Maths teach proportions of maps in Spring. Science: Energy – national and global energy sources, renewable and non-renewable, global patterns of fuel and energy. History teach Industrial Revolution at this time.	maths late Summer/GCSE.		creating speech for mock general election.
Year 9	Biomes Building upon geographical disciplinary knowledge and skills taught in Year 7 – People and Places – making connections between physical and human features and ecosystems. Builds upon knowledge and skills developed in Year 8 – World of Water – developing the understanding of water sources as ecosystems. World Biomes, food chains, climatic and soil changes, animal adaptation. Types of Biomes.	Restless earth Building upon geographical disciplinary knowledge and skills taught in Year 7 – People and Places – making connections to locations and plate tectonics, Rocky World – connections between key concepts such as location/topograp hy and natural hazards. Builds upon locational knowledge – connecting Europe and Asia with their risk of natural hazards. Earth's structure. Tectonic hazards. Volcanoes and earthquakes. Plate margins and connection between plate tectonic theory	World Development- Building upon geographical disciplinary knowledge and skills developed in Year 7 – People and Places – making connections between physical and human features and the impact these can have on the development of a country. Also building upon knowledge and skills developed in Year 8 – World of Work, key concepts such as economic development and the impact of education and the development of a country of its economic structure. International	Skills Builder: Fieldwork Builds upon the fieldwork knowledge and skills developed in both Year 7 and 8 curriculums – building upon the ability to justify decisions by evaluating the effectiveness of each stage of a geographical investigation in preparation for GCSE. Completion of Geographical investigation – Investigation a key question using the correct sequence of investigation, justifying choices and the completion of fieldwork to collect data. GIS	Geographical Applications Problem solving – interpreting figures and information. Numerical, Cartographic (map) skills, Graphical, Statistical, use of qualitative and quantitate data Cross-Curricular learning: Maths: Questionnaires – basic rules of making and asking questions. Discrete/continu ous data, sampling strategies, presenting findings.	Bridging Unit – The UK's Physical Landscapes. Building upon geographical disciplinary knowledge and skills developed in Year 8 – World of Water. Identifying physical landscapes within the UK using Atlas and OS map skills. Understanding physical processes which shape our landscapes within the UK.

Ecology - adaptations and interdependence, factors affecting habitats, food chains/webs, nutrient cycle and water cycle.	and tectonic hazards. Turkey/Syria earthquake example – impacts and responses. Cross-Curricular learning: Science:Global Dimming	development – inequalities across the world. Measuring development. Making comparisons between those living in LIC's to HIC's – comparisons between the development and opportunities within rural and urban areas. Development strategies to close gaps – Fairtrade, and the impact of globalisation – positive and negative. Cross-Curricular learning: Science: Waste	mapping for fieldwork. Cross-Curricular learning: Maths: Questionnaires – basic rules of making and asking questions. Discrete/continuo us data, sampling strategies in year 8 – taught in maths late Summer/GCSE.	
		Cross-Curricular learning: Science: Waste management, energy extraction and sustainable resources		

KNOW MORE: Our Key Stage 4 Curriculum

The KS4 Curriculum is taught over 2 years and allocation of lesson time is as follows: Year 10 and Year 11 – 3 hours per week. At Key Stage 4 students follow the AQA GCSE Geography specification code 8035. The KS4 curriculum builds upon learning at KS3 and provides a foundation for students to access KS5.

Year 10	Physical landscapes in the UK –	Urban Issues and Challenges	Urban Issues and Challenges	The Living World	The Living World	Physical and Human Fieldwork
	Coasts/Rivers	Builds upon exam techniques,	UK Case study - Sunderland –	Building upon knowledge of	Introduction to the Desert	preparation, Building upon
	Recap Coasts -	disciplinary	location and	Brazil and Rio	Biome –	fieldwork skills
	building on the	knowledge and	importance,	from Urban	adaptations to	development
	Bridging unit at the	skills from Autumn	impacts of	Issues (Case	the desert	through KS3,
	end of Year 9 in	Term 1 – For	national and	study is the	environment,	statistical
	KS3.	example, use of	international	Brazilian Amazon	opportunities	skills/AO4
	Rivers – Long	combination	migration -	Rainforest),	and challenges	developed
	profile and cross	figures across	opportunities of	building upon key	of the desert	through KS3
	profile,	both units, key	urban growth,	concepts of	biome,	and the GCSE
	characteristics and	concepts, such a	challenges create	sustainability and	desertification	year so far.
	formation of	sustainable	due to urban	economic	and the	Theory of

Year 11	landforms, physical and human factors of flooding, management. Building upon KS3 knowledge and skills developed in the World of Water Unit and Year 9 Bridging Unit – disciplinary knowledge and skills required in Coasts are the same as those required in Rivers and a proportion of subject knowledge can be applied across both units, for example erosion types. Cross-Curricular learning: English: Use of comparative/ evaluation vocab such as whereas, therefore in evaluate questions. Horizontal Learning: Science – weathering, erosion, physical processes.	management and tourism, and AO4 skills. Urban growth Global pattern of Urban change Rate of urbanisation – migration, natural increase Emergence of megacities LIC/NEE Case study – Rio– location and importance, migration, causes of urban growth, opportunities of urban growth, challenges create due to urban growth, an example of urban planning. Cross-Curricular learning: Engineering – urban planning.	growth, an example of regeneration project – Birmingham Features of sustainable living – water and energy conservation, waste recycling and creating green space. Urban transport strategies used to reduce traffic congestion. Revision and assessment Horizontal Learning: Science: Sustainability – Sustainable living, renewable energy sources. Horizontal Learning: Engineering – urban planning.	development. Making connections between economic status, standard of living, taught in Urban Issues and the need for deforestation, taught in this unit. Understanding ecosystems and the processes which occur within the world's biomes. The Tropical Rainforest as an ecosystem, it's value and the causes, impacts and management of deforestation. Sustainable management of Tropical Rainforests Cross-Curricular learning: Science: Greenhouse gases – human activity, global climate change – the impacts of this and management of carbon footprint, acid rain, physical causes of climate change, biome leeching, energy extraction and sustainable resources.	management of deserts. Term 3 Assessment: Teacher assessed assessment – mock – Physical Landscapes – section C Fieldwork write up – 2 weeks maximum. Cross- Curricular learning: Maths: Statistics - have already had topics covered in Maths to help with the content of Fieldwork at GCSE.	Geographical enquiries. Planning an enquiry – suitable question or hypothesis, locations, risk assessments, appropriate sources. Data collection. Cross- Curricular learning: Maths: Statistics - have already had topics covered in Maths to help with the content of Fieldwork at GCSE.
	Building upon knowledge of Brazil and Rio from Urban Issues (Case study is the Brazilian Amazon Rainforest), building upon key	Introduction to the Desert Biome – adaptations to the desert environment, opportunities and challenges of the	Economic World Building upon knowledge of development and economic status from previous units for example, from Urban	Economic World Case study – UK – Newcastle Science Park – economic structure, changes in the	Pre-release and Revision – Revision of all topics	

	concepts of	desert biome,	lssues –	rural landscape	
	sustainability and	desertification and	economic	and	
	economic	the management	development in	improvements in	
	development.	of deserts.	LIC/NEE (Brazil)	transport.	
	Making		and HIC (UK -	Reducing	
	connections	Cross-Curricular	Sunderland),	regional	
	between economic	learning: Science:	building upon key	differences and	
	status, standard of	Greenhouse	concepts of	the UK's place in	
	living, taught in	gases – human	sustainability and	the wider world.	
	Urban Issues and	activity, global	economic		
	the need for	climate change –	development.		
	deforestation.	the impacts of this	Making		
	taught in this unit.	and management	connections		
	Understanding	of carbon	between	Cross-Curricular	
	ecosystems and	footprint, acid	economic status,	learning: Maths:	
	the processes	rain, physical	standard of living,	Map skills.	
	which occur within	causes of climate	taught in Urban	Reading data	
	the world's	change, biome	Issues and the	from a map.	
	biomes. The	leeching, energy	reasons for global	History and	
	Tropical Rainforest	extraction and	inequality and the	English:	
	as an ecosystem,	sustainable	development gap.	Inference from	
	it's value and the	resources.	The Changing	sources.	
	causes, impacts		Economic World		
	and management		– global		
	of deforestation.		variations and		
	Sustainable		DTM.		
	management of				
	Tropical		Uneven		
	Rainforests.		development and		
			the development		
			gap. Case study		
			– India –		
	Cross-Curricular		importance and		
	learning: Science:		context in the		
	Greenhouse		wider world.		
	gases – human		India's		
	activity, global		development and		
	climate change –		relationships with		
	the impacts of this		the wider world,		
	and management		help from		
	of carbon footprint,		international aid		
	acid rain, physical		and its links to		
	causes of climate		economic		
	change, biome		development.		
	leeching, energy				
	extraction and		Cross-Curricular		
ļ	sustainable		learning: Maths:		
ļ	resources.		Statistics, skills,		
ļ			DTM.		
ļ					

DO MORE: Milestone assessment end points: Unit specitific substantive and discipinary knowledge and skills end points are detailed on individual schemes of learning.

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
7	Use maps to locate continents, oceans and	Describe geographical locations using	Describe geographical locations using precise details (lines of
	the countries studied.	specific details for example, referring to	of references
	Describe the key human and physical	countries/locations	Explain the biotic and abiotic influences in biomes and how
	characteristics of each region.	Describe factors which lead to changes in	these can change over time.
	Locate a region in Africa and a region in	areas	Describe the location of a region of Africa and a region of Asia
	Asia.	Describe how the physical environment	using precise details and accurate reference points.
	Describe the key human and physical	influences human activity in the area.	Explain links between the human and physical geography of
	geography of each region.	Describe the location of a region of Africa	regions in Africa and Asia.
	Identify some comparisons between the	and a region of Asia using specific details.	Make detailed comparisons between the human and physical
	human and physical geography of a region	Describe links between the human and	geography of a region in Africa and Asia, making connections
	In Africa and Asia.	physical geography of regions in Africa	between level of wealth and development.
	climate	anu Asia. Describe comparisons between the	the features of weather and climate using clear details
	Describe, in basic terms, how the climate	human and physical geography of a region	Evaluate the most significant factors leading to climate
	changed between different geological	in Africa and Asia.	change
	periods.	Describe features of weather and climate	Suggest how future climate change may influence human and
	Make simple predictions of how the climate	using clear details.	physical processes.
	may change in the future.	Explain why the climate has changed	Explain how urbanisation can have both positive and negative
	Describe how urbanisation can have both	between different geological periods.	impacts socially, economically and environmentally and make
	positive and negative impacts socially,	Make logical predications, based on data,	links to international development improving quality of life.
	Identify continents and some countries on a	the future	atlas
	world map.	Explain how urbanisation can have both	Use 6 figure grid references and scale to interpret Ordnance
	Use 4 figure grid references to interpret	positive and negative impacts socially,	Survey Maps.
	Ordnance Survey Maps.	economically and environmentally.	Use of topographical and other thematic mapping to
	Use scale to measure straight line distances	Locate continents and countries using an	determine the shape and characteristics of an area using an
	using an Ordnance Survey map.	atlas.	Ordnance survey map.
	Identify physical features using aerial and	Use 4 and 6 figure grid references to	Use aerial, satellite images, and GIS to interpret and analyse
	satellite images.	interpret Ordnance Survey Maps.	physical features and make connections to human influences
	different locations using CIS	Ordnanco Survey man	In those locations.
	Complete fieldwork using a logical	Use aerial satellite images and GIS to	interpret primary and secondary data, and draw accurate
	sequence, collect primary and secondary	view and interpret physical features and	conclusions using multiple complex data sources.
	data, and make some conclusions.	make connections to human influences in	
		those locations.	
		Complete fieldwork using a logical	
		sequence, collect and interpret primary	
		and secondary data, and accurate	
0	Locato some of the world's countries	Locate some of the world's countries	Locate some of the world's countries using precise details and
0	including examples in Africa and Asia and	using specific detail including examples in	accurate points of reference, to refer to surrounding
	the Middle East using compass directions to	Africa and Asia and the Middle East using	countries, oceans and physical features, including examples in
	identify surrounding countries.	compass directions to describe	Africa and Asia and the Middle East.
	Describe the location of polar and hot	surrounding countries and oceans.	Describe the location of polar and hot deserts using precise
	deserts and identify these on a world map.	Describe the location of polar and hot	details and accurate points of reference.
	Describe the key physical and human	deserts using specific detail and identify	Describe the key physical and human characteristics of Polar
	characteristics of Polar environments.	these using an atlas.	environments and explain the physical processes which shape
	regions with physical features within the LIK	characteristics of Polar environments	Locate physical features in the LIK using specific detail and
	Describe the key human and physical	Locate physical features in the UK using	explain physical processes which shape the landscape.
	geography of regions within the UK and	specific detail.	Locate some of the world's countries using precise details and
	Arctic circle.	Locate some of the world's countries	accurate points of reference, to refer to surrounding
	Identify some comparisons between the	using specific detail including examples in	countries, oceans and physical features, including examples in
	human and physical geography of regions	Africa and Asia and the Middle East using	Africa and Asia and the Middle East.
	across the world.	compass directions to describe	Describe the location of polar and hot deserts using precise
	Describe the basic teatures of a fiver	Surrounding countries and oceans.	Describe the key physical and human characteristics of Polar
	coastal landforms are created	deserts using specific detail and identify	environments and explain the physical processes which shape
	Describe, in basic terms, how glacial	these using an atlas.	the landscape.
	landforms are created.	Describe the key physical and human	Locate physical features in the UK using specific detail and
	Make simple predictions of how the	characteristics of Polar environments.	explain physical processes which shape the landscape.
	development of a country based on the	Locate physical features in the UK using	Describe the location of a river, coastal and glaciated region
	percentage of activity in each economic	specific detail.	within the UK
	sector.	Describe the location of regions with	Explain links between the human and physical geography of
	overtime	physical realures Willin UK. Describe links between the human and	Nake detailed comparisons between the human and physical
	Identify both rural and urban areas on a	physical geography of regions within the	geography of regions across the world, making connections
	map.	UK and Arctic circle.	between Explain the features of a river using key vocabulary
	Use 6 figure grid references to identify	Describe comparisons between the	and linking to physical processes.
	physical features on a OS map.	human and physical geography of a	Explain how river and coastal landscapes are shaped using
	Use OS maps to identify glacial landforms.	regions across the world.	key vocabulary and linking to physical processes.
	Identify physical features using aerial and	Describe features of a river.	Explain how glacial processes shape the landscape using key
	satellite images.	Explain how river and coastal landforms	vocabulary.
	view rural and urban areas of different	are created. Evolain how glacial landforms are created	Evaluate the development of a country based on its economic
	iocacionis using OIS.	EAPIGITITION BIGGIGITIGITUTOTITIS die Cledleu.	activity.

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points) Make logical predications, based on data.	(Higher Ability End Points)
	sequence, collect primary and secondary	to suggest the development of a country	change within the UK.
	data, and make some conclusions.	based on the percentage of activity in	Suggest how economic change within the UK can lead to
		each economic sector. Explain how the UK economy has changed	sustainable development. Explain how urbanisation can have both positive and negative
		overtime.	impacts socially, economically and environmentally and make
		Locate rural and urban areas using an	links to international development improving quality of life.
		atias. Use 6 figure grid references to locate	Locate a wide range of rural and urban areas using an atlas.
		physical features on an Ordnance Survey	features on an Ordnance Survey Maps.
		Maps.	Use of topographical and other thematic mapping to
		Use of maps to identify glacial landforms.	using an Ordnance survey map.
		view and interpret rural and urban areas	Use aerial, satellite images, and GIS to interpret and analyse
		and make connections to human	rural and urban areas and make connections to human
		locations.	Complete fieldwork using a logical sequence, collect and
		Complete fieldwork using a logical	interpret primary and secondary data, and draw accurate
		sequence, collect and interpret primary	conclusions using multiple complex data sources.
		conclusions.	
9	Locate some of the world's biomes using	Locate a range of the world's biomes	Locate some of the world's biomes using precise details and
	compass directions to identify surrounding	using specific detail using compass	accurate points of reference, to refer to surrounding
	Describe the location of tropical rainforests,	countries and oceans.	Describe the location of tropical rainforests, Tundra and
	Tundra and Savannah biomes and identify	Describe the location of tropical	Savannah using precise details and accurate points of
	these on a world map.	rainforests, Tundra and Savannah biomes	reference.
	characteristics of the Savannah,	using an atlas.	Savannah, Mediterranean, Mountain and Rainforest Biomes,
	Mediterranean, Mountain and Rainforest	Describe the key physical and human	making complex connections between climate, the
	Biomes.	characteristics of Savannah, Mediterranean, Mountain and Bainforest	environment and human activity.
	using a map.	Biomes, beginning to explain links	making links between location and crime rates.
	Locate world biomes.	between climate and the environment.	Describe the location of world biomes.
	Describe the key human and physical geography of tropical rainforests. Tundra	Locate hotspot areas of crime within the	Explain links between the human and physical geography of tropical rainforests. Tundra and Savannah biomes
	and Savannah biomes.	Describe the location of world biomes.	Make detailed comparisons between the human and physical
	Identify some comparisons between the	Describe links between the human and	geography of Savannah, Mediterranean, Mountain and
	human and physical geography of Savannah, Mediterranean, Mountain and Rainforest	physical geography of tropical rainforests, Tundra and Savannah biomes	Rainforest Biomes. Explain characteristics of world biomes using key vocabulary
	Biomes.	Describe comparisons between the	and linking to climate.
	Describe the basic characteristics of world	human and physical geography of	Evaluate the social and economic impacts of crime.
	Domes. Describe, in basic terms, the effects of	Rainforest Biomes.	crime rates.
	crime.	Describe characteristics of world biomes.	Suggest how international crime can be reduced.
	Describe, in basic terms, how crime can be	Explain the effects of crime.	Explain how tourism can have both positive and negative
	reduced. Describe the effects of tourism in national	Describe the effects of tourism in national	links to development improving quality of life.
	parks.	parks.	Explain patterns using cartographic and graphical map skills.
	Describe how tourism can be managed.	Explain how tourism can be managed.	Use qualitative and quantitate data to describe and evolain
	graphical map skills.	graphical map skills.	patterns and identify correlations.
	Use qualitative and quantitate data to	Use qualitative and quantitate data to	to the second
	identify patterns. Identify some information using figures	describe patterns. Interpret figures to describe patterns	interpret figures to describe and explain patterns.
	Complete fieldwork using a logical	Complete fieldwork using a logical	Complete fieldwork using a logical sequence, collect and
	sequence, collect primary and secondary	sequence, collect and interpret primary	interpret primary and secondary data, and draw accurate
	data, and make some conclusions.	and secondary data, and accurate conclusions.	
10	Natural Hazards: Understand that Natural	In addition, pupils will:	In addition, pupils will:
	hazards pose major risks to people and	Natural Hazardi Ta ba abla ta avalaini	Notural Hazarda, To make links and apply loarning to
	property. Describe how Earthquakes and volcanic	Definition of a natural hazard. Types of	Factors affecting hazard risk.
	eruptions are the result of physical	natural hazard.	Physical processes taking place at different types of plate
	processes.	Plate tectonics theory.	margin (constructive, destructive and conservative) that lead
	tectonic hazard vary between areas of	volcanic eruptions, and their relationship	Use named examples to show how the effects and responses
	contrasting levels of wealth.	to plate margins.	to a tectonic hazard vary between two areas of contrasting
	Describe how management can reduce the effects of a tectonic bazard	Primary and secondary effects of a tectonic bazard	levels of wealth. How monitoring, prediction, protection and planning cap
	Identify the conditions required for the	Immediate and long-term responses to a	reduce the risks from a tectonic hazard.
	development of Tropical storms (hurricanes,	tectonic hazard.	Thorough understanding of the General atmospheric
	cyclones, typhoons). Describe the causes of tropical storms and	Reasons why people continue to live in areas at risk from a tectonic bazard	circulation model: pressure belts and surface winds.
	the sequence of their formation and		frequency and intensity of tropical storms.
	development.		Analyse possible causes of climate change:

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
	Describe the natural and human factors of	Explain how Global atmospheric	 natural factors – orbital changes, volcanic activity and solar
	climate change.	circulation helps to determine patterns of weather and climate	Output Evaluate management strategies of climate change:
	climate change on people and the	Explain the Global distribution of tropical	adaptation – change in agricultural systems managing water
	environment.	storms (hurricanes, cyclones, typhoons).	supply, reducing risk from rising sea levels, in comparison to
	Describe how managing climate change	Gain a thorough understanding of the	mitigation strategies.
	involves both mitigation (reducing causes)	relationship between tropical storms and	
	and adaptation (responding to change).	general atmospheric circulation.	Physical Landscapes: Develop deepened knowledge and
		Explain evidence for climate change from	LIK to identify its major landforms of erosion and denosition
	Physical Landscapes:	the beginning of the Quaternary period to	Develop deepened knowledge and understanding of an
	landscapes.	Explain the possible causes of climate	example of a coastal management scheme in the UK to show:
	Gain an overview of the location of major	change:	• the reasons for management • the management strategy •
	upland/ lowland areas and river systems.	 Human factors – use of fossil fuels, 	the resulting effects and conflicts.
	Understand that the coast is shaped by a	agriculture and deforestation.	Glaciation: Give detailed explanations of Glacial processes:
	number of physical processes.	Explain how climate change can be	weathering processes – freeze-thaw
	Describe Wave types and characteristics.	managed:	movement and transportation – rotational slip and
	weathering processes – mechanical	 Initigation – alternative energy production carbon capture planting 	bulldozing
	chemical	trees, international agreements.	 Deposition – why glaciers deposit sediment.
	 mass movement – sliding, slumping and 		Explain demonstrating a thorough understanding of how
	rock falls	Physical Landscapes:	distinctive glacial landforms were created and know an
	 erosion – hydraulic power, abrasion and 	Explain how geological structure and rock	example of a UK upland area affected by glaciation.
	attrition	type influence coastal forms. Describe	explain an overview of economic activities in glaciated upland
	 transportation – longshore drift Donosition – why sodiment is denosited in 	characteristics and formation of	glaciated upland area in the UK used for tourism and analyse
	• Deposition – why sediment is deposited in coastal areas	landforms resulting from erosion –	the impacts this may have. Evaluate strategies used to
	Understand that distinctive coastal	nlatforms caves arches and stacks	manage tourism.
	landforms are the result of rock type,	Describe characteristics and formation of	
	structure and physical processes. Describe	landforms resulting from deposition –	Physical Enquiry: Pupils analyse the suitability of questions for
	how different management strategies can	beaches, sand dunes, spits and bars.	geographical enquiry. Pupils show a thorough understanding of how to select
	be used to protect coastlines from the	Explain the costs and benefits of the	measure and record data appropriate to the chosen enquiry.
	effects of physical processes.	following management strategies: • hard	Analyse differences between primary and secondary data.
	Glaciation: Describe Glacial processes:	gabions and grownes • soft engineering –	Selection of appropriate physical and human data, being able
	 weathering processes – freeze-thaw 	beach nourishment and reprofiling, dune	to analyse its level of suitability. Accurately measure and
	 erosion – abrasion and plucking 	regeneration • managed retreat – coastal	record data using different sampling methods, justifying the
	 movement and transportation – rotational 	realignment.	selected method.
	 Slip and buildozing Doposition – why glacions doposit 	Glaciation: Explain Glacial processes:	fieldwork data, being able to evaluate how appropriate
	sediment.	erosion – abrasion and plucking	presentation techniques are for different data sets.
	Understand how distinctive glacial	• movement and transportation –	Analyse patterns identified in fieldwork data
	landforms were created and know an	rotational slip and bulldozing	Reach suitable conclusions, and evaluate the successes and
	example of a UK upland area affected by	 Deposition – why glaciers deposit 	limitations of the enquiry.
	glaciation.	sediment.	
	Gain an overview of economic activities in	Explain how distinctive glacial landforms	Urban Issues: Develop a deepened understanding of a case
	these can bring. Know an example of a	UK unland area affected by glaciation	study of a major city in an LIC or NEE to illustrate:
	glaciated upland area in the UK used for	Describe an overview of economic	 the location and importance of the city, regionally,
	tourism and the impacts this may have.	activities in glaciated upland areas and	nationally and internationally • causes of growth: natural
		the conflicts these can bring. Know an	increase and migration
		example of a glaciated upland area in the	 now urban growth has created opportunities: social: access to services – health and education: access to
	Physical Enquiry: Pupils can identify a suitable guestion for geographical enquiry	UK used for tourism and explain the	resources – water supply, energy
	Pupils understand how to select, measure	impacts this may have. Explain strategies	• economic: how urban industrial areas can be a stimulus for
	and record data appropriate to the chosen	used to manage tourism.	economic development
	enquiry.	Physical Enquiry: Pupils identify a key	
	Identify differences between primary and	question and explain why it is a suitable	Develop a deepened understanding of an example of how
	secondary data.	question for geographical enquiry.	urban planning is improving the quality of life for the urban
	Identification and selection of appropriate	Pupils show a good understanding of how	poor – be able to analyse the effectiveness of drban planning.
	physical and numan data. Begin to measure and record data using	to select, measure and record data	The Changing Economic World: Make complexed links
	different sampling method	Explain differences between primary and	between stages of the Demographic Transition Model and the
	Begin to select appropriate ways of	secondary data.	level of development. Analyse causes of uneven
	processing and presenting fieldwork data.	Selection of appropriate physical and	development: physical, economic and historical. Evaluate the
	Describe fieldwork data	human data, being able to explain why	consequences of uneven development: disparities in wealth
	Reach conclusions.	this is appropriate.	Demonstrate a deepened understanding of an example of
	Irban Issues: Know a growing percentage of	weasure and record data using different	how the growth of tourism in an LIC or NEE helps to reduce
	the world's population lives in urban areas.	Select appropriate ways of processing and	the development gap.
	Understand the global pattern of urban	presenting fieldwork data.	Demonstrate a deepened understanding of a case study of
	change.	Explain patterns identified in fieldwork	one LIC or NEE to illustrate the role of transnational
	Describe Urban trends in different parts of	data	Advantages and disadvantages of TNC(s) to the host country
	the world including HICs and LICs.	Reach suitable conclusions.	the changing political and trading relationships with the wider
			world • international aid: types of aid, impacts of aid on the

Group (Middle Ability Cod Pains) (Higher Ability Cod Pains) (Higher Ability Cod Pains) Understand uban growth craites International and a sub-sector factors affecting bar and or barasus beech factor factors affecting bar and or barasus beech factor factors affecting bar and an analysis of economic development of resources and transport. International factor sub-sectors bar and craiter of the comb-scale development on bar and or bar and craiter of the comb-scale development on management of resources and transport. International factor sub-scale development on bar and or bar and the sector of the comb-scale development on management of resources and transport. International factor sub-scale development on management of resources and transport. • a vactar and energy constrained of the comb-scale bar scale and energy constrained of the comb-scale development and scale developm	Year	Basic	Clear	Detailed
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 LL and NELS. Lu and Transport. Describe fortures of sustainable utan living: - water and energy conservation - water and water andenenergy conservation -		opportunities and challenges for cities in	the rate of urbanisation – migration	development • the effects of economic development on
11 Geographical application/English Control Mathematical Mathematical Action and Importance Importan		LICs and NEEs.	(push–pull theory), natural increase.	quality of life for the population.
 Describe fratures of sublandble urban linking: water and energy conservation water and energy conservation water rand energy conservation water random rando		management of resources and transport	emergence of megacities	and the strategies used in an attempt to resolve regional
 ining: ining:		Describe features of sustainable urban	Develop knowledge of case study of a	differences.
 - water and energy conservation - water excluding - water excluding - insour ubma growth has created - insour ubma growth has created - managing growth - duns, statistic congestion. - The Changing Scioneni. Work of Londona - managing environmental sciences - providing Galan water, aniantion sciences - providing Galan water, aniantion sciences - providing Galan water, aniantion sciences - encluding unengluopment and custify of file. - Understand different ways of classifying - Changing Scioneni. Work of accounts of the file water sciences and basers pollution. - The Changing Scioneni. Work of accounts of the strategies and energy of the strategies used to managing changes in the sciences on a sciences or safe water. - The Changing Scioneni. Work of accounts of the strategies used to managing changes in the science of managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the strategies used to managing changes in the science of the science of		living:	major city in an LIC or NEE to illustrate:	Have a deepened understanding of the place of the UK in the
 • waste regoling • waste regoling • creating for many parts • treating for many parts 		 water and energy conservation 	 how urban growth has created 	wider world. Make complex links through trade, culture,
		 waste recycling 	challenges:	transport, and electronic communication. Evaluate economic
Describe how urban transport strategies are used to reduce traffic congestion. soutter setticements providing development of providing development of according to their level conomic development and quality of life. Conception and public of life. Conception		 creating green space. 	 managing urban growth – slums, 	and political links: the European Union (EU) and
1.1 		Describe how urban transport strategies are	squatter settlements	Commonwealth.
The Charging Economic Work! Understand exelorment and quality of Ife. *providing scales to services - health and employment and quality of Ife. Understand different ways of classifying economic development and quality of Ife. *manging exels to services - health and evelopment and quality of Ife. Describe various strategies exist for reducing the jobal development and quality of Ife. *manging exels waste disposition development strategies exist for reducing rapid economic development and importance of the Cuarty, regionally and globally Describe major changes in the economy of the UL have affected, and wilcontinue to affect, plopment patterns and regional government policies The Changing Economic Mordi: Unexplore development patterns and regional and water, Human Development Index (H0). Describe the impacts of inductry on the physical environment. Know a case study development patterns and regional more environmental studies and water policies of the economy of the UL have affected, and wilcontinue to affect, plopment patterns and regional more environmental waster (Human Development Index (H0). Describe the impacts of inductry on the physical environment. Know a case study economic development to more environmental waster (Human Development Tapic) describe the impacts of inductry on more environmental waster (Human Development Tapic) development inductrial development capic industrial scale between different sectors of the economy, two an example of how moder industrial development capic industrial economy, development more environmental waster (Human Development Tapic) development in cost and the waster. In addition, pupils will: In addition, pupils will: 11 Geographical application/Frequiry: Identif a subable questories for geographical environ industrial economy,		used to reduce traffic congestion.	providing clean water, sanitation	
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development and quality of life. • educing unemployment and crime understand different ways of dassifying • educing unemployment and crime genomic development and quality of life. • educing unemployment and crime understand that some LUS and NESs are experiencing rapid conomic development. • educing unemployment and crime (NII) perine in grant document data could understand that some LUS and NESs are experiencing rapid conomic development. • educing unemployment and crime (NII) perine in grant data could in generation and genomic data could in the some of the country. regionally and globally • educing unemployment and crime (NII) Describe the impacts of inductry on the global development transe. • educing unemployment and crime (NII) Describe the impacts of inductry on the global development transe. • educing unemployment and crime (NII) Describe the impacts of inductry on the global development transe. • educing unemployment and crimes in direct (NII) Describe the impacts of inductry on the global development transe. • educing unemployment transe. physical environment. Know are sampled how more environmental subset. • educing unemployment transe. how more environmentally sustainable. • educing unemployment transe. • educing unemployment transe. the country regional data global development transe. • educing unemployment transe. • educing unemployment transe. </th <th></th> <th>there are global variations in economic</th> <th>education</th> <th></th>		there are global variations in economic	education	
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Reach conclusions. Analyse and explain fieldwork data.		Reach conclusions.	Analyse and explain fieldwork data.	
Describe and provide justifications of data			Describe and provide justifications of data	
Revision of content: recall case studies, collection methods.		Revision of content: recall case studies,	collection methods.	
describe key processes, causes, effects and build graphical and cartegraphic		retrieval of subject content, identify and	Gain an appreciation that a range of	
responses. Identify key concepts. methods is available.		responses. Identify key concepts.	methods is available.	

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
		Select and use appropriate presentation methods accurately. Describe, analyse and explain the results of fieldwork data. Draw evidenced conclusions in relation to original aims of the enquiry. Identify problems of data collection methods.	
		Revision of content: recall detailed knowledge relating to case studies, retrieval of detailed subject content, explain key processes, causes, effects and responses. Explain key concepts.	

GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Geography we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect, and understanding through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Seating to allow inclusion
- Differentiation activities to stretch and support in all lessons
- Resources are accessible yet challenging
- Displays and visual learning tools are used where necessary
- Where appropriate support from additional adults is planned to scaffold students learning
- Group work and discussion
- Clear teacher/student communication
- Feedback that allows students to make progress, whether written or verbal
- Independent study/homework.
- Intervention when required

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Geography, we;

- Provide access to cultural capital with place and locational knowledge, using imagery, fieldwork opportunities and GIS.
- work to identify barriers, interests and what might help each pupil make the next steps in learning using lead practitioner research and actions to support.
- provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and seating, in addition to revision lessons and intervention outside school hours.
- use strategies best suited to addressing individual needs
- Ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time through the use of Teams
- Provide students with revision materials to reduce financial burden on families

How do we make sure that our curriculum is implemented effectively?

- The Head of the Humanities faculty is responsible for designing the Geography curriculum and monitoring implementation.
- Monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- Assessments are designed thoughtfully to assess student progress towards curriculum end points, long term knowledge retrieval and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

We have staff who mark for exam boards and provide vital CPD to the rest of the department to ensure reliability of data. We also work closely with examination team leaders across trust to valid.

Gap analysis spreadsheets are used to identify areas of development for students at KS4 to identify areas of weakness.

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation
- Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings
- Lesson observations
- Learning walks for KS3 and KS4 based upon departmental priorities
- Work sample for each year group cross referenced against milestone assessment end points
- Regular feedback from teaching staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback
- Weekly assessment and feedback using a variety of methods including peer and self-assessment, whole class feedback, teacher assessed feedback and exit tickets.
- Regular teacher analysis of classes to identify gaps.
- Half termly reports.