

## **Why do we learn Geography?**

We believe that students deserve a broad, progressive and ambitious curriculum, rich in skills and knowledge and Geography offers this in abundance. Geography stimulates curiosity and a wonder of their world and prepares them well for future learning or employment. Our Geography curriculum will give students the opportunity to develop an understanding of the world around them and their place within it. This will enable all students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate.

Our curriculum ensures students see Geography not as an isolated subject, but as a vital part of a wider body of knowledge and skills, preparing them for real-world challenges and interdisciplinary thinking.

At Woodchurch High School, our Geography curriculum is designed to foster a deep understanding of the physical and human world, while actively connecting students' learning to other disciplines. Through Geography, students develop critical literacy skills by interpreting a range of texts and sources, supporting their English curriculum. Mathematical skills are strengthened as students analyse data, interpret graphs, and apply statistical methods to geographical enquiries.

Science links are embedded through the study of ecosystems, climate change, and natural processes, ensuring that students appreciate the scientific principles underpinning physical geography. In History, students' understanding of the development of societies and landscapes over time is deepened through thematic studies such as urbanisation and colonisation. Geography also connects with PSHE, equipping students with a global perspective and a sense of responsibility for the world they live in, fostering empathy and active citizenship.

## **How do we learn in Geography lessons?**

Pupils follow the National Curriculum for Key Stage 3 Geography, which is approached thematically to prepare pupils for the demands of Key Stage 4 and the world beyond it. Our Curriculum Map reflects our knowledge-rich curriculum offer. Knowledge is sequenced, progressive and assessed regularly in lessons using our signature strategies and in the form of summative assessments. There is an annual question to drive learning in each year group. In Year 7 this focuses on building the foundational geographical knowledge, Year 8 builds on Year 7 by exploring human interactions with the natural world, with Year 9 drawing synoptic links across the curriculum. Pupils are regularly required to undertake effective retrieval practice and apply their knowledge as we work through the learning programme, practising their Geography skills along the way.

In our Geography curriculum, we are committed to ensuring that all pupils, regardless of their background or ability, have equal access to high-quality geographical learning. We actively adapt our teaching approaches to meet the diverse needs of SEND and disadvantaged pupils by providing carefully scaffolded lessons, differentiated resources, and targeted support. Lessons are structured to build knowledge incrementally, with clear modelling and visual aids to enhance understanding of key geographical concepts.

We work closely with the SEND team to implement personalised strategies using our tiered pupil profiles, such as the use of assistive technology, adapted texts, and structured group work to promote engagement and independence. For disadvantaged pupils, we prioritise cultural capital by integrating fieldwork opportunities, real-world case studies, and enrichment experiences that broaden their horizons and support their personal development. Our inclusive ethos ensures that every pupil is encouraged to explore, question, and develop a deep understanding of the world around them, building the skills and confidence they need to succeed.

Our Geography curriculum is designed to be responsive and inclusive, ensuring that all pupils are supported to make strong progress, regardless of their starting points. We regularly assess prior knowledge from the KPLC through low-stakes quizzes, retrieval activities, and questioning, which allows us to identify and address gaps early and effectively. Lessons are adapted to revisit key concepts and misconceptions, using strategies such as interleaving, recap tasks, and visual prompts to reinforce learning over time.

Targeted interventions, including small group sessions and one-to-one support, are implemented where necessary to close specific knowledge gaps. We also make use of KPLCs, knowledge organisers, glossaries, and structured homework tasks to help pupils consolidate core geographical vocabulary and ideas. Through this responsive approach, we aim to ensure that all pupils build a secure and coherent understanding of geographical processes, places, and skills, laying strong foundations for future learning.

We recognise that absence from school can lead to significant gaps in geographical knowledge and understanding, our Mastery booklets and Subject Site are designed to mitigate this. We have established clear and consistent systems to help pupils catch up effectively, missed content is identified promptly through regular low-stakes assessments, teacher check-ins, and curriculum tracking. Teachers provide tailored catch-up materials, including structured notes, recorded lessons where available, and knowledge organisers, to ensure pupils can access key learning independently or with support.

Where appropriate, targeted support is offered through subject-specific interventions, guided study sessions, or small group re-teaching to reinforce core concepts. Our curriculum is designed with regular opportunities for retrieval and recap, allowing pupils to revisit previous content in a supportive and structured way, using our signature strategies. This approach ensures that no pupil is left behind due to absence and that all learners can make sustained progress in their geographical learning.

### **What do we learn in Geography lessons?**

In Key Stage 4, pupils look to cement the core knowledge of KS3; they are expected to demonstrate an informed and mature understanding of the key themes. Pupils follow the AQA Geography GCSE specification. They are taught one section of the GCSE specification at a time for each paper, covering 6 themes, Geography skills and fieldwork across the two year course. Knowledge is prioritised: it is defined in Knowledge PLCs, is the focus of retrieval and interleaving throughout each term and is tested at the end to inform gaps to be plugged. The Subject Site is also a key vehicle for this and has all of the lesson resources as well as an additional section dedicated to GCSE Geography revision.

	Annual Question	Autumn		Spring		Summer	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	'What are the key physical and human processes on our planet?'	<b>Geography and me</b> <ul style="list-style-type: none"> <li>My location</li> <li>UK geography (physical and human)</li> <li>OS maps</li> <li>Personal geography</li> <li><b>Fieldwork</b></li> <li><b>OS maps</b></li> <li><b>Place: UK</b></li> </ul>	<b>Our planet</b> <ul style="list-style-type: none"> <li>Earth's physical geography (continents, oceans, layers, atmosphere, water cycle)</li> <li>Earth's human geography (population, wealth distribution)</li> </ul>	<b>Resources and trade</b> <ul style="list-style-type: none"> <li>Raw materials</li> <li>Manufacturing</li> <li>Trade</li> <li>Supply chains</li> <li>UK industrial change</li> <li><b>OS maps</b></li> <li><b>Place: UK</b></li> </ul>	<b>Brilliant Biomes</b> <ul style="list-style-type: none"> <li>Ecosystems and biomes</li> <li>Latitude and biome formation</li> <li>Deciduous forest biome</li> <li><b>Fieldwork</b></li> <li><b>Place: UK</b></li> </ul>	<b>Fantastic UK Landscapes</b> <ul style="list-style-type: none"> <li>Landscape layers</li> <li>Geology and the rock cycle</li> <li>3 unique UK landforms</li> <li><b>OS maps &amp; GIS</b></li> <li><b>Place: UK</b></li> </ul>	<b>UK Coasts</b> <ul style="list-style-type: none"> <li>Erosion &amp; deposition</li> <li>Coastal geology</li> <li>Beaches, cliffs, headlands, bays</li> <li><b>OS maps &amp; GIS</b></li> <li><b>Place: UK</b></li> </ul>
Year 8	'Does humanity live sustainably with the environment?'	<b>River Rivals</b> <ul style="list-style-type: none"> <li>River features and landforms</li> <li>Floodplain formation</li> <li>The Grand Ethiopian Renaissance Dam</li> <li><b>GIS</b></li> <li><b>Place: NE Africa</b></li> </ul>	<b>Food and Famine</b> <ul style="list-style-type: none"> <li>Importance of food</li> <li>Factors affecting food security</li> <li>Strategies to reduce food insecurity</li> <li><b>Place: UK, Syria, South Korea</b></li> </ul>	<b>Endless Energy?</b> <ul style="list-style-type: none"> <li>Rising global energy demand</li> <li>Fossil fuels</li> <li>Renewables</li> <li><b>DME: solar panel site</b></li> <li><b>OS maps</b></li> <li><b>Place: UK, China, Uruguay</b></li> </ul>	<b>Climate Change</b> <ul style="list-style-type: none"> <li>Natural climate change</li> <li>Enhanced greenhouse effect</li> <li>Unequal impacts</li> <li>Strategies</li> <li><b>Fieldwork</b></li> <li><b>Place: UK, India, Pacific Islands</b></li> </ul>	<b>Polar Environments</b> <ul style="list-style-type: none"> <li>Cause of extreme cold (Earth's tilt)</li> <li>Plant and animal adaptations</li> <li>Indigenous Nenets</li> <li><b>Place: Yamal Peninsula (Russian Arctic)</b></li> </ul>	<b>The Middle East</b> <ul style="list-style-type: none"> <li>Concept of the 'Middle East'</li> <li>Wealth, industry, cultures</li> <li>High air pressure, aridity</li> <li>Changing borders and conflict</li> <li><b>Place: Middle East region, including Turkey, Syria</b></li> </ul>
Year 9	'How globally connected is the world?'	<b>Global Oceans</b> <ul style="list-style-type: none"> <li>Ocean tectonics</li> <li>2011 Tōhoku tsunami</li> <li>Layers of the ocean</li> <li>Ocean currents</li> <li>Carbon sink</li> <li><b>Place: Japan, Antilles Islands</b></li> </ul>	<b>Ocean Ecosystems &amp; Governance</b> <ul style="list-style-type: none"> <li>Coral reefs</li> <li>Great Pacific Garbage Patch</li> <li>The Law of the Seas</li> <li>Illegal foreign fishing in Somali waters</li> <li><b>Place: Somalia</b></li> </ul>	<b>The Global Economy</b> <ul style="list-style-type: none"> <li>What is 'the economy'?</li> <li>Industrialisation and deindustrialisation</li> <li>HICs, MICs, LICs</li> <li>Globalisation</li> <li>TNCs</li> <li><b>Place: UK, China, India</b></li> </ul>	<b>Development Disparity</b> <ul style="list-style-type: none"> <li>Idea of 'development'</li> <li>Development indicators</li> <li>Factors affecting development</li> <li>Development strategies</li> <li><b>Place: India</b></li> </ul>	<b>Glacial Landforms &amp; Processes</b> <ul style="list-style-type: none"> <li>Glacier distribution</li> <li>Glacier formation and retreat</li> <li>Corries, arêtes, pyramidal peaks, U-shaped valleys</li> <li><b>OS maps &amp; GIS</b></li> <li><b>Place: UK</b></li> </ul>	<b>UK Regions Fieldwork Investigation</b> <ul style="list-style-type: none"> <li>Revision: geology, and coastal, river, and glacial landscapes</li> <li>Lake District fieldwork (virtual)</li> <li>Your UK region fieldwork</li> <li><b>Fieldwork report</b></li> <li><b>Place: UK</b></li> </ul>
The <b>Year 7</b> Autumn term secures foundational geographical knowledge before moving onto major physical and human processes occurring on Earth's surface, as well as fieldwork and other geographical competencies.		<b>Year 8</b> builds on Year 7 by exploring human interactions with the natural world. Each unit examines reliance on the natural environment and the impacts of resource extraction as populations and wealth rise. We consider how sustainable our actions are, and what creative solutions might look like.			<b>Year 9</b> units draw synoptic links across the curriculum. Units 1–4 explore global connectivity through the lenses of oceans (Autumn) and economy and development (Spring). The summer term brings the curriculum full circle back to UK geography, finishing with a comparative fieldwork investigation drawing on knowledge and skills across the course.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	The Challenge of Natural Hazards	Living World Tropical Rainforests	Living World Hot deserts	The UK's Physical Landscape - Coasts	The UK's Physical Landscape - Rivers	Fieldwork River study
Year 11	Urban Issues and Challenges	Changing Economic World	Changing Economic World and The Challenge of Resource Management	The Challenge of Resource Management	Paper 3 Pre release material and Fieldwork	EXAMS

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