

Southern International School Geography Curriculum: Journey on a page 2024/2025

<p><u>Year 7: KS3</u></p> <p><i>Autumn 01 – Strands of Geography</i> <i>Autumn 02 – Map skills</i> <i>Spring 01 - Sustainable Development Goals</i> <i>Spring 02 – Weather and Climate, Ecosystems</i> <i>Summer 01 - Globalization of Fashion</i></p>	<p><u>Year 8: KS3</u></p> <p><i>Autumn 01 - Weather and Climate</i> <i>Autumn 02 – China and Urbanization</i> <i>Spring 01 - Rivers</i> <i>Spring 02 – Cold climates and glaciation</i> <i>Summer 01 - Map skills and local Geography</i></p>	<p><u>Year 9: KS3</u></p> <p><i>Autumn 01 - Natural disasters</i> <i>Autumn 02 - Glaciation</i> <i>Spring 01 – Population and Settlement</i> <i>Spring 02 – Blood Diamonds</i> <i>Summer 01 - Geographical skills</i></p>
<p><u>Year 10: KS4</u></p> <p><i>Autumn 01 - Theme two: Rivers and Coasts</i> <i>Autumn 02 – Theme two: Plate Tectonics</i> <i>Spring 01 - Theme two: Weather and Climate, Biomes</i> <i>Spring 02 – Theme one: Population, Settlement</i> <i>Summer 01 - Paper two skills: Map skills</i></p>	<p><u>Year 11: KS4</u></p> <p><i>Autumn 01 – Paper Two skills</i> <i>Autumn 02 – Theme three: Energy, Tourism, Environmental risk, Development, Food Industry, Farming</i> <i>Spring 01 – Paper four preparation (alternative to coursework) fieldwork</i> <i>Spring 02 – Paper two skills preparation</i> <i>Summer 01 – IGCSE revision and preparation</i></p>	
<p><u>Subject Curriculum Intent: ‘Excellence in Geography’</u></p> <p>Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p> <p><u>SIH Geography students will learn</u></p> <p><i>Locational knowledge:</i> <i>Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</i></p> <p><i>Place Knowledge:</i> <i>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</i></p> <p><i>Human and physical geography:</i> <i>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</i></p> <ul style="list-style-type: none"> ● <i>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</i> ● <i>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</i> ● <i>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</i> <p><i>Geographical skills and fieldwork:</i> <i>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</i></p> <p><i>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</i></p>		

