Geography Subject Intent

Dixons Broadgreen Geography department ensure all students in the academy are well-rounded and environmentally conscious individuals that are equipped for their future endeavours by:

- Teaching the key geographical knowledge that underpins our human environments.
- Creating opportunities for students to explore the physical world and comprehend the processes that have help and continue to shape the natural world in which they live.
- Delivering a curriculum that supports the development of their powerful knowledge so they see geography as being a synoptic system where the human and physical worlds interact and the positive and negative consequences that can result.

Five Year Plan

Year 7			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Topic 1: Mastery Topic 2: Hot deserts	Topic 4: Climate change Topic 5: Climate change	Topic 6: Urbanisation Topic 7: Volcanoes (2026 – 2027)
Skills	• Geographical skills • Map skills • Literacy skills • Independent practice	• Literacy skills • Mapping skills • Graph analysis • Graph interpretation • Graph creation • Extended writing	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Graph creation • Drawing diagrams • Graph interpretation
Progression	They will develop some of the basic procedural skills required in geography, will be able to identify different aspects of geography and enhance their locational awareness. Literacy skills are developed, and awareness raised of the need to use geographical vocabulary.	Students will have a basic knowledge of locations, places, processes, environments at different scales. They demonstrate some geographical understanding of geographical concepts, how they relate to places, environments and processes and the interrelationships between places mainly regarding human environments.	Students will now start developing a basic awareness of the interaction between human and physical environments. Other concepts like economic geography will now be introduced. Abstract physical and environmental geography will be introduced, providing scope for pupils to improve their geographical schema. Students will interrogate data, graphs and maps to interpret, analyse and evaluate geographical information and issues to make judgements.
Link to GCSE	*The following GCSE topics are linked to Cycle 1.* Paper 1: The challenge of natural environments / Physical landscapes of the UK. Paper 3: Geographical skills	*The following GCSE topics are linked to Cycle 2.* Paper 1: The challenge of natural environments / Physical landscapes of the UK. Paper 3: Geographical skills	*The following GCSE topics are linked to Cycle 3.* Paper 1: The challenge of natural environments Paper 2: Urban issues and challenges / The changing economic world Paper 3: Geographical skills
Year 8			
	Cycle 1	Cycle 2	Cycle 3
Content	Topic 1: Volcanoes (26 – 27 only) Topic 2: Development	Topic 3: Development Topic 4: Glaciation	Topic 5: Fieldwork Topic 6: Issue evaluation
Skills	• Literacy skills • Extended writing • Independent practice • Mapping skills	• Literacy skills • Categorising • Extended writing • Independent practice	• Creating geographical questions • Understanding/creating/testing hypotheses • Methodology creation

	• Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation	• Mapping skills • Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation	• Data collection • Data presentation • Data interpretation/analysis • Drawing conclusions/judgements • Evaluation
Progression	Students continue developing locational awareness and are introduced to a wider range of geographical locations. They will look at linking geographical processes to these locations. Abstract concepts will be introduced such as slab pull and ridge push. Students will understand why certain processes only occur at certain locations. Links will be established across topics as students are introduced to the concept that physical processes and features can have an impact on the human world.	The glaciation unit introduces further abstract landscapes enhancing their ability to acquire and refine a deeper knowledge and understanding of complex geographical processes. Links to the development unit allow students to deepen their understanding of the interconnection between human and physical aspects of the world as they explore how these glacial environments influence human activity with positive and negative outcomes.	Through local fieldwork students gain an insight in to how to explore local environments. They create enquiry questions, hypotheses and develop an understanding of how to investigate the geographical world and ask questions. Students gain confidence in collecting fieldwork data, develop effective presentational skills, analysing data and drawing conclusions and evaluations. These are transferable skills. Fieldwork offers students the chance to link the classroom to the wider world, even if only in the local context in Y8.
Link to GCSE	*The following GCSE topics are linked to Cycle 1.* Paper 1: The challenge of natural environments Paper 2: The changing economic world Paper 3: Geographical skills	*The following GCSE topics are linked to Cycle 2.* Paper 2: The changing economic world Paper 1: The challenge of natural environments / Physical landscapes of the UK. Paper 3: Geographical skills	*The following GCSE topics are linked to Cycle 3.* Paper 1: Living with the physical environment Paper 2: Living with the human environment Paper 3: Geographical skills
Year 9			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Topic 1: Urbanisation and Lagos Topic 2: Ecosystems Topic 3: UK Resources Topic 4: Natural hazards	Topic 5: Natural hazards Topic 6: Reducing the development gap Topic 7: Cold environments Topic 8: Rivers	Topic 9: Rivers Topic 10: Economic change
Skills	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation
Progression	Students will draw on Y7/8 geographical studies applying their knowledge, understanding and geographical curiosity with a wider geographical focus. They have studied some threshold concepts and issues, but they are now applied to different scenarios and locations requiring an ability to analyse and interpret at a higher level whilst making detailed links between concepts and processes. Students continue developing examination skills/techniques acquired through Y7/8 on a more frequent basis. They look at the application of geographical knowledge and	Students continue drawing on prior knowledge whilst developing this to a higher level. Their growing knowledge helps deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. This is supported by drawing on previous units which are interleaved through the key stages. Students' progress to a more sophisticated ability to process, interpret, analyse and understand geographical information. They will improve their ability to accurately select geographical information and apply	Examination skills, knowledge and understanding acquisition continues as students' progress with some being able to withdraw scaffolding from written work and possess the ability to write fluently demonstrating their knowledge and understanding. They draw on existing knowledge and explore new topics to a high level. The human issues and concepts addressed allow students to easily relate to the geographical world. Students investigate a wider range of geographical models and theories. When students are discussing geographical issues, it is hoped they will be able to do so with greater precision

	understanding using specific structures. Students begin to understand how differences exist due to location and their context. They recognise why locations change and the implications which result.	in a concise and informative way demonstrating their growing level of ability and comprehension. Students develop a mature and broader outlook on geographical and global issues.	and accuracy with the recall of knowledge and that they will be able to question further. Students should understand the uniqueness of geographical locations and identify and suggest reasons for these differences. Students will investigate a case study on Liverpool.
Link to GCSE	*The following topics are covered in Cycle 1.* Paper 1: The challenge of natural environments / Living with the physical environment / The living world Paper 2: Urban issues and challenges / Challenge of resource management Paper 3: Geographical skills	*The following topics are covered in Cycle 2.* Paper 1: The challenge of natural environments Paper 2: The changing economic world Paper 3: Geographical skills	*The following topics are covered in Cycle 3.* Paper 1: The challenge of natural environments Paper 2: The changing economic world Paper 3: Geographical skills
Year 10			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Topic 1: Economic change Topic 2: Earthquakes Topic 3: Economic development Topic 4: Tropical rainforests	Topic 5: Tropical rainforests Topic 6: Weather hazards Topic 7: Urban change Topic 8: Climate change Topic 9: Coasts	Topic 10: Coasts Topic 11: Energy Topic 12: Human geography fieldwork
Skills	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Graph creation • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation	• Literacy skills • Categorising • Extended writing • Independent practice • Mapping skills • Drawing diagrams • Labelling / annotating diagrams • Graph interpretation • Creating geographical questions • Understanding/creating/testing hypotheses • Methodology creation • Data collection **/** presentation • Data interpretation/analysis • Conclusions/judgements/evaluation
Progression	Students draw on knowledge acquired through previously interleaved elements of the curriculum. Students will be more confident in selecting appropriate knowledge and applying it in a concise and accurate manner. The interleaved approach means they continually refine and develop sophisticated reasoning and application techniques. Topics based around the economy allow students to understand the complex interconnections between locations and processes and articulate these with a higher degree of fluency and with a sophisticated range of geographical vocabulary. Students continue to link location and recognise interconnectivity.	Drawing on prior knowledge students processes powerful knowledge with a greater degree of efficiency and sophistication through the confident application of key vocabulary in their writing. Interpretive and geographical decision-making skills are developing. Many interconnected, abstract and complicated topics are covered that draw on prior threshold knowledge. It is hoped sufficient progress has been made for students to recall and apply powerful knowledge with greater ease and fluency. They will be more proficient in developing responses to demonstrate they can make judgements and conclusions.	Students will now have completed all of the topics from the syllabus. They will have developed sufficient geographical knowledge and ability to apply to meet the requirements of the specification. They will now begin to look at fieldwork. It is important for them to be able to understand the purpose of fieldwork, how it can effectively be carried out, what techniques can be deployed effectively and how the data can be presented. They will need to be able to analyse the data and interpret results. These are important transferable skills. Fieldwork means that students will be able to apply thematic content and develop their ability to deal with extended writing.

Link to GCSE	*The following topics are covered in Cycle 1.* Paper 1: The challenge of natural environments / The living world Paper 2: The changing economic world Paper 3: Geographical skills	*The following topics are covered in Cycle 2.* Paper 1: The living world / The challenge of natural environments Paper 2: Urban issues and challenges Paper 3: Geographical skills	*The following topics are covered in Cycle 3.* Paper 1: Living with the physical environment Paper 2: Challenge of resource management Paper 3: Geographical skills
Year 11			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	Topic 1: Physical fieldwork Topic 2: Geographical skills / unseen fieldwork	Topic 3: Geographical skills fieldwork Topic 4: Knowledge consolidation and application	Topic 5: Knowledge consolidation and application
Skills	• Creating geographical questions • Understanding/creating/testing hypotheses • Methodology creation • Data collection • Data presentation • Data interpretation/analysis • Drawing conclusions/judgements • Evaluation • Decision making and justification	• Powerful knowledge recall • Revision skills and techniques • Refining knowledge application	• Powerful knowledge recall • Revision skills and techniques • Refining knowledge application
Progression	Students will consolidate their powerful knowledge and their ability to apply this effectively. They draw on prior knowledge regarding fieldwork and apply this to the physical fieldwork. They complete an expedition to explore river environments and investigate this in detail in class. Students apply this data in an examination situation. They explore the requirements of the pre-release. Students have been exposed to the requirements and intricacies of the pre-release element of Paper 3. They refine their ability to analyse data, scenarios, issues, make detailed, well informed and justified decisions.	Students focus on the general geographical skills required for Paper 2. These will be delivered using past paper examples drawing on key powerful knowledge from a range of topics and this will aid revision. Revision will focus on case studies ensuring students are able to draw issues, concepts and processes together and apply this to examination questions.	Students will focus on the general geographical skills required for Paper 2. These will be delivered using past paper examples drawing on key powerful knowledge from a range of topics and this will aid revision. Revision will focus on case studies ensuring students are able to draw issues, concepts and processes together and apply this to examination questions.
Link to GCSE	Paper 3: Geographical skills	Paper 3: Geographical skills	Paper 3: Geographical skills