

Teign School Geography curriculum intent

National curriculum statement

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should learn about:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **(L1)**

Place knowledge

- understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia **(PL1)**

Human and physical geography

understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts **(P1)**
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources **(H1)**
- understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems **(E1)**

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field **(GS1)**
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs **(GS2)**
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data **(GS3)**
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information **(GS4)**

AQA Statement

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Eduqas A level Geography

The focus of the specification is to develop an enthusiasm for and competence in geography by using contemporary real-world contexts, from a range of specified spatial scales, and through engagement with and practical application of geographical skills and techniques in the field. The specification draws on both physical and human geography, explores people-environment interactions and encourages development of fieldwork at the local level to enable learners to pose enquiry questions.

Departmental Statement

Intent of curriculum

Our intent for the curriculum is to underline and promote the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society and economy. Key stage 3 Geography at Teign School is a springboard not just towards further study at GCSE and A level but also to aid our pupils in their journey to becoming well-rounded adults who can contribute positively in their local and global community. Knowledge, application and skills are at the core of our 21st century curriculum. We will support the pupils to develop the essential

employability, enterprise & transferable skills in information technology and data/resource analysis and interpretation through the curriculum content and how it is taught and delivered.

Our curriculum will both reflect and learn from the location of our school and community and also help to enhance our pupil's cultural capital through the extensive range of topics and themes it will cover. We will also tackle difficult issues which will give the pupils the opportunity to discuss and debate social, moral, cultural and spiritual questions.