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| Scheme of Work  Human & Social (Geography)  Years 7 - 11 |
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| **Scheme of Work** | |
| **Human & Social (Geography) Years 7 - 11** | |
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| Peregrinate Scheme Manager | Angela Mollan, Chris Mollan |
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| Approving Signature | Angela Mollan |
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**Overview**

Within this curriculum we aim to teach geographies that:

* Illuminate the geographies of learners' everyday lives
* Are current and modern
* Reflect the real life situations of everyday people
* Develop a sense of place by recognising their uniqueness
* Discover the hidden geographies of the world
* Seek to give students a framework to help them make sense of the world around them

We aim to inspire geographers that:

* Question the information given to them and the world around them
* Want to investigate the issues that influence their everyday lives
* Develop a curiosity for all features of the world around them
* Have a desire to discover the hidden, real and everyday geographies they experience in their everyday lives

**Year 7 Curriculum**

Topics will be presented in the following order:

* [Passport to Geography](http://www.acegeography.com/passport-to-geography.html)
* [Passport to Geography 2](http://www.acegeography.com/passport-to-geography-2.html)
* [Mission Explore @ Toot Hill](http://www.acegeography.com/mexplore1.html)
* [Mission Explore Submission Form](http://www.acegeography.com/mexplore-submission-form.html)
* [From here to there and back again](http://www.acegeography.com/from-here-to-there-and-back-again.html)
* Our World - see [http://www.acegeography.com](http://www.acegeography.com/)
* South America - see [http://www.acegeography.com](http://www.acegeography.com/)

The content will include:

* What is geography?
* Locate countries on a map of the world
* UK Geography

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| * Memory mapping of the UK * Map reading – coordinates, signs and symbols |

**Year 8 Curriculum**

Year 8 curriculum for the 21st Century!

* [Africa - Land of Contrast](http://www.acegeography.com/africa-a-land-of-contrast.html)
* [Africa - Water issues](http://www.acegeography.com/water-wars.html)
* [Africa - Blood Diamonds](http://www.acegeography.com/blood-diamonds.html)
* [Africa - Extreme tourism](http://www.acegeography.com/extreme-tourism.html)
* [Africa - Gap Year project](http://www.acegeography.com/gap-year-project.html)
* [Africa - Somali pirates](http://www.acegeography.com/somali-pirates.html)
* [Africa - Music festivals](http://www.acegeography.com/music-festivals.html)
* [Africa - Malaria](http://www.acegeography.com/malaria.html)
* Risky World - see [http://www.acegeography.com](http://www.acegeography.com/)
* Asia - see [http://www.acegeography.com](http://www.acegeography.com/)

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**Year 9 & 10 Curriculum**

Course Structure:

* Physical Geography
* Human Geography
* Fieldwork and skills

This popular course offers:

* Engaging and topical content
* A stimulating blend of traditional and contemporary Geography to suit students of all abilities
* The study of physical and human Geography in discrete, self-contained topic areas
* A focus on physical processes and factors that produce diverse and dynamic landscapes over time

Study of this course will give students of all backgrounds the opportunity to develop:

* Communication skills
* Graphical and cartographical skills
* Technological skills including ICT
* Interpersonal skills through debate and discussion
* Literacy and numeracy skills
* Problem-solving skills
* Entrepreneurial skills and awareness of career possibilities.

**Year 11 Curriculum**

* Physical Geography
* Human Geography

Course rationale:

* Actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
* Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world;
* Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global;
* Appreciate the differences and similarities between people’s views of the world, its environments, societies and cultures;
* Understand the significance of values and attitudes to the development and resolution of issues;
* Develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
* Develop and apply their learning to the real world through fieldwork and other out of classroom learning;
* Use geographical skills, appropriate technologies, enquiry and analysis.