



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School Geography Department. Intent of Curriculum



The Bromfords School

Geography Department.

The intent of Geography at Bromfords is to increase the appreciation of and promote curiosity in the physical world and the impact of humans upon this; to explore the human world and investigate different societies and values promoting understanding and tolerance in line with key British values; to allow students to 'think like a geographer' linking and questioning elements of the human and physical world.

Achieve:

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Enrich:

The application of knowledge and understanding to current global affairs within the classroom and through experiences of fieldwork.

Prepare:

We want them to take a responsible attitude towards the world and adopt a life-long learning approach. We will support our learners to develop skills that are transferable across all subjects and employment in later life. The intent is to develop a holistic knowledge of the subject at Key Stage Three in order to create a platform to build on at GCSE and A-Level.

Department: Geography		Curriculum Map What does Geography at Bromfords look like?				
Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Very limited – especially with COVID catch up focused on core subjects. Some topic-based work <p><u>Skills:</u></p> <ul style="list-style-type: none"> Very limited – some map skills and low-level global awareness 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Map Skills Country wealth / development comparisons Weather patterns and hazards <p><u>Skills:</u></p> <ul style="list-style-type: none"> Map reading Comparing data and conditions in areas of varying wealth Extended writing and analysis of unseen resources 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Contemporary environmental issues and how humans can respond Natural processes linked to Earth's structure, hazards, landform creation. The world is not an equal place. The Earth's human and natural wonders. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Empathy to global change caused by humans Earth's processes and how they shape the world in which we live. Appreciation of the world's amazing places 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Ecosystems Cold Environments Geographical Skills and application Urban environments in contrasting parts of the world Earth's natural hazards <p><u>Skills:</u></p> <ul style="list-style-type: none"> Application of skills such: map reading, interpretation of data and resources Analysis of contrasts between HICs, NEEs or LICs Earth's processes and how they shape the world in which we live and evaluating the impact of natural hazards and how hazards can be mitigated or adapted to 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Management of resources water, food and energy Physical environments of the UK: processes, landforms and management Fieldwork in local setting <p><u>Skills:</u></p> <ul style="list-style-type: none"> Interpretation of data and resources Earth's processes and how they shape the world in which we live and evaluating the impact of natural hazards and how hazards can be managed Data collection, analysis and presentation, risk assessment 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Changing global economies – Nigeria and UK The Living World – ecosystems, TRF and cold/hot environments Pre-release material – content unknown until March of exam year <p><u>Skills:</u></p> <ul style="list-style-type: none"> Interpretation of data and resources Human impacts on environments Analysis of contrasts between HICs, NEEs or LICs Evaluation of a topical geographic issue 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Water and carbon cycles Coastal landscape management Hazards and their management Changing Places Contemporary Urban Environments Global systems and governance NEA fieldwork on coastal processes at a local field site <p><u>Skills:</u></p> <ul style="list-style-type: none"> Data collection, analysis and presentation, risk assessment, ethicality Analysis of data and resources Explanation of processes Evaluation of impacts

Enrichment, Careers, Real-world Experience.						

Careers, Real-World and Enrichment: Geography develops pupils' confidence as investigative/analytical thinkers capable of becoming effective decision makers. These transferrable skills support careers in several different sectors including, Journalism, Teaching, Natural Sciences such as Meteorology, Vulcanology, Hazard Management, Climate Change Policy Strategists as well as Town Planning, Transport Management and Surveying. Enrichment often occurs outside of the classroom with field site visits to varying environments such as urban areas to study the impacts of regeneration or how landuse and quality changes with distance from a town centre. Physical fieldwork often focuses on rapidly changing environments like the coastline and how management of this zone affects its characteristics. The Duke of Edinburgh award is also run from within the department backing up many concepts delivered in the subject.

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Year 7 – Intent: to increase the appreciation of and promote curiosity in the physical world and the impact of humans upon this and to explore the human world and investigate different societies

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Map Skills</p> <p>Learning Intent: To develop the ability to use key geographical skills to apply to or interpret maps.</p>	<p>Scheme of Work: Settlement & Population</p> <p>Learning Intent: Investigate the reasons for settlement location and the contemporary challenges and opportunities that urban areas pose. Envisage how the world's population is changing and the impacts that this is having on the world. Evaluate how these changes can be dealt with.</p>	<p>Scheme of Work: United Kingdom</p> <p>Learning Intent: To provide students with an appreciation of British life and core British values.</p>	<p>Scheme of Work: Kenya</p> <p>Learning Intent: To provide students with an appreciation of a contrasting / alternative ways of life from elsewhere across the world/LIC.</p>	<p>Scheme of Work: Economic Activities</p> <p>Learning Intent: To examine the opportunities for employment in the UK using examples from across the country looking at temporal and spatial changes.</p>	<p>Scheme of Work: Weather</p> <p>Learning Intent: To investigate how the world works as a natural system and assess how the weather helps to modify the natural environment and pose threats to the human world.</p>
<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>

Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.
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Year 8 – Intent: to increase the appreciation of and promote curiosity in the physical world and the impact of humans upon this and to explore the human world and investigate different societies

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Environmental Issues</p> <p>Learning Intent: To raise awareness of the negative impacts that humans are having on the planet and explore what can be done to reduce these impacts.</p>	<p>Scheme of Work: Earthquakes And Volcanoes</p> <p>Learning Intent: To investigate how the world works as a natural system and assess the impacts that resulting hazards can have on people and the environment.</p>	<p>Scheme of Work: Rivers And Associated Landscapes</p> <p>Learning Intent: To investigate how the world works as a natural system and assess how rivers help to modify the natural environment and pose threats to the human world.</p>	<p>Scheme of Work: World Inequalities</p> <p>Learning Intent: Assess the reasons why the world is not equal and the consequences of this.</p>	<p>Scheme of Work: Coasts And Associated Landscapes</p> <p>Learning Intent: To investigate how the world works as a natural system and assess how waves help to modify the natural environment and pose threats to the human world.</p>	<p>Scheme of Work: Fantastic Places</p> <p>Learning Intent: To promote curiosity into some of the world's most amazing locations.</p>
<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and</p>

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Year 9 – Intent: Examine how skills are used in Geography, how urban areas in places of varying wealth and levels of development compare and how hazards affect human life and societies

Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<p>Schemes of Work: Ecosystems and Cold environments</p> <p>Learning Intent: Examine the key factors that drive ecosystems and ecosystem location. Analysis of the characteristics of various ecosystems (GIS.)</p> <p>An analysis of cold environments, their location, and how humans can use these zones and protect them</p>	<p>Scheme of Work: 3.4 Geographical Skills</p> <p>Learning Intent: Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS.) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Scheme of Work: 3.2.1 Urban Issues And Challenges</p> <p>Learning Intent: To explore how the urban world is changing in its characteristics in more and less developed areas of the world. To assess the challenge and opportunities offered to humans in contrasting areas of the world – London (HIC), Rio (NEE) or Lagos (LIC/NEE).</p>

<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>
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Year 10 – Intent: Examine the issues of managing our resources, how processes have created the natural landscapes of the UK and how the global economic picture is changing

Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2	
<p>Scheme of Work: 3.1.1 The Challenge Of Natural Hazards</p> <p>Learning Intent: To investigate how the world works as a natural system and people living in different areas of wealth are impacted upon by the natural hazards created by</p>	<p>Scheme of Work: 3.1.3 The Physical Landscapes Of The UK 3.1.3.2 Coasts 3.1.3.3 Rivers</p> <p>Learning Intent: To explore how rivers and coasts as natural elements of the Earth modify the natural environment. To investigate how river and coastal processes can be managed by humans.</p>	<p>Scheme of Work: 3.2.3 The Challenge Of Resource Management</p> <p>Learning Intent: To assess distribution of the world's resources and inequalities in the access to these resources (overview of food, water and energy). To focus on the access to a specific resource in contrasting parts of the world and methods in which it can be used</p>	<p>Scheme of Work: 3.1.3 The Physical Landscapes Of The UK 3.1.3.2 Coasts 3.1.3.3 Rivers</p> <p>Learning Intent: To explore how rivers and coasts as natural elements of the Earth modify the natural environment. To investigate how river and coastal processes can be managed by humans.</p>

<p>the Earth. Key areas of study are earthquakes, volcanoes, weather hazards and climate change.</p> <p>To assess distribution of the world's resources and inequalities in the access to these resources (overview of food, water and energy).</p> <p>To focus on the access to a specific resource in contrasting parts of the world and methods in which it can be used sustainably to meet the needs of the world's growing population.</p>		<p>Assess the impact that hazards posed by rivers and coasts have on the human world.</p>		<p>sustainably to meet the needs of the world's growing population.</p>		<p>Assess t on the l</p>
<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.</p>	<p><i>Measuring Impact through:</i></p> <p>Written test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.</p>	

Year 11– Intent: Apply Geographical skills in the field and examine key areas of the Living World

Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
<p>Scheme of Work: 3.2.2 The Changing Economic World</p> <p>Learning Intent: To investigate levels of uneven development across the world and possible reasons for this. Focus on two areas of contrasting economic development across the world – UK (HIC) and Nigeria (LIC/NEE.)</p>		<p>Scheme of Work: 3.1.2 The Living World and 3.3.2 Geographical Fieldwork</p> <p>Learning Intent: To assess how different elements of the biosphere interact with each other with key reference to the tropical rainforest and areas of cold environment such as Alaska. To assess the challenge and opportunities that these places offer for humans.</p> <p>To promote curiosity about an area through fieldwork. Collect, analyse and communicate a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p>		<p>Scheme of Work: 3.3.1 Issue Evaluation</p> <p>Learning Intent: To assess a topical geographical issue and make a decision, with reasoning, on a key question.</p> <p>Revision and examinations</p>	
<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>
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Year 12– Intent:

1. Investigate the dynamic coastal zone incorporating landscapes developed by the interaction of wind, waves, currents and terrestrial and marine sediments.
2. Investigate the complex interactions between the many actors involved in global trade, including TNCs, governments, trade blocs and international organisations.
3. Investigate the links between the water and the carbon cycle and how human interference can affect these cycles.
4. Explore the policies and changes that have happened in urban areas since 1900 and especially in the UK since 1979.

Autumn 1 & 2	Autumn 1 & 2	Spring 1 & 2	Spring 1 & 2	Summer 1 & 2	Summer 1 & 2
<p>Scheme of Work: Unit 2 Coastal Systems And Landscapes</p> <p>Learning Intent: Investigate the dynamic coastal zone incorporating landscapes developed by the interaction of wind, waves, currents and terrestrial and marine sediments. Assess the impacts of geomorphological processes and their</p>	<p>Scheme of Work: Unit 1: Global Governance and Globalisation</p> <p>Learning Intent: Investigate the complex interactions between the many actors involved in global trade, including TNCs, governments, trade blocs and international organisations. To contemplate the ethical dilemmas surrounding the use of Global Commons like Antarctica.</p>	<p>Scheme of Work: Unit 2 Coastal Systems And Landscapes</p> <p>Learning Intent: Investigate the dynamic coastal zone incorporating landscapes developed by the interaction of wind, waves, currents and terrestrial and marine sediments. Assess the impacts of geomorphological processes and their association with distinctive landscapes</p>	<p>Scheme of Work: Unit 1: Global Governance and Globalisation</p> <p>Learning Intent: Investigate the complex interactions between the many actors involved in global trade, including TNCs, governments, trade blocs and international organisations. To contemplate the ethical dilemmas surrounding the use of Global Commons like Antarctica.</p>	<p>Scheme of Work: Unit 1 Water And Carbon Cycles</p> <p>Learning Intent: Investigate the major stores of water and carbon and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p>	<p>Scheme of Work: Unit 3: Contemporary Urban Environments</p> <p>Learning Intent: Explore the policies and changes that have happened in urban areas since 1900 and especially in the UK since 1979. Examine the links between the physical environment and urban areas and how we can develop sustainable cities.</p>

association with distinctive landscapes Student to appreciate the beauty and diversity of coasts and their importance as human habitats - including through from fieldwork.		Student to appreciate the beauty and diversity of coasts and their importance as human habitats - including through from fieldwork.		Students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. Scheme of Work: Fieldwork data collection	
<i>Measuring Impact through:</i> Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	<i>Measuring Impact through:</i> Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	<i>Measuring Impact through:</i> Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	<i>Measuring Impact through:</i> Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	<i>Measuring Impact through:</i> Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	<i>Measuring Impact through:</i> Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.

Year 13– Intent:

1. Investigate the links between the water and the carbon cycle and how human interference can affect these cycles.
2. Explore the policies and changes that have happened in urban areas since 1900 and especially in the UK since 1979.
3. Explore the lithosphere and atmosphere of the Earth, which regularly present natural hazards to human populations. Explore the origin and nature of these hazards and the ways in which people respond to them linked to the relationships between people and the environments they occupy.
4. To develop a multifaceted understanding of the numerous factors affecting places.

Autumn 1	Autumn 2	Autumn 2	Spring 1 & 2	Spring 1 & 2	Summer 1
Scheme of Work: NEA Learning Intent:	Scheme of Work: Unit 1 Water And Carbon Cycles Learning Intent:	Scheme of Work: Unit 3: Contemporary Urban Environments Learning Intent:	Scheme of Work: Unit 5 Hazards Learning Intent:	Scheme of Work: Unit 2: Changing Places Learning Intent:	NEA completion and hand in/submission Revision and examination preparation

Write up field investigation on beach profiles and/or salt marsh transect.	Investigate the major stores of water and carbon and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. Students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.	Explore the policies and changes that have happened in urban areas since 1900 and especially in the UK since 1979. Examine the links between the physical environment and urban areas and how we can develop sustainable cities.	Explore the lithosphere and atmosphere of the Earth, which regularly present natural hazards to human populations. Explore the origin and nature of these hazards and the ways in which people respond to them linked to the relationships between people and the environments they occupy.	To develop a multifaceted understanding of the numerous factors affecting places. To apply this knowledge to a local known case study (Basildon) and a 'distant' unknown case study (Torquay). To consider different sources of information about places and to consolidate this to enable them to think like a geographer.	
Measuring Impact through: Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Measuring Impact through: Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Measuring Impact through: Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Measuring Impact through: Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Measuring Impact through: Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.	Measuring Impact through: Written mid-unit and end of unit test to establish knowledge and recall of the unit content and skills. Frequent 'in-lesson' assessment of knowledge and understanding such as retrieval quizzes.