

**All Hallows RC High School**

Specialising in Business, Enterprise & Sports



# **GEOGRAPHY CURRICULUM OVERVIEW**

**MRS S NODEN**

September 2021



**WE AIM FOR ALL HALLOWS RC**  
BUSINESS, ENTERPRISE AND SPORTS COLLEGE TO BE A  
**CATHOLIC SCHOOL**  
TO WHICH CHILDREN WISH TO COME  
TO WHICH PARENTS WISH TO SEND THEIR CHILDREN  
**AND WHERE TEACHERS**  
**WISH TO TEACH**

**OUR MISSION IS TO OFFER A**  
**HIGH QUALITY**  
**CATHOLIC EDUCATION**  
FOR ALL, IN AN ENVIRONMENT WHERE  
**GOSPEL VALUES ARE CENTRAL**  
TO TEACHING AND LEARNING  
**AND IN WHICH THE**  
**UNIQUE VALUE**  
**OF EACH PERSON IS**  
**RECOGNISED AND RESPECTED**

## Curriculum Intent

All Hallows Geography aims to :

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- Provide a broad, balanced, high-quality, ambitious and engaging geography education that reflects the local context of the geographically diverse landscape of the City of Salford
- Teach a geography curriculum that is carefully planned and sequenced so that new knowledge and skills build on what has been taught before and has clear end points, and pupils are aware of what they need to be able to know and do at these end points
- Equip pupils with a growing knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and the interactions between them
- Develop competency in the geographical skills needed to interpret a range of sources of geographical information and communicate geographical information in a variety of ways and collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Equip pupils with the geographical knowledge and skills needed in order to take advantage of opportunities, responsibilities and experiences of later life
- Equip pupils to be educated global citizens, introducing them to the best that has been thought and said in geography, gaining the academic knowledge and cultural capital they need to succeed in life

# KS3 Order of Teaching 2021/2022

Locational/place knowledge	Knowledge of physical and human geography	Geographical skills + fieldwork
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Year	HT1	HT2	HT3	HT4	HT5	HT6
7	<b>1- What is a geographer?</b>	<b>2- Is the Earth running out of natural resources?</b>	<b>3 - What is an economy?</b>	<b>4 - What is weather and climate?</b>	<b>5 - Is the geography of Russia a curse or a benefit?</b>	<b>6 - Why are rivers important?</b>
	Continents/oceans, UK	UK, South America	UK, China	UK, global	Russia and region	UK, global
		Geological timescale, rocks, weathering, and soils, natural resources	Economic activity	Weather and climate	Weather and climate, population, natural resources, economic activity	Hydrology, rocks, weathering, and soils, physical processes
	OS maps, fieldwork	OS maps	OS maps, data/graphs, decision making,	Maps, data/graphs, synoptic code, enquiry	Data/graphs, maps	OS maps, GIS, data/graphs, fieldwork enquiry
8	<b>7 - What is development?</b>	<b>8 - How are populations changing?</b>	<b>9 - What happens where the land meets the sea?</b>	<b>10 - How is Asia being transformed?</b>	<b>11 - Can we ever know enough about earthquakes and volcanoes to live safely?</b>	<b>12 - What are the challenges and opportunities facing Africa?</b>
	Bolivia, Nepal, UK	Global, UK, Russia, China	UK	Asia, India, China, Nepal, regions	Global, Guatemala, Turkey, Nepal	Africa, countries, regions, China
	International development	Population and urbanisation, natural resources	Hydrology, coasts, rocks, weathering, and soils, physical processes	Weather and climate, population and urbanisation, economic activity, international development	Geological timescale and plate tectonics, population, urbanisation, development	Plate tectonics, weather and climate, deserts, population and urbanisation, economic activity, international development
	Maps, data/graphs	Maps, OS maps, data/graphs, fieldwork enquiry	OS maps, decision making	Maps, graphs/data	Maps, graphs/data	Maps, graphs/data
9	<b>13 - Why is the Middle East an important world region?</b>	<b>14 - Glaciation, climate change and the Earth's future</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>
	Middle East region	Global, Antarctica, UK, Norway				
	Weather and climate, deserts, plate tectonics, development, population, economic activity	Glaciation, rocks, weathering, Weather and climate, climate change, glaciation, natural resources, deserts, population, enquiry				
	Maps, data/graphs	Data, OS maps, GIS, decision making				

Locational/place knowledge	Knowledge of physical and human geography	Geographical skills + fieldwork
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Year	HT1	HT2	HT3	HT4	HT5	HT6
9	KS3	KS3	<b>7 - People and the biosphere</b>	<b>8 - Forests under threat</b>	<b>9 - Consuming energy resources</b>	<b>2 - Development dynamics</b>
			Global, UK, local	South America, Africa, Canada, Russia	Global, UK	Global, India
			Biomes, hydrology, climate, natural resources, population and urbanisation	Tropical rainforest and taiga biomes, weather and climate, hydrology, natural resources, population	Energy resources, population and urbanisation, development	Development, natural resources, weather and climate, population and urbanisation, weather and climate, economic activity
			Maps, data/graphs, fieldwork	Maps, data/graphs, GIS	Maps, graphs/data, decision making	Maps, graphs/data
10	<b>2 - Development dynamics</b>	<b>1 - Hazardous earth - climate</b>	<b>1 - Hazardous earth - tectonics</b>	<b>3 - Challenges of an urbanising world</b>		<b>4 - UK Physical landscape – coasts + rivers +6. Geographical investigation - coasts</b>
	Global, India	Global, UK, USA, Myanmar	Global, Pakistan, Japan	Global, India, Mumbai		UK, River Severn, Holderness Coast, Fleetwood, Lancashire
	Development, natural resources, weather and climate, population and urbanisation, weather and climate, economic activity	Weather and climate, geological timescales, economic activity, population, development	Plate tectonics, population, development	Population and urbanisation, natural resources, economic activity,		Physical processes, rocks, weathering, and soils, plate tectonics, glaciation, hydrology, population, urbanisation, weather and climate, economic activity, enquiry
	Maps, graphs/data	Maps, graphs/data, GIS	Maps, graphs/data	Maps, graphs/data, GIS		Maps, OS maps, graphs/data, GIS , fieldwork
11	<b>4 - UK Physical landscape – coasts + rivers + 6. Geographical investigation - coasts</b>		<b>5 - UK Human landscape</b>	<b>6 - Geographical investigation – dynamic urban areas</b>	<b>Revision</b>	
	UK, River Severn, Holderness Coast, Fleetwood, Lancashire		UK, Salford/Manchester	UK, Salford		
	Physical processes, rocks, weathering, and soils, plate tectonics, glaciation, hydrology, population, urbanisation, weather and climate, economic activity, enquiry		Population and urbanisation, economic activities, enquiry	Population and urbanisation, economic activity, enquiry		
	Maps, OS maps, graphs/data, GIS , fieldwork		Maps, OS maps, graphs/data	Fieldwork, maps, OS maps, graphs/data, GIS		

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