

Geography

Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in geography through the below:

Knowledge, skills and understanding to be gained at each stage:

| | | Cycle 1 | Cycle 2 | Cycle 3 |
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| Year 7 | Knowledge Introduced | <ul style="list-style-type: none"> Geographical Introductions - key concepts and skills e.g. the continents, knowledge of places in the UK, Europe and around the world, the cycles Physical Earth - Ecosystems, hot deserts and climate change | <ul style="list-style-type: none"> Human Earth - urbanisation, Bradford - location, history, opportunities and challenges | <ul style="list-style-type: none"> Revision Fieldwork |
| | Knowledge Revisited | <ul style="list-style-type: none"> The continents, cycles, climate change | <ul style="list-style-type: none"> Urbanisation, opportunities and challenges in Bradford | <ul style="list-style-type: none"> The continents, cycles, climate change, Urbanisation, opportunities and challenges in Bradford |
| | Skills Introduced | <ul style="list-style-type: none"> Direction, map skills | <ul style="list-style-type: none"> Classifying impacts into social, economic or environmental | <ul style="list-style-type: none"> Fieldwork enquiry sequence - setting a hypothesis, collecting primary data, presenting data visually, analysis, making conclusions, evaluation |
| | Skills Revisited | <ul style="list-style-type: none"> Direction, map skills | <ul style="list-style-type: none"> Direction, map skills | <ul style="list-style-type: none"> Direction, map skills |
| Year 8 | Knowledge Introduced | <ul style="list-style-type: none"> Risky Earth - wildfires Dynamic Landscapes - glaciation | <ul style="list-style-type: none"> Dynamic Landscapes - glaciated landscapes (Malham) Dynamic Countries - UK and Brazil | <ul style="list-style-type: none"> Revision Fieldwork - trip to Malham |
| | Knowledge Revisited | <ul style="list-style-type: none"> The continents, cycles | <ul style="list-style-type: none"> Climate change, opportunities and challenges in Bradford | <ul style="list-style-type: none"> Risky Earth, glaciation |
| | Skills Introduced | | <ul style="list-style-type: none"> PEEREEL - how to write a balanced argument | |



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| | Skills Revisited | <ul style="list-style-type: none"> • Direction, map skills | <ul style="list-style-type: none"> • Direction, map skills | <ul style="list-style-type: none"> • Direction, map skills |
| Year 9 | Knowledge Introduced | <ul style="list-style-type: none"> • Physical landscapes (UK) • Coast and river landscapes and processes; landforms; management of landscapes | <ul style="list-style-type: none"> • Natural hazards • Tectonic hazards; weather hazards; climate change; cause; impact; response; examples of hazards in areas of contrasting levels of development | <ul style="list-style-type: none"> • Revision |
| | Knowledge Revisited | <ul style="list-style-type: none"> • Coast and river landscapes | <ul style="list-style-type: none"> • Physical landscapes • Coast and river landscapes and processes | <ul style="list-style-type: none"> • Tectonic hazards; weather hazards; climate change; cause; impact; response; examples of hazards in areas of contrasting levels of development |
| | Skills Introduced | <ul style="list-style-type: none"> • Cartographic skills focus - all previous skills developed in Y7 and Y8 revisited and built upon | <ul style="list-style-type: none"> • Numerical and skills focus; all previous skills revisited and built upon | <ul style="list-style-type: none"> • Decision-Making Exercise (DME) - preparation for Cycle 3 exam |
| | Skills Revisited | | <ul style="list-style-type: none"> • Cartographic skills focus - all previous skills developed in Y7 and Y8 revisited and built upon | <ul style="list-style-type: none"> • Numerical and skills focus; all previous skills revisited and built upon |
| Year 10 | Knowledge Introduced | <ul style="list-style-type: none"> • The living world • Ecosystems; tropical rainforests; hot deserts; opportunities and challenges in contrasting ecosystems | <ul style="list-style-type: none"> • Urban issues and challenges • Global urbanisation trends; challenges and opportunities in Rio de Janeiro; challenges and opportunities in Liverpool; sustainable development | <ul style="list-style-type: none"> • Changing economic world • Global development trends; development gap; strategies to close the gap; economic development in Nigeria; economic development in the UK • Fieldwork - trip to Hornsea |
| | Knowledge Revisited | <ul style="list-style-type: none"> • Coasts and rivers | <ul style="list-style-type: none"> • Tectonic hazards and weather hazards, climate change | <ul style="list-style-type: none"> • The living world |
| | Skills Introduced | | | <ul style="list-style-type: none"> • Stages of fieldwork investigation - enquiry sequence, methodology |
| | Skills Revisited | <ul style="list-style-type: none"> • Cartographic skills revision | <ul style="list-style-type: none"> • Numerical skills revision | |
| Year 11 | Knowledge Introduced | <ul style="list-style-type: none"> • Resource management • Global resource management (food, water, energy); | <ul style="list-style-type: none"> • Revision • Issue evaluation (DME) | <ul style="list-style-type: none"> • Final revision |



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| | resources in the UK; Energy | <ul style="list-style-type: none"> • Study Paper 3 past paper & pre-release (available in March) • Fieldwork - presenting data, analysis, conclusions, evaluation | |
| Knowledge Revisited | Paper 2 case studies - Rio de Janeiro and Liverpool | Paper 2 case study - Nigeria | <ul style="list-style-type: none"> • Final revision |
| Skills Introduced | | | |
| Skills Revisited | <ul style="list-style-type: none"> • All geographical skills to be revisited | All geographical skills to be revisited | <ul style="list-style-type: none"> • Final revision |

A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.