

Buckler's Mead Academy

Geography - Subject Information

***"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together"** Barack Obama*

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world, such as contemporary challenges such as climate change, food security, energy choices which cannot be understood without a geographical perspective. We want our students to be passionate about the world they live in and have a deep understanding of how it works so that they can continue to act as responsible citizens to ensure the sustainability of our planet continues.

Our programme of study aims to develop 4 sequences or strands of **Geographical knowledge; Place, Location, Physical and Human Processes** and **Geographical Skills**.

Year 7	Year 8	Year 9
Introduction the UK Weather and Climate in the UK Challenges and Opportunities in the UK Our Living World The People of the UK	Our Unequal World Focus on Africa Physical Landscapes in the UK Our Physical World World Cities	Tropical Storms Extreme Weather in the UK Ecosystems- Tropical Rainforests Climate Change Challenges and Opportunities of the Urban World

The Geography curriculum helps students to become more aware of the many contemporary issues local and global communities are facing, such as climate change, food security, energy supply, sustainability. Thinking and decision making within geography helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global setting. Using maps and images of people and places, numerical and graphical data that underpin our lives, and make geographers skillful and employable. With the school's demographic being a fairly monoculture, we believe it is important for our students to learn about other cultures around the world so that any misconceptions or misunderstandings such as all "African people are poor" or "Africa is a country" are challenged and the correct knowledge is taught.

We want to allow students who might not be able to visit and see the world at present to see that there is more to the world than Yeovil and that we are a small piece within a massive jigsaw of the world. There will also be opportunities for students to put into practice what they have learnt in the classroom into the field, where fieldwork will take place within the school grounds as well in other places such as Corfe Castle, Lyme Regis and Swanage.

Students will develop a respect and understanding of different places and environments. They will become more aware of different cultures, locations and contexts which will enable them to be more knowledgeable and successful to prepare them for future challenges. Students are encouraged to grow their resilience in working on their problem-solving abilities, where they apply key skills and knowledge to unfamiliar problems. Success and resilience is also modelled; when studying topics such as Development, Natural Disasters in Geography, the term success often refers to the ability of people to not only subsist, but thrive even when faced with big challenges or shocks.

Our curriculum in Geography is a spiral curriculum which allows physical and human topics to be interleaved and students can gather depth and detail of concepts over the 5 years. It is a broad and

balanced curriculum which builds upon what students have secured in KS2. We have sky high expectations for all students in the class no matter their background, this allows us as teachers to encourage students to have ambitions but also knowledge and skills which are transferable and will enable students to achieve their dreams.

At Buckler's Mead we teach the vital global issues across a range of topics. Students are required to think about topics in relation to scale. Students explore topics through the use of case studies and examples nationally in the UK (such as Bristol, Swanage, Lyme Regis) and internationally, comparing high income countries (HIC), newly emerging economies (NEE such as Nigeria and Brazil) and low-income countries (LIC). The exploration of topics through named examples and case studies gives students an understanding of challenges at different scales and the different solutions.

We teach a balanced framework of physical and human components and investigate the link between them, giving students a more holistic understanding of Geography. The curriculum builds upon knowledge and understanding from KS3 by continued development of skills, deeper understanding and consideration of topics which require greater consideration of scales and links within the subject. Unit 1 focuses on the dynamic physical processes and systems and the human interaction with them in a variety of places and at a range of scales. Unit 2 is concerned with human processes, systems and outcomes and how these change both spatially and temporally. The final unit Geographical Applications is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the whole course. The aim being that students show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This is completed as part of a decision making exam, where a pre-released booklet is provided and that students will have to make a justified decision. This unit also includes two fieldwork enquiries, one physical and one human based which students have to complete. The aim of this is so students are able to understand the process/ stages that are needed for an enquiry to take place.

The curriculum both at KS3 and GCSE prepares students for employment through problem solving skills which are considered throughout the course and getting students to use their key skills to offer solutions to some contemporary global challenges. In addition, where students have completed fieldwork and data analysis, it allows students to develop key transferable skills which are required for further education and vital employment skills.