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 and 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 recalp 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 11 - Unit 4 – completion of unit				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Changing climates	**Knowledge**: **What evidence is there for climate change?** • The pattern of climate change • The range and reliability of evidence relating to climate change **Is climate change a natural process?** • Outline the causes of natural climate change • Investigate the natural greenhouse **Why is climate change a global issue?** • Explore a range of social, economic and environmental impacts of climate change worldwide • Explore a range of social, economic and environmental impacts of climate change within the UK **Understanding:** Understand the different types of evidence for climate change that are available to us Understand the causes and effects of climate change and that not all effects are negative. Understand the greenhouse effect and how that is linked to climate change Understand the impacts of climate change at both a global and UK level **Skills:** The requirements for exam questions at different mark tariffs 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	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. 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 Students will understand that climate change is a natural process and the humans are enhancing it. 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. 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.	Building on Year 8 Climate change module	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle Climate Change – David Attenborough CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

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

Year 11 - Unit 5				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
UK in the 21st Century	**Knowledge**: **1. What does the UK look like in the 21st century?** • Human and physical geographical characteristics of the UK **2. How is the UK's population changing?** • Population trends in the UK since 2001 • Ageing population. • Population structure and ethnic diversity of Birmingham/London has changed since 2001. **3. How is the UK's economy changing?** • Major economic changes in the UK since 2001 • Pattern of core UK economic hubs. • Changes in London and Cambridge (economic hub) and their significance to their regions and the UK. **4. What is the UK's political role in the world?** • UK's political role in Ukraine (global conflict) through its participation in international organisations. • How is the UK's cultural influence changing? • UK's media exports and their global influence • Contribution of ethnic groups to the cultural life of the UK **Understanding:** A diverse range of cultures, identities and economies make up the patchwork of the UK.	They are able to explain the different human and physical characteristics of the UK Students are able to explain how the UKs population have changed over time and the impacts that this has had on the country. They will be able to explain this using case study specific details in London or Birmingham. Students will be aware of the changes in the UKs economy and locations of economic hubs. They will be able to explain London and Cambridge as economic hubs and have specific detail on them and their significance. Students will be able to justify how they think the UKs role I the world is changing. They will be able to explain using case study information the UK's role in conflict in Ukraine.	Year 7 – Global Connections - human and physical Geography Year 9 – Global Hazards – relief rainfall Year 7 – Exploring Britain – population pyramids Year 9 – Globalisation and Development – four different types of industry and the changing economy of the UK	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle Mind the Gap documentary Teacher made Powerpoint presentations CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	How the nature of people's lives and work in the UK have changed in the 21st century. The global significance of the UK through political and cultural connections with the rest of the world **Skills:** Interpreting proportional maps including choropleth, flow line Interpreting graphs including bar graphs, line graphs and population pyramids Understanding expectations of exam questions Numerical and statistical skills Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.			

Year 11 - Unit 6				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Sustaining Ecosystems	**Knowledge**: **1. What are ecosystems?** • Concept of an ecosystem • Global distribution ecosystems • Overview of the climate, flora and fauna within these ecosystems. **2. What biodiversity exists in tropical rainforests?** • Distinctive characteristics of a tropical rainforest ecosystem • The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests. **3. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?** • The value of tropical rainforests • Human impacts in the tropical rainforest • Case study of Ecuador **4. What is it like in Antarctica and the Arctic?** • Distinctive characteristics of Antarctica and the Arctic • The interdependence of climate, soil, water, plants, animals and human activity in the Arctic polar region. • Impacts of human activity on the Arctic ecosystems **5. How are humans seeking a sustainable solution for polar environments?** • Case study (small scale) – Marine wildlife sanctuary • Case study (Global scale) – Antarctic Treaty.	Students will be able to define an ecosystem, explain the different types of ecosystems and the elements of an ecosystem. They will be able to explain the characteristics of a tropical rainforests and the human and physical impacts on it. They will be able to give detailed examples of how humans are exploiting the rainforest and what is being done to manage it sustainably. Students will be able to explain the differences between the Arctic and Antarctic and the human and physical impacts on the ecosystems. They will be able to answer case study questions on how the Arctic is being managed at a small and global scale.	Year 8 – Antarctica – characteristics, climate, animals, food chains, Antarctic Treaty Year 9 – Global Hazards – climatic patterns such as the global circulation system Year 7 – Tropical Rainforests – characteristics, climate, animals, human impacts Year 7 – Settlements - sustainability	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle Tropical rainforest: sustainable management documentary Teacher made Powerpoint presentations CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	Understanding: Life on Earth is supported by global ecosystems and there is a link between humans and ecosystems. They investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future. **Skills:** Interpreting proportional maps including choropleth, flow line and OS maps Interpreting graphs including bar graphs, line graphs and population pyramids Understanding expectations of exam questions Numerical and statistical skills Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams			

Year 11 - Unit 7				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Resource reliance	**Knowledge**: **1. How has increasing demand for resources affected our planet?** • Factors leading to demand outstripping supply of food, energy and water. • How environments and ecosystems are used and modified by humans **2. What does it mean to be food secure?** • What is 'food security' and the human and physical factors which influence this. • How world patterns of access to food are illustrated • Malthus and Boserup theories **3. How can countries ensure their food security?** • Case study – Food security in Tanzania • Food consumption and availability over time. • Food security attempt at a local scale – Goat Aid • Food security attempt at a national scale – Wheat program and Growth corridor **4. How sustainable are these strategies?** • Environmental, economic and social sustainability of attempts to achieve food security, in relation to: ethical consumerism, food production methods, technological developments and small scale 'bottom up' approaches **Understanding:**	Students will be able to explain how humans are using the planet's resources and the pressures there are on these resources. They will be able to explain food security, how the chance of being food secure is affected by human and physical factors and theories behind the growth of population and food availability. Students will be able to answer case study questions on Tanzania in relation to food security, with detailed examples of a local attempt, a past attempt and a national attempt to achieve food security. Student will be aware of a range of factors that affect the sustainability of food security.	Year 7 – Global Connections – Human, physical and environmental geography Year 9 – Development and Globalisation – how the world is developing and using resources, subsistence farming, Goat Aid Year 8 – Climate Change – the impact of fossil fuels on the environment Year 11 – Sustaining Ecosystems – impacts of logging Year 7 – Settlements - sustainability	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle Teacher made Powerpoint presentations CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. They will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security **Skills:** Interpreting proportional maps including choropleth, flow line and OS maps Interpreting graphs including bar graphs, line graphs and population pyramids Understanding expectations of exam questions Numerical and statistical skills Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams			