Hope SENTAMU LEARNING TRUST

GEORGE PINDAR SCHOOL

Curriculum Progression Pathway for Geography

Subject Intent (vision):

The study of Geography at George Pindar School aims to **take pupils beyond** and **build upon their own experience** to **foster a sense of *wonder* and *fascination* for their world.** The study of geography helps pupils **make sense of a complex and dynamically changing world.** It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, **from the personal to the global.**

The spectrum of development (between and within countries) underpins the curriculum as salient "core" content with synoptic links running throughout all topics. This is to **address any misconceptions** pupils may hold about **their place in the world** and about people's lives (in the United Kingdom and across the world). Geography at GPS aims to equip pupils with the knowledge and skills to accurately relate and compare the economic development and quality of life within the UK / Scarborough to other countries / places. This s*patial / relational thinking* will help pupils **appreciate the different perspectives and standpoints of stakeholders towards contemporary global challenges.** In broadening pupils' knowledge of the world, fostering a sense of place and developing their empathy, values and perspectives Geography contributes towards the school and Trust's aims of developing pupils as *thoughtful, responsible, informed members of the local, national and international community*.

Geography embeds the values of global citizenship and responsibilities by teaching a holistic view of contemporary world challenges, at a **range of scales** and from a **range of perspectives.** The intrinsic value of nature, the equity rights of shared natural resources and an appreciation of how human activity is affected by and relies on the functioning of natural systems, fosters pupils' awareness of their wider ***responsibilities*** and the ***impacts of their choices***, as ***global citizens***. The spectrum of development, at a range of scales, alongside considerations of **sustainability** underpins the range of conflicting interests / perspectives and possible futures, from which pupil's need to make judgements and justify their decisions (***empathy –*** aligned with Pindar values).

Geography is directly relevant to pupils' lives and the world of work in preparing pupils to live in a diverse and dynamic global community. As a multi-disciplinary subject geography prepares pupils for **further education** and the **world of work** with a variety of procedural skills (such as interpreting and analysing spatial relationships on digital mapping) or disciplinary knowledge in terms of questioning, analysing and validating and justifying conclusions / decisions.

Geography aims to equip pupils with the knowledge and skills to become **critical thinkers** and **decision makers** in order to engage with contemporary world challenges, whilst appreciating the range of perspectives which necessitate a spectrum of alternative futures and solutions.

Why is the study of Geography important?

Learners:
Geography is an inclusive subject as it bridges the social and physical sciences. Cross curricular transferable knowledge and skills enable pupils to build greater schema by building on prior knowledge and experiences gained between other subjects and geography. Geography is equally ambitious as the scope of geography is complex, so the discipline inherently engages stretch and challenge.

Substantive Knowledge:
Geography is "the integrated study of complex relationships between human societies and the physical world. Geographers study place, space and time, recognising the differences and dynamics in cultures, political systems, economies, landscapes and environments across the world, and the links between them".

Geography prepares young people with the knowledge, skills and understanding to make sense of and to contextualise their place in the world and to face the challenges that will shape our societies and environments at the local, national and global scales.' In relation to scale it makes it possible for students to become aware of how their own actions are connected to people and environments in other places.

Fostering their sense of place and contextualising their place in the world.

Skills – procedural and disciplinary - transferrable to the world of work:
Geography develops disciplinary knowledge and procedural skills that are often required in the world of work

Values:
Geography engages in contemporary challenges and issues – such as climate change - at a range of scales and from a range of perspectives. Thought-provoking aspects of geography develop pupils' empathy, values and perspectives encouraging pupils to be responsible citizens and ensuring that they appreciate their role and impact on the world.

What skills will the study of Geography teach you?

Geographical skills (*Procedural knowledge*):

KS3 PoS**:** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf
AQA GCSE https://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Cartographic skills: *Interpreting spatial representations – building to spatial thinking in analysing spatial relationships using a variety of maps at different scales.*

- Globes, atlases and Ordnance Survey maps (associated skills), topographical and thematic mapping
- Interpret aerial and satellite photographs and in association with maps
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data

Graphical skills:

- Interpret, select, construct and extract information from a variety of appropriate graphs and charts

Numerical skills:

- Interpret numerical data in a variety of forms, including relating to maps and fieldwork
- Appreciating levels of accuracy and reliability of data
- Draw informed conclusions from numerical data

Statistical skills:

- Use appropriate measures of central tendency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- Calculate percentage increase or decrease
- Describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- Be able to identify weaknesses in selective statistical presentation of data

Fieldwork (enquiry): 15% of GCSE grade
Procedural knowledge in conducting an enquiry process includes: the suitability of an enquiry question and location of data collection, appropriateness of data selection – sampling and measuring – recording, justifying choice of data presentation techniques, analysing results (including statistical techniques), drawing a justified conclusion and evaluating the enquiry process.

Disciplinary knowledge – *Think like a Geographer - culminates at GCSE with the Issue Evaluation*:

- **Critical thinking –** analysis / evaluation / validity / range of perspectives / alternative futures

- **Relational (synoptic) thinking** to a contemporary geographical issue. This requires students to apply understanding of the inter-relationships between physical and human processes and to interpret, analyse and evaluate the information in an extended piece of writing. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different / conflicting interest groups, from which pupils consider and select a possible option in relation to the issue(s) and justify their decision.

At GCSE - AO3 (35% inc. 10% applied to fieldwork contexts): Application of knowledge and understanding to interpret, analyse, evaluate and discuss geographical information and issues to make judgements (justify).
AO4 (25% inc. 5% fieldwork data contexts): Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Literacy skills:

- communicate geographical information, including through **writing at length**.
- Subject **vocabulary**
- Hierarchy of **command words** for questioning / assessments

What will you know and understand from your study of Geography?

Substantive knowledge sets out the content that is to be learned. The national curriculum and GCSE specifications presents this through 4 interrelated forms:

- locational knowledge
- place knowledge
- human / physical and environmental processes
- geographical skills, including fieldwork (*procedural knowledge*) – as above

Locational and place knowledge:

Deepens pupils' 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. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
At GCSE AO1 (15%): Knowledge of locations – identify / describe places, processes, environments and different scales. Case studies x8: broad in context and require greater breadth and depth of knowledge and understanding. Examples x12: focused on a specific event or situation, smaller in scale and less

degree of content. Place studies go beyond the areas prescribed in the KS3 curriculum for greater depth and breadth of world knowledge.

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.
- 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
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

At GCSE AO2 (25%): Conceptual understanding – explain / outline patterns and processes and the interrelationships between physical and human places, environments and processes.

Optionality selected within Paper 1: Living with the physical environment: Section B: The Living World: hot deserts studied and Section C: Physical Landscapes in the UK: coasts and rivers studied
Optionality selected within Paper 2: Challenges in the human environment: Section C: Resource management: Water studied.

Within KS4 the increasing complexity of the disciplinary knowledge (the ability to comprehend the connections between ideas - synoptic links) is extended to applying and critiquing theories and models to understand / explain complex patterns and processes.

How does your study of Geography support your learning in other subjects?

Generic transferable skills (***procedural knowledge***): strengthening pupils' schemata across other subjects:

- **Literacy** – command words / structuring paragraphs (extended writing) / analytical writing / perspectives and viewpoints / reading and comprehension / SPaG.
- **Humanities** – map skills and common targets for improvement and marking of formative assessments (level marked).
- **Numerical** – data / statistical skills/ graphical skills
- **Science** – fieldwork enquiry methods and processes
- **PE** – map reading for orienteering (direction and distance) – spatial cognition

Transferable (substantive) knowledge - repeated encounters of core concepts:

- **Science** – transferable *substantive* knowledge and vocabulary and *disciplinary* knowledge – critical analysis and validating perceived knowledge / conclusions / dynamic nature of subject knowledge open to "change".
- **History** – transferable knowledge and disciplinary knowledge – critical analysis and validating perceived knowledge
- **RE** – empathy and perspectives (social and moral values; including appreciating nature)
- **Art** – different context of transferrable vocabulary – primary / secondary / tertiary and visualisation of patterns / shading to facilitate map reading.

How can you deepen your understanding of Geography?

Within class:

- **Spiral curriculum:** making links with prior knowledge, between topics (**synoptic – relational thinking**) and future learning
- Learning through relevant **place examples / case studies**.
- **Questioning:** (*think like a Geographer*) - Spatial thinking and disciplinary knowledge (critical thinking) – appreciating the value of the subject matter
- **Cross curricular links:** building schema through applying transferable knowledge and skills in a different context
- **Careers links**: appreciating the relevance of the subject matter to the world of work

Wider cultural capital *(enrichment activities*): - *link to Pindar Values (Proud and aspirational):*

- Local events involving **action groups** – such as surfers against sewage / beach cleans / climate change
- Referencing local examples such as Scarborough's regeneration bid for the Town centre / Scarborough's seaweed farming https://www.seagrown.co.uk/

- Referencing or visits / guest speakers from local role models
- Visits from **organisations** e.g. Anglo American / Rotunda museum / NYM education service
- Linking Geography content to **current affairs** in the **news**.
- British Values Active citizenship with **charitable work** / NGOs
- F**ieldwork** - encounter geographical concepts first-hand and connect learning in classrooms with the complexity of the real world.

How can Geography support your future?

As Geography is multi-disciplined it offers a wide breadth and depth of transferable skills and knowledge, allowing for a variety of further education and career pathways. Geography degree course routes post A levels include:

- Physical Geography (BSc) degrees – generic or specific (e.g. meteorology / hydrology)
- Human Geography (BA) degrees – generic or specific (e.g. vocational – town planning)
- GIS – linked to hazard and risk management for insurance / utility and housing companies
- Environmental Science – pollution / land management (e.g. https://www.askham-bryan.ac.uk/)

Similarly, the disciplinary knowledge of **critical thinking** (analysing / evaluating from a range of perspectives / justifying and validating conclusions and decisions) are highly sought after by most employers. Geographers are well placed to apply this due to a perspective of global challenges from a spectrum of conflicting opinions and alternative futures that require a range of solutions. Such holistic thinking is necessitated by local employers such as GCHQ and Anglo American.

https://www.geography.org.uk/Jobs-and-careers-in-geography

https://www.rgs.org/iamageographer/

Exam board used in Y10 & Y11

AQA GCSE Geography

CURRICULUM PROGRESSION PATHWAY 2022-2023

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	**Where in the World** Developing **disciplinary knowledge** – *think like a Geographer* – conceptualise geographical thinking. Developing **spatial thinking** and **locational knowledge** – map skills using a range of	**Shifting World** (Plate Tectonics) Tectonic **processes** and **landforms**. Links to *global development gap* issues in terms of how and why some countries are more	**Geology World** (Rocks, Weathering & soils) **Formation** and **weathering** of different rock types and soil formation. Development highlights the **economic potential** of contrasting landscapes and the	Paper 1: Living with the physical environment: Section B: The Living World: **Hot Desert Environments** Distribution / components / processes / adaptations. Development opportunities and challenges within the Great Western Desert	Paper 3: Geographical Applications: Section B: **Fieldwork** Enquiry skills of: suitability of enquiry questions and locations, appropriateness of data collection, justifying data presentation

	maps at a hierarchy of spatial scales (local O.S to Global Atlas maps).	vulnerable to tectonic **hazards** and capacity to **reduce** hazard **risk.**	exploitation of resources associated with geology and soils.	(USA). Desertification and mitigation.	techniques, analysing results, drawing a justified conclusion and evaluation.
Autumn 2	**Where in the World** *cont.* **Uneven World** **(**Global Development Gap) The **perspectives** / values related to the **continuum of development** (within and between countries) underpins the KS3 curriculum and *links* to all topics. Development **indicators** / **effects** of uneven development / **causes** of the development gap / **reducing** poverty.	**Glacial World** (Glaciation) **Processes** of glaciation and how **landscapes change** over time. Links to **development opportunities** within glaciated environments and how **climate change** is threatening this economic activity.	**Water World** (Hydrology - rivers) Physical **processes**, landscape **change** over time and the importance of rivers to ***economic activities (development)***. **Flood risk management** in terms of cost-benefit-analysis, from a range of **perspectives** and at a range of scales. Links to **climate change**, **weather hazards**, development (*capacity to cope with flood risk*) and resource security.	Paper 1: Living with the physical environment: Section C: UK physical landscapes: **Coasts** H**uman activity** and **physical processes influencing and changing landscapes**. C**oastal hazard management**: cost-benefit-analysis, *at a range of scales (spatial & temporal -sustainability)* – **hard & soft engineering.**	Paper 2: Challenges in the Human Environment: Section B: **The Changing Economic World - global development continuum:** Assessing the limitations of indicators used to measure aspects of development and the strategies used to reduce the global development gap, at a range of scales and perspectives.
Spring 1	**Uneven World** *cont.* **(**Global Development Gap) **Connected World** (globalisation) How **places** are **connected** physically, socially, economically and politically. The role of **TNCs**, and the **impacts** of globalisation from the range of **perspectives** *linked to the continuum of development.*	**Changing World Climate** (Climate Change) **Past** climate changes (**causes** and **evidence). Human activities** contributing to present **global warming**. How countries at different **stages of development** are **impacted** by climate change and the extent to which they can / should **mitigate** and **adapt.**	**Water World** *cont.* **Shared World** **(Water** & **Food** security) Resource security is underpinned by the **global development continuum** (**geopolitics** / **perspectives** in the **equity** rights of shared resources) and **climate change** -how the use of natural resources and human activity relies on effective functioning of	**Paper 1: Living with the physical environment: Section C: UK landscapes: Rivers** Local drainage basin scale (R.Tees) in terms of examining **physical processes** shaping **landscape change** within the basin long profile (spatial scale) and over time (temporal scale).	Paper 2: Challenges in the Human Environment: Section B: **The Changing Economic World - case studies (NEE example and UK)** Causes of economic change over time. Consequences of changing economies; at a variety of spatial scales.

			natural systems (**sustainability**). Resource security fosters awareness of the impacts of choices as consumers, at a range of scales / perspectives as **global citizens.**		
Spring 2	**Connected World** *cont.* (globalisation) **Urban World** (urbanisation) Urban **process** *(link to globalisation***)** and **challenges** from the perspective of the ***development continuum*** between countries and within cities (**NEE slums** and **UK urban model**). Urban sustainability strategies.	**Changing World Climate** *cont.* **Weather World** (Weather and Climates) Measuring **elements** of weather and **factors influencing** UK weather and global climate zones. How **climate change** is exacerbating weather **hazards** and how human activity (development) is affected by and relies on weather systems.	**Shared World** **(Food** & **Energy** security) Resource security is underpinned by the **global development continuum** (**geopolitics** / **perspectives** in the **equity** rights of shared resources) and **climate change** -how the use of natural resources and human activity relies on effective functioning of natural systems (**sustainability**). Resource security fosters awareness of the impacts of choices as consumers, at a range of scales / perspectives as **global citizens.**	**Paper 1: Living with the physical environment: Section C: UK landscapes: Rivers** *cont.* Physical and human factors influencing flood risk. Contrasting flood **hydrographs**. Cost-benefit-analysis of **flood risk management** – hard & soft engineering.	Paper 2: Challenges in the Human Environment: Section C: **Resource Management** Global inequalities in the supply and consumption of resources links to economic and social well-being, at a variety of scales. Consequences of resource insecurity and the effectiveness of approaches to managing resource insecurity, in areas of contrasting development.
Summer 1	**Urban World** *cont.* (urbanisation) **Scarborough regeneration enquiry**	**Weather World** *cont.* **Threatened Living World** (Biomes – Tropical Rainforests)	**Paper 1**: Living with the **Physical Environment:** UK Physical landscapes **– Coasts**	Paper 2: Challenges in the Human Environment: Section A: Urban Challenges **– NEE case study (India – Mumbai) UK major city**	**Resource management** *cont.* Paper 3: Geographical Applications: Section A: **Issue Evaluation**

	Develops procedural skills of using Geographical Information Systems (GIS) to view, analyse and interpret places and draw conclusions from geographical data. The enquiry *links to development* and urban studies and builds on pupils' own experiences to appreciate how their local urban area changes and enhance their sense of place.	Natural ecosystem **processes**, the **value** of nature weighed against **perspectives** of countries at different stages of development to **exploit** natural ecosystems. **Effects** of exploiting ecosystems and ways to **manage** them.	Physical **processes shaping coastlines** and the interrelationships between human activity and physical processes. Holistic view of coastal **hazard management** approaches in terms of cost-benefit-analysis, from a range of **perspectives** and at a range of **scales** (sustainability). Links to *climate change* and weather hazards with a UK and Scarborough focus.	**case study – London** Changing **significance**, at a range of temporal and spatial scales, in terms of physical, socio-economic and political aspects. Globalisation and historical links with Mumbai. Redevelopment and **regeneration** examples within London. **Opportunities** and **challenges** of urban growth linking aspects of globalisation, development gap – inequality (IMD), natural hazards (flood risk), climate change and **sustainability of urban planning** and resource management.	This is a synoptic unit where pupils are required to study pre-released information relating to a contemporary geographical issue. The assessment requires students to apply understanding of the inter-relationships between physical and human processes and to interpret, analyse and evaluate the information in an extended piece of writing. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different / conflicting interest groups, from which pupils consider and select a possible option in relation to the issue(s) and justify their decision.
Summer 2	**Scarborough regeneration enquiry** *cont.*	**Threatened Living World** (Hot Deserts / Arctic Region) Contrasting ecosystem **processes** / **threats** (**climate change** and development opportunities).	**Paper 3**: **Geographical Applications** – Section B: **Coasts Fieldwork / enquiry** Enquiry skills of: suitability of enquiry question and location of data collection,	Paper 2: Challenges in the Human Environment: Section A: Urban Challenges **- NEE case study (India - Mumbai) UK major city case study – London** *Cont.*	

		Effects of the threats and **management.**	appropriateness of data selection – measuring – recording, justifying choice of data presentation techniques, analysing results (including statistical techniques), drawing a justified conclusion and evaluating the enquiry process.		