

# 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 12 – unit 1 – September to February**

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>Global Connections</p>	<p><b>Human Rights Knowledge</b></p> <ol style="list-style-type: none"> <li>1. What is meant by human rights? <ul style="list-style-type: none"> <li>• There is global variation in human rights norms.</li> <li>• Patterns of human rights violations are influenced by a range of factors.</li> </ul> </li> <li>2. What are the variation in women’s rights? <ul style="list-style-type: none"> <li>• The geography of gender inequality is complex and contested.</li> </ul> </li> <li>3. What are the strategies for global governance of human rights? <ul style="list-style-type: none"> <li>• Human rights violations can be a cause and consequence of conflict.</li> <li>• Global governance of human rights involves cooperation between organisations at scales from global to local, often in partnership.</li> </ul> </li> <li>4. To what extent has intervention in human rights contributed to development? <ul style="list-style-type: none"> <li>• Global governance of human rights has consequences for citizens and places</li> </ul> </li> </ol> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Explore the processes and flows in human rights and migration that occur at the global level, and the ways in which these influence people, places and institutions.</li> <li>• Investigate how global connections shape relationships between citizens, states and organisations around the world.</li> <li>• States and non-state organisations respond to flows and global systems,</li> </ul>	<p>Students will be able to explain human rights, how the norms differ around the world and the factors that influence these.</p> <p>They will be able to explain in detail how rights are being denied to women, the impacts it is having with specific examples.</p> <p>Analyse the role global governance has in protecting human rights in areas of conflict. They will look at government involvement, NGOs and the UN.</p> <p>Evaluate whether global governance has led to development with specific examples in an LIDC.</p> <p>They will have detailed place specific on areas with global governance and areas of women’s rights abuses. They will be able to use these to analyse the impacts of human rights violations and the roles of different organisations.</p>	<p>All GCSEs study development of countries and this uses that knowledge.</p>	<p><b>Text books</b> OCR A level geography Geography an integrated approach</p> <p><b>Human Rights Articles</b> In lesson -</p> <ul style="list-style-type: none"> <li>• Afghan Aid</li> <li>• History of the UN in Afghanistan</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>• Slavery in Pakistan</li> <li>• Forced Migrants in the UK</li> <li>• Why do Children Miss Out on School</li> </ul> <p><b>Other</b> Zig-zag exam Q’s GCSE Pods OCR A level geography work book</p> <p><b>Recommended revision guide:</b> <b>OCR A Level Geography Student Guide 2: Earth’s Life Support Systems; Global Connections</b> By Peter Stiff and David Barker</p>

which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice.

**Skills:**

- Data manipulation and presentation
- Evaluate effectiveness of data presentation
- Statistical analysis
- Evaluation

**Year 12 - Unit 2 – February to June**

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Disease Dilemmas	<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. What are the global patterns of disease and can factors be identified that determine these? <ul style="list-style-type: none"> <li>• How diseases can be classified, their patterns mapped and how they spread</li> <li>• There is a relationship between physical factors and the prevalence of disease which can change over time</li> </ul> </li> <li>2. Is there a link between disease and levels of economic development? <ul style="list-style-type: none"> <li>• As countries develop economically the frequency of communicable diseases decreases, while the prevalence of noncommunicable diseases rises</li> </ul> </li> <li>3. How effectively are communicable and non-communicable diseases dealt with? <ul style="list-style-type: none"> <li>• Communicable and noncommunicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success.</li> </ul> </li> <li>4. How far can diseases be predicted and mitigated against? <ul style="list-style-type: none"> <li>• Increasing global mobility impacts the diffusion of disease</li> <li>• Mitigation strategies to combat global pandemics and overcome physical barrier</li> </ul> </li> <li>5. Can diseases ever be fully eradicated? <ul style="list-style-type: none"> <li>• Nature has provided medicines to treat disease for thousands of years</li> <li>• Top down and bottom up strategies that deal with disease risk and eradication.</li> </ul> </li> </ol>	<p>Understand classifications and patterns of disease. They will be able to explain disease diffusion and how diffusion can be influenced by a range of physical factors.</p> <p>They will be able to compare communicable and non-communicable diseases with detailed place specific examples of each and how they are being dealt with in ACs and LIDCs.</p> <p>Be able to explain the roles of governments and non-governmental organisations in predicting and mitigating against diseases.</p> <p>Explain in detail strategies to eradicate diseases on local, national and global scales.</p> <p>They will be able to synoptically link disease to the other compulsory taught elements of the course.</p> <p>They will have detailed examples of communicable and non-communicable diseases and diseases that have been caused by</p>	<p>All GCSEs study development of countries and this uses that knowledge.</p> <p>Links synoptically to human rights, migration, changing spaces making places and coastal landforms.</p>	<p><b>Text books</b> OCR A level geography Geography an integrated approach</p> <p><b>Articles</b> In lesson -</p> <ul style="list-style-type: none"> <li>• Sleeping sickness in Africa</li> <li>• PMI Ethiopia</li> <li>• Cholera outbreak in Haiti</li> <li>• Samoa and UC Berkley Agreement</li> <li>• GSK Investing in Africa</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>• Ebola</li> </ul> <p><b>Other</b> Zig-zag exam Q's GCSE Pods OCR A level geography work book</p> <p><b>Recommended revision guide:</b> <b>OCR A Level Geography Student Guide 3:</b> <b>Geographical Debates:</b> <b>Climate; Disease; Oceans; Food; Hazards</b></p>

	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk.</li> <li>• The causes of disease are often complex and the impacts even more so.</li> <li>• The global nature of some diseases has encouraged international efforts to combat them.</li> <li>• Continued research into diseases and developments in pharmaceuticals offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Data manipulation and presentation</li> <li>• Evaluate effectiveness of data presentation</li> <li>• Synoptic links</li> <li>• Statistical tests</li> </ul>	<p>natural hazards and air pollution. As well as detailed specific knowledge of the role of NGOs and pharmaceuticals in dealing with disease. They will have a detailed example a medicinal plant and its uses. They will be able to draw a range of conclusions from these examples of factors such as prevalence, impact and management of disease.</p>		<p>by Peter Stiff, David Barker, et al.</p>
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