

Geography Phase One Curriculum

Curriculum Intent:

Students at Trinity Academy St Edward’s develop their ability to be effective geographical enquirers and continue to develop sound **locational knowledge** and place knowledge. They learn about what makes the local area unique and can effectively **compare locations** within the locality and beyond using an extensive base of geographical knowledge and vocabulary. Including key navigational skills, compass skills, enquiry skills and atlas skills. At Trinity Academy St Edward’s through geographical enquiry questions, we aim to create a sense of **discovery, awe and wonder** for the world. Alongside this, through exploration of climate, ecosystems and physical Geography students develop **responsibility for the world we live in.**

Year 7

Overview:

During Phase One students will learn about the UK, as well as countries far and wide, rich and poor and then be able to make links and comparisons between contrasting places. The geography curriculum allows students an opportunity to reflect on the current challenges facing the world that we live in and our responsibilities as a global citizens. The Geography Phase One Curriculum is in line with national curriculum and gives students every opportunity to demonstrate critical thinking and reasoning skills that they can take forward into future learning experiences.

Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What do Geographers do?	Glaciers in the UK	UK and Global Ecosystems	The Sahel: West Africa	Natural Hazards	Weather and Climate
Students develop their sense of place using OS Map work, knowledge of continents and oceans. Through the case study of Barnsley	An introduction to the UK’s Physical Geography and UK Geology. Students will also receive an introduction to Glacial	Introduction to ecosystems Including the UK Ecosystems and Global Ecosystem. Students	Location of Africa is explored alongside ecosystems of Africa Geography. Human Geography of Africa and the Sahel Region.	Students will explore hazards, tectonic theory and plate boundaries. They will also examine different types of volcanoes by comparing	Students explore the difference between weather and climate. With a focus on climate and weather

students also learn, how a place can change and different landscapes: Rural and Urban	Landscapes and Glacial Landforms. As well as human uses of glacial landscapes	will also analyse Tropical Rainforests and adaptations to the rainforest, as well as Deforestation and protecting Tropical Rainforests	Students will also explore desertification.	volcanic eruptions. Earthquakes and measuring and protecting against natural hazards	in the UK (Rain and Snow). Creating a research project <ul style="list-style-type: none"> - Methodology - Presenting data - Drawing conclusion
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Year 8

Overview:

In Year 8 students apply their understanding of key geographical skills and processes to more case studies. Students will make connections and comparisons between places and apply skills connected to both human and physical geography. A continuous focus is on the concept of sustainability and how students can make a positive impact as global citizens.

Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Middle East – Extreme Environment	Russia – Extreme Environment	Hydrology in the UK	Coasts in the UK	Urban Areas in the UK	****

<p>The Middle East topic is a place-based study on the adaptations of the human population to the climates and ecosystems. During this topic pupils will look at the primary resource of oil and why it is important for the Middle East. In addition, students will examine how areas in the Middle East are adapting to other economic opportunities.</p>	<p>This topic on Russia focuses on the Asian side of Russia as it is one of the most underpopulated areas globally. We look at the reasons why it is under populated and how the environment contributes to the underpopulation.</p>	<p>Hydrology in the UK follows on from the previous topics on glaciers in the UK and the weather and climate of the UK. We will use the River Calder as a local an example of a river landform. Pupils will use their understanding of rain and build upon this into the water cycle and the movement of water through a system. We also examine flooding and how to stop it.</p>	<p>This topic again looks at the geology of the UK and it revisits the different erosional and depositional processes which occur on a river. This topic builds pupil knowledge of the different methods humans can use to protect themselves against erosion using examples from the Yorkshire Coast.</p>	<p>Within the topic we look at the variety of urban areas (settlements) in the UK and how they have changed over time. We look at the decline of the secondary industries and the rise of the tertiary jobs. In addition, we look at are people moving into or out of cities in the UK.</p>	<p>Mumbai is an excellent example of an urban area which has undergone change and it presents excellent contrasts to UK urban areas. This topic builds upon the idea of economic inequality which started in Year 7 and the region of the Sahel. Here we examine the issues associated with slums and how living conditions could be improved through the use of challenges and opportunities.</p>
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Who to contact about Phase One Geography:

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