

# **Goldwyn Folkestone – Geography Subject Statement and Long Term Plan**



## **Geography – Statement of Intent**

Geography is essentially about understanding the world we live in. At Goldwyn, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our geography curriculum aims to inspire in pupils a curiosity and fascination about the world, and its people, that will stay with them for the rest of their lives. Our students are encouraged to develop a deeper understanding and knowledge of the world, as well as their place within it. We aim to build on the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Learners will investigate a range of places, both in Britain and abroad. We provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. Opportunities for fieldwork are also provided to give first hand experiences, which enhance children's understanding of the world beyond their locality. Our pupils will develop knowledge and skills that are transferrable to other curriculum areas.

At Goldwyn, the geography curriculum will be taught in response to driving questions which are aimed to be challenging, inspiring, creative, nurturing and encourage active learning. The learners will revisit geographical skills and knowledge in order to embed and deepen understanding. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to enable all children, regardless of background, ability, additional needs, to flourish to become the very best geographer they can possibly be.

The lessons are carefully planned to ensure that all children are well supported in their learning and that opportunities for depth is planned for.

Our aim for our students is to:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

The impact of our geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for life as an adult in the wider world. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities.

## Geography Department: Long Term Plan

The Geography Long Term Plan reflects a key focus upon Knowledge, Skills and Understanding. It is anticipated that all pupils will have the opportunity eventually to study for a formal qualification in Geography which addresses their needs, including AQA Awards, Entry level Certificates and when appropriate BTEC qualifications. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning. The work at Key Stage 3 should provide the foundation for further progress through Key Stage 4.

| Term        | 1  | 2  | 3  | 4   | 5   | 6  |
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| Group<br>3T | <p><b>Exploring England</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>Explore how England fits into the wider context of the UK and the British Isles. They examine their perceptions of England and those of people from other countries. They begin to investigate the geography of England by searching for thematic patterns and contrasts, using different types of maps, e.g. weather, relief, settlement, population origins/composition</p> <p><b>Vocabulary:</b></p> | <p><b>People Everywhere</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>In this unit pupils study different aspects of population – growth, structure and distribution – in different contexts. They use OS maps to identify different types of settlement sites, developing their skills of map reading and drawing. They investigate a local housing development issue and its impact on the community.</p> <p><b>Vocabulary:</b><br/>population, birth rate,</p> | <p><b>Comparing Countries</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>The focus of this unit is a comparative study of two countries at national scale; either two more economically developed countries (MEDCs), or one MEDC and one less economically developed country (LEDC). The unit aims to develop pupils' knowledge and understanding of places by encouraging them to explore their perceptions of the selected countries (see also unit 12 'Images of a country'). Throughout this unit pupils develop their skills of independent</p> | <p><b>Weather and Climate</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>This unit focuses on patterns and processes associated with weather and climate. Pupils carry out this work in the context of the European Union, which enables them to extend and consolidate their knowledge of places and environments. Pupils are encouraged to work together to produce a weather forecast for a particular location and to choose a suitable holiday destination for</p> | <p><b>Tourism</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>In this unit pupils examine the changing patterns, and the processes that cause them, in one particular economic activity – tourism. They consider the contribution made by tourism to the economies of countries in different states of economic development. Through two case studies in contrasting economic contexts</p> | <p><b>Can the Earth Cope</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>This unit is in two parts: ecosystems, population and resources; and global futures/resource issues. Pupils investigate the global distribution of one or more selected biome, populations and the resources of food production. They find out about the relationships between these three themes and about resulting environmental issues/consequences.</p> <p><b>Vocabulary:</b></p> |

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|  | <p>British Isles, landscape, administrative boundary, country, region, place name, itinerary, highland, mountain, lowland, plateau<br/> weather, synoptic chart, depression, front, isobar, precipitation, altitude, rain shadow<br/> population changes, immigrant, emigrant, migration, invader, settler, migrant, refugee, asylum seeker</p> | <p>death rate, natural rate of population increase, population distribution, population density<br/> planning, settlement, size, situation, location, greenfield, brownfield, settlement<br/> function, land-use zones, central business district (CBD), suburbs</p> | <p>geographical enquiry.</p> <p><b>Vocabulary:</b><br/> comparison, similarity, difference, probable, preferred, links</p> | <p>a family with particular interests. In carrying out these activities they engage in enquiry-based learning and problem solving, interpret weather maps and satellite images, use ICT skills and learn to draw and interpret climate graphs.</p> <p><b>Vocabulary:</b><br/> meteorology, weather, climate, physical, hydrological cycle, condensation, evaporation, stratus, cirrus, cumulus, precipitation, relief, convectional, frontal, satellite image, temperature</p> | <p>pupils assess the social, economic and environmental costs and benefits of this rapidly expanding industry. They also investigate aspects of sustainability and its implications for the management of tourist resorts in the future.</p> <p>There are opportunities for pupils to analyse data and select their own methods for representing it.</p> <p><b>Vocabulary:</b><br/> economic activity, tourism, primary, secondary, tertiary, quaternary, industry, resort, seasonal unemployment, social, MEDCs, LEDCs</p> <ul style="list-style-type: none"> <li>the environment, e.g. economic and environmental impacts, management, sustainable development</li> </ul> | <p>ecosystems, biome, vegetation, climate, distribution, characteristic, natural resources, interrelationships, population, food production, agriculture, nutrition, issue, genetically modified foods</p> <ul style="list-style-type: none"> <li>public opinion, fact, opinion, nimbyism, probable and preferable futures (others according to case studies selected)</li> </ul> |
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| <p><b>Group 4</b></p> | <p><b>The Restless Earth</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>To understand about the patterns and processes associated with earthquakes and volcanic activity. Pupils contrast the impact of this type of activity on more and less economically developed countries (MEDCs and LEDCs).</p> <p><b>Vocabulary:</b><br/>tectonic activity, volcano, earthquake, vent, magma, lava, igneous, active, dormant, extinct, natural hazard, crust, friction<br/>development, economic developed country, cause, effect, evacuation, migration</p> | <p><b>Coastal Environments</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>To understand geomorphological patterns and processes. To learn about the process of weathering and investigate the stages of development of a coastal landform. They go on to investigate the environmental planning and management of coastal areas and consider the tensions between development and conservation.</p> <p><b>Vocabulary:</b><br/>arch, backwash, beach, cave, cliff, coast, deposition, ebb, fault, fetch, freeze–thaw, groundwater, groyne, headland, high water mark, impermeable, landslide, longshore drift, low water mark, permeable, revetments, salt marsh, sand dune, slump, spit, stack,</p> | <p><b>Shopping, past, present and future</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>aspect of the settlement theme – retail service provision. Pupils learn about patterns and processes by investigating provision at local and regional scales. They consider the concept of development within their own country, by studying the possible impact of the internet on shopping patterns, as a prelude to focusing on development in a global context.</p> <p><b>Vocabulary:</b><br/>settlement function, settlement hierarchy, sphere of influence, out-of-town development<br/>commerce, convenience goods, comparison goods, development</p> | <p><b>World Sport</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>This unit uses the context of association football to develop pupils’ locational knowledge, their understanding of patterns and processes in relation to economic activities, environmental changes/issues, as well as developing their enquiry and geographical skills. There is a strong location element in the unit and pupils extend their locational knowledge at national and global scales. This requires them to use an atlas independently.</p> <p><b>Vocabulary:</b><br/>economic activities, e.g. gross domestic product (GDP), job security, market, migrate, tertiary employment, working conditions</p> | <p><b>The Global Fashion Industry</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>In this unit pupils develop their understanding of the global nature of economic activity and development through a study of the fashion industry. They investigate the interdependence between people, places and environments in this industry and through this study begin to understand the concept of globalisation, i.e. how what happens in one part of the world affects people everywhere. The activities are developed around the focus of the fashion industry, but if this topic is not suitable for pupils in a particular school an alternative could be</p> | <p><b>Crime and the local Community</b></p> <p><b>Key Skills / Knowledge and Understanding</b><br/>This short unit explores patterns of criminal activity within the local area. It offers pupils a different perspective on the study of settlement, especially land use and layout. Pupils learn through discussion, research and fieldwork where crime occurs locally and beyond. They also investigate possible causes, impacts and management of the issue. The unit focuses on:</p> <ul style="list-style-type: none"> <li>•classification of crime types</li> <li>•location of crime in the local area</li> <li>•variations in crime regionally, nationally and internationally</li> <li>•strategies used to combat the problem</li> </ul> <p><b>Vocabulary:</b><br/>crime and the community, crime</p> |
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|  |  | <p>storm surge, stump, swash, tides, water table, wave, wave-cut notch, wave-cut platform, weathering attrition, beach nourishment, corrosion, hydraulic action, solution, tidal range, cost–benefit analysis, impact matrix</p> |  |  | <p>used, e.g. toys, electrical equipment, processed foods.</p> <p><b>Vocabulary:</b><br/>international trade and development, globalisation, development, trade, production, consumption, corporation, transnational corporation (TNC), gross domestic product (GDP), human development index (HDI), socio-economic indicators, export, import, interdependence, MEDC, LEDC, International Monetary Fund, World Bank, World Trade Organisation (WTO), United Nations, balance of trade</p> <ul style="list-style-type: none"> <li>•manufacturing, e.g. technology, resources, supply and demand, negotiation, competition, perception.</li> </ul> | <p>(recorded and non-recorded), police, design and the built environment, vandalism, detection, prevention, fear of crime, gated communities, target hardening, defensible space, victim, offender, neighbourhood watch, CCTV, graffiti, decision making, values and attitudes</p> <ul style="list-style-type: none"> <li>•police categories of recorded crime, e.g. violence against the person, sexual offences, burglary, theft, handling goods, fraud, forgery, criminal damage, vehicle crime, risk assessment, perception of crime.</li> </ul> |
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