

### ASPIRE – ENDEAVOUR - SUCCEED

#### Purpose and aims

Geography at David Nieper Academy aims to inspire in pupils a fascination about the world. Our teaching will equip pupils with lasting knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human geographical processes at a variety of scales. As pupils progress through the curriculum, they will appreciate how interactions between physical and human processes underpin the formation and use of multi-scalar landscapes, including their change over time.

Therefore, the Geography curriculum at David Nieper Academy aims to ensure that all pupils:

- A. Develop **contextual knowledge of the location of globally significant places**, their defining physical/human characteristics, and how they act as the setting for understanding the actions of geographical processes
- B. Understand the **processes that give rise to key physical and human features**, including their interdependence and how they bring about spatial variation and change over time
- C. Are competent in the **procedural knowledge (geographical skills)** needed to:
  - Collect, analyse and communicate with a range of data gathered through fieldwork
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photos, and GIS
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### Threshold concepts

Our geography curriculum is structured around a few organising concepts that underpin the discipline itself, and which reflect our purpose and aims. Our threshold concepts serve as the overarching principles that appear repeatedly across the curriculum and provide the lens through which geographers understand and interpret the world. Our threshold concepts are:

- **Place.** A place is a unique and specific part of the Earth's surface that has been named and given (possibly contested) meaning by people. When studying places, our students will consider their location, as well as the human and physical characteristics that help support a 'sense of place' for any given area. Places exist at a variety of scales, are interconnected with other places, and change over time. In line with the national curriculum in England, our curriculum ensures that students develop a particular focus on Africa, Russia, Asia (China/India), and the Middle East.
- **Process.** Places are the context for geographical processes. In this way, processes refer to the multi-scalar human or physical cause-and-effect relationships that explain the creation of features, landscapes or geographical phenomena, patterns or distributions and/or changes over time and space.
- **Interconnection.** Both places and processes are complex, and therefore do not exist or take place in isolation. Interconnection therefore refers to explicit examples of where geographical processes overlap or where places exist inter-dependently. It also refers to the interconnection between places and processes themselves, that is, the way in which processes are mediated by place context.
- **Geographical procedures.** Geographical procedures refer to the application of skills or procedural knowledge that geographers use to interpret the world and to communicate geographical information. It includes the collection and analysis of qualitative and quantitative data (in part through fieldwork), the interpretation of maps and diagrams, numerical skills and writing at length.

#### Sequence of learning

We begin the geography course with an exploration of the discipline, in terms of basic geographical literacy at a global, regional and national level. Having gained this basic understanding, students are then best-placed to build on their knowledge through the study of concepts and theories that are situated within schema of locational knowledge. It is our intention that students develop their *place* knowledge, and their understanding of the interconnection of places through geographical processes, cumulatively over the course of study as key regions in the national curriculum are studied repeatedly within conceptual or process-based topics. We believe this is preferable to an approach of studying regions discretely because geographical processes are complex and require greater depth. As geography is so broad, it may seem like jumping from topics like economic geography to geomorphology appears random, but this is not the case. Running through all units are the threshold concepts above – these serve to tie together the entire discipline in terms of how geographers seek to understand reality. In a vertical sense, our year 7 units from each aspect of geography provide the foundations for corresponding areas of geography that are encountered in year 8, and in turn year 9.

After the first half term of year 7, we progress to study economic geography. We do this early in the curriculum as we believe understanding basic economic principles underpins critical knowledge of how and why development occurs, how populations

change and how places differ. Economic considerations are also at the crux of physical-human interactions, and so it means students are best-placed to study environmental dilemmas related to flooding later in year 7, global warming in year 8, or the Arctic in year 9 for example, having already gained an understanding of economic geography.

Year 7 finishes with a study of river and coastal landscapes. This is students' first introduction to physical processes that shape the landscape, with a focus on the UK. Some of these key ideas, such as erosion and weathering, provide the foundation for understanding the more complex glaciology in year 9. When exploring how river and coastal landscapes interact with human environments, this provides important background for better understanding the situation and emergence of cities or the impacts of climate change in Year 8.

## **Subject knowledge**

### **1. Geography: global to local**

- Geography is a broad subject that focuses on the variety of places, processes and interactions that take exist on Earth. Geographers use a variety of tools, like maps, in order to study such things.
- The names and locations of the world's major continents, oceans, and other significant geographical features which includes the Middle East and Russia
- The general physical and human geographical characteristics of Europe with a particular focus on Russia, Asia, Africa and the Middle East (location, population, culture/religion, climate).
- Compass directions are used for describing locations; there are cardinal and intercardinal directions.
- Places can be located on a world map using latitude and longitude.
- The geography of the British Isles (location and names of sovereign states, nations, main water bodies, cities, counties)

### **2. Economic Geography**

- What an economy is and how they can operate at multiple scales
- Characteristics of primary, secondary, tertiary and quaternary employment sectors, including their typical locations
- The UK's economic structure, and reasons for changes over time
- How locational, social and economic factors influence the location of manufacturing industries, including a case study of Denby Pottery in the East Midlands
- How and why the Russian economic structure is different to the UK's, with particular emphasis on its locational features
- How different sectors of the economy are interconnected, using chocolate as an example
- What trade is, including the UK's trade balance
- What globalisation is, and some of the reasons for its acceleration (e.g. communication and transportation technology).

### **3. Development Geography**

- Development refers to the progress a country makes towards a better quality of life; it can be social, environmental, political and economic.
- Development indicators are used to measure development – the meanings, characteristics and relative strengths and weaknesses of GDP/capita and Human Development Index.
- Characteristics of global inequality and poverty
- Why global inequality and poverty exist, in terms of physical (climate-related diseases/natural hazards/topography), social (education/health spending), economic (debt) and political (corruption/conflict) causes
- How European colonialism in Africa from the fifteenth to twentieth centuries has influenced its current level of development
- The contrasting levels of development across Africa, including current opportunities and remaining challenges
- China's role in Africa's continued development, including opportunities and challenges
- The role and aims of the Sustainable Development Goals
- Other attempts to reduce inequality, including types of aid and the role of NGOs, including strengths and weaknesses of differing approaches

### **4. River landscapes**

- What a drainage basin is and their key features (watershed, source, channel, tributary, confluence, mouth)
- Homework: The names and locations of the UK's major coastal water bodies and river systems – a range of different map types and images used to include satellite
- How rivers obtain water through the hydrological cycle
- How rocks can be shaped through erosion: hydraulic action, abrasion, attrition and solution
- The long profile of a river and how this demonstrates changes in rates of erosion, transportation and deposition
- Features caused by erosion and transportation – waterfalls, meanders and ox bow lakes
- Features caused by deposition – flood plains and deltas

- Ordnance Survey maps are used to map the UK in more detail. To understand the role of symbols/keys, four and six-figure grid references/ scale/ relief
- Aerial photos can be used alongside OS maps to identify features and land use and compare the landscape
- Human and physical causes of flooding and the future flood risk
- To be able to draw and annotate a storm hydrograph
- The impacts flooding can have on people and the environment (social, economic, political, and environmental).
- Characteristics, costs and benefits of hard and soft engineering strategies (Flood walls and floodplain retention)

### **5. Geographical Investigations: Local Fieldwork Project**

- Local fieldwork – Context of the location - history of the local area alongside comparing historical maps and images to modern day
- Local fieldwork – Secondary data – collect and present census data, crime and house price data using a variety of techniques
- Local fieldwork – Primary data – collect land use information for the local area around school, conduct an environmental quality survey and collect responses to a questionnaire. To present these findings.
- Local fieldwork – To write a report on the findings of the study –Introduction, secondary conclusion, primary conclusion, Overall conclusion, Evaluation

### **Curriculum links to careers**

Year 7 pupils will be introduced to specific jobs that require knowledge of how locational, social and economic factors influence the location of industry, and settlement/housing. This will include town/country planning/land development/environmental consultancy. A graduate Land Developer from Bellway Homes will introduce the possible routes into her role from a geography background, and articulate her day-to-day activity. Students themselves will be taught this knowledge of locational factors influencing land use and situation via a case study of Denby Pottery in the East Midlands, which is one of our employer partners. They will write an extended report that presents a business case based on geographical factors that should influence the location of a given organisation, which will draw upon map skills, their wider knowledge, and online research. This will be considered a 'best' piece of work that we will display in school and on the website. Over time, we hope to involve Denby Pottery in this part of the project, in terms of resourcing and judging.