



"Everything has to do with geography" ~ Judy Martz, 22nd Governor of Montana.



WPM's Geography Learning Journey

Y8

Why are rivers and coasts important?

Is the earth running out of resources?

Study: 'impossible places' of the earth



Study: India

How can we encourage sustainability in a changing world?

Which natural challenges face our world?



Y7



What is our local Geography?

Why are mountains important?

Study: Beside the Sea

Y6

What is it like to live in extreme environments?

Study: North Africa



Study: North America

Y5



Locational knowledge

Place knowledge

Navigation & map skills

Fieldwork

Human geography

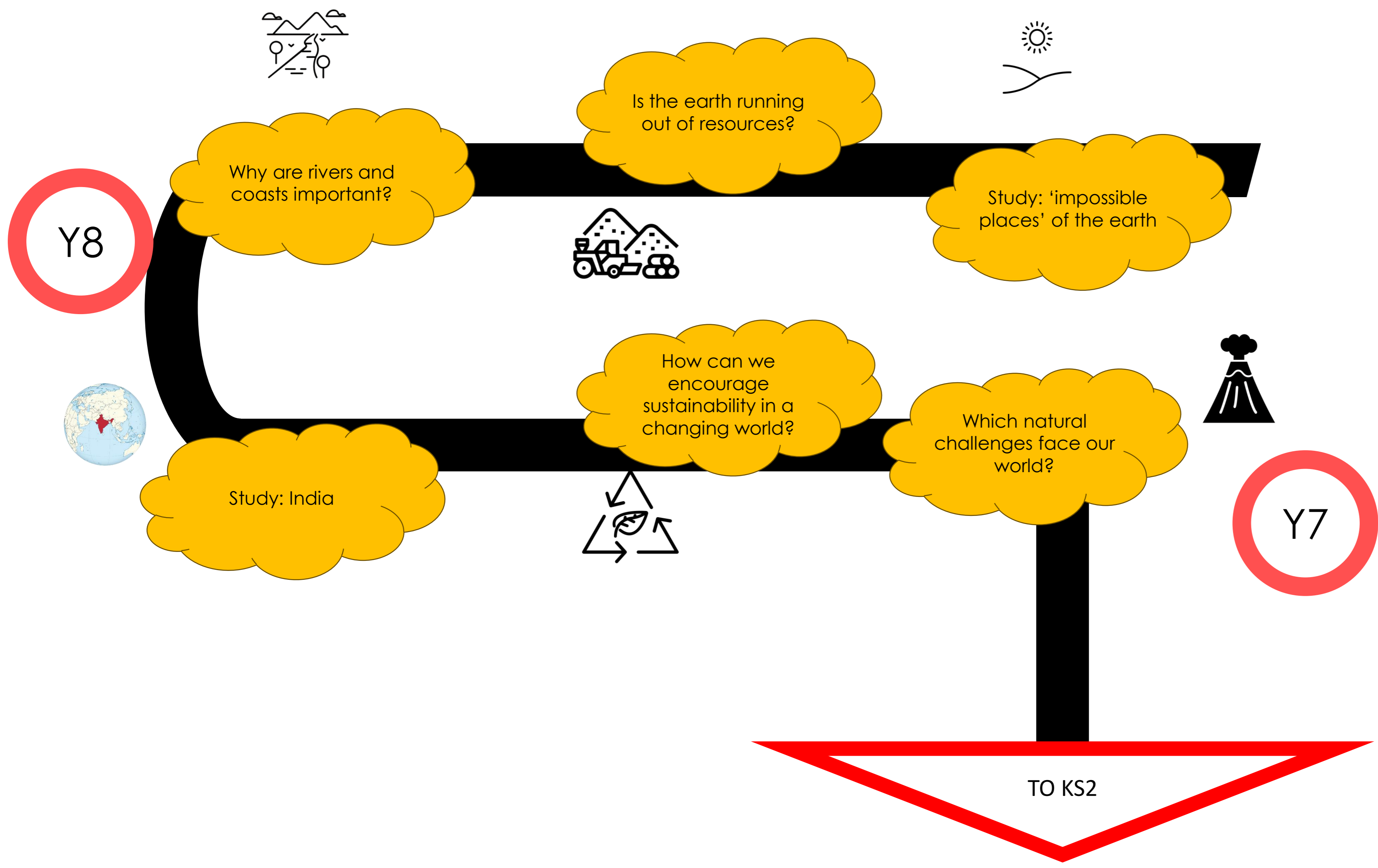
Physical features & processes



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WPM's Geography Learning Journey



After Walton Priory Middle School, our Geographers are equipped to finish their KS3 journey where they study The Living World, Urban Issues and Physical Landscapes

Many of them will choose AQA Geography as part of their Ebacc component at GCSE.

We end Year 8 by studying and comparing the most impossible places on earth. We will revisit biomes to begin and then focus on key places: Las Vegas and Death Valley (driest); Oymyakon (coldest inhabited place); Māwsynrām (wettest) and the Danakil Depression (hottest). This study allows all core concepts to be refined.

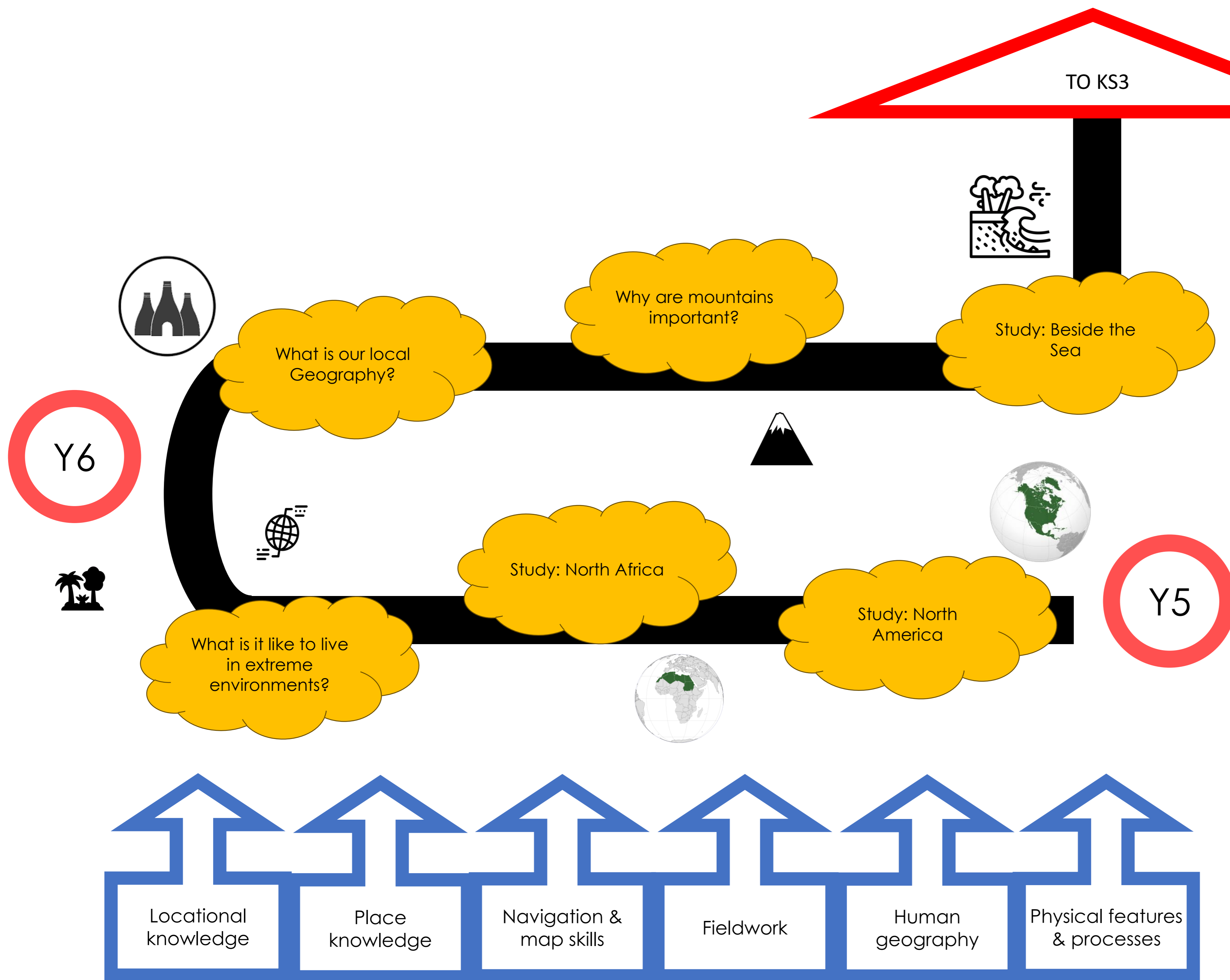
We begin with natural resources of rock, soil, the biosphere and the hydrosphere. Pupils then look at energy and our reliance on fossil fuels, as well as alternative forms. We dig deeper through case studies, on oil in Russia and diamonds in Sierra Leone. Closer to home, we look at the fishing industry.

We begin Year 8 with a focus on physical processes, looking at the water cycle, and the role and journey of a river. We study functions such as erosion, transportation and deposition, looking at waterfalls, meanders and flooding. We then move to looking at the coast, seeing the same functions at work and studying coastal defences.

We finish Year 7 with a country study of India, which revisits our core concepts. We locate key places in India and study climate and population. We will look at physical and human features of Mumbai and Bangalore, then conduct a case study on the Dhavari Slum, as well as the role of the sweatshop in India's economy.

We move on to a study of sustainability; what this is and the current challenges we face. We will focus on issues such as pollution and plastic, considering the physical and human impact. We will then consider potential solutions, looking at eco-friendly tourism, sustainable towns and the links between Fair Trade and sustainability.

We begin Year 7 by studying the structure of the earth, leading into tectonic plates and the 'challenges' caused by boundaries. We focus on earthquakes and volcanoes, with a case study of each. We then finish with a study of a specific current 'challenge' facing our planet with glaciers and climate change



We will end KS2 with a focus on the coast of the UK. Pupils will map the coast and learn about the changing coastline. As well as learning about physical processes such as coastal erosion we learn about human impact, from primary sector economy (fishing) through to tertiary (tourism) and, moving forwards, the quaternary sector.

Pupils then take one aspect of physical geography and study it in more detail. We learn about features of mountains and the locations of key mountain ranges around the world. We consider how mountains and volcanoes are formed. Pupils conduct a case study which also considers tourism and economy.

We begin Year 6 with a local study. Pupils will learn about the physical geography of our local area, as well as topography. They will compare urban and rural life, and regeneration. Throughout this unit pupils will hone a variety of map skills, studying different types of map, drawing their own sketch map with symbols, and using grid references.

At the end of Year 5 we take 'comparison' further by two case studies- one on the polar regions and the other on rainforest. This will incorporate location and place knowledge, but we will particularly look at life for humans and wildlife in these extreme conditions, how this has adapted to suit the environment, and future threats.

We then move onto a smaller area study of North Africa. We start with location and revisiting our atlas skills. We will study physical and human geography; one method is via a study of the River Nile including a focus on the building of the Aswan Dam. Pupils will look for similarities and differences between our first two units.

Our first unit recaps all core concepts, through a specific study. Pupils can locate North America and its 23 countries on a map, as well as understanding key physical features (i.e. Grand Canyon) and key human features (i.e. Hoover Dam). They will conduct research (fieldwork/ place knowledge) and learn about different cultures.

Pupils will start Walton Priory with substantive knowledge about the world, its continents and its oceans. They will have place knowledge of their local area and the UK and will have already looked at map skills and navigation. They will have been introduced to physical and human processes and some fieldwork at pre-school.



Our core concepts underpin every unit of study in Geography at Walton Priory Middle School.

