

# Curriculum intent

Understanding the **World** in which we live, the **challenges** faced and how to **sustainably** secure our future

The geography department delivers a curriculum to allow students to develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. The curriculum is designed to encourage an enquiring mind and a curiosity about the world in which they live and how it works. British values are also delivered throughout the course where a range of different cultures are explored across the World.

The geography curriculum has been designed for students

- To understand the World around them and their place within it. To gain knowledge about diverse places, people, resources and natural and human environments
- To give students the ability to understand the impact of Geography on the people and places around them.
- To explore and be accepting of people's cultures and traditions
- To develop a range of geographical skills that can be used in the subject and a wider context
- Understand how key human and physical features are formed, the impacts that they have immediately as well as over time.
- To explore the impacts that humans have on the World around us and how we can change to become more sustainable
- To be encouraged to think like a geographer

Throughout the course there is a strong focus on geographical literacy. Students are regularly introduced to new terminology in lessons and in Years 7 & 8 Bedrock is used for home learning to broaden and develop their understanding of the key terminology. Literacy mats are displayed in Geography classrooms to give students support while learning to 'write like a geographer'.

Students learn a range of case studies throughout the curriculum with a minimum of 1 for each topic. These look at examples both in the UK and across the World. Through the KS3 curriculum students cover 20 case studies, with a further 20 covered at GCSE and 15 at A level.

To show students that geography is relevant to their lives 'In the news' events are discussed in the classroom as and when they happen and the curriculum is regularly reviewed and updated as new case studies emerge and new issues are brought to the attention of the media, such as the impacts of plastic.

Environmental issues are explored throughout the curriculum, this is delivered either as part of a unit, such as exploring the impacts that humans have on landscapes as part of the 'Amazing landscapes' unit or by studying an entire unit dedicated to an environmental issue such as 'Plastics' and 'Climate change'.

Through the geography course students develop a range of transferrable skills that can be used post education, for example, becoming confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and being able to articulate arguments and opinions in writing and verbally.

# Implementation

Throughout student's time studying geography they develop a wide range of knowledge and understanding of the World around them through topics designed to cover the 3 fundamentals of geography; human, physical and environmental.

Students develop an understanding of different cultures and life at different stages of development around the World. The curriculum introduces them to new ideas and concepts from the World around them and an understanding of the impact that their actions have on the planet on which they live.

Departmental staff work hard with the department to collaboratively develop schemes of work and lessons to engage students and look at relevant topics in the World today. The development of knowledge and skills has been sequenced and planned to allow all students to access the curriculum and make progress.

Assessments are designed to monitor student progress and effective feed forward tasks are in place to support students and help them to move forward whether this is improving technique/skill or correcting students understanding of an element of the topic studied. Students understanding is assessed regularly in the classroom as staff deploy a range of strategies to ensure pupils understand the content and skills being delivered allowing students to make progress.

Through geography students learn valuable transferable employability skills, such as:

- Think clearly and logically.
- Interpret and analyse information.
- Evaluation and justification.
- Communicate and express ideas and information.
- Organize and work to deadlines.
- Engage with others.
- Work independently.

Opportunities are provided in lessons to ensure that students can communicate articulately and confidently in various forms. Discussions, group and paired work are used to encourage active participation and deeper understanding.

## KS3 Geography

The Key stage 3 curriculum is designed to give students a balance of human, physical and environmental geography. It is closely linked to the National curriculum and a wide variety of places are covered throughout the topics to give students broad locational knowledge but also to spark students interests not only in the world around them but also further a field. There are clear links to prior learning of both knowledge and skills but the complexity at which these are applied increases as they progress through

the KS3 course. For example students start off looking at impacts in general, then move on to being able to categorise these impacts into social, economic and environmental and then primary and secondary. We implement our curriculum through a variety of teaching approaches as well as a wide variety of learning and teaching resources.

The course covers a range of cultures and encourages pupils to look at the way other people live in a range of developing and developed countries, the impacts that ourselves and others are having on the planet and to explore sustainable solutions to the future. We look at a range of current and ongoing issues such as climate change, an ever growing population and the environmental issue of plastics. We have also developed units to support students with giving them a base level to progress on from at GCSE. This involves teaching of key skills, knowledge and concepts at a foundation level. Each unit also focuses in detail at a place or looks at several places to open students up to the use of 'case studies' at key stage 3.

Skills are developed and embedded throughout the course and transferable skills are taught to students. The sequence of units throughout the 3 years shows a clear skills and knowledge progression to maximise learning for all children.

## **KS4 Geography**

At GCSE level we follow the OCR B curriculum which encompasses knowledge and understanding of places and processes applied across a range of environments and countries across the World, local fieldwork and decision making skills. The knowledge and skills outlined in the specification are delivered to students using a range of teaching activities and resources. As a department we define the powerful knowledge our students need and help them recall it by using a range of recap activities in lessons, knowledge organisers and a range of other revision resources (which are available on the student sharepoint for all exam groups to access for their exam preparation) and regular application to exam questions in lessons, in class assessments, and school exam sessions. Alongside this the department have produced a case study revision guide to support students with their revision and a whole bank of other revision resources such as GCSE pods are also available on sharepoint. Use of regular assessment for learning, particularly using mini whiteboards, diagnostic quizzes and plenary tasks.

At key stage 4 fieldwork is a compulsory element of the course and is examined in the human and physical papers. All pupils are given the opportunity to participate in fieldwork at Stratford and Walton-on-the-Naze to apply the skills and knowledge beyond the classroom.

Units are delivered with the larger 4 units from the course being delivered first and the shorter units after. Units such as distinctive landscapes and global hazards are units which students typically find difficult to access. By delivering these early in the course it allows revisiting and recap to be undertaken throughout the 2 years. Human and physical units are alternated over the 2 years.

## **KS5 Geography**

Units studied (compulsory and optional) at KS5

- Land scape systems – Coastal landscapes
- Earths life support systems

- Changing spaces; making places
- Global connections – Human rights and migration
- Disease Dilemmas
- Hazardous Earth

Throughout KS5 a range of transferable skills are delivered alongside the content which will be valuable to students both if they choose to study geography further, go in to a geography related career or any unrelated career. These skills such as evaluating, analysing, concluding etc which are key aspects of the geography course are transferable to a range of careers and university courses. Through studying geography at KS5 the subject also equips students with a broad range of personal learning and thinking skills (PLTs) such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

There are several optional units at KS5, the topics chosen are a mix of units which develop and build on GCSE content, such as coasts and hazardous earth, but also some such as disease dilemmas which are new content. There is also a balance between human and physical geography in the chosen and compulsory units.

Sixth form geographers at the school undertake a residential fieldtrip to gain the confidence to undertake their own individual investigation entirely on a topic of their choice. They then complete a second residential fieldtrip to collect their individual data for their NEA. The fieldwork undertaken is then used to write up their NEA to gain an award worth up to 20% of their final marks in geography.

**Year 9 - Unit 1**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
Tornadoes	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Describing location</li> <li>• Formation</li> <li>• Measuring</li> <li>• Predicting</li> <li>• Impacts – human, physical and environmental</li> <li>• Place specific detail</li> <li>• Mitigation</li> <li>• Case Studies</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• How Tornadoes form</li> <li>• How they impact upon different people and places.</li> <li>• How people can prepare for tornadoes.</li> <li>• Case study knowledge – Oklahoma tornadoes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Choropleth maps</li> <li>• Graphs</li> <li>• Case study questions</li> <li>• Using different sources to gain knowledge and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to effectively use data to describe maps and graphs.</li> <li>• Students will be able to explain in detail how tornadoes form including the use of key terminology.</li> <li>• Students will be able to identify and explain suitable mitigation techniques.</li> <li>• Display in depth knowledge and understanding through the use of case studies.</li> <li>• Students will be able to answer case study questions with effectively using a range of information and place specific detail to support their answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of basic Map skills.</li> <li>• Knowledge of impacts of climatic hazards – Climate change</li> <li>• Interpreting Graphs – Trend, Data and Anomalies (TDA)</li> <li>• Social, Environmental and Economic impacts – Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Media Server videos</li> <li>• YouTube clips</li> <li>• BBC Bitesize clips</li> </ul>

**Year 9 - Unit 2**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p>Development and Globalisation</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sustainable solutions</li> <li>• Aid</li> <li>• Sweatshops</li> <li>• Ethical Considerations</li> <li>• Fair trade</li> <li>• Place specific detail</li> <li>• Factors that affect development</li> <li>• Impacts of development</li> <li>• Interconnectedness of countries through the making of jeans</li> <li>• Case study information – Bangladesh</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• The different types of Aid and the importance of receiving aid.</li> <li>• How countries around the world are connected.</li> <li>• Positive and negative effects of Trade on LIDCs.</li> <li>• Knowledge of Case study facts – Rana Plaza factory</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Statistical data</li> <li>• Graphical representation of data</li> <li>• Map skills</li> <li>• Interpreting data</li> <li>• Gathering data and information from a range of sources and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to effectively use data to describe maps and graphs.</li> <li>• Students will be able to explain in detail how trade can affect different areas of the world using key terminology.</li> <li>• Students will be able to explain the difference between Sustainable and traditional aid using examples.</li> <li>• Display in depth knowledge and understanding through the use of case studies – place specific detail.</li> <li>• Students will be able to answer case study questions with effectively using a range of information to support their answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Graphs – Trend, Data and Anomalies (TDA)</li> <li>• Use of basic map skills</li> <li>• How to answer case study questions using facts, data and sources.</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube clips</li> <li>• Media Server videos</li> <li>• OCR GCSE Textbook</li> <li>• Computers for research lessons</li> </ul>

**Year 9 - Unit 3**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
Australia	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understanding different cultures</li> <li>• Location information</li> <li>• Decision making</li> <li>• Migration</li> <li>• Sustainability of coral reefs</li> <li>• Vulnerability of ecosystems</li> <li>• Graphical representation of data</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Understanding different cultures and how people can positively and negatively affect others.</li> <li>• Push and pull factors – why do people migrate.</li> <li>• Impacts of migration.</li> <li>• Impacts of wildfires</li> <li>• Mitigation against wildfires</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Extracting information from different resources.</li> <li>• Using map skills</li> <li>• Interpreting data on graphs</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use data from a wide range of sources.</li> <li>• They are able to analyse and interpret data using key terminology to support their points.</li> <li>• Pupils are able to justify their decisions in detail using data and information from a range of sources to support their answers.</li> <li>• They are able to answer case study questions in depth using a range of information and place specific detail.</li> <li>• Have a secure knowledge of how people influence culture.</li> <li>• Can explain in depth how push and pull factors can affect migration to and from a place.</li> <li>• Students are able to explain using key contextual terminology how the rights of different cultures can be affected by other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of basic map skills</li> <li>• Climate graphs</li> <li>• Choropleth maps</li> <li>• Extracting information from a range of sources</li> <li>• How to answer case study questions using facts, data and sources.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Rabbit proof fence film</li> <li>• Wildfires – BBC Iplayer/Media Server</li> <li>• YouTube clips</li> <li>• Computers for research lessons</li> </ul>

**Year 9 - Unit 4**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
Plastics	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that everyone impacts upon this issue.</li> <li>• To know the causes and effects of this global issue and the impacts it has all over the world.</li> <li>• Explore solutions both at a small and large scale</li> <li>• Students will be able to recap and use their map skills knowledge from</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Responsibilities of people to protect and sustain ecosystems.</li> <li>• The issues caused by plastics around the world.</li> <li>• That this is the responsibility of everyone to resolve this problem.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Interpreting information from graphs and diagrams.</li> <li>• Extracting information from different sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can explain the issues caused by plastics using map data and key terms to support their points.</li> <li>• Can use in depth information and facts from a variety of sources to answer questions.</li> <li>• Can use in depth information and facts from a variety of sources to answer case study questions using place specific detail.</li> <li>• Students can justify the decisions and solutions that they have made using data and sources to support their conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts of human activity on different ecosystems – Antarctica, engaging in conservation and Tropical Rainforests.</li> <li>• How we can help to sustain ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube clips</li> <li>• BBC I-Player</li> <li>• Different types of plastic and recyclables</li> </ul>



**Year 9 - Unit 5**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p>Global Hazards Tectonic hazards</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Structure of the Earth</li> <li>• Plate boundaries</li> <li>• Earthquake</li> <li>• Volcanoes</li> <li>• Mitigation</li> <li>• Prediction and monitoring</li> <li>• Impacts</li> <li>• Place specific detail</li> </ul> <p>Graphical Representation of Data</p> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• The prediction and monitoring of tectonic activity.</li> <li>• How to reduce the impacts of tectonic events (Earthquake proof buildings)</li> <li>• Why people live near areas prone to tectonic events.</li> <li>• The landforms created at different plate boundaries.</li> <li>• The different types of volcano and their locations.</li> <li>• Case study information relating to the New Zealand Earthquake.</li> <li>• Different impacts of the earthquake in the case study – social, economic and environmental.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Use of data</li> <li>• Extracting information from different sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and correct use of key terms from previous units (Mitigation, impacts, effects)</li> <li>• Can explain the formation of landforms found at plate boundaries using key terminology</li> <li>• Are able to answer case study questions in detail using specific facts and place specific detail for a Tectonic hazard.</li> <li>• Students can explain different monitoring and prediction techniques used for tectonic hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Mitigation against hazards</li> <li>• Social, Economic and environmental impacts</li> <li>• Use of map skills</li> <li>• Interpretation of data (Trend, Data and Anomalies)</li> <li>• Different impacts of hazards – Climate change, Australia, Deserts and Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Pods</li> <li>• Kerboodle</li> <li>• Seneca</li> <li>• Case study revision sheets</li> <li>• Knowledge organiser</li>   <li>• Ultimate volcano</li>   <li>• OCR GCSE Text book</li> </ul>

**Year 9 - Unit 6**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p>Global Hazards Climatic hazards</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Causes of extreme wind, rain and drought</li> <li>• Drought</li> <li>• Flooding</li> <li>• Tropical Storms</li> <li>• Mitigation</li> <li>• Impacts</li> <li>• Place Specific Detail</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• The formation of tropical storms.</li> <li>• How to reduce the impacts of Climatic hazards</li> <li>• Case Study information</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of map skills and location data</li> <li>• Interpreting data and information graphs and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and correct use of key terms from previous units (Mitigation, impacts, effects)</li> <li>• Can explain the causes of different climatic hazards in detail using key terminology</li> <li>• Are able to answer case study questions in detail using specific facts and place specific detail for a Climatic hazard.</li> <li>• Students can explain different monitoring and prediction techniques used for climatic hazards.</li> <li>• Can explain and justify why certain climatic hazards occur in different areas of the world using Geographical information to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Social, Economic and environmental Impacts of climatic hazards – Tornadoes, Climate change and Australia</li> <li>• Different impacts of climatic hazards – Climate change, Australia, Deserts and Antarctica.</li> <li>• How to mitigate against Hazards – Tornadoes, Australia, Climate change, Global hazards -tectonics</li> <li>• Prediction and monitoring of hazards – Tornadoes, Australia, Global Hazards - Tectonics</li> <li>• How climate affects hazards – climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Kerboodle</li> <li>• Seneca</li> <li>• GCSE Pods</li> <li>• Case study revision sheets</li> <li>• Knowledge organiser</li>   <li>• Boscastle flood</li> <li>• Australia – The Big Dry</li> <li>• Typhoon Haiyan</li>   <li>• OCR GCSE Text book</li> </ul>