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 13 - Unit 3 – September to December				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
NEA	**Knowledge**: **Before we go:** • Stages of a geographical investigation • What makes a good Hypothesis • Sampling techniques • Different types of data • Statistical test summaries/recap • How to analyse data **On pre study:** • Human and physical data collection techniques • Background information about study area – Southwold • Chosen mini study **Understanding:** • Students will gain a deeper understanding into the chosen area of course on which they base their independent study **Skills:** • Independent work • Statistical testing • Data collection • Analysis • Conclusion • Evaluation • Assessing risks	A comprehensive study which is linked to the hypothesis that the student has set This will include: • Data collection and the ability to select an appropriate amount and type of data to collect • High level graphical display of this data using a varied number of techniques • Clear and concise analysis of the data which they collected • A detailed conclusion linked to the hypothesis and key questions set by the student • An overall evaluation of their study	The NEA will differ from student to student and is based on their chosen area of the course studied. This can be based on any of the topics studied in Year 12.	**Text books** OCR A level course book **Other** Mark scheme (exam board) How to reference Which stats test should I use? – Flow diagram Independent investigation – Student guide (exam board) Guide to completing titles and the proposal form (exam board) A level investigation – Student guide (FSC)

Year 13 - Unit 4 – Oct to April				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Hazardous Earth	**Knowledge**: **What is the evidence for continental drift and plate tectonics?** • Theories of continental drift and plate tectonics • Earths crustal features and processes **What are the main hazards generated by volcanic activity?** • Different types of volcanoes and their causes and features • Different types of volcanic eruptions and the different types of hazards they generate **What are the main hazards generated by seismic activity?** • Earthquake characteristics including their causes and features • Hazards generated by earthquakes • **What are the implications of living in tectonically active locations?** • **Case studies** of **two** countries at contrasting levels of economic development **What measures are available to help people cope with living in tectonically active locations?** • **Case studies** of **two** countries at contrasting levels of economic development to illustrate strategies used to cope with **volcanic activity** • **Case studies** of **two** countries at contrasting levels of economic development to illustrate strategies used to cope with hazards from **earthquakes** • How and why have the risks from tectonic hazards changed over time	To be able to explain the theories of slab pull and ridge push and describe in detail the structure of the earth They will have in depth knowledge of the two tectonic hazards (earthquakes and volcanoes) - They will understand the factors that contribute to these, the hazards they generate and the ways to mitigate against them. They will be able to critically analyse why the impacts of these hazards differ from location to location. They will be able to synoptically link hazards to the other compulsory taught elements of the course They will have detailed exemplifications of each of the hazards in contrasting countries. They will have place specific knowledge related to each of the examples and be able to draw detailed conclusions between them on a range of factors e.g types of hazard, level of development, effectiveness of mitigation strategies etc.	Students may have covered: Links into the Earths Hazards unit (OCR B GCSE) uses and builds on prior knowledge	**Text books** OCR A level geography Geography an integrated approach **Articles** In lesson: ➢ Hawaiian hotspot ➢ Plate tectonics and associated hazards ➢ Ridge push and slab pull ➢ Additional reading: ➢ Christchurch New Zealand earthquake ➢ Ancient Crete ➢ Collecting data from ash clouds ➢ Etna ➢ Resisting earthquakes ➢ Tsunamis ➢ Volcanoes and ice caps **Programmes** Killer volcanoes Expedition volcano Geohazards Iceland erupts – A volcano live special **Other**

	• The relationship between disaster and response including the Park model **Understanding:** • Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. • Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. • Hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. • As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved • Risks from tectonic hazards varies spatially and over time • Currently there are a number of strategies which help the international community, governments and individuals cope with the risks associated with tectonic hazards however there are varying global levels of resilience and ability to adapt to the risks presented. **Skills:** • Data manipulation • Statistical tests • Evaluate effectiveness of data presentation • Synoptic links			Zig-zag exam Q's GCSE Pods OCR A level geography work book **Recommended revision guide:** **OCR A Level Geography Student Guide 3: Geographical Debates: Climate; Disease; Oceans; Food; Hazards** by Peter Stiff, David Barker, et al.