

<p><b>CURRICULUM PROGRESSION PATHWAYS</b>  <b>SUBJECT: GEOGRAPHY</b>  <b>HOD: Mr C Marsh</b>  <b>2020/21</b></p>	<p><b>Quality of Education:</b> Curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and leads towards a clearly defined end points. In Geography, we aim to deliver a curriculum that will enable learners to think locally as well as globally in order to better understand the changing world around them as adults. Understanding today's global issues, from climate change to migration, requires both a strong sense of location and an understanding of change over time. We strongly believe gaining an academic knowledge of the myriad sub-disciplines that form Geography will equip our learners to better navigate their adult worlds.</p> <p><b>Vision:</b> The Humanities department at Ormiston Six Villages Academy is responsible for teaching our students Geography, History and Religious Studies. Our vision is to create students who are enthused and engaged by the Humanities subjects, who find themselves wanting to know more. We aim for all students to think critically about the world around them and the world that came before them.</p>
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<u>KS3</u>			<u>KS4 GCSE</u>		<u>FE Careers</u>
<p><b>Yr7</b>  <b>Knowledge:</b>  <b>Autumn 1:</b> What is a Geographer? Litter fieldwork (investigate your locality)  <b>Autumn 2:</b> Is the Earth running out of natural resources?  <b>Spring 1:</b> What is an economy?  <b>Spring 2:</b> What is weather and climate?  <b>Summer 1:</b> Is the Geography of Russia a curse or benefit?  <b>Summer 2:</b> Russia case study; Field work skills</p> <p><b>Skills:</b> Students will develop and be assessed on the following:</p> <ul style="list-style-type: none"> <li>● Knowledge of locations, places and environments</li> <li>● Explaining processes</li> <li>● Assessing inter-relationships</li> <li>● Interpreting geographical information</li> <li>● Investigating</li> <li>● Evaluating physical events and human activity</li> </ul>	<p><b>Yr8</b>  <b>Knowledge:</b>  <b>Autumn 1:</b> Why are rivers important?  <b>Autumn 2:</b> What is development?  <b>Spring 1:</b> How are populations changing (urbanisation)?  <b>Spring 2:</b> what happens when land meets the sea?  <b>Summer 1:</b> How is Asia being transformed?  <b>Summer 2:</b> Asia case study; field work skills</p> <p><b>Skills:</b> Students will develop and be assessed on the following:</p> <ul style="list-style-type: none"> <li>● Knowledge of locations, places and environments</li> <li>● Explaining processes</li> <li>● Assessing inter-relationships</li> <li>● Interpreting geographical information</li> <li>● Investigating</li> <li>● Evaluating physical events and human activity</li> </ul>	<p><b>Yr9</b>  <b>Knowledge:</b>  <b>Autumn 1:</b> Can we ever know enough about Earthquakes?  <b>Autumn 2:</b> What are the challenges and opportunities facing Africa?  <b>Spring 1:</b> How does ice change the world?  <b>Spring 2:</b> Why is the Middle East an important world region? (SEEP)  <b>Summer 1:</b> Climate change and Earths' future</p> <p><b>Skills:</b> Students will develop and be assessed on the following:</p> <ul style="list-style-type: none"> <li>● Knowledge of locations, places and environments</li> <li>● Explaining processes</li> <li>● Assessing inter-relationships</li> <li>● Interpreting geographical information</li> <li>● Investigating</li> <li>● Evaluating physical events and human activity</li> </ul>	<p><b>Y10</b>  <b>Autumn 1:</b> The Living World  <b>Autumn 2:</b> Urban Challenges  <b>Spring 1:</b> Physical Landscapes in the UK - Rivers  <b>Spring 2:</b> The Challenges of Resource Management  <b>Summer 1:</b> Physical Landscapes in the UK - Coasts  <b>Summer 2:</b> Geographical Investigation - Physical world Fieldwork</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>- Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>	<p><b>Y11</b>  <b>Autumn 1:</b> The Challenge of Natural Hazards - Weather; Tectonics  <b>Autumn 2:</b> The Changing Economic World - Development in Low income Countries; Urban Fieldwork  <b>Spring 1:</b> The Changing Economic World - economic change in the UK  <b>Spring 2:</b> Pre-release case study  <b>Summer:</b> Revision for May exams</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>- Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> <li>- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>	<p><b>SKILLS:</b> Our Geography course allows students to develop interpretative, investigative and evaluation skills using a wide range of information and data.</p> <p><b>COURSE PROGRESSION</b>  A-Level Geography; Some colleges offer a language as part of Leisure and Tourism or Business courses.</p> <p><b>Careers include:</b> Town and transport planning; chartered Surveying, land and water management, sustainability, environmental projects, tourism, conservation, housing and social welfare, map making, tour guide, volcanologist, marine researcher, explorer.</p>