



# KEVI Handsworth Wood Girl's Academy – Geography Department

## Geography Curriculum

### Key Concepts & End Points



KEVI Handsworth Wood Girls' Academy

## Geography Department Intent



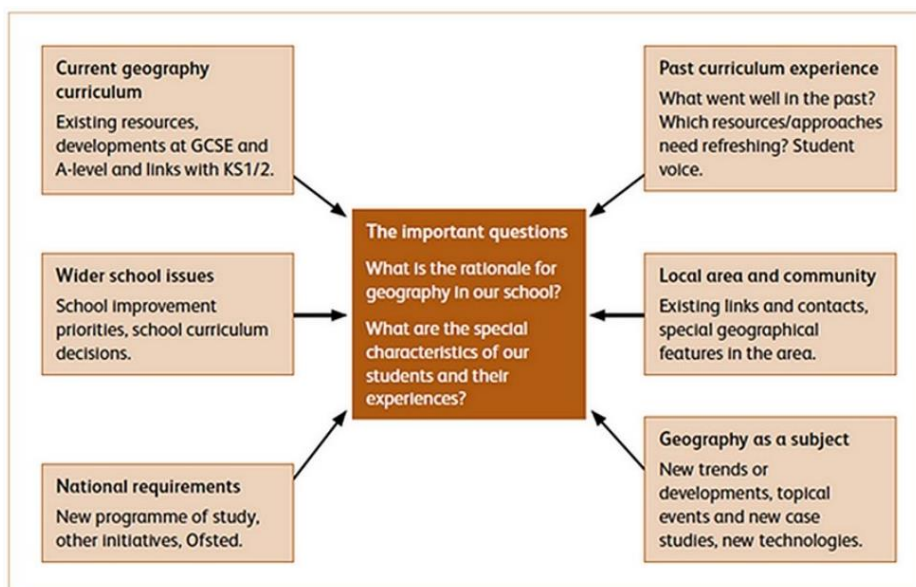
### Geography

The core purpose of our study of Geography at KEVI HWGA, and what we want students to gain from it, can be summarised in three statements:

- *Geography stimulates a sense of wonder about the world,*
- *Geography inspires students to want to shape a better future,*
- *Geography equips students with skills for the future.*

**The Geography curriculum at KEVI HWGA has been sequenced as such to allow students to acquire the knowledge and understanding of the subject specific key concepts across the Key Stages, working towards the Geography curriculum End Points. Interconnection and review of topics is critical to our learning journey and students are allowed plentiful opportunities to apply learnt skills in a variety of contexts.**

**End points have been designed to align with both the National Curriculum at KS3 and build on these through the use of the OCR Exam Boards specifications at KS4 & KS5.**



### **KS3 Curriculum End Points**

- **Know Geographical Material:** Contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- **Think like a Geographer:** Understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- **Apply Geographical Material:** Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.
- **Study like a Geographer:** Application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

### **KS4 Curriculum End Points**

- **Know Geographical Material:** Knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- **Think like a Geographer:** Understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- **Apply Geographical Material:** Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.
- **Study like a Geographer:** Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.

### **KS5 Curriculum End Points**

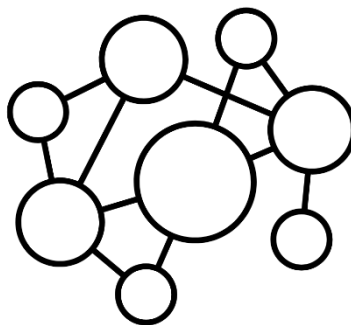
- **Know Geographical Material:** Knowledge of locations, places, processes and environments, at all geographical scales from local to global and develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts.
- **Think like a Geographer:** Understanding of the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today and an understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.

- **Apply Geographical Material:** Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography and to develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.
- **Study like a Geographer:** Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies and to understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.















### Key Concepts

The Geography department has chosen the following key concepts which are threaded throughout the KS3 – 5 curriculum:









- **Human Geography:** The study of people and the things they do, e.g. population, towns and cities, industry, transport and shopping patterns.
- **Physical Geography:** The study of the natural environment, e.g. the weather and climate; the processes that shape the land such as the work of rivers, ice and the sea; different vegetation patterns and earthquakes and volcanoes.
- **Environmental Geography:** The study of the impact that human activities are having on the natural environment, e.g. pollution, conservation and climate change.
- **Place Specific Knowledge:** The study of specific places around the world, also referred to as case study detail e.g. the amount of deaths caused by an earthquakes or the life expectancy in a country.
- **Locational Knowledge:** The study of the specific Geographical location of places around the world, e.g. continent, country, latitude, longitude, grid reference, compass point.









**KS3**

	Year 7	Year 8	Year 9
<b>Topics</b>	<b>My World &amp; Map Skills</b>	<b>Development</b>	<b>The Coastal Zone</b>
<b>Key Concept</b>			
<b>Topics</b>	<b>World Environments</b>	<b>Plate Tectonics</b>	<b>Urban Vs Rural</b>
<b>Key Concept</b>			
<b>Topics</b>	<b>Rivers &amp; Flooding</b>	<b>Population Issues</b>	<b>Weather &amp; Climate</b>
<b>Key Concept</b>			
<b>Topics</b>	<b>School Environment</b>	<b>Climate Change</b>	<b>China</b>
<b>Key Concept</b>			
<b>Topics</b>	<b>The Middle East</b>	<b>Russia</b>	
<b>Key Concept</b>			

**KS4**

	Year 10	Year 11
<b>Topics</b>	<b>Global Hazards</b>	<b>Resource Reliance</b>
<b>Key Concept</b>		
<b>Topics</b>	<b>Urban Futures</b>	<b>Distinctive Landscapes</b>
<b>Key Concept</b>		
<b>Topics</b>	<b>Changing Climate</b>	<b>Dynamic Development</b>
<b>Key Concept</b>		
<b>Topics</b>	<b>Sustaining Ecosystems</b>	<b>UK in 21<sup>st</sup> Century</b>
<b>Key Concept</b>		

**KS5**

	<b>Year 12</b>	<b>Year 13</b>
<b>Topics</b>	<b>Changing Space; Making Places</b>	<b>Disease Dilemmas</b>
<b>Key Concept</b>		
<b>Topics</b>	<b>Global Migration</b>	<b>Hazardous Earth</b>
<b>Key Concept</b>		
<b>Topics</b>	<b>Power &amp; Borders</b>	
<b>Key Concept</b>		
<b>Topics</b>	<b>Earth's Life Support Systems</b>	
<b>Key Concept</b>		
<b>Topics</b>	<b>The Coastal Zone</b>	
<b>Key Concept</b>	