

Geography

Curriculum Principles

By the end of their secondary education, a student of geography at Dixons Broadgreen will:

- know a wide range of challenging geographical concepts through strategic exposure to diverse geographical contexts at varying scales.
- understand the complex interactions between human and physical geographical processes, using the evidence of the past to extrapolate future trends.
- Have an awareness of their role in our global society and recognise the positive and negative impacts that the human race can have on our environments and what action needs to be taken to reduce issues such as climate change.
- Have empathy with geographical and cultural diversity.

Our unifying ‘sentence’ is: “The geography department ensured all students left the academy with a diverse, well-rounded and environmentally aware conscience that equipped them for future endeavours”

In order to achieve a true understanding of geography, topics have been intelligently sequence based on the following rationale:

- geographical themes are introduced in Year 7 and explored in greater depth through Key Stage 3, 4 (GCSE) and 5 (A Level).
- students are introduced to key underlying geographical principles before studying concepts in depth. For example, students rehearse and recall the principles of geographical cycles (e.g. the hydrological cycle) and geographical models (e.g. the pillars of sustainability). These principles are introduced early and revisited frequently, they form the backbone of the deep understanding that all successful geographers possess.
- complex concepts such as landscape systems are introduced early, as this is critical to ensure enough time is dedicated for this knowledge to be revisited and purposefully built upon. It is also common for these physical geographical topics to be unfamiliar to children of urban areas. This can make it difficult for the students to commit this knowledge to their long-term memory as they have little real-life experiences of these landscapes to which they can anchor this new knowledge. It is important that complex concepts are explored through a range of contexts, this ensures curriculum breadth and supports securing this knowledge into long term memory. Therefore, throughout their study of Geography they will revisit concepts through diverse contexts. This is also supported through fieldwork to boost real life experience of geographical processes and environments.

The geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- the Geography curriculum will expose students to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of geography will develop the ability to support arguments with specific evidence. This will allow students to discuss and debate topical issues with confidence, credibility and clarity.
- disadvantaged students and those from identified underrepresented groups are priority for extra intervention sessions so that every opportunity to close the disadvantage gap is capitalised. For example, students can receive extra guidance and tutoring which closes their specific gaps in understanding during weekly 'Prep' and 'Morning Mastery' sessions.

We fully believe geography can contribute to the personal development of students at DBA:

- students will gain knowledge of the different cultures of our planet and will encounter challenging themes such as the development gap, conflict and climate change. Gaining knowledge of these issues will develop students understanding of the global social and moral issues of today and of those facing future generations.
- the Geography curriculum at DBA is committed to our anti-racism agenda. Students are taught the historical context of a range of nations and cultures to ensure that are fully informed in their analysis of current issues.

At KS3, KS4 (GCSE) and KS5 (A Level), our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- each topic in Key Stage 3, 4 and 5 has a 'careers spotlight', where students will explore a profession linked to that unit of work. For example, when year 7 students study climate change and will learn about careers in climatology. Students will learn about the qualifications and skills required and the responsibilities of the job.
- through our fieldwork students will experience the real-life geographical skills needed for a diverse range of related careers. These skills are the fundamental foundation for all geographical careers ranging from Climate Scientist to Urban Development Coordinator, careers with opportunities to work in every continent and influence the greatest issues affecting our entire planet.

A true love of geography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE and A Level examinations:

- to be a successful geographer it is essential to know much more than the GCSE and A Level specification. Students are exposed to additional and sometimes commonly assumed knowledge of cultural, historical, political geography – knowledge that they may otherwise not encounter. Students will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical geographical issues.
- Through the study of a broad and well-structured geography curriculum students will leave the academy as well-rounded individuals who can make informed decisions and have the skills required for further/higher education and to lead the best life they can. Students will be the best versions of themselves and will be able to present themselves to the world of work as suitable candidates for employment.
- Geographers and students at DBA should see themselves as global ambassadors who have the potential to influence decision making at a range of levels from local, national and global so that the impacts global populations have on are planet are reduced and so sustainability and environmental protection or drivers for change. They will, as a result of their studies in geography have integrity in the way they choose to live their life, will work hard at being global citizens and be fair in all they do.
- The geography department at DBA will strive to ensure that all students received the support the needed and nurtured their skills, knowledge and understanding so that they succeeded at university, or real life alternative, thrived in a top job and lived their best life.

Dixons Broadgreen Academy Y7 LYP 2022-23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	30/8	6/9	13/9	20/9	27/9	4/10	11/10	1/11	8/11	15/11	22/11	29/11	6/12
Y7 1/09 All 2/09	Retrieval	Mastery 1 Types of geography and UK map 2 Compass, latitude and longitude	Mastery 1 Continents, oceans, countries, Europe, EU 2 4 figure grid references	Mastery 1 Distance and scale 2 EQ and DIRT	Mastery 2 1 Direction 2 2 Scale 2	Mastery 2 1 4-fig grid references 2 6-Fig grid references	Mastery 2 1 Relief – contour lines 2 Spot heights and layer colouring	Mastery 2 1 Map symbols 2 Assessment	Hot Deserts 1 Distribution of biomes Climate graphs 2 Catch up/retrieval	Hot Deserts 1 Adaptions and nutrient cycle 2 Catch up/retrieval	Hot Deserts 1 Threats and sustainable management 2 EQ and DIRT	Hot Deserts 1 Desertification 1 2 Desertification 2	
	13/12	3/1	10/1	17/1	23/1	31/1	7/2	14/2	28/2	7/3	14/3	21/3	28/3
Hot Deserts 1 Desertification 2 2 The Great Green Wall 1	Hot Deserts 1 Tackling Desertification 2 Desertification guided reading 2	Hot deserts 1 Extended writing 2 Feedback Catch up/retrieval	Climate 1 Greenhouse effect 2 Natural and human causes	Climate 1 Mastery and deserts 1 2 Mastery and deserts 2 Mid-Year Assessment	Revision 1 Revision 1 2 Revision 2 Mid-Year Assessment	Assessment 1 C2 assessment 2 Feedback Mid-Year Assessment	Climate 1 Impacts (human and physical) 2 Catch up/retrieval	DIRT	Climate 1 Management 2 Catch up/retrieval	Climate 1/2 EQ and DIRT	Retrieval Catch up/retrieval	Urbanisation 1 Urbanisation, push/pull factors 2 Rio challenges opportunities	
	18/4	25/4	2/5	9/5	16/5	23/5	6/6	13/6	20/6	27/6	4/7	11/7	18/7
Urbanisation 1 London challenges opportunities 2 EQ and DIRT	Retrieval Catch up/retrieval	Urbanisation 1 Migration 2 Migration 2	Urbanisation 1 Rio de Janeiro 2 Rio de Janeiro 2	Urbanisation 1 Improving Rio 1 2 Improving Rio 2	Fieldwork 1 Fieldwork 1 2 Fieldwork 2	Fieldwork 1 Fieldwork 3 2 Fieldwork 4	C3 assessment revision	Assessment C3 assessment	Retrieval Assessment catch up/retrieval and extra time G4	DIRT	Retrieval		

Dixons Broadgreen Academy Y8 LYP 2022-23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	29/8	5/9	12/9	19/9	26/9	3/10	10/10	17/10	7/11	14/11	21/11	28/11	5/12
	Orientation	Volcanoes L1: Hazard risk L2: Plate tectonics theory	Volcanoes L1: Volcano types and margins L2: Impacts and responses	Volcanoes L1: Impacts and responses (2) L2: Management	Volcanoes L1: Retrieval (or catch up) L2: Revision	Assessment L1: Assessment L2: L2: Exam q	Development L1: Exam q DIRT L2: Introduction and HDI	Development L1: Uneven development L2: Globalisation	Development L1: Clark Fisher L2: Clark Fisher (UK and India)	Development L1: DTM L2: Retrieval (or catch up)	Development L1: DTM (UK and India) L2: Exam DIRT	Development L1: Exam q L2: Retrieval (or catch up)	Development L1: Exam q DIRT L1: Population Pyramids (C2)
Cycle 2	12/12	2/1	9/1	16/1	23/1	30/1	6/2	20/2	27/2	6/3	13/3	20/3	27/3
	Development L1: Population pyramids (UK and India) L2: Retrieval (or catch up)	Development L1: Retrieval (or catch up) L2: Retrieval (or catch up)	Development L1: Population policies L2: Reducing development gap (TNCs)	Development L1: Sustainable development L2: Exam q	Glaciation L1: Exam q DIRT L2: UK physical features Mid-Year Examinations	Glaciation L1: Geological time and rock cycle L2: Introduction Mid-Year Examinations	Glaciation L1: Processes L2: Corries Mid-Year Examinations	Glaciation L1: Relief L2: Opportunities	Glaciation L1: Challenges and sustainable management (C3) L2: Retrieval (or catch up)	Glaciation L1: Glaciers and climate change L2: Exam q (C3)	Glaciation L1: Exam question DIRT (C3) L2: Retrieval (or catch up)	Fieldwork L1: Theory P1 (stages of an investigation) (C3) L2: Retrieval (or catch up)	Fieldwork L1: Theory P2 (data collection techniques) L2: Data collection
Cycle 3	03/4	24/4	1/5	8/5	15/5	22/5	5/6	12/6	19/06	26/6	3/7	10/7	17/7
	Fieldwork L1: Write up 1 L2: Write up 2	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	Fieldwork L1: Write up 3 L2: Fieldwork DIRT	Revision L1: Revision L2: Revision	Revision L1: Revision L2: Revision	Assessments	Assessments	Feedback and responses	Issue Eval L1: Reading L2: Exam question	Issue Eval L1: Exam question DIRT L2: Exam DIRT	Local fieldwork	Local fieldwork	Consolidation activities

Dixons Broadgreen Academy Y9 LYP 2022-23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	29/8	5/9	12/9	19/9	26/9	3/10	10/10	17/10	7/11	14/11	21/11	28/11	5/12
	Orientation	Urbanisation and Lagos L1: Urban trends L2: Migration, natural increase, megacities	Urbanisation and Lagos L1: Lagos background L2: Challenges	Retrieval L1: Retrieval L2: Retrieval	Urbanisation and Lagos L1: Opportunities and urban planning L2: Exam question	Ecosystems L1: Exam question DIRT L2: Biome characteristics	Ecosystems L1: Ecosystem theory L2: UK ecosystem, impacts of changing one component	Ecosystems L1: Exam question L2: Exam question DIRT	UK Resources L1: Resources introduction L2: Food	UK Resources L1: Water L2: Retrieval (or catch up)	UK Resources L1: Energy L2: Exam question	UK Resources L1: Exam question DIRT L2: Retrieval (or catch up)	Natural Hazards L1: Hazards introduction (C2) L2: Plate tectonic theory (C2)
Cycle 2	12/12	2/1	9/1	16/1	23/1	30/1	6/2	20/2	27/2	6/3	13/3	20/3	27/3
	Natural Hazards L1: Plate margins L2: Retrieval (or catch up)	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	Natural Hazards L1: Exam question L2: Exam question DIRT	Reducing Dev Gap L1: Development introduction L2: DTM	Reducing Dev Gap L1: Uneven development L2: Revision Mid-Year Examinations	Assessment L1: Assessment L2: Reducing the development gap Mid-Year Examinations	Reducing Dev Gap L1: Exam Question L2: Exam question DIRT Mid-Year Examinations	Cold Enviro L1: Location and characteristics L2: Adaptations	Cold Enviro L1: Opps and challenges L2: Wilderness protection	Cold Enviro L1: Exam question L2: Retrieval (or catch up)	Cold Enviro L1: Exam question DIRT L2::Exam DIRT	Rivers L1: UK landscape and processes (C3) L2: Retrieval (or catch up)	Rivers L1: Long profile, cross profile (C3) L2: Retrieval (or catch up)
Cycle 3	17/4	24/4	1/5	8/5	15/5	22/5	5/6	12/6	19/6	26/6	3/7	10/7	17/7
	Rivers L1: Erosional landforms L2: Retrieval (or catch up)	Rivers L1: Depositional Landforms L2: Physical and human flooding and hydrographs	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	Rivers L1: Hard/soft engineering, case study L2: Exam question	Rivers L1: Exam question DIRT L2: Pre-release	Revision L1: Pre-release L2: revision	Assessments	Assessments	Assessments	Assessments	Economic Change L1: Economic change and Clark Fisher model L2: Post-industrial economy and sustainable industry	Economic Change L1: L2: Rural L2: Exam DIRT For Y11 LTP - Transport - N/S divide - Wider World	

Dixons Broadgreen Academy Y10 LYP 2022-23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	29/8	5/9	12/9	19/9	26/9	3/10	10/10	17/10	7/11	14/11	21/11	28/11	5/12
	Orientation	Y9 catch up	Economic C. L1: Retrieval L2: Exam q L3: Exam q DIRT	Earthquakes L1: Knowledge test L2: Knowledge recap L3: Intro	Earthquakes L1: Primary and secondary effects L2: Immediate and long term responses L3: Revision	Assessment L1: Assessment L2: Living in at risk areas L3: Monitoring, prediction, protection and planning	Economic D. L1: Exam question L2: Exam question DIRT L3: K. test	Economic D. L1: K. recap L2: Location, importance, context L3: Industrial structure and manufacturing	Economic D. L1: TNCs L2: Relationships and aid L3: Economic development effects	Economic D. L1: Exam q L2: Retrieval (or catch up) L3: Retrieval (or catch up)	Tropical R. L1: Exam q DIRT L2: Exam DIRT L3: K. test	Tropical R. L1: K. recap L2: Location and characteristics L3: Retrieval (or catch up)	Tropical R. L1: Adaptations L2: Deforestation (changing rates and causes) L3: Impacts of deforestation
Cycle 2	12/12	2/1	9/1	16/1	23/1	30/1	6/2	20/2	27/2	6/3	13/3	20/3	27/3
	Tropical R. L1: Value and management L2: Exam question L2: Exam question DIRT	Tropical R. L1: Retrieval (or catch up) L2: Retrieval (or catch up) L3: Retrieval (or catch up)	Weather Hazards L1: K. test L2: K. recap L3: Atmospheric circulation Mid-Year Examinations	Weather Hazards L1: Distribution and formation L2: Climate change L3: Primary and secondary effects Mid-Year Examinations	Weather Hazards L1: Immediate and long term responses L1: Monitoring, prediction, protection and planning L2: UK weather	Urban Change L1: Exam q L2: Exam q DIRT L3: K. test	Urban Change L1: K. recap L2: Overview, location, importance, migration L3: Opportunities	Urban Change L1: Challenges L2: Regeneration and sustainable urban living L3: Exam q	Climate Change L1: Exam q DIRT L2: K. Test L3: K. recap	Climate Change L1: Evidence L2: Retrieval (or catch up) L3: Retrieval (or catch up)	Climate Change L1: Natural and human causes L2: Effects L3: Mitigation and adaptation	Climate Change L1: Exam question L2: Exam question DIRT L3: Retrieval (or catch up)	Coasts L1: K. test (C3) L2: K. recap (C3) L3: Retrieval (or catch up)
Cycle 3	17/4	24/4	1/5	8/5	15/5	22/5	5/6	12/6	19/6	26/6	3/7	10/7	17/7
	Coasts L1: Waves L2: Processes L3: Retrieval (or catch up)	Coasts L1: Geology and erosional landforms 1 L2: Erosional landforms 2 L3: Longshore drift and depositional landforms 1	Coasts L1: Depositional landforms 2 L2: Management and case study L3: Retrieval (or catch up)	Energy L1: Exam q L2: Exam q DIRT L3: K. test	Energy L1: K. recap L2: Distribution L3: Increasing consumption and factors affecting supply	Revision L1: Revision L2: Revision L3: Revision	Assessments	Assessments	Assessments	Assessments	Energy L1: Impacts L2: Renewable, non-renewable and fossil fuel example L3: Sustainable resource future	Energy L1: Exam q L2: Exam q DIRT L3: Exam DIRT	

