



## **Intent**

The geography curriculum should allow students to understand how:

- The human population changes environments, which can be beneficial, but can also lead to many problems.
- Human behaviour and environmental conditions influence the movement of goods, people, and ideas.
- Populations vary in structure for both material and social reasons.
- Environmental change in one location can have far reaching impact across the world.

## **Implementation**

- In lessons a greater emphasis is placed on class discussion and verbal assessment.
- Students are actively encouraged to contribute in a number of ways as well as to challenge the information they are presented with.
- Students are actively encouraged to make comparisons between what is covered in class and their own home countries and communities.
- Student are taught through targeted differentiated small group and mixed ability whole class lessons.
- Lessons use a variety of approaches to guide student through their understanding of geographical skills, knowledge and perspectives.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure geographical and English language skills are embedded.
- Links are made with contemporary events and other subjects across the curriculum.

## **Impact**

Students will be able to:

- Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.
- Describe social effects of environmental changes and crises resulting from natural phenomena.
- Analyse the structure and characteristics of different populations and population patterns.
- Evaluate conventional and alternative uses of land and water resources in the community, region and beyond.
- Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
- Analyse the structure and characteristics of a population over time.
- Identify and explain how changes people make in the physical environment in one place can cause changes in other places
- Develop their Literacy skills are enhanced by defining key terms, developing vocabulary, and speaking and writing in an academic style.

## Grade 6

### Lessons per Week

- There is 1 lesson

### Skills Developed

- Interpreting information; working with and analysing different types of data; identifying patterns; tracking changes; interacting with society; considering environmental and social responsibility; Interacting with the environment; using technology responsibly; independent research; distinguishing between natural change and human influence.
- A greater emphasis in all geography classes is placed on developing exam and assessment specific skills.

### Literacy and Numeracy

- Students will have the opportunity to develop their numeracy by using scale, grid references and direction, reading and interpreting climate graphs and reading and interpreting trends in graphs
- Students will have the opportunity to develop their literacy by defining key terms, describing maps using key terms and completing exam style questions.

### Assessment

- Term 1: Create an island map using the correct labelling, references signs and symbols.
- Term 2: Plan and conduct a microclimate investigation.
- Term 3: Write a letter to the UAE government arguing for or against cloud seeding.
- Ongoing formative assessment. Students will be given questions or tasks within lessons. These will be marked throughout the year using a proforma to help show which level the student is achieving.

### Cross Curricular Links

- Global Citizenship, Social Studies, Science, History, English Language, Mathematics, Theory of Knowledge.

### Special Requirements/Equipment

- Google Chromebook

### Home Learning

- Assignments are set on Google Classroom. Homework is regularly set.
- All work completed at home is structured, appropriately guided and based on work completed in class.

### Reading List and E-books

- Reading is provided to students on a topic by topic basis.

### **Useful Websites**

- [http://www.mrobroin.stcronans.ie/map\\_work.html](http://www.mrobroin.stcronans.ie/map_work.html)
- <https://www.rgs.org/schools/teaching-resources/map-skills/>
- <https://www.bbc.co.uk/bitesize/topics/zx38q6f>

### **Setting**

- Students are taught in mixed ability groups.

### **Staff**

- Mrs. E Turner (Head of Geography)
- Ms. A Phillips
- Mr. S Schenk

## Grade 7

### Lessons per Week

- There is 1 lesson

### Skills Developed

- Interpreting information; working with and analysing different types of data; identifying patterns; tracking changes; interacting with society; considering environmental and social responsibility; Interacting with the environment; using technology responsibly; independent research; distinguishing between natural change and human influence.
- A greater emphasis in all geography classes is placed on developing exam and assessment specific skills.

### Literacy and Numeracy

- Students will have the opportunity to develop their numeracy skills by Interpreting graphs and describing data, Interpreting climate graphs and comparing/ ordering statistics and development indicators
- Students will have the opportunity to develop their literacy skills by defining key terms and ensuring they are being spelt correctly through checks and developing points using paragraphs, structure strips and exam style answers.

### Assessment

- Term 1: Explaining the natural and social impacts and responses to the Icelandic volcano eruption of 2010.
- Term 2: Construct an argument evaluating the effectiveness of the One Child Policy in China.
- Term 3: Write a letter to the UAE government arguing for or against cloud seeding.
- Ongoing formative assessment. Students will be given questions or tasks within lessons. These will be marked throughout the year using a proforma to help show which level the student is achieving.

### Cross Curricular Links

- Global Citizenship, Social Studies, Science, History, English Language, Mathematics, Theory of Knowledge.

### Special Requirements/Equipment

- Google Chromebook

### Home Learning

- Assignments are set on Google Classroom. Homework is regularly set.
- All work completed at home is structured, appropriately guided and based on work completed in class.

### **Reading List and E-books**

- Reading is provided to students on a topic by topic basis.

### **Useful Websites**

- <https://www.bbc.co.uk/bitesize/topics/zn476sg>
- <https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/2>
- <https://www.bbc.co.uk/bitesize/guides/zyxm82p/revision/1>

### **Setting**

- Students are taught in mixed ability groups.

### **Staff**

- Mrs. E Turner (Head of Geography)
- Ms. A Phillips

## Grade 8

### Lessons per Week

- There is 1 lesson per week

### Skills Developed

- Interpreting information; working with and analysing different types of data; identifying patterns; tracking changes; interacting with society; considering environmental and social responsibility; Interacting with the environment; using technology responsibly; independent research; distinguishing between natural change and human influence.
- A greater emphasis in all geography classes is placed on developing exam and assessment specific skills.

### Literacy and Numeracy

- Students will have the opportunity to develop their numeracy skills by Interpreting graphs and describing data; interpreting climate graphs and comparing/ ordering statistics and development indicators
- Students will have the opportunity to develop their literacy skills by defining key terms and ensuring they are being spelt correctly through checks and developing points using paragraphs, structure strips and exam style answers.

### Assessment

- Term 1: Assess the effectiveness of coastal management strategies. Students can choose to use a Case Study from the UAE or Northern Ireland.
- Term 2: Evaluate the effectiveness of Transnational Corporations in development.
- Term 3: Complete a case study on Desertification.
- Ongoing formative assessment. Students will be given questions or tasks within lessons. These will be marked throughout the year using a proforma to help show which level the student is achieving.

### **Cross Curricular Links**

- Global Citizenship, Social Studies, Science, Business Studies, English Language, Mathematics, Theory of Knowledge.

### **Special Requirements/Equipment**

- Google Chromebook

### **Home Learning**

- Assignments are set on Google Classroom. Homework is regularly set.
- All work completed at home class is structured, appropriately guided and based on work completed in class.

### **Reading List and E-books**

- Reading is provided to students on a topic by topic basis.

### **Useful Websites**

- <https://www.bbc.co.uk/bitesize/topics/zs3ptyc>
- <https://www.bbc.co.uk/bitesize/topics/zvwtsbk>
- <https://www.bbc.co.uk/bitesize/topics/z2tqwx>

### **Setting**

- Students are taught in mixed ability groups.

### **Staff**

- Mrs. E Turner (Head of Geography)
- Ms. A Phillips



## Grade 6 to 8 Curriculum Maps

Term	Grade 6 Topics	Grade 7 Topics	Grade 8 Topics
Term 1	<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>• Difference between weather and climate</li> <li>• Climatic Zones</li> <li>• Recording Weather</li> <li>• Impacts of weather</li> <li>• Weather investigation</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to form hypothesis, complete fieldwork to test this hypothesis and interpret and analyse the results.</p>	<p><b>Earthquakes and Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Plate tectonics</li> <li>• Earthquakes: Causes and impacts</li> <li>• Volcanoes: Causes and impacts</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to apply their knowledge of earthquakes and volcanoes to a 7-mark IGCSE style question.</p>	<p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>• Coastal Processes</li> <li>• Coastal Landforms</li> <li>• Opportunities and hazards at coastlines</li> <li>• Coastal Management</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to describe the formation of coastal landforms and apply it to a 7 mark IGCSE style question, using diagrams to support their answer.</p>
Term 2	<p><b>Living World (Climate and Vegetation)</b></p> <ul style="list-style-type: none"> <li>• Ecosystems and Biomes</li> <li>• Animal Adaptations</li> <li>• Endangered Ecosystems: Coral Reefs</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to interpret diagrams and maps to answer IGCSE style figure questions.</p>	<p><b>Population</b></p> <ul style="list-style-type: none"> <li>• World Population Growth</li> <li>• Describing and explaining trends in birth rates and death rates.</li> <li>• Controlling population Growth: China's One Child policy</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to apply their knowledge of population and China's one child policy to a 7-mark IGCSE style question.</p>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Trends in development</li> <li>• Causes of the development gap</li> <li>• Costs and benefits of TNCs</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to apply their knowledge of development measures to complete an evaluative 7-mark IGCSE style question. They will also be able to use their knowledge of a TNC case study and apply this to a 7 mark question which assesses the positives and negatives of TNCs.</p>
Term 3	<p><b>Current Events: Cloud Seeding</b></p> <ul style="list-style-type: none"> <li>• What is cloud seeding?</li> <li>• The impacts of cloud seeding?</li> <li>• Does cloud seeding cause flooding?</li> </ul> <p><b>End of Unit Goal:</b></p>	<p><b>Settlement</b></p> <ul style="list-style-type: none"> <li>• Site and Situation</li> <li>• Settlement hierarchy</li> <li>• Land use models.</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to interpret land use models for settlement and apply their information to 4-, and 5-</p>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>• Direction and map symbols</li> <li>• 4 and 6 figure grid references</li> <li>• Using scale and height</li> </ul> <p><b>End of Unit Goal:</b> By the end of this unit students will be able to use map skills to</p>

	<p>By the end of this unit students will be able to work together to collaboratively assess the advantages and disadvantages of cloud seeding and apply this knowledge to IGCSE 7-mark case study questions.</p>	<p>mark IGCSE style figure questions. Students will also be able to apply their knowledge of Urbanisation in Brazil to a 7-mark IGCSE style question.</p>	<p>locate and interpret maps. They will be able to apply information to IGCSE paper 2 style questions.</p>
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