



Curriculum Intent

Geography at Bradford Girls' Grammar School is a subject through which students:

- develop enthusiasm for discovering more about the world.
- develop geographical tools & skills to thrive outside of the classroom.
- develop sound knowledge of where places are and what they are like, both in Britain and the wider world.
- become confident geographical enquirers and develop the ability to reach clear conclusions to explain their findings.
- develop an extensive base of geographical knowledge and vocabulary.
- develop an understanding of the ways in which places are linked (KS1 & 2) and interdependent and interconnected (KS3 & GCSE)
- learn about what makes the local area unique and can effectively compare within the local area and to other places around the world.
- develop an awareness of the importance of social, economic & environmental sustainability (KS3/4)
- visit different places and develop a love, understanding and appreciation of place.

Curriculum Implementation

Cultural capital

Cultural capital is enhanced throughout the geography curriculum. For example:

- In Year 1 students learn about birds of prey and about weather at Harlow Carr RHS.
- In Year 6 students learn about the geography and culture of Mexico, broadening their cultural capital.
- At key stage 3 students learn about what makes their local area unique and develop the skills to think critically about their local area and places further afield such as Kerala in India, Japan & Kenya. As students learn about landscape, they make links to artwork by Constable, Hockney and the music of Vaughan-Williams.
- At GCSE students visit a range of natural environments including limestone cliffs, a beck, a village in a national park and ancient woodland in and around Malham in the Yorkshire Dales. They also visit the coast at Flamborough Head and Bridlington to learn about what makes these places unique and the challenges they face. GCSE geography students also conduct an in-depth study of Zambia including music, food and geography and critically analyse text such as Tim Marshall's 'Prisoners of Geography' (2016).

Early Years Foundation Stage

In EYFS we use the children's daily life to help provide pupils' geographical experience, information and understanding of the world around them. This can include researching and discussing their location within school, journeys taken, meeting friends in public and reading about real and imagined places. They also explore and clarify their personal everyday geographies through reflection and identify the links to the core geographical ideas (eg scale, location, place) and topics (eg trade, local area, Africa, Asia). This helps pupils make sense of and reflect on the world at hand and further away guiding pupils into and through their 'own' and 'others' geographies.

Key Stage 1 and 2

The Geography curriculum is designed to develop pupils' curiosity and fascination about the world and its people that will remain with them throughout their lives. Learners will investigate a range of places, both in Britain and abroad to help develop knowledge and understanding of the Earth's physical and human processes. These units include but are not limited to:

- Year 1: Paws, Claws and Whiskers, The Enchanted Woodland
- Year 2: Land Ahoy, Muck, Mess and Mixture
- Year 3: Tremors, Scrumdiddlyumptious, Ancient Egypt
- Year 4: Misty Mountain, Blue Abyss
- Year 5: Stargazers, Titus Salt, Early Islamic Civilizations
- Year 6: A Child's War, Frozen Kingdom, Hola Mexico

Key Stage 3

Students develop their ability to be effective geographical enquirers and continue to develop sound knowledge of where places are and what they are like, both in Britain and the wider world. They learn about what makes the local area unique and can effectively compare locations within the local area explaining using an extensive base of geographical knowledge and vocabulary. Students also develop an awareness of the importance of social, economic and environmental sustainability through learning about climate change and globalisation. They also learn about the natural world, address gaps in knowledge and understanding.

The units studied at key stage 3 are:

- Our place in the world
- Raging rivers
- Weather & climate
- The Landscape shapers
- Climate change & sustainability
- Globalisation
- Population & progress

Key Stage 4

In Key Stage 4 students become confident geographical enquirers and develop the ability to reach clear conclusions to explain their findings. They do this through the OCR B GCSE Geography specification entitled 'Geography for enquiring minds. The students develop further enthusiasm for discovering more about the world and visit different places and develop a love, understanding and appreciation of place. The units studied at key stage 4 are:

- Urban futures
- Global hazards
- Dynamic development
- Sustaining ecosystems
- Distinctive Landscapes
- The UK in the 21st Century
- Changing climate
- Resource reliance
- Fieldwork & enquiry skills

Geography KS3 Programme of Study 2020/21 (full opening in Sept 2020)



	Year 7	Year 8
Autumn	<p>1st</p> <p>What is Geography? Our place in the world</p> <ul style="list-style-type: none"> • What is geography? • Local area enquiry. • Assessment: Local area enquiry <p>Our place in The World</p> <ul style="list-style-type: none"> • Our place in the world, Europe, UK • Passport to the world <p>2nd</p> <p>• Map skills: Direction, scale, symbols, grid references, relief.</p> <p>Assessment: Map skills test</p>	<p>Map skills review & assessment as baseline</p> <p>The Landscape Shapers</p> <ul style="list-style-type: none"> • Changing landscapes • Weathering. • Erosion – transportation & deposition, • River long profile • River landforms, • Making a waterfall – peer assessment • Meanders. <p>Assessment: River landforms assessment.</p>
Spring	<p>Raging rivers</p> <ul style="list-style-type: none"> • The water cycle, river basins, major rivers of the world, causes of flooding, flood defences, flooding enquiry. <p>Assessment: Kerala flood newspaper article</p>	<p>Climate change & sustainability</p> <ul style="list-style-type: none"> • Climate change, changing energy use, ocean plastic pollution <p>Assessment: Climate change leaflet</p>
Summer	<p>1st</p> <p>Weather & climate</p> <ul style="list-style-type: none"> • Observation & recording, local – microclimates enquiry, Britain's weather, types of rainfall, high & low pressure weather forecast. <p>Assessment: Weather forecast</p> <p>2nd</p>	<p>Globalisation:</p> <ul style="list-style-type: none"> • Industry (primary, secondary, tertiary & quaternary) My global life, Apple case study, TNCs, WTO, 'Globalisation is good', 'Globalisation is bad.' <p>Assessment: Is globalisation good or bad? Opinion & justification based report</p> <p>Population & progress</p> <ul style="list-style-type: none"> • World population change, birth & death rates, factors affecting birth & death rates, population pyramids, development, reasons for differences in development, comparing Japan & Kenya. <p>Assessment: Article comparing Japan and Kenya</p>