

## Geography Curriculum Catch-up Statements

### Year 7

During primary school, students will have missed a variety of learning experiences, such as visiting a local environment (river, pond etc.), learning about physical geography systems (such as coasts, rivers etc). and looking at different countries within the topic work; each school will have studied different topics at different times and so there will not be consistency in the level and content of Geography missed. To address this, all students will sit a baseline test which will allow their class teachers to gage their prior knowledge and understanding, these however will not be assessed formally and will purely be to help teachers with planning and differentiation. Geography is a very conceptual and skills based subject and therefore the main skills that will be covered in year 7 to ensure everyone is on a 'level playing field' will be: locational knowledge, scale, place, basic map skills and an introduction to extended writing. Formal assessments will take place at the end of the topic with low-stakes testing taking place throughout, to guide teacher support in following lessons. Home learning will also be utilised to improve students' knowledge of key concepts and vocabulary.

Covid catch up plans and amendments in red

<b>Year 7 Autumn Term</b>			
<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>What additional resources are available?</b>
<p><b>Baseline assessment</b></p> <p>What is Geography? Introduction to Geography</p> <p><b>extended as need be for classes to assess knowledge</b></p> <p>How different are the continents? <b>Edited to include more locational knowledge using GIS and basic map skills. Covering the 7 continents which include place and scale work.</b></p>	<p><b>Knowledge</b></p> <p>2 types of geography The 7 continents and some main countries in them Natural disasters Development levels Ecosystems Employment sectors Industry (globalisation) Tourism Climate <b>Students will be able to draw on a mixture of own knowledge from various primary schools, and learn new knowledge for comparison.</b></p> <p><b>Understanding</b></p>	<p>They've gained confidence in using maps of different scales and locations. They can articulate similarities and differences between different areas/cultures/industries etc. around the world. They understand clearly the difference between human and physical geography. They can confidently describe features of different geographical topics, with some pupils also confidently explaining. <b>Year 7 students will need their confidence to be developed in these areas, having missed a large amount of their final year.</b></p>	<p>Kevin McCloud: Slumming It (episode 1 and 2)</p> <p>The Eye of the Storm documentaries.</p> <p>Horrible Geography books</p> <p>Inside the factory episodes</p> <p>BBC Bitesize for KS3.</p> <p>David Attenborough Series: - Our Planet - Planet Earth (I &amp; II) - Frozen Planet etc.</p>

	Different scales Place Culture and People How physical and human geography interact  <b>Skills</b> Using an atlas Map skills Mathematical skills Introduction to command words		Seneca learning (online)  Planet Earth (series, BBC) KS3 textbooks A set of these resources will be used specifically by Year 7 students and no other year groups.
--	---	--	--

## Year 8

During year 7 students will have missed a couple of topics: Coasts, Volcanoes, and a small in-school fieldwork looking at microclimates. More importantly however, they will have missed embedding the key geography skills of: understanding core physical geography and geology; writing styles depending on command words (e.g. describing, explaining, assessing, evaluating); source analysis through analysing graphs and other sources, and using mathematics; and finally embedding the map skills they learnt earlier in the year. Gaps in conceptual knowledge will be addressed through targeted home learning, which may involve research or consolidation of knowledge through a variety of tasks. The students will be assessed at the end of the topics formally, but will also be tested throughout using low-stakes testing which will allow class teachers to adapt their future teaching and differentiate their support as necessary.

Year 8 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
Why are volcanoes so deadly? <b>Embedding extended writing and introducing source analysis.</b>  The Almighty Dollar: how does a dollar travel the world?	<b>Knowledge</b> What is a volcano, how do they form, plate boundaries, the effects and responses and how human life is and isn't at risk.  <b>Recapping key physical geography knowledge of natural hazards and the concepts of cause and effect.</b>	They can confidently describe the geological history and physical nature behind tectonic plates and subsequent volcanoes. They can concisely describe the methods behind landform formation and explain coherently how certain processes occur and why they occur. They understand the chronology between cause, effect and response and can give named	KS3 textbook <b>A set of these resources will be used specifically by Year 8 students and no other year groups.</b>  BBC Bitesize for KS3  Coast (series, BBC)  Planet Earth (series, BBC)

<p>Math skills, map skills, source analysis.</p> <p>Fieldwork will be pushed back to spring term of year 8.</p>	<p>What is globalisation, why is dollars most important, global trade links, manufacturing, supply and demand.</p> <p><b>Understanding</b> Physical factors that link with science curriculum - physics especially – and interacting/being affected/affecting humans. Current science and understanding of our world. Plotting distribution using maps and GIS/maths skills. The importance of economics in global geography.</p> <p><b>Skills</b> Map skills (4/6 figure GR, symbols, scale, compass directions). Mathematical skills Further use of command words (introduction of higher level: to what extent). Likely to leave higher level skills until later in the year to ensure full embedded knowledge of basic command words.</p>	<p>examples of these. They can concisely explain the concept of globalisation and how the world is linked in many ways, focussing specifically on economic factors. They can describe the process through which a single dollar would travel the world through the process of manufacturing, shipping, selling and buying an item. Practice of extended writing and recapping key vocabulary through class work and home learning will support this.</p>	<p>Lost Land of the Volcano (series, BBC)</p> <p>Nike website and Primark website – showing how/where clothes are sourced and made.</p>
---	---	--	---

## Year 9

During year 8 students have missed a couple of topics: ecosystems and natural environments, map skills recap and the Geography of the Olympics. More importantly however, they will have missed embedding the key geography skills of: understanding core biological and natural geography as well as human geography with relation to globalisation

and development; writing styles depending on command words (e.g. describing, explaining, assessing, evaluating); source analysis through analysing graphs and other sources, and using mathematics; and finally reviewing embedding the map skills they learnt previously in year 7. Gaps in conceptual knowledge will be addressed through targeted home learning, which may involve research or consolidation of knowledge through a variety of tasks. The students will be assessed at the end of the topics formally, but will also be tested throughout using low-stakes testing which will allow class teachers to adapt their future teaching and differentiate their support as necessary.

Year 9 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
<p>Factfulness: Do we have an accurate worldview?  <b>Reviewing key concepts of human geography.</b></p> <p>Why can't polar bears live in a hot desert?  <b>Embedding key climatic and environmental geographical conceptual knowledge.</b></p>	<p><b>Knowledge</b>            How do we view the world currently?            What is a misconception?            Different ways to 'view' the world.            How do countries vary, economically, socially, politically.            What is development and how can we measure it? How accurate are those measures? Is our worldview accurate?            What is an ecosystem?            Characteristics of different ecosystems.            Climatic differences and causes/formation of ecosystems. Plant and animal adaptation. People in different ecosystems – how we work with and against them.  <b>Lesson time dedicated to learning the fundamental concepts and ensuring embedded knowledge before moving onto higher</b></p>	<p>They can clearly explain how our collective worldview has or hasn't changed over time and why this is the case.            They can coherently explain what a misconception is and relate it seamlessly to why people in High Income Countries may view the world differently to those in Low Income Countries. They can easily and accurately explain the difference between quality of life and standard of living. Can confidently describe the different levels of development worldwide and explain the many factors that influence these differences.            Can clearly define an ecosystem and the climatic factors that influence their formation and location. They can explain how factors affecting these variations also affect flora and fauna variations and link to climate change, explaining and evaluating how it has affected plant and animal adaptations.  <b>Practice of extended writing using higher level command words and recapping key</b></p>	<p>BBC Bitesize for KS3 and GCSE</p> <p>Seneca learning (online)</p> <p>GCSE textbooks and revision guides (used in class)  <b>A set of these resources will be used specifically by Year 9 students and no other year groups.</b></p> <p>YouTube videos by Mr Wallace and Planet Lacey</p> <p>Planet Earth (series, BBC)</p> <p>Gapminder and Dollar Street websites and associated documentaries</p> <p>Factfulness (book)</p>

	<p>level concepts and thinking.</p> <p><b>Understanding</b> Physical factors that link with science curriculum - physics especially Current science and understanding of our world, synoptic links to climate change. Different human experiences from around the globe – comparing these lifestyles to our own. How development can affect quality of life and standard of living. How the world has changed over 50 years.</p> <p><b>Skills</b> Recap of map skills (4/6 figure GR, symbols, scale, compass directions) Mathematical skills Further use of command words to a deeper level – GCSE style questions introduced <b>only once a confident level of command word knowledge and utilisation has been achieved will this occur.</b></p>	<p>vocabulary and concepts through class work and home learning will support this.</p>	
--	--	--	--