

## Changing the geographical focus

Content selected for study	Key concepts accessed	Experiences and Breadth of Study (examples)	PoS coverage
<p><b>Year 7 Going Global</b>  <i>Where in the world are we?</i> Geography in the news, local to global; physical/human/environmental issues; locational knowledge.  <i>Global music.</i> Making, selling popular music; patterns, trends, fashions, locations.  <i>A world of cars.</i> The car and its role in our lives. Manufacture, advertising/selling, life with car; consequences and impacts.  <i>Global tectonics.</i> Patterns of earthquakes and volcanic activity. Causes, impacts, consequence.</p> <p><b>Year 8 Places to Remember</b>  <i>We all love America?</i> Overview of USA, perceptions, issues, relationship with UK; brief regional studies/comparisons – north-east, California, a mountain state, New York.  <i>China – the new superpower?</i> Overview, perceptions, issues, rapid economic, social and political change, relationship with Europe, brief regional studies and comparisons, e.g. Yangtze basin, Beijing, north-east.</p> <p><b>Year 9 Me and My Space</b>  <i>Personal geographies.</i> My local place, space and patterns of activity.  <i>Working and playing in the UK today.</i> Trends, patterns, future scenarios.  <i>Me and the planet.</i> Environmental issues and their relationship to me, e.g. climate change, species loss, resources; action/responsibility.</p>	<p>(Scale throughout)</p> <p>Interdependence            Space            Environmental            Interaction and            Sustainability            Process (physical and human)</p> <p>Place            Interdependence            Cultural Diversity            Environmental            Interaction and            Sustainability</p> <p>Space            Place            Process (human)</p> <p>Environmental            Interaction and            Sustainability            Interdependence</p>	<p>Using geography in the news – newspapers, internet, TV/radio at all scales.            Using atlases, maps, research and search techniques, Google Earth.            Drawing on students’ personal/family experiences of music and cars to explore world patterns, impacts; unusual maps, examining advertising, looking at youth culture.            Exploring volcanoes and earthquakes as manifestations of tectonic instability. TV/film.</p> <p>Opportunity to study two major world political powers and economies; to see the advantage of gaining an overview as well as undertaking some regional studies and comparisons.            Using internet, textbooks, current newspaper articles, film/DVD/radio, novels/popular books (e.g. Will Self, Bill Bryson).            Maps, diagrams, sketch maps/pictures/photos.</p> <p>Students’ geographies (Young People’s Geographies): how to investigate my personal space and place and why they matter. Local fieldwork and links.            Drawing on work experience and leisure activities and human geography of work/leisure.            Major environmental issues at all scales.            Opportunity for local conservation work.</p>	<p>Geographical enquiry approach and skills throughout</p> <ul style="list-style-type: none"> <li>• human and physical geography, processes, environments at range of scales</li> <li>• people-environment interactions</li> <li>• geography in the news</li> <li>• issues of relevance to students’ lives</li> <li>• varied resources esp. maps, GIS and students’ own experiences</li> </ul> <p>• place studies at a range of scales: regional, national, continental</p> <ul style="list-style-type: none"> <li>• location and wider context of places</li> <li>• geographical issues in news</li> <li>• issues of relevance to UK</li> <li>• resources including internet, film, DVD, travel writing</li> </ul> <ul style="list-style-type: none"> <li>• personal scale/personal and local geographies</li> <li>• aspects of changing UK geography</li> <li>• human/physical geography and people-environment interactions</li> <li>• fieldwork and opportunity for local responsible action/involvement</li> <li>• global dimension</li> </ul>

**The school and its locality:**

- A relatively modern school in a prosperous medium-sized town in south-east England
- Many able students and supportive parents
- Geography is popular in the school and examination results are generally above the national average
- It is a ‘young’ geography department and all are keen to try new ideas and approaches though without endangering the good results

**Aims and rationale (a progressive approach):**

- Focus on creating a lively, relevant and different kind of geography, with challenge and interest for all
- Go for some progressive curriculum-making, making the most of the new freedom
- Maintain some well-liked units (e.g. geography in the news, tectonics) but also
- Bring in some new material that will address students’ interests and needs (e.g. USA/China; personal geographies)

**Planning principles and curricular emphases:**

- The main organising idea is scale with years 7, 8 and 9 focusing predominantly on one scale of enquiry though ranging across the scales to follow up the enquiries; thus year 7 – global/international, year 8 – national/regional, year 9 – personal/local and making big connections
- The focus for year 7 is global rather than local as this will be more of a surprise and challenge after primary school work (global dimension, enterprise/entrepreneurship)
- Year 7 will consist of four shorter units including topics that will interest and amaze students, as well as providing good vehicles for skills development and detailed study across the scales
- Year 8 is the opportunity to introduce national and regional study (also continental scale) through the two major superpowers, USA and China (identity and culture, technology and media, global dimension)
- In year 9 the focus is back on personal geographies, personal interest and personal responsibility (healthy lifestyles, community participation, creativity and critical thinking, sustainable futures)

Figure 19 Changing the geographical focus.