

Curriculum Intent for Geography

The current national curriculum states the purpose of Geography as being to

‘Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’

The intention of Geography at THS is to follow this and provide our students with a content that has massive relevance in the world today; it teaches students interconnectedness, sustainability and their responsibility towards the environment and other cultures. THS Geography helps explain occurrences in the world such as climate change, refugee crises and inequality and has a value base that encourages students to care.

Ofsted recognises that the study of Geography is “Developing a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment, is more important than ever in today’s world.” THS Geography promotes an interest and cherishment of different cultures and environments. It has an ethical value base with an approach involving sustainability and conservation. It allows students to look at the world around themselves and understand the processes, both physical and human that allows them to understand it.

It is arguably the most topically relevant subject and equips students with the critical faculties to look at what is happening in the world and ask why. THS curriculum retains some flexibility to both address local issues and incorporate floating topicality when a relevant global issue arises.

Therefore, the study of geography of Geography at THS enables students to understand the world, equips and empowers them to become part of the solution.



Year 7

- **What exactly is Geography?**
- **Am I ever lost with a Map?**
- **What is weather? How does it become extreme?**
- **Can we save the World from the Climate Crisis?**
- **Mapping The Environmental Quality of Todmorden High School.**

Year 8

- **Why can I see squirrels and oak trees, not cactus and camels? An ecosystem investigation.**
- **How has evolution created a biodiverse planet?**
- **Am I wrong about Africa? The World's most diverse continent.**
- **How does my shopping impact the rainforest?**
- **How do humans impact the oceans?**

Year 9

- **Why does the Earth shake and spew fire?**
- **How do Human Actions impact the Earth?**
- **How unfair is our Planet for the people who live here?**
- **Does the cotton industry widen or narrow the development gap?**
- **How have glaciers shaped the UK?**



Threshold Concepts Geography.

The ambition in KS3 Geography is to teach core geographical concepts to a deep and analytical level. The concepts that we cover are often repeated at GCSE, our aim is that students will have a fundamental understanding of the concepts that enables them to become globally aware citizens who have complex grasp of global issues and are equipped to succeed academically.

Urban Issues and Challenges	Natural Hazards	The Living World	River Landscapes in the UK	Glacial landscapes in the UK	The Changing Economic World	The Challenge of Resource Management	Fieldwork	Geographical Skills
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y7	What exactly is Geography?	Am I ever lost with a Map?	What is <u>weather</u> ? How does it become extreme?	Can we save the World from the Climate Crisis?	Mapping The Environmental Quality of Todmorden High School.
Y8	Why can I see squirrels and oak trees, not cactus and camels? An ecosystem investigation.	How has evolution created a biodiverse planet?	Am I wrong about Africa? The World's most diverse continent.	How does my shopping impact the rainforest?	How do humans impact the oceans?
Y9	Why does the Earth shake and spew fire?	How do Human Actions impact the Earth?	How unfair is our <u>Planet</u> for the people who live here?	Does the cotton industry widen or narrow the development gap?	How have glaciers shaped the UK?

KEY STAGE 3 - AUTUMN HALF TERM I

Year 7

Introduction to Geography and Geology							
Content	Can you solve the mystery of the Salish sea? Plastic in our Oceans	Do you know what Geography is all about? Lesson 1	Aren't some people amazing? Lesson 2	Earth's Forces. How is Water a force of nature? Lesson 3	Can you explain the water cycle? Lesson 4	Can you make your own drainage basin? Lesson 5	How does a river erode? What does your experiment tell you? Lesson 5
Assessment				Diagnostic mark Identification of key places in the world (map skills baseline)			Can you place 33 key places on a map? Geography knowledge and skills assessment. Summative Mark
Home learning	Carousel #1			Carousel quiz #2		Carousel quiz #3	

Year 8

Ecosystems							
Content	What are ecosystems? Lesson 1 & 2	What is in the THS ecosystem? Lesson 3 & 4	Why are ecosystems like baking a cake? Lesson 5 & 6	Can I eat the Sun's rays? Lesson 7	Who is THE apex predator? Lesson 8	How does death create life? Lesson 9	Why can I see oak trees and squirrels on my school field? Lesson 10 - 12
Assessment		Diagnostic mark Describe what an ecosystem is.					Summative Mark THS School Grounds Test Lesson 13
Home learning	Carousel #1				Carousel #2		Carousel #3

Year 9

Tectonics and Seismology					
Content	Why does the Earth spew fire and shake?	Is the surface of Earth just a moving jigsaw puzzle?	Can I prove tectonic theory?	What exactly is an earthquake?	What aspect of an earthquake causes the most damage?
Assessment			Diagnostic mark What is tectonic theory?		To what extent can we prove tectonic plate theory from the evidence that we can gather on Earth? Summative Mark
Home learning	Carousel #1		Carousel #2		Carousel quiz #3

KEY STAGE 3 - AUTUMN HALF TERM 2

Year 7

Introduction to Geography and Geology					
Content	What is the rivers story? Lesson 6	Can you make your own waterfall model and explain what happens? Lesson 6	What has Geology got to do with me? Lesson 7	What happened to the Dinosaurs and how do we know?	Dinopocalypse – so what did happen?
Assessment				Diagnostic mark ----- How is a waterfall formed and what changes occur on a cross profile? Exam questions.	Written Report on Dinopocalypse ----- Summative Mark
Home learning	Carousel #1	Optional homework can you create a model meander?		Carousel quiz #2	Carousel quiz #3

Year 8

Why has evolution created a biodiverse planet?							
Content	What is biodiversity? Lesson 1	How did life begin? Lessons 2 & 3	How does evolution work? Lesson 4	Can tree's save the world? Lesson 5 & 6	Why can't everyone get along? Lesson 7 and 8	Why is it a dog-eat-dog world? Lesson 9	What happens when humans meddle with nature? Lesson 10 & 11
Assessment			Summative mark ----- How has evolution created a biodiverse planet?			Diagnostic Mark ----- Using examples, explain how two species can live in harmony .	TBC Summative Mark
Home learning	Carousel #1				Optional Homework Ecosystem in a Bottle Carousel quiz #2		

Year 9

Seismology and volcanology					
Content	How do we minimise earthquake damage?	How does a tectonic plate boundary create the World's longest mountain range and deepest ocean trench?	How can a composite volcano kill you, and how can you reduce that risk?	Why is Iceland so tectonically active?	What are hotspots and are they going to destroy the world?
Assessment			Summative mark ----- To what extent is magnitude the most significant cause of earthquake damage?	How does a composite volcano form? ----- Diagnostic Mark	Data added to Y9 spreadsheet.
Home learning	Carousel #1	Optional Homework put a slice of that on your tectonic plate!		Carousel #2	Carousel quiz #3

KEY STAGE 3 - SPRING HALF TERM I

Year 7

Could you find your way home? Map skills through developing an understanding of the UK.						
Content	We can just use google! Introduction to maps. What are they and why are they useful?	Can you map the UK?	Can you find something using compass directions and grid references?	How do I know what everything is on a map?	Todmorden to Hebden Bridge – is it really 2cm? Measuring distances and using scale.	Todmorden is 129 metres above sea level. How do we know heights on a map?
Assessment				Diagnostic mark ----- On-going short quizzes on all skills plus UK map labels.	Revision session and recap.	Map Skills Assessment ----- Summative Mark
Home learning	Carousel #1	Carousel quiz #2	Optional Homework	Carousel quiz #3		

Year 8

Africa's Diversity					
Content	Is it possible to kill animals to save them? Lesson 1 & 2	Are we wrong about big game hunting? Lesson 3 & 4	Breaking down African stereotypes Lesson 5 & 6	You can't keep up with Kenya can ya? Lesson 7 & 8	Mapping Africa Lesson 9 & 10
Assessment		Diagnostic mark Assess whether big game hunting be reintroduced to the Nairobi National Park.			Summative mark Skills paper.
Home learning	Carousel #1		Carousel #2		Carousel #3

Year 9

What impact do humans have on our planet?					
Aral Sea Investigation.		They Lied to us! A climate change investigation.			
Assessment		Diagnostic Mark ----- Assess the most significant impact of the Aral Sea disaster.		Summative Mark ----- Prosecuting Big Oil	Data added to Y9 spreadsheet.
Home learning	Carousel #1	Optional Homework .	Homework #2 Measure your Carbon Footprint	Carousel quiz #3	

KEY STAGE 3 - SPRING HALF TERM 2

Year 7

What happens when our weather is extreme?						
Content	What is extreme weather?	How do Air masses control our weather?	Why don't you want to be in Tornado Alley?	How does a tornado form and how do we measure them?	What happened in Joplin in 2011?	Revision of extreme weather Assessment
Assessment				Diagnostic mark How is a tornado formed? Sequential learning	Revision session and recap.	Extreme weather Assessment <hr style="border-top: 1px dashed black;"/> Summative Mark
Home learning	Carousel #1	Carousel quiz #2		Optional Homework	Carousel quiz #3	

Year 8

How has Africa's past caused inequality?							
Content	How has colonisation shaped modern day Africa?	What is the role of TNC's in Nigeria?	How has Nelson Mandela reduced inequality in South Africa?	What is the current energy crisis in South Africa?	What is the current water crisis in South Africa?	Why is there famine across Africa?	How is Africa progressing across the sustainable development goals?
Assessment		Diagnostic Mark Assess the importance of TNC's in increasing economic development.					Summative Mark Is Africa working towards the sustainable development goals?
Home learning	Carousel #1		Carousel #2	Optional Homework – Recycling Project		Carousel #3	

Year 9

How unfair is our planet for the people who live here?					
Is the world a fair place to live?		How can we measure quality of life?	Are we 'factful' about the world we live in?	What demographic works best for a country?	
Assessment		Diagnostic Mark Which development indicator can we infer the most information from?		Summative Mark Explain why HDI is a better indicator than GNI per capita.	Data added to Y9 spreadsheet.
Home learning	Carousel #1	Optional Homework .		Carousel quiz #3	

KEY STAGE 3 - SUMMER HALF TERM I

Year 7

Is our Climate Changing? How can we save the world?						
Content	Is climate change real? Presenting the evidence.	No Planet B. Cause of climate change.	Are you and I killing Polar Bears? What impacts are you having on Planet earth? Was the Syria War caused because of climate change?	What impacts are you having on Planet earth?	39 Ways to Save the planet!	Should we rewild Britain? Or ... Eat Bugs?!
Assessment				Diagnostic mark	Revision session and recap.	Climate Change Assessment
				Causes of Climate change mini assessment		Summative Mark
Home learning	Carousel #1	Carousel quiz #2		Homework project on Food miles as a family	Carousel quiz #3	Great Big Butterfly Count for the national survey

Year 8

How does what I choose to buy impact the rainforests										
Content	Where are the biomes of the world?	What makes a tropical rainforest?	Why are rainforests warm, wet and humid?	How have species adapted to the tropical rainforest?	Why is deforestation a problem?	What is human life like in the tropical rainforest?	What is palm oil?	Who doesn't care about palm oil?	Assessment	
Assessment				Diagnostic Mark					Summative Mark Letter to SPAR	
Home learning	Carousel #1			Carousel #2			Carousel #3			

Year 9

Does globalisation widen or narrow the development gap? Investigating the Global Cotton Industry.								
Is anything not 'Globalised?'		How globalised is the fashion industry?		Investigating Cotton through different industrial sectors.		Does the cotton industry widen or narrow the development gap?		
Assessment			Summative mark			Diagnostic mark		
			How much is fashion globalised?			22 Mark Assessment		
Home learning	Carousel #1	Optional Homework: Map your wardrobe.		Carousel#2				

KEY STAGE 3 - SUMMER HALF TERM 2

Year 7

Is our Climate Changing? How can we save the world?							
Content	Is climate change real? Presenting the evidence.	No Planet B. Cause of climate change.	Are you and I killing Polar Bears? What impacts are you having on Planet earth? Was the Syria War caused because of climate change?	What impacts are you having on Planet earth?	39 Ways to Save the planet!	Should we rewild Britain? Or ... Eat Bugs?!	
Assessment				Diagnostic mark Causes of Climate change mini assessment	Revision session and recap.	Climate Change Assessment	
						Summative Mark	
Home learning	Carousel #1	Carousel quiz #2		Homework project on Food miles as a family	Carousel quiz #3	Great Big Butterfly Count for the national survey	

Year 8

Why are oceans so important and how are we treating them?							
Content	Bluewater Horizon and the impact of oil development on our oceans.	Bluewater Horizon and the impact of oil development on our oceans.	Drowning in Plastic. Plastic pollution in our oceans.	Drowning in plastic. Plastic pollution in our oceans.	Seaspiracy. The impact of industrial fishing.	Seaspiracy. The impact of industrial fishing.	Climate Change and rising sea levels.
Assessment				Diagnostic mark Plastic Pollution Infographic		Summative Assessment Assess the impact of human activity on our oceans.	
Home learning	Carousel #1		Carousel #2	Optional Homework		Carousel #3	

Year 9

How do glaciers shape the world we live in?					
What is glaciation?		When were we covered by ice?		What landscapes do glaciers create?	
Is The Lake District a glaciated landscape?		Diagnostic		Summative	
Assessment		Describe the relationship between CO2 and temperature in the Pleistocene era.		Outline evidence of glaciation in the Lake District.	
Home learning		Carousel #1		Carousel #2	