

# 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 10 - Unit 1**

| What are we learning?      | Our intention – what knowledge, understanding and skills will we gain?   | Evaluation and assessment methods  | Implementation  | What additional resources are available?  |
|----------------------------|--|--|---|---|
| <p>Dynamic Development</p> | <p><b>Knowledge:</b><br/> <b>What is development and how can it be measured?</b></p> <ul style="list-style-type: none"> <li>• Definition of ‘development’ and the ways in which countries can be classified</li> <li>• Global distribution of ACs, EDCs and LIDCs.</li> <li>• Economic and social measures of development</li> </ul> <p><b>What has led to uneven development?</b></p> <ul style="list-style-type: none"> <li>• Human and physical factors influencing global uneven development.</li> <li>• Factors that make it hard for countries to break out of poverty</li> </ul> <p><b>How has an LIDC developed so far?</b></p> <ul style="list-style-type: none"> <li>• Case Study – Zambia – Economic development, Rostow’s model, Millennium Development Goals and factors that have affected its development.</li> </ul> <p><b>What global connections influence its development?</b></p> <ul style="list-style-type: none"> <li>• International trade, such as potential reliance on copper and the issues this can cause</li> <li>• Benefits and problems of trade and Trans National Company (TNC) investment for development.</li> <li>• Advantages and disadvantages of international aid or debt relief for its development.</li> </ul> <p><b>What development strategy is most appropriate?</b></p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages of one top-down (Kariba Dam) and one bottom-up strategy (Room to Read) in the country.</li> </ul> | <p>Students are able to define development.</p> <p>Students will be able to name a range of economic and social development indicators and be able to describe how they change and how this effects the level of development. At the highest level students will understand that indicators are linked. They will know what HDI is and be able to competently explain why this is a good measure of development to use alone.</p> <p>Students will be aware of a range of factors which affect a countries level of development and be able to competently categorise this in a variety of ways,</p> <p>Students will be able to answer case study questions effectively using a range of information and place specific detail to support their answer.</p> <p>Students will be able to explain and justify Zambia’s level of development against the Rostow model.</p> | <p>Links in with the ‘Development and globalisation unit’ and builds on current learning.</p> | <p>GCSE Pods<br/>           Case Study revision sheet<br/>           Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca<br/>           Kerboodle</p> <p>CGP OCR B GCSE<br/>           Geography revision question cards</p> <p>Recommended:<br/>           CGP OCR B GCSE<br/>           Geography revision guide</p> |

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|  | <p><b>Understanding:</b><br/> Will understand what development is and how it can be measured.<br/> Will understand the factors that have led to some countries being more developed than others<br/> For a named country (Zambia) pupils will have a deep understanding of the countries level of development, how it has reached this stage and how it is planning to move forward<br/> They will understand the complexities of aid and the benefits and drawbacks that different types of aid can have on a country that receives it.</p> <p><b>Skills:</b><br/> The requirements for exam questions at different mark tariffs<br/> Graphical skills – being able to use a range of different types of graph (bar, line, pie etc) and being able to extract and interpret data<br/> Cartographic data – being able to describe distributions on maps, flow line maps and use maps on a variety of scales,<br/> Numerical and statistical skills<br/> Venn diagrams<br/> Use of visual images</p> | <p>Students will be able to evaluate Zambia’s effectiveness of achieving the MDGs</p> <p>Students will be able to show a clear understanding of the barriers to development and be able to explain these in detail.</p> <p>Students will have a clear understanding of the different types of aid and evaluate the effectiveness of each.</p> |  |  |
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**Year 10 - Unit 2**

| What are we learning?         | Our intention – what knowledge, understanding and skills will we gain?   | Evaluation and assessment methods  | Implementation   | What additional resources are available?  |
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| <p>Distinctive landscapes</p> | <p><b>Knowledge:</b><br/> <b>What is a landscape?</b></p> <ul style="list-style-type: none"> <li>Differences between built and natural landscapes.</li> </ul> <p><b>Where are the physical landscapes of the UK?</b></p> <ul style="list-style-type: none"> <li>Distribution of upland, lowland and glaciated landscapes in the UK.</li> <li>Characteristics of these distinctive landscapes</li> </ul> <p><b>What physical processes shape landscapes?</b></p> <ul style="list-style-type: none"> <li>The geomorphic processes that are involved in shaping landscapes</li> <li>The formation of coastal landforms</li> <li>The formation of river landforms</li> </ul> <p><b>What are the characteristics of your chosen landscapes?</b></p> <ul style="list-style-type: none"> <li>Case study of two landscapes in the UK, one coastal landscape and one river</li> </ul> <p><b>Understanding:</b><br/>           Understand the difference between human (built) and physical (natural) landscapes<br/>           Understand the factors that have shaped our landscapes over time<br/>           Understand a range of coastal and river landforms and their formation<br/>           Understand the factors that have led to the formation of one coastal and one river environment</p> <p><b>Skills:</b><br/>           The requirements for exam questions at different mark tariffs</p> | <p>Students are able to define built and natural environments and identify examples of these.</p> <p>Students will know the difference between upland and lowland areas and be able to describe the distribution of these in the UK using key terminology</p> <p>Students will be able to define the different geomorphic processes and be able to explain how these interact at a range of coastal and river landforms in order to create/shape them.</p> <p>Students will be able to identify and explain the features that are needed in order for these different landforms to take shape.</p> <p>Students will be able to answer case study questions effectively using a range of information and place specific detail to support their answer.</p> | <p>Year 7 – Upland and lowland landscapes</p> <p>Year 7 – Amazon – river landforms</p> | <p>GCSE Pods<br/>           Case Study revision sheet<br/>           Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca<br/>           Kerboodle</p> <p>River Processes – River Tees</p> <p>CGP OCR B GCSE<br/>           Geography revision question cards</p> <p>Recommended:<br/>           CGP OCR B GCSE<br/>           Geography revision guide</p> |

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|  | <p>Graphical skills – being able to use a range of different types of graph (line, pie etc) and being able to extract and interpret data</p> <p>Cartographic data – being able to describe location</p> <p>Numerical and statistical skills</p> <p>Use of visual images</p> |  |  |  |
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**Year 10 - Unit 3**

| What are we learning? | Our intention – what knowledge, understanding and skills will we gain?  | Evaluation and assessment methods   | Implementation  | What additional resources are available?  |
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| <p>Urban Futures</p>  | <p><b>Knowledge:</b></p> <p><b>How is the global pattern of urbanisation changing?</b></p> <ul style="list-style-type: none"> <li>• How urban growth rates vary in parts of the world with contrasting levels of development.</li> <li>• World cities and megacities – characteristics and distribution</li> </ul> <p><b>What does rapid urbanisation mean for cities?</b></p> <ul style="list-style-type: none"> <li>• Understand the causes of rapid urbanisation in LIDCs and its consequences</li> <li>• Understand the causes and consequences of contrasting urban trends in ACs</li> </ul> <p><b>What is life like for people in a city?</b></p> <ul style="list-style-type: none"> <li>• Case studies – Istanbul or Lagos and Birmingham</li> <li>• Location and importance, migration, ways of life, challenges that affect life in the city</li> </ul> <p><b>How can cities become more sustainable?</b></p> <ul style="list-style-type: none"> <li>• For each city one initiative to make it more sustainable</li> </ul> <p><b>Understanding:</b></p> <p>Understand that urban growth rates differ around the world and what factors have led to this</p> <p>Understand the impacts of rapid urbanisation in LIDCs and ACs</p> <p>Understand what live is like in 2 contrasting cities</p> <p>Understand the importance of sustainability and examples of sustainable developments in the 2 contrasting cities</p> <p><b>Skills:</b></p> | <p>Students will have a good level of understanding of what urbanisation is and why it takes place. They will understand why different places have different levels of urbanisation and be able to link this to the countries classification and be able to give reasons why this pattern occurs.</p> <p>Students will be able to explain the impacts of rapid urbanisation and be able to explain what is happening in the UK where most of the population already lives in urban areas.</p> <p>Students will understand the difference between mega cities and world cities and be able to give some named examples of each and be able to describe and account for their distribution.</p> <p>For 2 contrasting areas (One AC and one EDC or LIDC) studnets will be able to use detailed place specific knowledge to answer a range of questions on areas such as location and importance, migration, ways of life, challenges that affect life in the city</p> <p>Students will understand what sustainable initiatives are and why</p> | <p>Sustainability studied in several units at KS3 to include:</p> <p>Year 7 – Settlement and the Amazon</p> <p>Year 8 – Engaging in conservation, Hot and cold environments</p> <p>Year 9 – Development and globalisation and plastics</p> <p>Year 7 settlement</p> <p>Year 9 – Development and globalisation</p> | <p>GCSE Pods</p> <p>Case Study revision sheet</p> <p>Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca</p> <p>Kerboodle</p> <p>CGP OCR B GCSE</p> <p>Geography revision question cards</p> <p>Recommended:</p> <p>CGP OCR B GCSE</p> <p>Geography revision guide</p> |

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|  | <p>The requirements for exam questions at different mark tariffs</p> <p>Graphical skills – being able to use a range of different types of graph (bar, line, pie, proportional circles, choropleth maps etc) and being able to extract and interpret data</p> <p>Cartographic data – being able to describe distributions on maps, flow line maps and use maps on a variety of scales, population pyramids</p> <p>Numerical and statistical skills</p> <p>Use of visual images</p> | <p>they are important for the future growth of cities. They will have one place specific example for each of the case studies and be able to apply their place specific knowledge to a range of geographical questions from describe to evaluate.</p> |  |  |
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**Year 10 - Unit 4**

| What are we learning?    | Our intention – what knowledge, understanding and skills will we gain?  | Evaluation and assessment methods  | Implementation                                  | What additional resources are available?   |
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| <p>Changing climates</p> | <p><b>Knowledge:</b></p> <p><b>What evidence is there for climate change?</b></p> <ul style="list-style-type: none"> <li>• The pattern of climate change</li> <li>• The range and reliability of evidence relating to climate change</li> </ul> <p><b>Is climate change a natural process?</b></p> <ul style="list-style-type: none"> <li>• Outline the causes of natural climate change</li> <li>• Investigate the natural greenhouse</li> </ul> <p><b>Why is climate change a global issue?</b></p> <ul style="list-style-type: none"> <li>• Explore a range of social, economic and environmental impacts of climate change worldwide</li> <li>• Explore a range of social, economic and environmental impacts of climate change within the UK</li> </ul> <p><b>Understanding:</b></p> <p>Understand the different types of evidence for climate change that are available to us<br/>           Understand the causes and effects of climate change and that not all effects are negative.<br/>           Understand the greenhouse effect and how that is linked to climate change<br/>           Understand the impacts of climate change at both a global and UK level</p> <p><b>Skills:</b></p> <p>The requirements for exam questions at different mark tariffs<br/>           Graphical skills – being able to use a range of different types of graph (chloropleth, line, pie etc) and being able to extract and interpret data</p> | <p>Students will be able to describe how the climate has changed in the past and understand that this occurs in cycles. They will be able to explain the difference between glacial and interglacial periods on Earth.</p> <p>Students will have a detailed understanding of the range of techniques used to determine past climates and be able to evaluate the effectiveness of the methods</p> <p>Students will understand that climate change is a natural process and the humans are enhancing it.</p> <p>Students will be able to explain a range of natural and human causes of climate change and have a detailed understanding of the greenhouse effect and the issues that this poses.</p> <p>Students will have a detailed understanding of the impacts of climate change both in the UK and Worldwide. They will understand that there are both positive and negative impacts to climate change depending on location and that an effect that may be negative in one place could be positive in another.</p> | <p>Building on Year 8 Climate change module</p> | <p>GCSE Pods<br/>           Case Study revision sheet<br/>           Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca<br/>           Kerboodle</p> <p>Climate Change – David Attenborough</p> <p>CGP OCR B GCSE<br/>           Geography revision question cards</p> <p>Recommended:<br/>           CGP OCR B GCSE<br/>           Geography revision guide</p> |

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|  | <p>Cartographic data – being able to describe distributions on maps, use maps on a variety of scales</p> <p>Numerical and statistical skills</p> <p>Use of visual images</p> |  |  |  |
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