



Our Geography learning journey



Bold Ambitious Collaborative Kind

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Rainforests & Hot deserts

Coastal landscapes

Pre-release

Results day

Physical fieldwork

Changing economic world

Revision

YEAR 11

Climate change

Weather hazards



Tectonic hazards

Human fieldwork

River landscapes

Urban issues and challenges

Every changing economies

Weird world

Ecosystem expedition

Contrasting continents

YEAR 10

AQA

Epic energy

Worrying weather

Changing coastlines

Population patterns

YEAR 9

Decisions
Decisions

My Place

Extreme environments

Dynamic development

YEAR 8

Fieldwork

Unique UK

Fantastic forests

Explosive Earth



Watery World



Passport to Geography

YEAR 7

welcome

Curriculum explanation: Geography

Year 7	Year 8	Year 9
<p><u>Passport to Geography</u></p> <p>Introduction to find out what pupils already know about Geography and what they don't know. To build in some basic skills and knowledge that will support them on their learning journey at Balaam Wood.</p>	<p><u>Fantastic forests</u></p> <p>A great topic to start year 8 with as it has both human and physical elements and reengages the year 8s. The unit enables them to start voicing their own opinion and helps them develop their opinions into constructive Geographical arguments. It makes them think about how humans rely on nature and how nature can be affected by humans which is a reoccurring theme in their journey.</p>	<p><u>Ever changing economies</u></p> <p>I feel this unit is best placed in year 9 as there are several units I would like pupils to complete before studying this unit. There are also several complex ideas in the unit which are best suited to the pupils once they have developed Geographical skills and knowledge in years 7& 8. I find it a useful unit of work in year 9 as it can encourage pupils to start thinking about future careers and their place within the world as adults.</p>
<p><u>Watery World</u></p> <p>Some pupils may have done some basics on the water cycle at primary school which links to this unit. This enables them to feel confident and is an interesting and unit which can be quite creative which builds relationships between teacher and pupils. This unit also has elements of both human and physical Geography which is a good place to start because they can see how they interlink.</p>	<p><u>Extreme environments</u></p> <p>Another great unit for engaging year 8s. The unit is extremely topical and relevant to the news and current world affairs. This allows us to explore environments which are new to them. It again allows them to further develop Geographical evaluation and arguments which links to the journey at KS3 but also at KS4 shaping them into critical thinkers. Again it further develops their understanding of the links between the human and physical environments.</p>	<p><u>Epic energy</u></p> <p>A very topical unit which links to many worry's about climate change and the future of our planet. I have placed this unit in year 9 as There are several units I feel need to be explored in 7 & 8 to fully understand the unit. IT also makes sense to learn about this topic in year 9 as I would hope it would be more memorable studying in year 9 for those who will no longer study at Geography at GCSE. As sustainability is already widely discussed in the media and by the government it is important that our pupils leave school understanding the importance of energy and sustainability as it will affect them in their adult lives.</p>
<p><u>Explosive Earth</u></p> <p>This unit is an exciting unit which includes some of the units pupils often ask are we going to learn about e.g. volcanoes. It helps to develop the love of Geography from year 7. Again it incorporates both human and physical Geography which is great for building knowledge, skills and confidence.</p>	<p><u>Population patterns</u></p> <p>Population patterns is another unit which links heavily to other units in the journey and also to GCSE topics. I feel this unit is particularly important at Balaam to address many misconceptions surrounding topics such as migration. It is not taught in year 7 as I feel population pyramid are quite complex for year 7 however they are needed to for year 9 hence teaching this in year 9.</p>	<p><u>Weird world</u></p> <p>I developed this unit of world based around the inquisitive natures of the pupils ate Balaam. The topics within the unit have been selected based on questions and topics of interest from pupils during Geography lessons. Often pupils wish to know more about e.g. sink holes during Geography and there wasn't a place for such items in the old SOW. I have weaved this in to complement the breadth of study at KS3.</p>
<p><u>Dynamic development</u></p> <p>This is a mainly human unit which will support many of the other units later on in their learning journey. The unit is about development, money and characteristics of countries social/economic backgrounds and knowledge is key as many themes in Geography link to money.</p>	<p><u>MyPlace Fieldwork</u></p> <p>Another unit which will create long lasting memories and gives the pupils a chance to learn outside of the classroom. It will further develop their fieldwork skills and will help to a understanding of the importance of looking after our local areas and taking responsibility for it and developing moral and social responsibility for our actions. The unit is based around litter, graffiti, noise in the local environment around school.</p>	<p><u>Worrying weather</u></p> <p>We study this unit in year 9 as there are several lessons within the unit which are quite complex to understand and I feel that year 9 are more able to be successful in these lessons. I have incorporated some weather events which they have all experienced recently such as the Beast from the East to make it relevant to them. There is also a weather unit at GCSE which I have found pupils often find challenging so this will support their learning and keep it fresh in their memory for GCSE.</p>
<p><u>Fieldwork</u></p> <p>Fieldwork is vital skill in Geography which can link to all topics taught throughout the journey. It is also a unit where the pupils are able to build memories outside the usual classroom and promotes a love of Geography as well as Aire and wonder.</p>	<p><u>Changing coastlines</u></p> <p>Many of our pupils have not experienced the coast or beaches. This allows us to explore environments which are new to them. Some often say 'oh is that what those things are' once they find out what a Groyne or gabion is. Changing coastlines addresses their inquisitive side as they will explore how our landscape has been shaped over millions of years. Coastal management is a part of this unit which allows them to develop empathy and decision making skills when posed questions about should this village be saved or allowed to fall into the sea.</p>	<p><u>Ecosystem expedition</u></p> <p>This fieldwork incorporates both human and physical Geography. The will visit Waseley Hills. This will be an exciting opportunity to get out of school with their classmates and again build memories. As well as exploring the environment around them and developing problem solving, team work and communication skills. It will also help to embed fieldwork techniques which will support any pupils studying GCSE Geography.</p>
<p><u>Unique UK</u></p> <p>Man pupils know very little about their own country. This unit develops key skills and knowledge about human and physical features in the UK. It links to all the units throughout the journey and it is important that they know about where they live to understand and compare when studying topics about other places around the world.</p>	<p><u>Decisions Decisions</u></p> <p>This unit has been incorporated to develop critical thinking skills and can be adapted to link to any topic in the journey as well as explicitly to the Decision making section on paper 3 at GCSE. It is a chance to allow the pupils to constructively debate with one another and to understand that other peoples point of view should be respected. Which is an important live skill.</p>	<p><u>Contrasting continents</u></p> <p>I have developed this unit to showcase and celebrate the pupils skills at the end of their KS3 journey. They will study Africa and Asia covering the physical and human environment within both continents. It will also help to address any outstanding misconceptions of pupils in relation to lives and beliefs of people from other continents.</p>