



# Core Concepts Geography

Curriculum Themes (these can be disciplinary/procedural or substantive/declarative)	Core concepts - How the theme is developed through the curriculum?						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Substantive: Physical Geography</b>	In Year 7 students are introduced to the different physical processes such as rainfall formation, the water cycle, climate change, population change and location of places. Students will be able to <b>describe</b> these processes and <b>explain how they work</b>	In Year 8 the physical processes develop and they begin to look at Hot Deserts, Tectonics and Rivers. Students will <b>identify and will be able to describe and explain in detail</b> the different processes. They will begin to <b>explain the impacts of the processes on people and the environment</b> .	By Year 9 students are developing their knowledge of physical geography. They will investigate Extreme Weather, Glacial landscapes and Coasts. Students can <b>explain in detail</b> the processes of coastal and glacial landscapes using their previous knowledge. They can <b>identify and classify</b> types of extreme weather and <b>explain</b> the formation of tornadoes. They are able to <b>describe differences</b> with the processes and also make <b>clear connections between people and the environment</b> .	By the time students choose their GCSEs they will have detailed knowledge and clear understanding of the different processes within Physical Geography. From the Year 8 rivers and Year 9 coasts units, students will use the processes they learnt to answer questions on Coastal Landscapes and River Landscapes. They will be able to <b>describe and explain clearly and effectively</b> . They will make <b>clear links between the different processes and the environment and will be able to clearly explain the impacts of the processes on people and the environment</b>	In Year 11, students begin The Challenge of Natural Hazards which draws on their understanding of Year 9 Tectonics but also Year 7 Weather and Climate and Year 9 Global Extreme Weather. It looks at Climate Change which was investigated in Year 7. They will be able to <b>describe and explain clearly and effectively</b> . They will make <b>clear links between the different processes and the environment and will be able to clearly explain the impacts of the processes on people and the environment</b>	Year 12 use Year 10 and 11 content and develop their understanding of Coasts, Rivers, The Water Cycle, and will be able to <b>describe and explain them clearly and effectively using correct terminology</b> . They will be able to <b>assess the impacts on people and the environment</b> .	Year 13 use their knowledge from GCSE to develop their understanding of Ecosystems and will be able to describe and explain them clearly and effectively using correct terminology. They will be able to <b>describe and explain them clearly and effectively using correct terminology</b> . They will be able to <b>assess the impacts on people and the environment</b> .
<b>Substantive: Human Geography</b>	In Year 7 students are introduced to the different human concepts such as population change and location of places. Students will be able to <b>describe</b> these concepts and <b>explain how they work</b>	In Year 8 the human concepts develop and they begin to look at Urban Geography and country studies. Students will <b>identify and will be able to describe and explain in detail</b> the different concepts. They will begin to <b>explain the impacts of the concepts on people and the environment</b> .	By Year 9 students are developing their knowledge of human geography. They will investigate Global Issues and the Middle East. Students can <b>explain in detail</b> the concepts using their previous knowledge. They can <b>identify and classify</b> different global issues and <b>explain</b> their impact. They are able to <b>describe differences</b> with the concepts and also make <b>clear connections between people and the environment</b> .	By the time students choose their GCSEs they will have detailed knowledge and clear understanding of the different human concepts. Students will use their knowledge on Urban Geography to be able to complete the unit of Urban Issues and Challenges. Students study the Changing Economic World which draws on their prior learning about the UK Economy and the Population of the UK. They will be able to <b>describe and explain clearly and effectively</b> . They will make <b>clear links between the different concepts and the environment and will be able to clearly explain the impacts of the concepts on people and the environment</b>	In Year 11, students begin The Challenge of Resource Management which draws on their understanding from Year 7 with Population and the UK Economy. They will be able to <b>describe and explain clearly and effectively</b> . They will make <b>clear links between the different concepts and the environment and will be able to clearly explain the impacts of the concepts on people and the environment</b>	Year 12 use Year 10 and 11 content and develop their understanding of Urban environments and Changing Places and will be able to <b>describe and explain them clearly and effectively using correct terminology</b> . They will be able to <b>assess the impacts on people and the environment</b> .	Year 13 use their knowledge from GCSE to develop their understanding of Global Issues, Globalisation and will be able to describe and explain them clearly and effectively using correct terminology. They will be able to <b>describe and explain them clearly and effectively using correct terminology</b> . They will be able to <b>assess the impacts on people and the environment</b> .



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<p><b>Substantive: Place</b></p>	<p>In Year 7 students can describe places at a local and regional scale. They can give <b>clear links</b> between people and place and <b>explain</b> how people influence different places. They begin to look at the UK and then Antarctica and are able to <b>identify</b> how the physical environment affects them.</p>	<p>As students enter into Year 8 we build on <b>local and regional</b> knowledge and they investigate the place of Africa looking at different specific countries and also the importance of it as a region. They can <b>describe and explain similarities and differences</b> of places and begin to <b>compare places</b>. They can <b>describe the location of different places and in detail</b>.</p>	<p>By the time students enter Year 9 they begin to investigate more global areas such as the Middle East and the global impacts of people in different areas. They can <b>describe in detail</b> the location of different places and <b>compare</b> them with other places. They are able to <b>explain how a place changes over time and make links between different places and understand how they change</b>.</p>	<p>As they enter GCSE Geography, students will have studied a number of different places that will be applied to their understanding of the Living World and The Changing Economic World. They will use their knowledge from Deserts in Year 8 to discuss the issues within the Mojave Desert and the issues within the Tropical Rainforest. They will be able to use their prior knowledge of Africa at KS3 to study the issues and the environment of Africa. They are able to <b>explain in detail how a place changes over time and be able to explain the impact those changes have on an area as a whole</b></p>	<p>Going in to Year 11, students will study The Challenge of Natural Hazards which will enable them to draw on the knowledge of climate change in Antarctica and Africa. <b>They are able to explain in detail how a place changes over time and be able to explain the impact those changes have on an area as a whole</b></p>	<p>Throughout Year 12 students develop their understanding of places and study the Amazon, Antarctica, Africa, Middle East, London, Mumbai and UK ecosystems. They are able to <b>describe, explain and analyse the impacts of the changes of these places have on people and the environment</b></p>	<p>Year 13 revise their place studies from Year 12. they are able to <b>describe, explain and analyse the impacts of the changes of these places have on people and the environment</b></p>
<p><b>Disciplinary: Geographical Skills</b></p>	<p>Students are introduced to <b>basic geographical skills such as Atlas and OS Map skills</b>. They will <b>begin to use numerical data</b> and look at and draw <b>basic tables and graphs</b>. By the end of the year they will begin to <b>identify choropleth maps and climate graphs</b></p>	<p>As students move into Year 8 they are recapping the skills from Year 7 but are also introduced to more advanced geographical skills such as <b>sketching diagrams and constructing different types of maps and graphs</b>. They will use <b>numerical data in more detail</b> and will <b>start to use figures</b> in their work and begin to <b>annotate and analyse</b> them.</p>	<p>As students move into Year 9 they are recapping the skills from Year 7 and 8 but are also introduced to more GCSE skills such as <b>dispersion graphs and proportional circle maps</b>. They will <b>interpret and analyse numerical data</b> in more detail and confidently <b>use figures</b> in their work and to <b>annotate and analyse</b> them in more detail</p>	<p>In Year 10 and 11 students will be able to <b>apply their geographical skills</b> learnt at Key Stage 3 to exam questions. They will consolidate their understanding by <b>drawing and interpreting choropleth maps and dispersion graphs, analysing climate graphs and geographical models, using photos and sources to explain and assess</b>. They will calculate the interquartile range and the mean, median and mode</p>	<p>In Year 11 students will carry out <b>fieldwork skills in the form of fieldwork to Hornsea and Leeds</b>. They will be out in the field and carry out surveys and data collection in the form of groyne measurements. They will then use their skills from Key Stage 3 to <b>present data in the form of maps and graphs and also analyse this effectively and efficiently</b>.</p>	<p>Students in Year 12 use their GCSE skills and develop them to <b>analyse specific maps and graphs</b> in order to answer a 6 mark question. They develop their fieldwork skills and their independence skills by planning and investigating their NEA. This incorporates <b>presenting, analysing and concluding their findings drawing on their skills throughout KS3 and KS4 and in Year 12</b></p>	<p>Students in Year 13 use their skills developed in Year 12 to complete their A level exams. They <b>analyse specific maps and graphs</b> in order to answer a 6 mark question.</p>
<p><b>Disciplinary: Geographical Terminology</b></p>	<p>Students use <b>geographical terms</b> in their writing</p>	<p>Students use geographical terms in their writing with <b>some accuracy</b></p>	<p>Students use more <b>advanced geographical terms</b> and are applying them correctly</p>	<p>Students <b>confidently use appropriate geographical terminology</b> in writing</p>	<p>Students <b>confidently use a range of appropriate geographical terminology</b> in writing</p>	<p>Students <b>confidently use a range of appropriate geographical terminology</b> in writing and develop more advanced writing skills</p>	<p>Students <b>confidently use a range of appropriate geographical terminology</b> in writing and develop more advanced writing skills</p>