

# The Geography Curriculum Intent at The Birley Academy

Topics	Examples of how locational knowledge is taught in lessons seeks to build upon previous learning and prepare students for future learning	Examples of how place knowledge is taught in lessons seeks to build upon previous learning and prepare students for future learning	Examples of how human and physical Geography is taught in lessons seeks to build upon previous learning and prepare students for future learning
<b>Year 7</b>			
<b>Places and Map Skills</b>	<ul style="list-style-type: none"> <li>Emphasis on essential UK and global locational knowledge that students should know from primary school (e.g. capital cities, continents, latitude etc) is taught at the start of Year 7. The common misconception of confusing a country with a continent/city can be addressed.</li> <li>Locational knowledge of the local area taught as a foundation for learning about the Geography of Sheffield in the lessons on map skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students are taught the concept of 'sense of place' acquiring knowledge of what makes Sheffield unique.</li> <li>The map skills topic builds students' place knowledge of the local human and physical Geography. This is then expanded into the key physical and human features of Sheffield and its surrounding Geography.</li> </ul>	<ul style="list-style-type: none"> <li>The concept of sense of place is introduced and considered in terms of Sheffield and other places. Understanding how to think like a Geographer prepares students for the curriculum ahead of them at Birley.</li> </ul>
<b>Settlement</b>	<ul style="list-style-type: none"> <li>Locational knowledge of Sheffield is taught through looking at the different urban zones in Sheffield. Locational knowledge of Sheffield supports students in becoming fluent map readers of the local Geography in helping them understand patterns that exist within the city (e.g. why different groups of people live in different parts of the city and locations that exemplify this).</li> <li>This locational knowledge supports students' subsequent learning on the pattern of retail within Sheffield and the impact of urban renewal on localities such as Kelham Island.</li> </ul>	<ul style="list-style-type: none"> <li>Students compare the features of different settlements (e.g. hamlet and village) using place knowledge to do so (e.g. does a settlement have a cathedral or services?)</li> <li>Students learn about different urban zones of Sheffield in more detail building upon the place knowledge taught in the map skills unit. Students use socio-economic data to compare a zone of deprivation in Sheffield (Manor) and a zone of affluence (Ecclesall).</li> </ul>	<ul style="list-style-type: none"> <li>Urban zones found in a typical UK city and why these zones vary in terms of where different socio-economic groups of people live and understand why some places that are deprived have undergone urban renewal. In addition, this build upon the previous topic of map skills where students use a range of OS maps to locate the key human and physical features of Sheffield. This knowledge is then used to study the retail patterns that exist across Sheffield as well as other processes such counterurbanisation to further embed students understanding of the difference between rural and urban areas.</li> </ul>
<b>Africa with a focus on Kenya.</b>	<ul style="list-style-type: none"> <li>The location of Kenya within Africa and the location of key Geographical and human features of the country. This reinforces the opportunity to address the common misconception of confusing a continent with a country.</li> <li>Teaching the location of the urban zones in Nairobi allows students to make a meaningful comparison with the pattern of urban zones in Sheffield. Locational knowledge of the proximity of informal housing with the CBD and rural areas supports students understanding of processes such as urbanisation (also in Y8 population topic and in detail in the Year 9 India topic)</li> </ul>	<ul style="list-style-type: none"> <li>An overview of the varied cultures and landscapes across Africa is taught to challenge a single story narrative about Africa.</li> <li>Students learn place knowledge about Kenya's human and physical Geography including in depth knowledge of Nairobi as a city in a Low Income Country (LIC). This knowledge enables them to make meaningful comparisons with Sheffield as a city in a High Income country (HIC).</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about the different zones in Nairobi and make comparisons with their previous learning about the zones in Sheffield. The process of Urbanisation from rural to urban Kenya is taught. This concept is also taught in the population topic in Y8 and in the India topic in Y9 in greater depth.</li> <li>The concept of desertification and the link with climate change is introduced here. These are revisited again in more depth in the Y8 Weather and Climate and Y9 Ecosystems topic.</li> </ul>
<b>Coasts</b>	<ul style="list-style-type: none"> <li>The location of the Holderness coast is taught along with the location of significant landforms (e.g. Spurn point and settlements). This builds on students' locational knowledge of the local area surrounding Sheffield.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn place knowledge about the Holderness coastline, a place many students from Birley visit. They learn about the physical and human features that make this coastline unique allowing them to learn about the physical processes affecting the coastline.</li> <li>Students learn place knowledge about different settlements along the Holderness coastline that are affected by the issue of coastal erosion (e.g. Mappleton and Hornsea).</li> </ul>	<ul style="list-style-type: none"> <li>Physical processes and the formation of coastal landforms is studied here. Physical geography and its processes are less visible and more challenging hence their position here as the final topic in Y7. The issue of coastal erosion and hard and soft management is introduced here and is revisited in the context of rivers in Y8.</li> </ul>
<b>Year 8</b>			
<b>Weather and Climate</b>	<ul style="list-style-type: none"> <li>UK locational knowledge of regions, human and physical features are taught through learning about the factors that affect the UK Climate.</li> <li>Global locational knowledge taught in Y7 is strengthened through learning about the global climate zones (e.g. latitude, continents) and global impacts of climate change.</li> <li>Locational knowledge of the local area is taught through investigating the issue of wind farms.</li> </ul>	<ul style="list-style-type: none"> <li>Students build place knowledge about the climate in different parts of the UK and across the world (e.g. why is it warmer in the south of the UK?). Students analyse and construct climate graphs of different places to help them understand these patterns.</li> <li>Students learn about the location of Penny Hill wind farm and the impact this has on the nearby village of Ulley. Students build up place knowledge to help them understand the issue of building onshore wind farms in rural areas. This builds upon the concept of rural and urban areas taught in Y7.</li> <li>The impact of climate change is studied and place knowledge for places effected is acquired e.g. Louisiana suffering coastal flooding is also taught later in the topic when studying Hurricane Katrina).</li> <li>Students learn place knowledge about Malawi (a LIC) and New Orleans (a city in a high income country) through learning about tropical storms. Students compare the impacts and responses to tropical storms in these two places.</li> </ul>	<ul style="list-style-type: none"> <li>This topic has increasingly challenging concepts from that studied in Y7. The factors affecting climate (e.g. latitude, ocean currents and altitude) are studied; building upon learning done in the desertification topic in Y7. An in depth study of climate change allows students to re-visit and build their learning on this topic done in the Kenya topic as well. Students also learn about the world's major climate zones which prepares them for future learning on the world's biomes in the Ecosystems topic studied in Y9.</li> <li>Students learn about the causes, effects and responses to tropical storms comparing the impacts on a Low Income Country (Malawi) with a High Income Country (USA). Understanding the concept of a LIC is introduced in the Kenya topic and the issues they face allows students to better consider the challenges LICs face with natural hazards like tropical storms.</li> </ul>
<b>Rivers and Flooding</b>	<ul style="list-style-type: none"> <li>Locational knowledge of the River Tees as a case study and learn its location in UK.</li> <li>The Sheffield Floods and 2007 and 2019 are studied giving opportunity for students to practice their OS map skills and locate Sheffield and the surrounding physical Geography, further building on the locational knowledge of the locality taught in the topics of Weather and Climate (Y8 Term 1) and Places and Map skills (Y7 Term 1).</li> </ul>	<ul style="list-style-type: none"> <li>Students learn place knowledge about the catchment area of the River Tees and some of the unique features long it (e.g. High Force Waterfall).</li> <li>Students study the Sheffield Floods in 2007 and 2019. Place knowledge of Sheffield's Geography supports an in-depth understanding of the causes of the flood (e.g. Sheffield is built on 7 hills) and the effects of the flood (e.g. Meadowhall shopping centre studied in the retail lessons in Y7).</li> </ul>	<ul style="list-style-type: none"> <li>Physical processes and the formation of river landforms is studied here. This links to learning in their previous topic where students have studied the water cycle and build in other flows and stores (e.g. surface runoff) that are important for understanding why rivers flood. In addition, the previous topic outlines the impact of climate change on future flooding.</li> <li>Hard and soft flood management strategies are studied here revisiting this concept taught in coasts in Y7.</li> </ul>
<b>Population</b>	<ul style="list-style-type: none"> <li>Students study the population distribution of the UK, through the use of OS maps, the location of the UK's urban areas, mountains and rivers. This knowledge is recently taught in the Y8 Weather and Climate topic where students look at rainfall and temperature patterns.</li> <li>Students investigate the world's population distribution locating key global regions that are densely or sparsely populated applying their learning about the UK to the world.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn place knowledge about why a particular locations in the UK are either densely or sparsely populated.</li> <li>Students broaden their knowledge into wider regions of the world that are sparsely populated (e.g. the Amazon rainforest and Sahara Desert). These regions are taught in previous and future topics (e.g. ecosystems in Y9 and desertification in Africa in Y7). Likewise students learn why large regions of the world are densely populated using place knowledge of specific locations to help them build this understanding (e.g. India and Western Europe). This links to learning taught previously in the Year 7 settlement unit when students look at location factors for different settlements.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about global population distribution. This builds upon previous learning about the location of sparsely populated regions such as deserts, taught in the Africa topic, and densely populated regions found on floodplains in the Rivers topic. This also previews future learning when students study the world's biomes.</li> </ul>
<b>Tourism</b>	<ul style="list-style-type: none"> <li>Students learn the location of the UK's National Parks, and the village of Castleton which they visit as part of a fieldtrip. In preparation for the fieldwork the students use OS maps to locate Castleton and its surrounding physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>Students learn place knowledge about the UK's National Parks. Students develop in depth place knowledge of the Peak District National Park and specifically the village of Castleton where students undertake a fieldtrip.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about the concept of National Parks and the impact of tourism on honeypot sites. The location of the UK's National Parks revisits the location of the mountainous regions of the UK studied in the previous topic where students learn about the sparsely populated mountainous regions of the UK. The concept of ecotourism is taught in the first topic of Y9 ecosystems and many of the concepts relate to this as well.</li> </ul>
<b>Year 9</b>			
<b>Ecosystems</b>	<ul style="list-style-type: none"> <li>The location of the world's biomes is taught (linking to the location of climate zones taught in Y8)</li> <li>The location of the world's rainforests and a focus on the Amazon rainforest as a case study</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about the issues facing the Amazon rainforest and build a variety of specific place knowledge through learning this topic. The place knowledge taught here build upon previous knowledge taught in the Y8 topics of Population and Weather and Climate.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin this topic looking at the world's biomes. This builds on previous learning about the world's climate zones in Y8, deserts in Y7 and the characteristics of the world's sparsely populated regions covered in Y8.</li> <li>Students learn about the world's rainforests in detail and the impact of climate change. This re-visits the learning on climate change taught in Y8 and Y7 and allows students to apply this learning to a detailed case study.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>The location of countries at different stages of development (HIC, NICs and LICs).</li> <li>The location of countries affected by issues such as clean water, conflict, child labour, fast fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Place knowledge of Malawi (a LIC already taught in Y8) and Cambodia (a NIC) compared to understand the issue of poverty. Place knowledge of countries affected by issues such as clean water, conflict, child labour, fast fashion is taught.</li> </ul>	<ul style="list-style-type: none"> <li>Development issues for a wider range of countries are considered in this topic such as international aid, trade, poverty, clean water, conflict, child labour and fast fashion is taught. Towards the end of KS3 students can better apply a deeper understanding of the interconnectedness of these issues with a strong foundation in the human and physical Geography in the topics taught previously in KS3.</li> </ul>
<b>India</b>	<ul style="list-style-type: none"> <li>The location of India and its human and physical features are located at the start of this topic.</li> <li>The location of Mumbai and its urban zones (linking with prior learning on Nairobi in Y7)</li> </ul>	<ul style="list-style-type: none"> <li>Place knowledge of India and its human and physical features are taught at the start of this topic.</li> <li>Place knowledge of Mumbai and its urban zones (linking with prior learning on Nairobi in Y7)</li> <li>Place knowledge of rural India is taught through studying the region of Kerala</li> </ul>	<ul style="list-style-type: none"> <li>The development issues covered in the previous topic allow students to study a Newly Industrialised Country and the issues facing with greater appreciation of the context of its Geography. Students have studied LICs in greater detail (e.g. Malawi and Kenya) and this offers students an opportunity to compare and contrast those LICs with NICs and HICs more effectively.</li> </ul>

# How geographical skills are integrated into the curriculum

## Maps, Aerial Photography and Graphs

Text highlighted are areas under development

### Year 7

<b>Places and Map Skills</b>	<ul style="list-style-type: none"> <li>Political and thematic maps of the world and the UK.</li> <li>OS maps and aerial photographs of Sheffield and the local area are used at the start of Y7 to develop students develop their map skills of places they are familiar with.</li> </ul>
<b>Settlement</b>	<ul style="list-style-type: none"> <li>OS maps and aerial photographs of settlements with different functions</li> <li>OS Maps of Sheffield to identify different urban zones within Sheffield</li> </ul>
<b>Africa</b>	<ul style="list-style-type: none"> <li>Political and thematic maps of Africa and Kenya e.g. altitude, vegetation.</li> </ul>
<b>Coasts</b>	<ul style="list-style-type: none"> <li>OS maps and aerial photographs of the Holderness coast to show coastal landforms and human features.</li> </ul>

### Year 8

<b>Weather and Climate</b>	<ul style="list-style-type: none"> <li>Satellite images and thematic maps used to show weather and climatic patterns e.g. temperature, altitude and rainfall</li> <li>Political maps to show the UK and its regions in weather forecasting</li> <li>OS maps of the local area used to study a local wind farm</li> <li>Students compare choropleth maps with dot distribution maps on the topic of wind farms in the UK</li> <li>GIS Map story of the impact of Hurricane Katrina</li> </ul>
<b>Rivers and Flooding</b>	<ul style="list-style-type: none"> <li>OS maps are used to study a variety of river landforms</li> <li>GIS enquiry into how the catchment of the River Tees changes from the upper to lower course using different layers of data (e.g. geology, altitude, drainage density, land use etc)</li> <li>Thematic maps to show rainfall levels and altitude when studying the Sheffield, Pakistani and China floods</li> </ul>
<b>Population</b>	<ul style="list-style-type: none"> <li>Choropleth maps and dot distribution maps are used to describe the population distribution of the UK and the world.</li> <li>Choropleth maps used to show migration patterns around the world</li> </ul>
<b>Tourism</b>	<ul style="list-style-type: none"> <li>Students use aerial images of the UK's National Parks and their topography</li> <li>Students use OS maps and aerial photographs to identify the geography of the locality around the honeypot village of Castleton as fieldwork prep.</li> </ul>

### Year 9

<b>Ecosystems</b>	<ul style="list-style-type: none"> <li>Thematic maps to show the world's biomes builds upon the world's climate zones in Y8.</li> <li>Aerial photography used to identify patterns of deforestation</li> <li>GIS map story of different biomes</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>Thematic maps to show a range of development indicators (e.g. access to clean water, GDP, life expectancy etc) to compare patterns across the world between Hic, LICs and NICs.</li> </ul>
<b>India</b>	<ul style="list-style-type: none"> <li>Thematic maps to show the human and physical features across India.</li> <li>Thematic maps showing the urban zones in Mumbai                             <ul style="list-style-type: none"> <li>GIS urbanisation activity using the tablets</li> </ul> </li> </ul>

## Fieldwork and Numeracy

	Identifying hypotheses and asking geographical questions	Data Collection and processing e.g... Likert survey, traffic count, transects, %	Data presentation using graphs and charts bar, line, pie, scatter and climate
<b>Year 7</b>			
<b>Places and Map Skills</b>	<ul style="list-style-type: none"> <li>Sense of place enquiry- students investigate hypotheses into ow people feel about Sheffield</li> </ul>	<ul style="list-style-type: none"> <li>Sense of place enquiry into Sheffield- students question each other using a Likert survey and tally chart</li> </ul>	<ul style="list-style-type: none"> <li>Bar charts-used as part of a geographical enquiry into sense of place.</li> </ul>
<b>Settlement</b>	<ul style="list-style-type: none"> <li>Investigating hypotheses around where people want to live in a city.</li> </ul>	<ul style="list-style-type: none"> <li>Students use transect to look the different urban zones in Sheffield</li> </ul>	<ul style="list-style-type: none"> <li>Students use bar charts to compare property values in different parts of Sheffield.</li> </ul>
<b>Africa</b>	<ul style="list-style-type: none"> <li>Asking geographical questions about Kenya as a place.</li> </ul>	<ul style="list-style-type: none"> <li>Using transects to study the different zones in Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>Climate graphs are introduced to look at the differences in the climate between different regions in Kenya.</li> </ul>
<b>Coasts</b>	<ul style="list-style-type: none"> <li>Asking geographical questions about coastal landforms.</li> </ul>	<ul style="list-style-type: none"> <li>Calculating rates of erosion.</li> </ul>	
<b>Year 8</b>			
<b>Weather and Climate</b>	<ul style="list-style-type: none"> <li>Students investigate hypotheses relating to the factors affecting climate in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Students use data from a transect of the UK to show how temperature changes with altitude</li> <li>Calculating temperature range</li> </ul>	<ul style="list-style-type: none"> <li>Climate graphs are drawn completely from the beginning using data from Sheffield. Climate graphs for different climate zones are also studied.</li> <li>Students draw a topographical cross section across the UK</li> <li>Scattergraphs to show the relationship between climatic variables</li> </ul>
<b>Rivers and Flooding</b>	<ul style="list-style-type: none"> <li>Asking geographical questions about river landforms</li> </ul>		<ul style="list-style-type: none"> <li>Hydrographs introduced to students</li> </ul>
<b>Population</b>	<ul style="list-style-type: none"> <li>Asking geographical questions about the population distribution in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Calculating % for different ethnic groups living in Russia</li> </ul>	<ul style="list-style-type: none"> <li>Line graphs used to analyse how global population has changed over time.</li> <li>Reading Scattergraphs and proportional bubbles</li> <li>Demographic Transition model to be introduced</li> </ul>
<b>Tourism</b>	<ul style="list-style-type: none"> <li>Students investigate hypotheses and relating to fieldwork they conduct in the village of Castleton in the Peak District.</li> </ul>	<ul style="list-style-type: none"> <li>Students collect data on the fieldtrip using transects, traffic and pedestrian counts.</li> <li>Calculating averages and % for primary fieldwork data collected</li> </ul>	<ul style="list-style-type: none"> <li>Students use data collected in their fieldwork to Castleton construct divided bars and bar charts</li> </ul>
<b>Year 9</b>			
<b>Ecosystems</b>	<ul style="list-style-type: none"> <li>Asking geographical questions about tribes that live in the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>Calculating % when studying the flows and transfers in the nutrients cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Proportional line graph, divided bars and bar charts used to show the trends in deforestation</li> <li>Students read climate graphs linked to the world's major biomes.</li> <li>Students use proportional circles to describe and compare the proportion of nutrients in different stores and flows in different biomes.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>Investigating hypotheses relating to development indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Calculating averages using development data.</li> </ul>	<ul style="list-style-type: none"> <li>Line graphs to show trends in population and % living in poverty builds on previous knowledge from Y8.</li> <li>Scattergraphs used to compare geographical variables (e.g. life expectancy and access to clean water.)</li> </ul>
<b>India</b>	<ul style="list-style-type: none"> <li>Asking geographical questions about India and life in urban and rural places.</li> </ul>		<ul style="list-style-type: none"> <li>Proportional arrows to show migration patterns to Mumbai from different regions in India</li> </ul>