

Intent Statement: Geography Department... *“Our vision for Geography at Tottingham High School is for all students to develop students’ sense of awe, appreciation and understanding of the world in which they live and how it is changing. We aim to give them a sense of place and an awareness of our collective responsibility for the planet’s human and physical landscapes. We promote inquisitive, independent and resilient students who appreciate and understand the world around them, and recognise the opportunities it provides and the challenges it is facing. We develop their cartographical and mathematical skills. Having studied Geography at KS3, pupils will have a wide appreciation of the spatial patterns and scale of major social, economic and environmental issues, as well as human and physical processes and landscapes. Our geography curriculum also enables students to develop their enquiry and fieldwork skills to prepare them for being able to reach reasoned conclusions and equips them to voice and justify their opinions.*

GEOGRAPHY						
	Term 1		Term 2		Term 3	
Year 7	<p>What is Geography <i>An introduction to human, physical and environmental geography; and enquiry skills.</i></p> <p>Wonderful World <i>Pupils learn a range of Atlas Skills through an exploration of each of the seven continents and the oceans; and are introduced to several fascinating places as well as many of the important social, economic and environmental issues we explore in our Geography curriculum.</i></p>	<p>UK Geography <i>Pupils consolidate their sense of place location within the UK, and knowledge of UK / GB / Nations / Cities and major physical features.</i></p> <p>OS Map Skills <i>Pupils consolidate and extend their Ordnance Survey map reading skills.</i></p> <p>Superlatives Competition <i>Pupils have to research a superlative location of their choice (e.g. longest river, biggest city etc.)</i></p>	<p>Globalisation and Industry <i>Pupils develop an appreciation of how people across the Earth live lives which are interconnected through the Global Fashion Industry and the world of work. They are introduced to the concept of levels of economic development (HIC/NEE/LIC).</i></p>	<p>The Middle East <i>Pupils learn about the major physical and human landscapes of the Middle East, and explore economic development, migration and conflict in this region.</i> <i>Pupils apply their Atlas skills to this topic.</i></p>	<p>Weather and Climate <i>Pupils learn the difference between weather and climate, how weather is observed and recorded, why rain forms, and why extreme weather occurs.</i> <i>They also study the concept of microclimates.</i></p>	<p>Fieldwork: <i>Pupils complete an investigation into the microclimate of THS. New for 2022 – We are introducing local area human fieldwork in Tottingham village, investigating land use and function.</i></p> <p>Settlement and Urbanisation <i>Pupils study urban spatial patterns, land use zones and local examples of settlements. They are introduced to urban issues.</i></p>
Year 8	<p>UK Water Landscapes (rivers and coasts) <i>Pupils gain a sense of the beauty and range of landscapes of the UK.</i></p>	<p>Africa <i>Pupils’ misconceptions of Africa challenged and they are shown the range of physical landscapes (biomes e.g. adaptation of</i></p>	<p>Geological Timescales <i>Pupils learn about the timing of evolution of species of Life on Earth.</i></p> <p>Glaciation</p>	<p>Life in Cold Environments <i>New for 2021: Links are made to the issues and challenges facing glacial</i></p>	<p>Population (includes Migration and a study of population and environmental issues in China)</p>	<p>Ecosystems <i>New for 2022: Pupils will study the global distribution of biomes and will focus on the TDF (temperate deciduous</i></p>

	<p>Pupils learn about rocks and major physical processes (weathering, erosion, transportation, and deposition) and how they create various landforms and hazards e.g. local floods 2015. Conflict in coastal areas is explored. OS map skills are applied to coastal landscapes. We investigate the 2021 Dorset cliff collapse.</p>	<p>species to hot deserts), countries and levels of development. Pupils study human issues such as around conflict over water (the Nile) and human challenges like farming and nomadic life; as well as environmental challenges like deforestation. Pupils apply their Atlas skills to this topic.</p>	<p>Pupils study the processes and the formation of landforms of glacial erosion. OS map skills are applied to glacial landscapes. Economic activity and conflict over land use in glacial landscapes in the UK are explored.</p>	<p>landscapes e.g. Antarctica and Alaska. Russia Pupils learn about the major physical features of Russia and consolidate Atlas skills through this topic. They explore social issues in Russia. They study the climate, plants, soils and animals of the Tundra ecosystem.</p>	<p>Pupils study why demographic factors such as BR, DR, IMR, LE vary by levels of development and how to interpret census data on population pyramids. They study the DTM and development. They explore the reasons for population density and distribution in China and the environmental impact.</p>	<p>forests) and TRF (tropical rainforests). They will learn about food chains and nutrient cycling. Fieldwork: New for 2022 – We are hoping to introduce a fieldtrip to one of the physical landscapes studied in Y8 – either a local river field study, a visit to a national park or perhaps a local TDF ecosystem.</p>
Year 9	<p>Planet in Peril? Pupils explore the relevance of geography in understanding the spatial patterns and scale of major interesting social, economic and environmental issues that the planet faces. We teach justification skills.</p>	<p>Urban Change in NEEs Pupils develop their understanding of urbanisation through investigation of the opportunities and challenges in NEE cities such as Rio, Brazil. (Links to our GCSE case study of NEE city)</p>	<p><i>Cross-over KS3/GCSE. Relates to P1: A: The Challenge of Natural Hazards (rest of y9)</i> Natural Hazards Pupils study types of hazard, effects and responses, and hazard risk. Tectonic Hazards Plate margins and the distribution of hazards</p>	<p>Tectonic Hazards continued... Pupils study earthquakes as named examples of tectonic hazards and the contrasts in their effects and responses in LIC/HIC countries.</p>	<p>Weather Hazards Pupils learn about the Global Atmospheric Circulation and the impact it has on the climate at different latitudes. Pupils study tropical storms with a detailed study of Typhoon Haiyan. Pupils study extreme weather in the UK.</p>	<p>Climate Change Pupils appreciate that there are reasons why Earth's climate changes naturally. They then study the human causes, the social, economic and environmental impacts of this and the methods of mitigating or adapting to recent climate change.</p>
Year 10 5 lessons of new learning. 1 lesson of interleaving prior learning (per fortnight)	<p>P1: B: The Living World <i>Ecosystems and Rainforests</i> P3: Fieldwork: <i>Coastal management in Cleveleys (trip/write-up)</i></p>	<p>P1: B: The Living World <i>Cold Environments and Living World assessment</i> P1: A: Challenge of Natural Hazards <i>Climate Change</i></p>	<p>P1: C: Physical Landscapes in UK <i>Glacial and Coastal (re-taught)</i></p>	<p>Recap of Y9 teaching: P1: A: The challenge of Natural Hazards <i>Tectonic and Weather</i> Mock Exam: P1 (April)</p>	<p>P2: A: Urban Issues and Challenges <i>Manchester (case study of a UK city)</i></p>	<p>P2: A: Urban Issues and Challenges <i>Rio de Janeiro (NEE)</i> P3: Fieldwork: <i>Regeneration in Salford Quays (trip/write-up)</i></p>
Year 11 5 lessons of new learning 1 lesson of interleaving prior learning (per fortnight)	<p>P2: A: Urban Issues & Challenges <i>Complete teaching, assess</i> P2: B: Changing Economic World <i>(development)</i></p>	<p>P2: B: Changing Economic World <i>Nigeria an NEE country</i> Mock exams: Paper 1 (full), Paper 2 (section A), Paper 3 (full)</p>	<p>P2: B: Changing Economic World <i>The changing UK economy</i> P2: C: The Challenge of Resource Management</p>	<p>P2: C: The Challenge of Resource Management <i>Energy Management</i> P3: Issue Evaluation <i>Pre-release (March) exam materials taught</i></p>	<p>P3: Geographical skills <i>Numerical, graphical, cartographic skills</i> Revision</p>	<p>GCSE Exams Paper 1: Physical Paper 2: Human Paper 3: Geographical applications</p>



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