Sandhill View

Geography Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately we want students to '***Know More, Do More and Go Further'***

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Geography curriculum is planned to allow students to build upon their own knowledge across the key stages and think critically about the world they live in. By studying a range of people and places, students will have a greater understanding of the world we live in and issues across the globe in order to become more empathetic. The Geography curriculum will enhance students locational knowledge and develop an understanding of geographical similarities, differences and links between places through the study of human and physical geography. The curriculum ill allow students to explore places in different contexts through a range of geographical lenses. Students will build upon and develop their Geographical disciplinary knowledge and skills, and gain a full understanding of how geographers collect, present, and analyse data and how geographers then use this to reach conclusions and evaluate their work. The Geography curriculum is planned to enable all students to cumulatively develop geographical disciplinary knowledge and skills in the following:

- Locational knowledge and special awareness of the world's countries
- Map and atlas skills
- Interpret Ordnance Survey maps
- Develop cartographic, graphical, numerical and statistical skills
- Use GIS to analyse and interpret places and data
- Use fieldwork to collect, analyse and draw conclusions from geographical data.
- Formulate enquiry and draw well-evidence and informed conclusions.
- Improving fieldwork skills overtime.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

Sequence and structure

Our curriculum is split into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). It is structured to build on prior knowledge and inform for future learning at KS3 in years 7, 8, and year 9. KS3 are given opportunities for fieldwork studies through residentials and fieldwork built into schemes of work. At KS4 the curriculum is section by unit with Natural Hazards taught first as there are more accessible links to KS3.

Literacy

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. In Geography we provide regular opportunities for students to read as part of both class work and homework activities and follow the whole school focus each term to improve reading skills. We also have aspirations for our students to use ambitious vocabulary and are using frayer models and 'push' techniques to widen the tier 2 and tier 3 vocabulary students use orally and in the work they produce. Coherent and fluent writing skills are also imperative for student achievement, so we support student writing skills by offering opportunities for extended writing, with modelling, and sentence stems to support. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

KNOW MORE: Our Key Stage 3 Geography Curriculum includes the following areas of study:

Three year KS3 with 2 hours per week allocated to Geography.

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	**Our home** Building on local studies taught at KS2 where schools do a local study of the area surrounding their primary school. Local study – Sunderland – Basic Geographical knowledge – skills/different types. Location of Sunderland, physical and human features, changes overtime – link in with History and transition project. Cross-Curricular learning: Maths: Map skills, Reading data from a map. PE: Students to be able to read a map and use skills learnt in Geography (Human and Physical features) to help with orienteering.	**People and Places** Building upon our local study – looking at the country we live in. National study – UK – Location, physical and human features. International study – Europe – Italy – human and physical features. Compare continents Asia centred Making connections and comparisons between human and physical features in China, Russia and Saudi Arabia. Cross-Curricular learning: Maths: Map skills, Reading data from a map. PE: Students to be able to read a map and use skills learnt in Geography (Human and	**World of Weather** Local to global – UK's weather Flooding in the UK Flooding in an LIC – compare responses to UK. Weather and climate – across the world including the change in climate from the Ice Age to the present. Glaciation. Climate – factors impacting climates. Developing an understanding of hostile environments - Hot and polar deserts – linking to physical features taught last half term (Hot deserts in Saudi Arabia – Asia and Africa, and Polar deserts in Arctic Circle – linking to Novaya Zemlya Rayon of Russia). Impacts of climate change on the hot and polar environments, making	**World of Weather skills builder** Data analysis of world weather patterns. Understanding and investigating Microclimates. Fieldwork in the local area - (weather patterns and microclimates) Cross-Curricular learning: Maths: Microclimates investigation – data collection being able to complete graphs, importance of reliability.	**People Everywhere** Understanding changes in Population in the UK and wider world, linking to urbanisation – making connections to People and Places in Autumn term – physical and human features and how these impact urbanisation. Making Comparisons between rural and urban areas in Asia - India and Africa – Kenya – making connections to remote areas for example the Chalbi Desert – linking to discplinary skills and knowledge from People and Places. Using GIS to explore variations in the physical and human environment.	**Rocky World** Identifying rock types – understanding the formation of different rock types and their characteristics. Developing an understanding of weathering and the impacts this can have on different rock type. Developing knowledge of different soils. Developing knowledge of Geological timescales and plate tectonics. Cross-Curricular learning: Science: Teach rocks and soils at the same time.

		Physical features) to help with orienteering.	connections between physical and human geography. Cross-Curricular learning: Maths: Climate graphs. Science: Links to extreme weather and causes of climate change.		Cross-Curricular learning: English: Use of comparative/ evaluation vocab such as whereas, therefore in evaluate questions.	
Year 8	**World of Water - Coasts** Building upon geographical disciplinary knowledge and skills taught in Year 7 – making connections between weather and waves, also Year 7 Rocky World – linking rock types to understanding erosion rates. Coasts – different erosional, transportation and depositional processes. Coastal landforms created through erosion and deposition. Impacts of natural processes – management of erosion. Cross-Curricular learning: Science: Teach the water cycle.	**World of Water continued – Rivers** Building upon geographical disciplinary knowledge and skills taught last half term in the Coasts section – pupils will need to use the same disciplinary knowledge and skills and develop these to be able to apply these to Rivers. Rivers - different erosional, transportation and depositional processes. River landforms created through erosion and deposition. Impacts of natural processes – management of erosion. Flooding example – impacts and responses/management *strategies – looking at Bangladesh (LIC) and Boscastle, UK (HIC) - pupils will build upon their knowledge of UK development,*	**World of Work -** Building upon geographical disciplinary knowledge and skills taught in Year 7 – People Everywhere - making connections between rural/urban landscapes and the opportunities offered in these places, linking directly into levels of wealth and economic development. Economic activity in the primary, secondary, tertiary and quaternary sectors. Developing an understanding of changes in economic activity over time and the impact of this on the environment, socially and economically. The use of natural resources to become more economically sustainable – linking economic development to methods of	**Skills Builder - Fieldwork** Investigation urban habitats fieldwork. Pupils will investigate the habitats around our school – making comparisons and connections between habitats found and the urban location. This builds upon their fieldwork in a local area from Year 7 – Pupils will follow the sequence of an investigation taught in Year 7 but develop their fieldwork skills through justifications of choices and decisions made. Cross-Curricular learning: Science: biodiversity/careers link for jobs in green revolution. Maths: Discrete/continuous data, sampling strategies in year 8 – taught in maths late Summer/GCSE.	**Geography of Crime** Building upon geographical disciplinary knowledge and skills taught in Year 7 – People Everywhere and Year 8 – World of Work – making connections between deprivation and poverty and crime. Classification of crime, location, effects of crime, reducing crime, International crime. Cross-Curricular learning: English: Use of emotive language when creating speech for victim impact statement.	**Synoptic Unit – Global Politics -** Building upon geographical disciplinary knowledge and skills taught in Year 7 – People Everywhere and Year 8 – World of Work – making connections between Government policies and economic development. Interconnected themes – UK and Global politic systems. Impact of political decisions on people, the economy and the environment. Sustainability – political policies – international agreements. Impact of political decisions on global issues e.g. Pandemic. Cross-Curricular learning: English: Use of emotive language when

		physical and human features and the impact these can have on different areas in Year 7 and their knowledge of development developed in People Everywhere Cross-Curricular learning: Maths: Understanding of proportion from Pie Charts	sustainable industries. Cross-Curricular learning: Maths: Understanding of proportion from Pie Charts – comparing job sector change in the UK. Maths teach proportions of maps in Spring. Science: Energy – national and global energy sources, renewable and non-renewable, global patterns of fuel and energy. History teach Industrial Revolution at this time.			creating speech for mock general election.
Year 9	**Biomes** Building upon geographical disciplinary knowledge and skills taught in Year 7 – People and Places – making connections between physical and human features and ecosystems. Builds upon knowledge and skills developed in Year 8 – World of Water – developing the understanding of water sources as ecosystems. World Biomes, food chains, climatic and soil changes, animal adaptation. Types of Biomes. Cross-Curricular learning: Science:	**Restless earth** Building upon geographical disciplinary knowledge and skills taught in Year 7 – People and Places – making connections to locations and plate tectonics, Rocky World – connections between key concepts such as location/topography and natural hazards. Builds upon locational knowledge – connecting Europe and Asia with their risk of natural hazards. Earth's structure. Tectonic hazards. Volcanoes and earthquakes. Plate margins and connection between plate tectonic theory	**World Development-** Building upon geographical disciplinary knowledge and skills developed in Year 7 – People and Places – making connections between physical and human features and the impact these can have on the development of a country. Also building upon knowledge and skills developed in Year 8 – World of Work, key concepts such as economic development and the impact of education and the development of a country of its economic structure. International	**Skills Builder: Fieldwork** Builds upon the fieldwork knowledge and skills developed in both Year 7 and 8 curriculums – building upon the ability to justify decisions by evaluating the effectiveness of each stage of a geographical investigation in preparation for GCSE. Completion of Geographical investigation – Investigation a key question using the correct sequence of investigation, justifying choices and the completion of fieldwork to collect data. GIS	**Geographical Applications** Problem solving – interpreting figures and information. Numerical, Cartographic (map) skills, Graphical, Statistical, use of qualitative and quantitate data Cross-Curricular learning: Maths: Questionnaires – basic rules of making and asking questions. Discrete/continuous data, sampling strategies, presenting findings.	**Bridging Unit – The UK's Physical Landscapes.** Building upon geographical disciplinary knowledge and skills developed in Year 8 – World of Water. Identifying physical landscapes within the UK using Atlas and OS map skills. Understanding physical processes which shape our landscapes within the UK.

	Ecology - adaptations and interdependence, factors affecting habitats, food chains/webs, nutrient cycle and water cycle.	and tectonic hazards. Turkey/Syria earthquake example – impacts and responses. Cross-Curricular learning: Science:Global Dimming	development – inequalities across the world. Measuring development. Making comparisons between those living in LIC's to HIC's – comparisons between the development and opportunities within rural and urban areas. Development strategies to close gaps – Fairtrade, and the impact of globalisation – positive and negative. Cross-Curricular learning: Science: Waste management, energy extraction and sustainable resources	mapping for fieldwork. Cross-Curricular learning: Maths: Questionnaires – basic rules of making and asking questions. Discrete/continuous data, sampling strategies in year 8 – taught in maths late Summer/GCSE.		

KNOW MORE: Our Key Stage 4 Curriculum

The KS4 Curriculum is taught over 2 years and allocation of lesson time is as follows: Year 10 and Year 11 – 3 hours per week. At Key Stage 4 students follow the AQA GCSE Geography specification code 8035. The KS4 curriculum builds upon learning at KS3 and provides a foundation for students to access KS5.

Year 10	**Physical landscapes in the UK – Coasts/Rivers** Recap Coasts – building on the Bridging unit at the end of Year 9 in KS3. Rivers – Long profile and cross profile, characteristics and formation of	**Urban Issues and Challenges** Builds upon exam techniques, disciplinary knowledge and skills from Autumn Term 1 – For example, use of combination figures across both units, key concepts, such a sustainable	**Urban Issues and Challenges** UK Case study - Sunderland – location and importance, impacts of national and international migration - opportunities of urban growth, challenges create due to urban	**The Living World** Building upon knowledge of Brazil and Rio from Urban Issues (Case study is the Brazilian Amazon Rainforest), building upon key concepts of sustainability and economic	**The Living World** Introduction to the Desert Biome – adaptations to the desert environment, opportunities and challenges of the desert biome, desertification and the	**Physical and Human Fieldwork preparation,** Building upon fieldwork skills development through KS3, statistical skills/AO4 developed through KS3 and the GCSE year so far. Theory of

	landforms, physical and human factors of flooding, management. Building upon KS3 knowledge and skills developed in the World of Water Unit and Year 9 Bridging Unit – disciplinary knowledge and skills required in Coasts are the same as those required in Rivers and a proportion of subject knowledge can be applied across both units, for example erosion types. Cross-Curricular learning: English: Use of comparative/ evaluation vocab such as whereas, therefore in evaluate questions. Horizontal Learning: Science – weathering, erosion, physical processes.	management and tourism, and AO4 skills. Urban growth Global pattern of Urban change Rate of urbanisation – migration, natural increase Emergence of megacities LIC/NEE Case study – Rio– location and importance, migration, causes of urban growth, opportunities of urban growth, challenges create due to urban growth, an example of urban planning. Cross-Curricular learning: Engineering – urban planning.	growth, an example of regeneration project – Birmingham Features of sustainable living – water and energy conservation, waste recycling and creating green space. Urban transport strategies used to reduce traffic congestion. Revision and assessment Cross-Curricular: Science: Sustainability – Sustainable living, renewable energy sources. Horizontal Learning: Engineering – urban planning.	development. Making connections between economic status, standard of living, taught in Urban Issues and the need for deforestation, taught in this unit. Understanding ecosystems and the processes which occur within the world's biomes. The Tropical Rainforest as an ecosystem, it's value and the causes, impacts and management of deforestation. Sustainable management of Tropical Rainforests Cross-Curricular learning: Science: Greenhouse gases – human activity, global climate change – the impacts of this and management of carbon footprint, acid rain, physical causes of climate change, biome leeching, energy extraction and sustainable resources.	management of deserts. ***Term 3 Assessment: Teacher assessed assessment – mock – Physical Landscapes – section C*** ***Fieldwork write up – 2 weeks maximum.*** Cross-Curricular learning: Maths: Statistics - have already had topics covered in Maths to help with the content of Fieldwork at GCSE.	Geographical enquiries. Planning an enquiry – suitable question or hypothesis, locations, risk assessments, appropriate sources. Data collection. Cross-Curricular learning: Maths: Statistics - have already had topics covered in Maths to help with the content of Fieldwork at GCSE.
Year 11	**The Living World** Building upon knowledge of Brazil and Rio from Urban Issues (Case study is the Brazilian Amazon Rainforest), building upon key	**The Living World** Introduction to the Desert Biome – adaptations to the desert environment, opportunities and challenges of the	**The Changing Economic World** Building upon knowledge of development and economic status from previous units for example, from Urban	**The Changing Economic World** Case study – UK – Newcastle Science Park – economic structure, changes in the	**Pre-release and Revision –** Revision of all topics	

	concepts of sustainability and economic development. Making connections between economic status, standard of living, taught in Urban Issues and the need for deforestation, taught in this unit. Understanding ecosystems and the processes which occur within the world's biomes. The Tropical Rainforest as an ecosystem, it's value and the causes, impacts and management of deforestation. Sustainable management of Tropical Rainforests. Cross-Curricular learning: Science: Greenhouse gases – human activity, global climate change – the impacts of this and management of carbon footprint, acid rain, physical causes of climate change, biome leeching, energy extraction and sustainable resources.	desert biome, desertification and the management of deserts. Cross-Curricular learning: Science: Greenhouse gases – human activity, global climate change – the impacts of this and management of carbon footprint, acid rain, physical causes of climate change, biome leeching, energy extraction and sustainable resources.	Issues – economic development in LIC/NEE (Brazil) and HIC (UK - Sunderland), building upon key concepts of sustainability and economic development. Making connections between economic status, standard of living, taught in Urban Issues and the reasons for global inequality and the development gap. The Changing Economic World – global variations and DTM. Uneven development and the development gap. Case study – India – importance and context in the wider world. India's development and relationships with the wider world, help from international aid and its links to economic development. Cross-Curricular learning: Maths: Statistics, skills, DTM.	rural landscape and improvements in transport. Reducing regional differences and the UK's place in the wider world. Cross-Curricular learning: Maths: Map skills, Reading data from a map. History and English: Inference from sources.		

DO MORE: Milestone assessment end points: Unit specitific substantive and discipinary knowledge and skills end points are detailed on individual schemes of learning.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	Use maps to locate continents, oceans and the countries studied. Locate major cities in the areas studied. Describe the key human and physical characteristics of each region. Locate a region in Africa and a region in Asia. Describe the key human and physical geography of each region. Identify some comparisons between the human and physical geography of a region in Africa and Asia. Describe the basic features of weather and climate Describe, in basic terms, how the climate changed between different geological periods. Make simple predictions of how the climate may change in the future. Describe how urbanisation can have both positive and negative impacts socially, economically and environmentally. Identify continents and some countries on a world map. Use 4 figure grid references to interpret Ordnance Survey Maps. Use scale to measure straight line distances using an Ordnance Survey map. Identify physical features using aerial and satellite images. View human and physical features of different locations using GIS. Complete fieldwork using a logical sequence, collect primary and secondary data, and make some conclusions.	Describe geographical locations using specific details for example, referring to continents, bordering oceans, nearby countries/locations. Describe factors which lead to changes in areas Describe how the physical environment influences human activity in the area. Describe the location of a region of Africa and a region of Asia using specific details. Describe links between the human and physical geography of regions in Africa and Asia. Describe comparisons between the human and physical geography of a region in Africa and Asia. Describe features of weather and climate using clear details. Explain why the climate has changed between different geological periods. Make logical predications, based on data, to suggest how the climate may change in the future. Explain how urbanisation can have both positive and negative impacts socially, economically and environmentally. Locate continents and countries using an atlas. Use 4 and 6 figure grid references to interpret Ordnance Survey Maps. Use scale to measure distances using an Ordnance Survey map. Use aerial, satellite images, and GIS to view and interpret physical features and make connections to human influences in those locations. Complete fieldwork using a logical sequence, collect and interpret primary and secondary data, and accurate conclusions.	Describe geographical locations using precise details (lines of latitude, distances, compass directions) and accurate points of reference. Explain the biotic and abiotic influences in biomes and how these can change over time. Describe the location of a region of Africa and a region of Asia using precise details and accurate reference points. Explain links between the human and physical geography of regions in Africa and Asia. Make detailed comparisons between the human and physical geography of a region in Africa and Asia, making connections between level of wealth and development. Account for regional variations in climate the features of weather and climate using clear details. Evaluate the most significant factors leading to climate change Suggest how future climate change may influence human and physical processes. Explain how urbanisation can have both positive and negative impacts socially, economically and environmentally and make links to international development improving quality of life. Locate continents and a wide range of countries using an atlas. Use 6 figure grid references and scale to interpret Ordnance Survey Maps. Use of topographical and other thematic mapping to determine the shape and characteristics of an area using an Ordnance survey map. Use aerial, satellite images, and GIS to interpret and analyse physical features and make connections to human influences in those locations. Complete fieldwork using a logical sequence, collect and interpret primary and secondary data, and draw accurate conclusions using multiple complex data sources.
8	Locate some of the world's countries including examples in Africa and Asia and the Middle East using compass directions to identify surrounding countries. Describe the location of polar and hot deserts and identify these on a world map. Describe the key physical and human characteristics of Polar environments. Locate physical features in the UK. Locate regions with physical features within the UK. Describe the key human and physical geography of regions within the UK and Arctic circle. Identify some comparisons between the human and physical geography of regions across the world. Describe the basic features of a river Describe, in basic terms, how river and coastal landforms are created Describe, in basic terms, how glacial landforms are created. Make simple predictions of how the development of a country based on the percentage of activity in each economic sector. Describe how the UK economy has changed overtime. Identify both rural and urban areas on a map. Use 6 figure grid references to identify physical features on a OS map. Use OS maps to identify glacial landforms.	Locate some of the world's countries using specific detail including examples in Africa and Asia and the Middle East using compass directions to describe surrounding countries and oceans. Describe the location of polar and hot deserts using specific detail and identify these using an atlas. Describe the key physical and human characteristics of Polar environments. Locate physical features in the UK using specific detail. Locate some of the world's countries using specific detail including examples in Africa and Asia and the Middle East using compass directions to describe surrounding countries and oceans. Describe the location of polar and hot deserts using specific detail and identify these using an atlas. Describe the key physical and human characteristics of Polar environments. Locate physical features in the UK using specific detail. Describe the location of regions with physical features within UK. Describe links between the human and physical geography of regions within the UK and Arctic circle. Describe comparisons between the human and physical geography of a regions across the world.	Locate some of the world's countries using precise details and accurate points of reference, to refer to surrounding countries, oceans and physical features, including examples in Africa and Asia and the Middle East. Describe the location of polar and hot deserts using precise details and accurate points of reference. Describe the key physical and human characteristics of Polar environments and explain the physical processes which shape the landscape. Locate physical features in the UK using specific detail and explain physical processes which shape the landscape. Locate some of the world's countries using precise details and accurate points of reference, to refer to surrounding countries, oceans and physical features, including examples in Africa and Asia and the Middle East. Describe the location of polar and hot deserts using precise details and accurate points of reference. Describe the key physical and human characteristics of Polar environments and explain the physical processes which shape the landscape. Locate physical features in the UK using specific detail and explain physical processes which shape the landscape. Describe the location of a river, coastal and glaciated region within the UK Explain links between the human and physical geography of regions within the UK and Arctic circle. Make detailed comparisons between the human and physical geography of regions across the world, making connections between Explain the features of a river using key vocabulary and linking to physical processes. Explain how river and coastal landscapes are shaped using key vocabulary and linking to physical processes.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	Identify physical features using aerial and satellite images. View rural and urban areas of different locations using GIS. Complete fieldwork using a logical sequence, collect primary and secondary data, and make some conclusions.	Describe features of a river. Explain how river and coastal landforms are created. Explain how glacial landforms are created. Make logical predications, based on data, to suggest the development of a country based on the percentage of activity in each economic sector. Explain how the UK economy has changed overtime. Locate rural and urban areas using an atlas. Use 6 figure grid references to locate physical features on an Ordnance Survey Maps. Use OS maps to identify glacial landforms. Use aerial, satellite images, and GIS to view and interpret rural and urban areas and make connections to human influences and urbanisation in those locations. Complete fieldwork using a logical sequence, collect and interpret primary and secondary data, and accurate conclusions.	Explain how glacial processes shape the landscape using key vocabulary. Evaluate the development of a country based on its economic activity. Evaluate the most significant factors leading to economic change within the UK. Suggest how economic change within the UK can lead to sustainable development. Explain how urbanisation can have both positive and negative impacts socially, economically and environmentally and make links to international development improving quality of life. Locate a wide range of rural and urban areas using an atlas. Use 6 figure grid references and scale to locate physical features on an Ordnance Survey Maps. Use of topographical and other thematic mapping to determine the shape and characteristics of a glaciated area using an Ordnance survey map. Use aerial, satellite images, and GIS to interpret and analyse rural and urban areas and make connections to human influences and urbanisation in those locations. Complete fieldwork using a logical sequence, collect and interpret primary and secondary data, and draw accurate conclusions using multiple complex data sources.
9	Locate some of the world's biomes using compass directions to identify surrounding countries. Describe the location of tropical rainforests, Tundra and Savannah biomes and identify these on a world map. Describe the key physical and human characteristics of the Savannah, Mediterranean, Mountain and Rainforest Biomes. Locate hotspot areas of crime within the UK using a map. Locate world biomes. Describe the key human and physical geography of tropical rainforests, Tundra and Savannah biomes. Identify some comparisons between the human and physical geography of Savannah, Mediterranean, Mountain and Rainforest Biomes. Describe the basic characteristics of world biomes. Describe, in basic terms, the effects of crime. Describe, in basic terms, how crime can be reduced. Describe the effects of tourism in national parks. Describe how tourism can be managed. Identify patterns using cartographic and graphical map skills. Use qualitative and quantitate data to identify patterns. Identify some information using figures. Complete fieldwork using a logical sequence, collect primary and secondary data, and make some conclusions.	Locate a range of the world's biomes using specific detail using compass directions to describe surrounding countries and oceans. Describe the location of tropical rainforests, Tundra and Savannah biomes using specific detail and identify these using an atlas. Describe the key physical and human characteristics of Savannah, Mediterranean, Mountain and Rainforest Biomes, beginning to explain links between climate and the environment. Locate hotspot areas of crime within the UK and wider world using an atlas. Describe the location of world biomes. Describe links between the human and physical geography of tropical rainforests, Tundra and Savannah biomes. Describe comparisons between the human and physical geography of Savannah, Mediterranean, Mountain and Rainforest Biomes. Describe characteristics of world biomes. Explain the effects of crime. Explain how crime can be reduced. Describe the effects of tourism in national parks. Explain how tourism can be managed. Describe patterns using cartographic and graphical map skills. Use qualitative and quantitate data to describe patterns. Interpret figures to describe patterns. Complete fieldwork using a logical sequence, collect and interpret primary and secondary data, and accurate conclusions.	Locate some of the world's biomes using precise details and accurate points of reference, to refer to surrounding countries, oceans and physical features. Describe the location of tropical rainforests, Tundra and Savannah using precise details and accurate points of reference. Describe the key physical and human characteristics of Savannah, Mediterranean, Mountain and Rainforest Biomes, making complex connections between climate, the environment and human activity. Locate hotspot areas of crime within the UK and wider world, making links between location and crime rates. Describe the location of world biomes. Explain links between the human and physical geography of tropical rainforests, Tundra and Savannah biomes. Make detailed comparisons between the human and physical geography of Savannah, Mediterranean, Mountain and Rainforest Biomes. Explain characteristics of world biomes using key vocabulary and linking to climate. Evaluate the social and economic impacts of crime. Evaluate the most significant factors leading to a reduction in crime rates. Suggest how international crime can be reduced. Explain how tourism can have both positive and negative impacts socially, economically and environmentally and make links to development improving quality of life. Explain patterns using cartographic and graphical map skills. Use qualitative and quantitate data to describe and explain patterns and identify correlations. Interpret figures to describe and explain patterns. Complete fieldwork using a logical sequence, collect and interpret primary and secondary data, and draw accurate conclusions using multiple complex data sources.
10	Natural Hazards: Understand that Natural hazards pose major risks to people and property. Describe how Earthquakes and volcanic eruptions are the result of physical processes. Describe the effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Describe how management can reduce the effects of a tectonic hazard.	In addition, pupils will: Natural Hazard: To be able to explain: Definition of a natural hazard. Types of natural hazard. Plate tectonics theory. Global distribution of earthquakes, volcanic eruptions, and their relationship to plate margins. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard.	In addition, pupils will: Natural Hazards: To make links and apply learning to Factors affecting hazard risk. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	Identify the conditions required for the development of Tropical storms (hurricanes, cyclones, typhoons). Describe the causes of tropical storms and the sequence of their formation and development. Describe the natural and human factors of climate change. Describe an overview of the effects of climate change on people and the environment. Describe how managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). Physical Landscapes: Know that the UK has a range of diverse landscapes. Gain an overview of the location of major upland/ lowland areas and river systems. Understand that the coast is shaped by a number of physical processes. Describe Wave types and characteristics. Describe Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • Deposition – why sediment is deposited in coastal areas. Understand that distinctive coastal landforms are the result of rock type, structure and physical processes. Describe how different management strategies can be used to protect coastlines from the effects of physical processes. Glaciation: Describe Glacial processes: • weathering processes – freeze-thaw • erosion – abrasion and plucking • movement and transportation – rotational slip and bulldozing • Deposition – why glaciers deposit sediment. Understand how distinctive glacial landforms were created and know an example of a UK upland area affected by glaciation. Gain an overview of economic activities in glaciated upland areas and the conflicts these can bring. Know an example of a glaciated upland area in the UK used for tourism and the impacts this may have. Physical Enquiry: Pupils can identify a suitable question for geographical enquiry. Pupils understand how to select, measure and record data appropriate to the chosen enquiry. Identify differences between primary and secondary data. Identification and selection of appropriate physical and human data. Begin to measure and record data using different sampling method Begin to select appropriate ways of processing and presenting fieldwork data. Describe fieldwork data Reach conclusions. Urban Issues: Know a growing percentage of the world's population lives in urban areas.	Reasons why people continue to live in areas at risk from a tectonic hazard. Explain how Global atmospheric circulation helps to determine patterns of weather and climate Explain the Global distribution of tropical storms (hurricanes, cyclones, typhoons). Gain a thorough understanding of the relationship between tropical storms and general atmospheric circulation. Explain evidence for climate change from the beginning of the Quaternary period to the present day. Explain the possible causes of climate change: • Human factors – use of fossil fuels, agriculture and deforestation. Explain how climate change can be managed: • mitigation – alternative energy production, carbon capture, planting trees, international agreements. Physical Landscapes: Explain how geological structure and rock type influence coastal forms. Describe characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Describe characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. Explain the costs and benefits of the following management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. Glaciation: Explain Glacial processes: • weathering processes – freeze-thaw • erosion – abrasion and plucking • movement and transportation – rotational slip and bulldozing • Deposition – why glaciers deposit sediment. Explain how distinctive glacial landforms were created and know an example of a UK upland area affected by glaciation. Describe an overview of economic activities in glaciated upland areas and the conflicts these can bring. Know an example of a glaciated upland area in the UK used for tourism and explain the impacts this may have. Explain strategies used to manage tourism. Physical Enquiry: Pupils identify a key question and explain why it is a suitable question for geographical enquiry. Pupils show a good understanding of how to select, measure and record data appropriate to the chosen enquiry. Explain differences between primary and secondary data. Selection of appropriate physical and human data, being able to explain why this is appropriate. Measure and record data using different sampling methods. Select appropriate ways of processing and presenting fieldwork data. Explain patterns identified in fieldwork data Reach suitable conclusions.	Thorough understanding of the General atmospheric circulation model: pressure belts and surface winds. Evaluate how climate change might affect the distribution, frequency and intensity of tropical storms. Analyse possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output Evaluate management strategies of climate change: adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels, in comparison to mitigation strategies. Physical Landscapes: Develop deepened knowledge and understanding of an example of a section of coastline in the UK to identify its major landforms of erosion and deposition. Develop deepened knowledge and understanding of an example of a coastal management scheme in the UK to show: • the reasons for management • the management strategy • the resulting effects and conflicts. Glaciation: Give detailed explanations of Glacial processes: • weathering processes – freeze-thaw • erosion – abrasion and plucking • movement and transportation – rotational slip and bulldozing • Deposition – why glaciers deposit sediment. Explain demonstrating a thorough understanding of how distinctive glacial landforms were created and know an example of a UK upland area affected by glaciation. Explain an overview of economic activities in glaciated upland areas and the conflicts these can bring. Know an example of a glaciated upland area in the UK used for tourism and analyse the impacts this may have. Evaluate strategies used to manage tourism. Physical Enquiry: Pupils analyse the suitability of questions for geographical enquiry. Pupils show a thorough understanding of how to select, measure and record data appropriate to the chosen enquiry. Analyse differences between primary and secondary data. Selection of appropriate physical and human data, being able to analyse its level of suitability. Accurately measure and record data using different sampling methods, justifying the selected method. Select appropriate ways of processing and presenting fieldwork data, being able to evaluate how appropriate presentation techniques are for different data sets. Analyse patterns identified in fieldwork data Reach suitable conclusions, and evaluate the successes and limitations of the enquiry. Urban Issues: Develop a deepened understanding of a case study of a major city in an LIC or NEE to illustrate: • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities: • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development Develop a deepened understanding of an example of how urban planning is improving the quality of life for the urban poor – be able to analyse the effectiveness of urban planning. The Changing Economic World: Make complexed links between stages of the Demographic Transition Model and the level of development. Analyse causes of uneven development: physical, economic and historical. Evaluate the consequences of uneven development: disparities in wealth and health, international migration. Demonstrate a deepened understanding of an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	Understand the global pattern of urban change. Describe Urban trends in different parts of the world including HICs and LICs. Understand urban growth creates opportunities and challenges for cities in LICs and NEEs. Understand urban sustainability requires management of resources and transport. Describe features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. Describe how urban transport strategies are used to reduce traffic congestion. The Changing Economic World: Understand there are global variations in economic development and quality of life. Understand different ways of classifying parts of the world according to their level of economic development and quality of life. Describe various strategies exist for reducing the global development gap. Understand that some LICs and NEEs are experiencing rapid economic development, which leads to significant social, environmental and cultural change. Know a case study of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally Describe major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. Describe causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies Describe the impacts of industry on the physical environment. Know an example of how modern industrial development can be more environmentally sustainable.	Urban Issues: Describe factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. Understand the reasons behind the emergence of megacities. Develop knowledge of case study of a major city in an LIC or NEE to illustrate: • how urban growth has created challenges: • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime • managing environmental issues – waste disposal, air and water pollution, traffic congestion. The Changing Economic World: Describe different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Describe the limitations of economic and social measures. Gain an overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. Develop knowledge of a case study of one LIC or NEE to illustrate: The wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development Describe how the UK are moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. Describe social and economic changes in the rural landscape in one area of population growth and one area of population decline Describe improvements and new developments in road and rail infrastructure, port and airport capacity	Demonstrate a deepened understanding of a case study of one LIC or NEE to illustrate the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • The environmental impacts of economic development • the effects of economic development on quality of life for the population. Have a deepened understanding of the north–south divide and the strategies used in an attempt to resolve regional differences. Have a deepened understanding of the place of the UK in the wider world. Make complex links through trade, culture, transport, and electronic communication. Evaluate economic and political links: the European Union (EU) and Commonwealth.
11	Geographical application/Enquiry: Identify a suitable question for geographical enquiry. Understand how to select, measure and record data appropriate to the chosen enquiry. Identify differences between primary and secondary data. Identification and selection of appropriate physical and human data. Begin to measure and record data using different sampling method Begin to select appropriate ways of processing and presenting fieldwork data. Describe fieldwork data Reach conclusions. Revision of content: recall case studies, retrieval of subject content, identify and	In addition, pupils will: Geographical application/Enquiry: Understand and consider the factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. Understand the geographical theory/concept underpinning the enquiry. Describe appropriate sources of primary and secondary evidence, including locations for fieldwork. Describe the potential risks of both human and physical fieldwork and how these risks might be reduced. Analyse and explain fieldwork data. Describe and provide justifications of data collection methods.	In addition, pupils will: Describe, explain and adapt presentation methods. Establish links between data sets. Use appropriate statistical techniques. Identify anomalies in fieldwork data. Identify limitations of data collected. Suggest other data that might be useful. Evaluate the extent to which conclusions were reliable. Evaluation of geographical enquiry. Revision of content: recall specific knowledge relating to case studies, retrieval of specific subject content, analyse and evaluate key processes, causes, effects and responses. Evaluate key concepts.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	describe key processes, causes, effects and responses. Identify key concepts.	Gain an appreciation that a range of visual, graphical and cartographic methods is available. Select and use appropriate presentation methods accurately. Describe, analyse and explain the results of fieldwork data. Draw evidenced conclusions in relation to original aims of the enquiry. Identify problems of data collection methods. Revision of content: recall detailed knowledge relating to case studies, retrieval of detailed subject content, explain key processes, causes, effects and responses. Explain key concepts.	

GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Geography we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect, and understanding through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Seating to allow inclusion
- Differentiation activities to stretch and support in all lessons
- Resources are accessible yet challenging
- Displays and visual learning tools are used where necessary
- Where appropriate support from additional adults is planned to scaffold students learning
- Group work and discussion
- Clear teacher/student communication
- Feedback that allows students to make progress, whether written or verbal
- Independent study/homework.
- Intervention when required

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Geography, we;

- Provide access to cultural capital with place and locational knowledge, using imagery, fieldwork opportunities and GIS.
- work to identify barriers, interests and what might help each pupil make the next steps in learning using lead practitioner research and actions to support.
- provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and seating, in addition to revision lessons and intervention outside school hours.
- use strategies best suited to addressing individual needs
- Ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time through the use of Teams
- Provide students with revision materials to reduce financial burden on families

How do we make sure that our curriculum is implemented effectively?

- The Head of the Humanities faculty is responsible for designing the Geography curriculum and monitoring implementation.
- Monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- Assessments are designed thoughtfully to assess student progress towards curriculum end points, long term knowledge retrieval and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

We have staff who mark for exam boards and provide vital CPD to the rest of the department to ensure reliability of data. We also work closely with examination team leaders across trust to valid.

Gap analysis spreadsheets are used to identify areas of development for students at KS4 to identify areas of weakness.

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation
- Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings
- Lesson observations
- Learning walks for KS3 and KS4 based upon departmental priorities
- Work sample for each year group cross referenced against milestone assessment end points
- Regular feedback from teaching staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback
- Weekly assessment and feedback using a variety of methods including peer and self-assessment, whole class feedback, teacher assessed feedback and exit tickets.
- Regular teacher analysis of classes to identify gaps.
- Half termly reports.
- Regular homework retrieval quizzes.