

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
Year 7	Knowledge Introduced	<ul style="list-style-type: none"> Geographical Introductions - knowledge of places in the UK, Europe and around the world, rock cycle, water cycle, nutrient cycle Physical Earth - Ecosystems, hot deserts, climate change 	<ul style="list-style-type: none"> Physical Earth - Tropical rainforests and tropical storms Human Earth - urbanisation, Bradford 	<ul style="list-style-type: none"> Human Earth - Rio de Janeiro, Energy Fieldwork
	Knowledge Revisited	<ul style="list-style-type: none"> Knowledge of places in the UK, Europe and around the world; the cycles 	<ul style="list-style-type: none"> Knowledge of places in the UK, Europe and around the world; the cycles; hot deserts; climate change 	<ul style="list-style-type: none"> The cycles; hot deserts; urbanisation
	Skills Introduced	<ul style="list-style-type: none"> Map skills - direction, distance, scale, 4 & 6 figure grid references, graphs 	<ul style="list-style-type: none"> Describing distribution on a map, using development indicators to compare countries 	<ul style="list-style-type: none"> Fieldwork techniques - data collection and presentation, evaluation
	Skills Revisited		<ul style="list-style-type: none"> Map skills - direction, distance, scale, 4 & 6 figure grid references, graphs 	<ul style="list-style-type: none"> Map skills - direction, distance, scale, 4 & 6 figure grid references, describing distribution
Year 8	Knowledge Introduced	<ul style="list-style-type: none"> Risky Earth - volcanic eruptions Dynamic Landscapes - glaciers 	<ul style="list-style-type: none"> Dynamic Landscapes - Malham Dynamic Countries - UK and Brazil 	<ul style="list-style-type: none"> Revision Geographical Decisions
	Knowledge Revisited	<ul style="list-style-type: none"> Knowledge of places in the UK, Europe and around the world; the cycles 	<ul style="list-style-type: none"> Risky Earth - volcanic eruptions Dynamic Landscapes - glaciers 	<ul style="list-style-type: none"> Dynamic Countries - UK and Brazil
	Skills Introduced	<ul style="list-style-type: none"> Images, proportional circles, dot maps 	<ul style="list-style-type: none"> Scattergraphs, choropleth maps, interpreting population pyramids 	<ul style="list-style-type: none"> Summarising, evaluation
	Skills Revisited	<ul style="list-style-type: none"> Map skills - direction, distance, scale, 4 & 6 figure grid references 	<ul style="list-style-type: none"> Describing distribution on a map, using development indicators to compare countries 	<ul style="list-style-type: none"> Images, interpreting graphs



Year 9	Knowledge Introduced	<ul style="list-style-type: none"> Physical landscapes (UK) - Coast and river landscapes and processes 	<ul style="list-style-type: none"> Natural hazards - Tectonic hazards & weather hazards; examples of hazards in areas of contrasting levels of development 	<ul style="list-style-type: none"> Natural hazards - climate change The living world - Ecosystems
	Knowledge Revisited		<ul style="list-style-type: none"> Physical landscapes - Coast and river landscapes 	<ul style="list-style-type: none"> Natural hazards - Tectonic hazards & weather hazards
	Skills Introduced	<ul style="list-style-type: none"> Cartographic skills focus 	<ul style="list-style-type: none"> Numerical skills focus 	<ul style="list-style-type: none"> Graphical skills focus
	Skills Revisited		<ul style="list-style-type: none"> Cartographic skills focus 	<ul style="list-style-type: none"> Numerical and skills focus
Year 10	Knowledge Introduced	<ul style="list-style-type: none"> The living world - tropical rainforests & hot deserts Urban issues and challenges - Global urbanisation trends; challenges and opportunities in Rio de Janeiro 	<ul style="list-style-type: none"> Urban issues and challenges - challenges and opportunities in Liverpool; sustainable development Changing economic world - global development trends; development gap; strategies to close the gap 	<ul style="list-style-type: none"> Changing economic world - economic development in Nigeria; economic development in the UK Fieldwork - 1 day fieldtrip to the Holderness Coast
	Knowledge Revisited	<ul style="list-style-type: none"> The living world - Ecosystems Coast and river landscapes and processes 	<ul style="list-style-type: none"> Natural hazards - Tectonic hazards, weather hazards & climate change 	<ul style="list-style-type: none"> Urban issues and challenges
	Skills Introduced	<ul style="list-style-type: none"> Statistical and numerical skills focus 	<ul style="list-style-type: none"> Cartographic skills focus 	<ul style="list-style-type: none"> Fieldwork skills
	Skills Revisited	<ul style="list-style-type: none"> Graphical skills focus 	<ul style="list-style-type: none"> Statistical and numerical skills focus 	<ul style="list-style-type: none"> Numerical skills focus
Year 11	Knowledge Introduced	<ul style="list-style-type: none"> Fieldwork All aspects of GCSE fieldwork requirements for Paper 3 exam including unseen fieldwork section Resource management: global resource management; resources in the UK, sustainable management; Energy 	<ul style="list-style-type: none"> Issue evaluation Study Paper 3 past paper & pre-release booklet (available in March). 	
	Knowledge Revisited	<ul style="list-style-type: none"> Fieldwork provides opportunities to revisit Paper 1 topics coasts and rivers 	<ul style="list-style-type: none"> Final revision 	<ul style="list-style-type: none"> Final revision



Skills Introduced	<ul style="list-style-type: none"> • Stages of fieldwork investigation 	<ul style="list-style-type: none"> • Final revision 	<ul style="list-style-type: none"> • Final revision
Skills Revisited	<ul style="list-style-type: none"> • All geographical skills to be revisited 	<ul style="list-style-type: none"> • 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 DKA Curriculum Principles, published on our website, for further information about how we have designed our curriculum.