

# Geography Phase One Curriculum 2023-24



## 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.**

## 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 citizen. 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.

## Year 7

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>What skills does a Geographer need?</b>	<b>How have glaciers shaped the North?</b>	<b>What are the biggest threats to global ecosystems?</b>	<b>Why do we have misconceptions of Africa in the West?</b>	<b>What threat do natural hazards pose to humans?</b>	<b>Why does the UK have a temperate climate?</b>
Students develop their sense of place using OS Map work, knowledge of continents and oceans. Through the case study of Barnsley students also learn, how a place can	An introduction to the UK’s Physical Geography and UK Geology. Students will also receive an introduction to Glacial Landscapes and Glacial Landforms. As well as	Introduction to ecosystems  Including the UK Ecosystems and Global Ecosystem. Students will also analyse Tropical Rainforests and adaptations to the	Location of Africa is explored alongside ecosystems of Africa Geography. Human Geography of Africa and the Sahel Region. Students will also explore desertification.	Students will explore hazards, tectonic theory and plate boundaries. They will also examine different types of volcanoes by comparing volcanic eruptions. Earthquakes and	Students explore the difference between weather and climate. With a focus on climate and weather in the UK (Rain and Snow).

change and different landscapes: Rural and Urban	human uses of glacial landscapes	rainforest, as well as Deforestation and protecting Tropical Rainforests		measuring and protecting against natural hazards	Creating a research project <ul style="list-style-type: none"> <li>- Methodology</li> <li>- Presenting data</li> <li>- Drawing conclusion</li> </ul>
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## Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Is the Middle East inhabitable?</b>	<b>What challenges does Russia face?</b>	<b>How do rivers shape the land?</b>	<b>What is threatening the coasts of the UK?</b>	<b>How urban is our future?</b>	<b>What challenges does Mumbai face?</b>
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.	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.	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	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.	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.	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

		examine flooding and how to stop it.			use of challenges and opportunities.
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## Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Climate change or climate crisis?</b>	<b>How sustainable is the UK's energy?</b>	<b>Is Asia's demography a blessing or a curse?</b>	<b>Is our weather becoming more extreme?</b>	<b>Can the UK become carbon neutral by 2030?</b>	<b>Globalisation</b>
Students will be answering big questions about the issues facing the climate and how their role as global citizens can make a difference	In this topic students will compare energy sources used in the UK including biofuels, solar and wind energy and fossil fuels	Students will analyse the demography of Asia considering the challenges and benefits. They will explore responses to population issues implemented on a national level.	Linking to Term 1's topic students will look at how the weather in the UK and globally is changing and how far connected to climate change this is.	Students will complete case studies of areas such as Costa Rica which have reached carbon negative or neutral status and examine how far the UK has to go in order to achieve the goal of carbon neutral by 2030	Students will explore globalisation and the challenges as there is more wealth in developing countries, but the gap between the world's poorest countries and the world's richest is widening.

### Who to contact about Phase One:

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