



# Dudley Academies Trust - The Link Academy

## Statement of Curriculum Intent- Geography 2021 - 2022

Our aim is to develop learners' understanding of the world through teaching a wide variety of places, environments and processes as well as training our young people to apply their knowledge and understanding to geographical concepts. We do this by structuring each unit of work from year 7 to year 11 into three key areas. Learners' will firstly investigate the human and physical causes of challenges, before developing an understanding of the problems and issues created. In the final section, learners' will investigate how issues and challenges can be managed and are exposed to the current solutions available to reduce the impact of issues and challenges.

### How will this be achieved in our curriculum?

To achieve this, teachers will be responsive to the needs of the learners' in front of them as it is our belief that all children should reach their full potential. Teachers will follow a carefully planned curriculum that builds on learners' knowledge and skills throughout their time at The Link Academy. Recall and retrieval strategies that interleave and space curriculum content and skills are planned and delivered within each lesson to increase the likelihood of a persistent change in long term memory. To improve learners' confidence and resilience, teachers will regularly use Demonstrate and Connect activities as a way of providing formative feedback so that all learners progress.

By following this approach it is our belief that teaching our young people how to think like a Geographer, will allow them to become informed citizens in the hope that they will make choices in their lives that contribute to a future that is socially, economically and environmentally sustainable once they leave The Link Academy.

## How does assessment fit in?

In all years, interim knowledge-check assessments are in place to ensure the natural forgetting cycle is interrupted and there is a greater chance of key substantive knowledge being transferred into long-term-memory. Formative assessment takes place using regular Demonstrate and Connect activities where learners reflect on their own work, peer assess other learners work or the class teacher provides feedback. This regular and on-going cycle allows learners to become more self-regulative in their approach to their work and each learner is given the opportunity to improve and see the next-steps in progression.

At KS3, structured essay style questions to answer an over-arching enquiry based question consolidate learning at the end of each topic.

At KS4, summative assessments reflect the layout of the GCSE exams in order to expose our learners to this style of assessment as early as possible. After the first unit is taught in Y10, all subsequent summative assessments assess learning from a range of KS4 topics taught, therefore not just assessing the most recent content.

# Our Geography Learning Journey



**Geography Skills & Qualities**  
Teamwork, problem solving, organisation, communication, attention to detail, decision making, listening and speaking.



There are many apprenticeships and vocational qualifications linked to GCSE Geography such as travel and tourism, applied science, uniformed public services, construction and built environment planning, and horticulture.



There are A-Level and University degree options in Geography and other related courses such as archaeology, geology, sociology, economics, environmental science, government and politics, history, sciences and modern foreign languages.

## Geographical Skills

Post 16

Challenge of Resource Management

Fieldwork



Urban Issues and Challenges



The Living World



Yr 10

UK Physical Landscapes



Challenge of Natural Hazards



Changing Economic World



Is the Geography of Russia a curse or a benefit?



How does ice change the world?



Yr 9

Will climate change affect the world's future?

Why is the Middle East an important region?



Why is China on the rise?



How does water shape the land?



Are there too many people?



What are the challenges & opportunities facing Africa?



What is weather & climate?



What is development?



Yr 7

What is Geography and who are geographers?



How is India changing?



Is the Earth running out of natural resources?



Where are the risky places of the world?



Yr 8

# Geography Learning Journey – Year 7

Geography Skills & Qualities  
Teamwork, problem solving, organisation, communication, attention to detail, decision making, listening and speaking.

Is the Earth running out of natural resources?

Yr 8

In Year 8 you will study topics about development, population, glaciation, rivers and coasts.

I understand the social, economic & environmental impacts of using energy sources

I can apply my knowledge & understanding of places in the news into my own geographical explanations

I know the different energy sources

I can ask a wide range of appropriate questions to find out about places & geographical issues.

I can debate issues about energy sources

I know the difference between weather & climate.

I understand how & why it rains & how anticyclones & depressions affect the weather.

I can undertake fieldwork to investigate the local weather.



I know how to measure the weather.

What is weather & climate?

I know climate distribution around the world.



I understand the pro's & con's of using different non-renewable & renewable energy sources.

I understand how India is changing over time and the opportunities for growth and challenges.

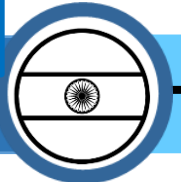
I know the geography of India.

I can accurately draw, read & interpret climate graphs & population pyramids.

I can debate whether China should be allowed to invest in Africa.

Using evidence, I can predict how India may change in the future.

I understand how India is linked with the wider world and me.



How is India changing?

I know the characteristics of Africa's three different biomes.

I understand some of the challenges facing Africa.

I can evaluate different sources.



I understand the main types of geography & the different scales used.

I know the worlds main continents, oceans, countries and lines of latitude & longitude.



I know the geography of Africa.

I understand how Africa's past has shaped it present.

I can ask questions to find out about places.

I can use atlas maps and OS maps accurately to describe & find out about places & landscapes.

What is Geography and who are geographers?

What are the challenges &

Knowledge (AO1)  
Understanding (AO2)  
Application (AO3)  
Enquiry & Skills (AO4)

# Geography Learning Journey – Year 8

Geography Skills & Qualities  
Teamwork, problem solving, organisation, communication, attention to detail, decision making, listening and speaking.

How does ice change the world?

Yr 9

In Year 9 you will study topics about China, the importance of the Middle East and climate change.

I can draw & annotate a field sketch of a glaciated environment to explain features.

I can apply my knowledge & understanding to appreciate how the landscape of the UK has been shaped by glacial erosion & deposition.

I can accurately interpret OS maps & photos to investigate landscapes.

I understand the landforms formed by glacial erosion & deposition.

I understand the processes of erosion & deposition that glaciers do.

I can predict the impact that processes have on places

I can evaluate different strategies for managing rivers and coasts

I understand how and why a river changes downstream.

I can evaluate different coastal defences.



I can draw, read & interpret population & urbanisation models & pyramids



I know what a glacier is & where they are located at the global scale.

How does water shape the land?

I can accurately interpret OS maps & photos to investigate landscapes.

I know the main geomorphic processes

I understand the factors which influence where people live in the world.

I can use historical data & OS maps to analyse change in places.



I can apply my knowledge & understanding to decide how best to help LICs.

I understand the factors which influence the level of development in places.

I can apply my knowledge & understanding to predict how populations & cities might change in the future.

I can explain the impacts ageing populations, migration & urbanisation have on people & places.

Are there too many people?

I understand the causes & impacts of poverty & gender inequality.

I know what development is & how it is measured and how countries are classified.

I understand & can explain the impacts of volcanoes & earthquakes on people & places.

I can apply my knowledge & understanding to decide which places are more at risk from hazards.

I can apply my knowledge & understanding to decide whether volcanoes are good or bad.

I can accurately use, read & interpret statistics & development data.



What is development?

I can accurately interpret atlas maps, graphs, photos & satellite images.

I can explain how volcanoes & earthquakes are formed.

I can evaluate different strategies for managing tectonic hazards.

I know the theory of continental drift & how the earth is structured.



Where are the risky places of the world?

Knowledge (AO1)  
Understanding (AO2)  
Application (AO3)  
Enquiry & Skills (AO4)

# Geography Learning Journey – Year 9

Geography Skills & Qualities  
Teamwork, problem solving, organisation, communication, attention to detail, decision making, listening and speaking.

## The Living World

Yr 10

At GCSE you will study the AQA Geography course. In Year 10 you will explore the Changing Economic World, Challenge of Natural Hazards, Physical Landscapes of the UK and begin fieldwork.

I can justify the location for biomes using map evidence and reference key latitudes.

I can apply my knowledge & understanding in order to assess the risk of desertification.

I can communicate through writing at length using sources such as aerial photographs, food chains/webs and trophic level diagrams.

I can apply my knowledge & understanding in order to assess opportunities and challenges.

I understand the opportunities and challenges of development in these biomes.

I can use my knowledge and understanding to debate how we should tackle climate change.

I know how our climate has changed over time, and can draw links to globalisation.

I understand the reason for biome location and how plants and animals have adapted to the climate and soil.

I know the location of the Tropical Rainforest & Hot Desert biome.

I understand the causes, evidence & consequences of climate change on different places around the world.



I know that ecosystems consist of living & non-living organisms.

Will climate change affect the world's future?

I can justify my own opinion & explain the views of others.

I can apply my knowledge & understanding in order to debate how important Russia is to the world, expressing & justifying my opinion.

I can use, interpret & evaluate statistics, photos, maps, GIS, population pyramids & climate graphs to find out about the Middle East.

I can apply my knowledge & understanding in order to debate a variety of issues facing the Middle East region.

I know the geography of Russia & can compare it to other places.

Is the Geography of Russia a curse or a benefit?



I make increasingly complex links between places.

I understand why there is conflict in the Middle East & the impact it has locally & globally.

I understand how important the Middle East is to the rest of the world.

I can ask a wide range of questions to find out about places & issues.

I can use and interpret GIS, photos, maps & climate graphs to find out about Russia.

I know the geography of China & can compare it to other places.

I can apply my knowledge & understanding in order to decide whether the development of China is sustainable.

I understand how the Middle East's physical & human geography influences its climate, biomes and population.

I know the location of & geography of the Middle East.



I understand how China is linked with the world and how China has changed over time.

I can apply my knowledge & understanding in order to predict how China might change in the future.

I can communicate by writing at length and justify my views with evidence.



Why is the Middle East an important region?

Why is China on the rise?

Knowledge (AO1)  
Understanding (AO2)  
Application (AO3)  
Enquiry & Skills (AO4)

# Geography Learning Journey – Year 10

In Year 11 you will complete the AQA Geography course by exploring Urban Issues and Challenges, Resource Management and refining Geographical skills. You will also study the pre-release & revise.

Yr 11

## Physical Fieldwork

Geography Skills & Qualities  
Teamwork, problem solving, organisation, communication, attention to detail, decision making, listening and speaking.

I understand the causes & consequences of development.

I can identify patterns in the location of HICs and LICs



I can apply my knowledge & understanding to justify whether the development gap can ever be reduced

I understand how the development gap can be reduced.

I know what development is & how it is measured.

I can apply my knowledge & understanding to justify the sustainability of hard and soft engineering strategies.

## The Changing Economic World (The Gap)

I can accurately use examples of regional differences to convey my viewpoints of the UK's economic future.

I know the diverse range of landscapes in the UK and the processes that give rise to these.

I understand both the human and physical causes of flooding.

I understand how humans reduce the impact of flooding.

I can interpret a range of OS maps, photographs and a storm hydrograph in PLUK.

I understand how humans attempt to manage the coastline.

I understand how the processes lead to distinctive coastal landforms.

I can apply my knowledge & understanding to determine economic futures in the UK



I understand how the processes lead to distinctive fluvial landforms.

I can apply my knowledge & understanding to justify reasons for the differences in storm hydrographs.

I can apply my knowledge & understanding to justify the sustainability of hard and soft engineering strategies.



I know the diverse range of landscapes in the UK and the processes that give rise to these.

## Physical Landscapes

## Physical Landscapes

I understand that major changes in the UK affect regional development

I know how the UK has developed over time.



I can use GIS and thematic mapping as Geographers do when looking at reducing hazard risk.

I can communicate my findings with using data from graphs and maps.

I can apply my knowledge & understanding to justify the reasons people live in hazardous areas.

I can apply my knowledge & understanding to discuss extreme weather causes and effects of people in the UK

I understand the causes and consequences of atmospheric hazards.

I understand the causes and consequences of tectonic hazards.

I know what tectonic and atmospheric hazards are.



I can interpret population pyramids and the Demographic Transition Model (DTM)

## The Changing Economic World (UK)

## The Challenge of Natural Hazards



I know that ecosystems consist of living & non-living organisms.

I understand the opportunities and challenges of development in these biomes.

I know the location of the Tropical Rainforest & Hot Desert biome.

I understand the reason for biome location and how plants and animals have adapted to the climate and soil.

I can apply my knowledge & understanding in order to assess the risk of desertification.

I can apply my knowledge & understanding in order to assess opportunities and challenges.

I can identify patterns in the location of HICs and LICs

I know what development is & how it is measured.

I can apply my knowledge & understanding to justify limitations in measuring development.

I understand the limitations in measuring development.



## The Changing Economic World (Theory)

## The Living World

Knowledge (AO1)  
Understanding (AO2)  
Application (AO3)  
Enquiry & Skills (AO4)

# Y11 Learning Journey

Until an update is provided from AQA confirming the final layout of the Y11 exams, there is no learning journey for Y11. Please find below the curriculum map which is being followed until the update is provided:

KS3 hours	14							HT	14							Christmas	14							HT	12							Easter	10							Whit	14																																				
KS4 hours	21								21								21								18								15								21																																				
School Week W/C	06 September 2021	13 September 2021	20 September 2021	27 September 2021	04 October 2021	11 October 2021	18 October 2021	25 October 2021	01 November 2021	08 November 2021	15 November 2021	22 November 2021	29 November 2021	06 December 2021	13 December 2021	20 December 2021	27 December 2021	03 January 2022	10 January 2022	17 January 2022	24 January 2022	31 January 2022	07 February 2022	14 February 2022	21 February 2022	28 February 2022	07 March 2022	14 March 2022	21 March 2022	28 March 2022	04 April 2022	11 April 2022	18 April 2022	25 April 2022	02 May 2022	09 May 2022	16 May 2022	23 May 2022	30 May 2022	06 June 2022	13 June 2022	20 June 2022	27 June 2022	04 July 2022	11 July 2022	18 July 2022																															
Month	September							October							November							December							January							February							March							April							May							June							July						
Year 11 Curriculum (2022 cohort only)	Finish remainder of PLUK							Assessment Feedback Urban Issues and Challenges							Urban Issues and Challenges							Proposed PPE rough dates							LAGOS and CEW Case Studies							Buffer time/revision. Suited to each academy on back of PPE results.							Proposed PPE rough dates							Buffer time/revision. Suited to each academy on back of PPE results. Pre-release delivery?							Buffer time/revision. Suited to each academy on back of PPE results.							Exam season							Exam season						