

Curriculum Intent, Implementation and Impact 2020-21

Subject: Geography

Year group: 9

Periods per fortnight: 2

INTENT:

Geography education within the Buckingham School aims to equip students with the knowledge and skills to be successful global citizens. Our curriculum is not about students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline. Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future. Students will learn about places that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies. Students will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. Students will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. Students will then utilize the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.

IMPLEMENTATION:

Term	Topics studied	Additional information	How parents could support students?
Term 1	<p>Biomes and Glaciation Key Questions: 1.Intro to biomes 2.Hot deserts 3.Tropical Rain forests 4. Polar Biomes Glaciation 1.What was the UK like 20,000 years ago? 2.Where are the world's major glaciers? 3.What are the three glacial processes? 4.What are the glacial erosional landforms? 5.What are glacial depositional landforms? 6.How do I find glacial landforms on an OS map? 7.Are glaciers important to us? 8.Why do people visit glacial landscapes?</p>	<p>Biomes and Glaciation Homework outline: 1. Create a poster that describes the distribution of biomes – give reasons for distribution. 2.Create an experiment to prove a glacier is moving. 3. Imagine you are spending a day in a landscape that was once covered by a glacier. Write a diary entry about your day here seeing all of these glacial landforms 4. Using mapping Key skills, annotate glacial landforms on an OS extract.</p>	<p>Biomes and Glaciation Consider the places you may have visited in the UK and abroad. Watch programs such as Planet Earth to gain understanding of different places around the world. Consider how plants and animals have adapted. How have humans impacted the natural ecosystems? What can we do to protect fragile environments?</p>

Term 2	<p>Middle East</p> <p>Key Questions</p> <ol style="list-style-type: none"> 1.Intro to Middle East 2.Farming in the Middle East 3.Water issues in the UK and Middle East 4.Conflict in the Middle East 5. Environmental challenges in the Middle East 6.Assessment 7.What do we know about Afghanistan? 8.What is life like in Afghanistan? 9. Why is there war in Afghanistan? 10.How has the drugs trade influenced life in Afghanistan? 	<p>Middle East HW</p> <p>Homework</p> <ol style="list-style-type: none"> 1.Collect 3 newspaper articles that discuss issues regarding the countries on the lesson list. Construct a paragraph for each that gives the main issues. 2.Complete the worksheet for Water Transfer schemes 3.Create a table that compares rural and urban life in Afghanistan and the UK 4.Ensure you have completed the bar chart and consequences sheet. <p>Assessment focus: Will focus on content and skills covered in the lessons.</p>	<p>Middle East</p> <p>Be aware of mentions of the Middle East in the news. This is an area with rich cultural heritage and many challenges. Discuss what life is like in these areas. Create challenging open questions – is there a solution for the Middle East? Should the West play any role here?</p>
Term 3	<p>Fieldwork</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1.What is a country park? 2.Construct a hypothesis 3.Secondary research 4.Methodology 5 to 8. Data presentation 9.Analysis of results 10. Conclusion and evaluation 	<p>Fieldwork HW</p> <p>Students will be building a local fieldwork folder as we progress through each stage.</p> <p>Assessment focus: Fieldwork completed will be assessed</p> <p>End of year assessment will cover all subjects and skills from T1,2 & 3</p>	<p>Fieldwork</p> <p>As we work through the fieldwork process, take time to consider which questions we would ask in our local areas. Develop questions that we would like to test in fieldwork, such as 'Do we create enough jobs in our local area? Do we have sufficient stocks of affordable housing?'</p>

IMPACT:

Students will complete the year having developed key concept areas, including biomes and glaciers, comparing life in the UK and Middle East, and undertaking virtual and actual fieldwork. Students will develop understanding of how ecosystems are different throughout the world before focusing on glaciated landscapes. Students will be able to describe the physical processes at work in these areas.

Students will then move to using geographical skills and literacy to compare and contrast life in the UK and Middle East. Building their skills and understanding of geo-politics. Students can question the role of countries and whether they can play a constructive part in the government of a foreign state.

It is crucial for geography students to experience fieldwork and to apply analytical skills to the data collated. Students will access virtual fieldwork, with opportunities to conduct actual fieldwork to be taken if covid advice permits.

Students will continue to build on geographic skills and develop a deeper understanding of geographic literacy. They will continue to develop both individual and collaborative learning techniques and continue to experience assessment in a supportive environment. Through all stages students will be encouraged to ask questions and to guide their own enquiry and curiosity.

Recommended Reading:

KS3 Geography Recommended Reading

Geography KS3 Workbook 1 Units 1-5, Geography KS3 Workbook 2 Units 6-10, Geography KS3 Workbook 3 Units 11-15

Newspapers, on line or in hand

Daily news, current affairs programmes

Around the World in 80 days – TV Michael Palin

Plant Earth and The Blue Planet

@TBSGeoggers – our Department Twitter feed. Parents can follow us and catch up on 'five minute reads' (short articles that are an excellent source of information and debate starters)