Curriculum Intent
Subject … Geography

PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others

KEY QUESTIONS TO CONSIDER

1. Why has content been selected? Is there sufficient focus on the most powerful knowledge, concepts and skills?
2. Does learning provide sufficient challenge? Is there sufficient challenge for all learners in all year groups?
3. Why is learning sequenced in this way? Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?
4. How is learning sequenced or spaced to promote long-term memory?

SUBJECT CURRICULUM INTENT

The KS3 curriculum is designed to fulfil the requirements of the National Curriculum. It teaches a number of physical and human themes across various regions of the world. It is intended to prepare students for the GCSE course and borrows a lot of similar themes from these e.g. tectonics. Exam technique and command words are addressed early on, also in preparation for the GCSE course. It is intended that students have a sense of where they are in the world, and why various physical and human processes occur, in order to foster an enquiring and questioning mind, whilst also analysing the problems the world faces.

HOW IS THE EXTENDED TIME IN KS4 USED TO IMPROVE & ENRICH LEARNING IN THE SUBJECT?

In KS4, we spend Y10 and 11 delivering the entire AQA GCSE course. There are also opportunities to work and refine exam technique through stringent approaches to exam questions. This, coupled with DTT, is designed to improve students ability to access and respond to the GCSE questions in the exam

Vision and Key Concepts

Vision

Our shared department vision is that every student should leave Bedford as competent geographers. Within this they will become 'global citizens' where they are proactive in their part in making the world a more sustainable place, and contribute to this in a positive way regardless of aptitude or socio-economic background. Students will embed skills that enable them to be critical thinkers to analyse data, adapt to varying situations and implement them in a positive way.

Location – A specific place on the earths surface, given meaning by people, but the meanings may differ.

Scale – Covers the local, regional, national and global aspects of a physical and human geography.

Environment – Living and non-living surroundings at a particular scale.

Interdependence – Positive and negative relationships between people and/or the environment.

Change – Observing differences in the geographical world over time. Can relate to both physical and human changes.

Sustainability – Meeting the needs of the present without compromising the needs of future generations.

These Key Concepts form **Essential Knowledge** throughout the whole of curriculum and are visited in a number of places, themes and scales

Development – The process where an area undergoes a positive change be it social, economic or environmental.

Economic – Relating to the wealth of an area

Social – Relating to people and communities

Physical – The area of geography that relates to the natural world

Human – The areas of geography that relates to the built environment.

Cultural Awareness and Diversity - systems that recognise and respect the existence and presence of diverse groups of people within a society

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 1	**Map Skills** - To know the differences between physical and human geography - To know the continents and oceans of the world. This includes major lines of latitude and longitude - To know the physical and human features of the British Isles, including the location of major cities, mountain ranges and rivers.	• Location • Scale • Environment	- Scale and direction – to measure straight line distances and curved routes on a map - Compass points – all 8 point, some 16. - Understanding of 4 and 6 figure grid references to located features on a map. This will incorporate OS map symbols.	- This is taught as the first unit to provide a basic understanding of the fundamental geographical skills used throughout all topics in KS3 and KS4.These will be revisited when appropriate to support teaching and learning of the unit.	- To follow the change in GCSE curriculum, the interpretation of relief on OS maps will be developed. - Development of this topic could include real life interpretation of OS maps in the local area. - Careers – MYPATH – job of the week – town planner https://www.youtube.com/watch?v=yivBYbGad0A
	Africa - To understand certain countries and physical features of Africa, including the region of the Horn of Africa. - To locate the biomes of Africa and their individual characteristics. - To focus on a specific biome, hot deserts. Characteristics include location, climate, plant and animal adaptations, and o know the location of human adaptability.	- Location - Scale - Environment - Interaction - Change - Sustainability	- Field sketch drawings and annotations. - Reading and interpreting choropleth maps.	Africa is taught to extend students' location knowledge and deepen their spatial awareness of the world countries using maps of the world to focus on Africa. This focuses on their environmental regions including hot deserts, key physical and human characteristics, countries and major cities (as dictated by the KS3 National Curriculum). Lessons are taught in an order which initially focuses on the continent as a whole, but then hones in on specific human and physical aspects in line with the national curriculum.	- Information and media used throughout lessons should be kept relevant and up to date. - To allow the topic some flexibility to incorporate recent developments and current news e.g. famine, conflicts, droughts in South Africa. - SMSC – Cultural development – to form an appreciation of different cultures including the nomadic way of life.

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 2	**Africa Continued** - Horn of Africa – Introduction - Horn of Africa- Physical - Horn of Africa- Drought - Horn of Africa- Climate - Horn of Africa- Coffee - Horn of Africa- Nomads - Horn of Africa - Addis Ababa	- Location - Scale - Environment - Interaction - Change - Sustainability	- Comparing Data - Map Skills - Climate Graphs	To understand geographical similarities, differences, and links between places through the study of physical and human geography of a region within Africa (as dictated by the KS3 national curriculum)	- Information and media used throughout lessons should be kept relevant and up to date. - To allow the topic some flexibility to incorporate recent developments and current news e.g. famine, conflicts, droughts in South Africa.
	Russia - Introduction - Physical Geography of Russia - Climate of Russia - Vegetation of Russia - Population of Russia	- Location - Scale - Environment - Interaction - Change	- Map Skills - Climate Graphs - Choropleth Maps	Lessons are taught in this order to locational knowledge and deepen their spatial awareness of Russia, focusing on environmental regions, key physical and human characteristics, and major cities. As dictated by the KS3 national curriculum.	- Future developments will include glaciation. This includes landforms, processes and human impact. - SMSC – Cultural understanding – to have an appreciation of differences in urban and rural dwellers in Russia

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	**Russia Continued** - Rural Vs Urban - Natural Resources - Chernobyl a Nuclear Disaster	- Location - Scale - Environment - Interaction - Change	- Comparing population - Map Skills - Choropleth Maps	Lessons are taught in this order to locational knowledge and deepen their spatial awareness of Russia, focusing on environmental regions, key physical and human characteristics, and major cities. As dictated by the KS3 national curriculum.	- Future developments will include glaciation. This includes landforms, processes and human impact.
	Rivers – need to update (Amendment needed – this topic has moved to Y9) - World Rivers - Water Cycle - Drainage Basin - Course of a River (processes) - Waterfalls and Gorges - Meanders and Oxbow lakes - How do we use rivers? - Why do river flood? - Flooding HIC - Flooding LIC - Managing floods - Reducing flooding	- To understand the physical processes involved in the formation of fluvial landforms. To also highlight human uses for rivers as well as their impacts. Contrast the effects of flooding in a LIC and a HIC. Students will also assess methods of managing and reducing flooding.	- Map Skills - Analyzing river processes - Use of drawings/field sketches of landforms.	- This is taught towards the end of Year 7 where GCSE subject content will be more accessible after a full year of KS3 - Lessons are taught to highlight the impacts of hydrology(As dictated by the KS3 National Curriculum for Geography) on the physical landscape as well as their affects on human activity. Acts as a foundation topic for Unit 1C of the AQA GCSE Geography specification (UK Physical Landscapes)	- Add in coasts to fulfil the further requirements of the GCSE specification.

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	**Tourism (in place of rivers. - 2022)** - What is tourism? - Why do places become a tourist destination? - Is there tourism in the UK? - Are National Parks tourist sites? - Why do people want to visit Antarctica? - Does Kenya need tourism? - What is ecotourism? - Can religion create tourism? - The Maldives – paradise forever? - What is space tourism? - How does the media influence tourism? - Australia project	- Location - Scale - Environment - Change - Sustainability - Economic - Social - Physical - Human - Cultural awareness and diversity	- Map skills - Atlas skills - Analysing photos	Tourism is taught as it is the world's largest employment sector and is present in almost every country. We will be looking at how the physical and human geography of an area influences the type of tourism that takes place. We will see how the growth of tourism has had social, economic and environmental effects on the UK and other countries. It is important to see how an economic activity influences and is influenced by external factors. We teach it now as it is getting closer to the summer holidays and will help focus and contextualise the unit of work.	- Careers – MYPATH – job – Hotel porter - https://www.youtube.com/watch?v=rp5ox2mDxjc&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=8 - British values – tolerance can be discussed when looking at the lesson of religion creating tourism (Catholic and Buddhist faiths) - SMSC – Cultural and moral development – to understand how our actions influence the lives of others through using resources unsustainably e.g. climate change
	Year 7 Fieldwork Microclimate and environmental quality survey. To be planned for the end of term 3 – needs to be adapted and brought in	- Location - Scale - Environment - Physical - Human	- Fieldwork skills - Primary data collection - Data presentation - Analysis and evaluation skills	Students will be given the opportunity to collect primary data outside of the classroom. This data will be manipulated and presented in a form of different graphs. Results will be analysed and conclusions drawn. Evaluation of the fieldwork methods will also be employed.	

YEAR 7

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT

YEAR 7 ENRICHED LEARNING EXPERIENCES

- To plan and implement an element of primary data collection outside of the classroom environment. This data will be used to formulate different presentation techniques which will be analysed as in the GCSE curriculum. This will be brought into term 3

YEAR 8

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 1	**Asia** • Where is Asia? - What countries and regions are in Asia? - What are Asia's physical features? - How is Asia a diverse continent? - Where is India? - What is the weather like in India? - All of India is poor, right? - What is it like to live in a Mumbai slum? - What jobs are available in India? (Primary and Secondary Industries) - What jobs are available in India? (Tertiary and Quaternary Industries) - Where is the Middle East? - How does Dubai survive in the desert? - Why is everything high in Dubai? - What tectonic hazards are in Asia? - Will I find volcanoes in Asia? - Will I find earthquakes in Asia? - How can people prepare for an earthquake?	- Location - Scale - Environment - Interaction - Change - Sustainability - Processes	- Map Skills - Choropleth maps - Data Analysis - Climate Graphs - Atlas Skills - GDP Comparisons - Analysing photos	- Lessons are taught in this order to locational knowledge and deepen their spatial awareness of Asia (and the Middle East), focusing on environmental regions, key physical and human characteristics, and major cities. As dictated by the KS3 national curriculum. - Asia is the overarching topic in Year 8. A variety of themes are taught e.g. tectonics under the umbrella of Asia. This allows numerous GCSE elements to be taught but with the central focus of the continent of Asia.	- Developments will include the addition of more lessons focusing on the middle east and its importance in the global community. - Careers – MYPATH – job – Disaster manager https://www.youtube.com/watch?v=jFCifuGxgbQ - Careers – MYPATH – Geoscientist https://www.youtube.com/watch?v=TL6EvSZV0vY&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=32 - SMSC – Cultural development – to form an appreciation of the life of people living in Asia e.g. differences in development and diversity

YEAR 8					
	KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS**
Term 2	**Rainforests** - Location & Climate - Amazon Tribes - Deforestation - Vegetation & Wildlife - Adaptations (design own animal x 3 Lessons) - How can topical rainforest be managed sustainability?	- Location - Scale - Environment - Interaction - Change - Sustainability - Processes	- Map Skills - Location Data - Climate Graphs	- Lessons are taught in this order to understand how human and physical processes interact to influence environments and the climate; and how human activity relies on the effective functioning of natural systems in a Tropical Rainforest environment (as dictated by the KS3 national curriculum for Geography.	- To allow the topic some flexibility to incorporate recent developments and current news e.g. fires in the Amazon, recent protests on climate change. - SMSC – Cultural development – to form an awareness of indigenous tribes in the rainforest

YEAR 8

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	**China** - Introduction - TNC - Population - One Child Policy - Pollution - Three Gorges Dam - Great Wall of China - Superpower	- Location - Scale - Environment - Interaction - Change - Sustainability	- Population Density Maps - Population Distribution Maps - Analysing Key issues with the One Child Policy - Exam style questions and technique.	- Lessons are taught in this order to locational knowledge and deepen their spatial awareness of China key physical and human characteristics, major cities, ethical issues of the one child policy, pollution in Beijing. As dictated by the KS3 national curriculum.	- To allow the topic some flexibility to incorporate recent developments and current news e.g. Riots in Hong Kong, Effects of an aging population as the validity of the one child polity expires. - Careers – MYPATH – job – toxicologist https://www.youtube.com/watch?v=Nebp4-SzyrY&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=43 - SMSC – cultural development and tolerance looking at China's one child policy and the issues associated with it.
	Place and Space (new 2022) • What is living space? • How do people feel about different living spaces? • How do living spcaes change over time? • How are places connected? • Why do places change? • Can a place be placeless? • How are places represented in the media? • Why do some places go into decline? • How can a place be rebranded? • How can places be sustainable? • How can living spaces be sustainable? **Development** Development Indicators - Uneven Development - Development Categories - Goods and Money - Solving Uneven Development	- Location - Scale - Interaction - Change - Sustainability	- Analysing development indicators - Exam style questions and technique.	- Lessons are taught in this order to appreciate feelings about places which are important to the student. We look at how places change over time and how these can be made more sustainable to meet the needs of future generations. Some concepts need deeper thinking hence the reason for appearing towards the end of Y8 - Lessons are taught in this order to highlight human geography relating to: international development; economic activity in the primary, secondary, tertiary and quaternary sectors. - This is taught at the end of Year 8 prior to GCSE as higher level analytical skills are required.	- Include a contrast of the impacts of future developments in a HIC and a LIC (e.g. Brexit) - Careers – MYPATH – Job – Urban planner https://www.youtube.com/watch?v=nB01lPIVjvk&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=20 - Careers – MYPATH – Job – Housing officer https://www.youtube.com/watch?v=XcCRiJci4dw&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=33

YEAR 8

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS

YEAR 8 ENRICHED LEARNING EXPERIENCES

- To include some learning opportunities from an external agency. For example, some early ideas include: Rainforest on a bus, geographical speakers, or visiting a local zoo (as part of the tropical rainforest topic). Will Boardman no works for Wigan Council environmental department so could come in to deliver a presentation on air quality (links to China and place and Space – sustainability)

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 1	**Geology** - What is Geology? - How old is the planet? - What are the three types of rock? - What is the rock cycle? - Weathering - Rocks and the land scape - GIS	- Location - Scale - Environment - Change - Processes	- Map Skills - Data Analysis - GIS (Unable to complete due to Covid and sharing of computers/tables. Will re-introduce pending further resources.)	- Students learn about the geology of the UK to support learning on tectonics, weathering and erosion later in KS3 and in to KS4. Geology can also be linked to any landscape in the world, understanding how these rocks affected the landscape in question is a fundamental geographical skill. - Lessons are taught in this order to build knowledge of the geological timescale first and then and explanation of how rocks are formed under a variety of different conditions. This then feeds in to analysing GIS data to show this in the real world and how landscapes influence people, as directed by the KS3 national curriculum. - This topic builds on prior knowledge of plate tectonics from Year 8 and feeds in to the challenge of natural hazards in KS4.	- Developments will include the addition of a case study on differing landscapes as well as additional resources supporting plate tectonics. - Careers – MYPATH – Job – Wellsite Geologist https://www.youtube.com/watch?v=4FIZqtindec&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=22 - Careers – MYPATH – Geoscientist https://www.youtube.com/watch?v=TL6EvSZV0vY&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=32 - Careers – MYPATH – Job – Hydrogeologist https://www.youtube.com/watch?v=Nebp4-SzyrY&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=43

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 1	**Coasts and Hydrology** - What are waves? - Erosional processes - Erosional landforms - Transportation - Coastal engineering - What should happen to Happisburgh? - Water cycle - Drainage basins - Erosional river landforms - Erosional and depositional landforms - River flooding - River management	- Location - Scale - Environment - Interaction - Change - Sustainability - Processes	- Map Skills - Decision making - Cost benefit analysis.	- We will be studying coasts and rivers to see what physical features are formed through the power of water. We will look at how coastal and river processes influence us, and what we can do to manage the effects of flooding. This is all the more relevant due to climate change with the increase in flooding in the UK as one of our biggest hazards and future challenges. - Lessons are taught in this order to lay the foundations of processes first, which is then built upon as students relate these processes to the create of landforms found around the UK. Students will then critically analyse different management strategies and opinions to get an appreciation of how difficult these issues are to manage in the real world. - This unit connects to the next unit on weather and climate. It also links with the unit later on in the year on climate change and global issues. Our responses to flooding and the effects of flooding link with other units' studies in Year 8 such as tectonic hazards in Asia. - Rivers and coasts are two of the units that are studied within GCSE Paper 1C – Physical landscapes in	- Case studies will be added/updated over time.

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 2	**Weather and Climate** - What is the difference between weather and climate? - How do meteorologists measure the weather. - Ho do clouds and rain form? - Why are some places hot and others cold? - What are the earths climate zones? - Why is the UK's climate so unique? - Why does the UK's weather vary? - Will the change in climate impact the UK? - How has the changing climate affected the UK? - What is a microclimate?	- Location - Scale - Environment - Interaction - Change - Processes	- Map Skills - Climate Graphs - Decision Making	- It is important to know and study weather and climate because they affect everyone and everything. They can influence human behaviour, environmental conditions and economic factors. - Weather and climate links to most topics in KS3 such as UK geology, coasts and hydrology, Africa, Asia and tropical rainforests. Additionally, this topic has connections with topics from the GCSE Geography specification such as 'The Challenge of Natural Hazards' and 'The Living World'. - Lessons are taught in this order give an general overview of differences between weather and climate and ways they are measured. Global scale is looked at first before zooming in to a national and local level.	- GIS will be explored through the use of current weather charts.

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 2	**Glaciation** - How does Ice shape the UK? - How do glaciers move? - How does glacial erosion shape the land? - How does glacial deposition affect the landscape? - How did glaciers affect Cadair Idris? - Economic opportunities in glacial areas? - Conflict in glacial areas? - How has tourism affected the lake district?	- Location - Scale - Environment - Interaction - Change - Processes	- Map Skills - Photo analysis - Cost/benefit analysis - Decision making	- We will be studying glaciers to see what physical features are formed through the power of ice. We will look at how glacial processes have influence us and landscapes and how this has created both opportunities and conflict in glaciated environments. - Lessons are taught in this order to lay the foundations of processes first, which is then built upon as students relate these processes to the create of landforms found around the UK. Student will explore opportunities, particularly tourism, that has formed as a result of glacial processes, and the resulting conflicts that ensue. As directed by the KS3 national curriculum although we have explored the idea of conflict in more depth due to the building of prior knowledge of this during the rivers topic.	- To explore virtual fieldwork of an area that has been affected by glacial erosion.

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	**Crime** - What is crime? - Is one crime more serious than another? - What are the effects of crime? - Where does crime happen? - How can we map crime? - How can we use GIS to target crime? - How can crime be prevented? - Crime on land – what is the heroin trail? - Crime at sea – What is modern day piracy? - Crime in Japan – Why is there an elderly crime wave in Japan? - What were the London riots?	- Location - Scale - Environment - Interaction	- Map skills - GIS (Unable to complete due to Covid and sharing of computers/tables. Will re-introduce pending further resources.) - Data analysis	- Crime is studied to allow students to understand the social and economic impacts. Effects of crime are mapped using relevant GIS, students analyse this data and relate it to their own local area. Crime prevention is studied so that students acknowledge practical steps to reduce crime. Crime is investigated at a range of scales and locations to understand the different perspectives. - Lessons are taught in this order to give a overarching understanding of crime and mapping, students are able to analyse this data and reach conclusions about crime in their area. - This links to the KS4 unit of urban issues and challenges and KS3 where social and economic factors/impacts are studied e.g. Asia and Africa.	- To explore the complexity of GIS and adding multiple forms of this to the unit. - Careers – apprenticeships in Geography https://amazingapprenticeships.com/think-apprenticeships-films/ - British values – the rule of law and mutual respect throughout this unit. - SMSC – moral developments in terms of the difference between right and wrong throughout the unit.

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	**Climate Change and Global Issues** - What is climate change? - Does climate change happen naturally? - How are we causing climate change? - How is climate change impacting us? - How can climate change be managed? - How can climate change be mitigated? - How can we adapt to climate change? - What can we do about climate change? - What do we mean by before the flood? - What is an inconvenient truth?	- Location - Scale - Environment - Interaction - Change - Sustainability	- Map skills - Decision making - Climate graphs - Debate	- Climate change is the greatest threat facing the planet today and students look at how climate change has already affected the planet and how it will continue to affect them throughout their lifetimes. We also study the global response to climate change and address the impact of global warming. This unit encourages students to think about how their attitudes and actions impact the planet. - Lessons are taught in this order to justify how climate change is a natural process however, accelerated by human activity. We then study the impacts and spend a considerable amount of time on practical mitigation strategies that students could implement to reduce the rate of change.	- TUI world detective resources will be studied to enhance learning and added if relevant. - Careers – MYPATH – Job – Sustainability Consultant https://www.youtube.com/watch?v=zN5WK1H4VaU&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=65 - SMSC – moral development – forming an opinion on climate change and the ethical reasons for becoming more sustainable

YEAR 9

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS

YEAR 8 ENRICHED LEARNING EXPERIENCES

- To include some aspect of a field study either virtual or in person. Early ideas include study of a glacial environment, or a school study of microclimate.

Amendment - For the year 2022-23, these topics will be re-sequenced as the first part of the year is too top heavy in terms of physical geography

YEAR 10

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 1	<u>The challenge of Natural Hazards</u> Define a **natural hazard** and give some examples of the different types. Factors that affect **risk**. Describe the distribution of **earthquakes** and **volcanoes** Explain the differences between **destructive, constructive** and **conservative** plate margins. Main features of an **earthquake** and two different ways of measuring earthquakes <u>Using named examples</u> of a tectonic hazard in both rich (Chile) and poor (Nepal) countries Describe the **global atmospheric circulation model.** describe the distribution of **tropical storms.** describe and explain the primary and secondary impacts of **tropical storms** identify evidence of the weather becoming more extreme describe and the **mitigation** and **adaptation** strategies used to reduce the impact of global **climate change** on a **local, national and international** level	Location Scale Environment Interaction Change Sustainability Processes	Describing features on maps: • General (location) • Specific (using place information) • Anomalies (areas that do not fit the general trend)	We are delivering these units following the AQA GCSE specification. This is the first unit of Paper 1. We begin this unit by looking at different types of hazard. The logical step is then to concentrate on one of these types – tectonics. We look at the processes involved in the hazards and how they impact upon people, property and the environment. Again, the rationale for the next step comes by looking at humans react to these hazards – immediately and in the long-term. We use case studies (or examples) of these in areas with different levels of development. We then look at how humans can be proactive and mitigate the impacts of these hazards. This is a logical sequence of process – impacts – examples – reactions – management. We repeat this same process for weather hazards and climate change.	Developments in the future could relate to the up-to-date integration of hazards as they occur. This should gain the interest of students and improve in the engagement of the subject. Careers – apprenticeships in Geography https://amazingapprenticeships.com/think-apprenticeships-films/

YEAR 10

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 2	Living World define and give UK examples of **producers consumers, decomposer, food chain, food web** and **nutrient cycle** describe the **distribution** and characteristics of **global ecosystems** around the world describe the physical characteristics of the **tropical rainforests** describe the problems and issues with changing **biodiversity** within the tropical rainforest and hot deserts describe and explain the changing rates of **deforestation** describe the physical characteristics of the hot desert define and describe **desertification**	Location Scale Environment Interaction Change Sustainability Processes	Describing features on maps: - General (location) - Specific (using place information) - Anomalies (areas that do not fit the general trend) - Completing and analysing graphs e.g. climate graphs	We are delivering these units following the AQA GCSE specification. This is the second unit of Paper 1. We deliver this by covering the main components of any ecosystem first and how they interact with each other in a small-scale ecosystem in the UK (pond). The next logical step is to increase the scale to a global one and focus on the distribution of biomes. This is then followed by focussing on two biomes (tropical rainforests and hot deserts). TRF is a compulsory component of the unit whereas hot deserts is an option (or cold environments). The rationale behind following the hot deserts part is to build upon knowledge accrued in Y7 when we look at deserts as part of the Africa unit of work. TRF's are also initially studied in Y8 (as part of the Asia unit) so this builds upon previously learnt knowledge.	- Developments in the future could relate to the up-to-date integration of any news related to these two biomes (e.g. 2019 Amazon fires) as they occur. This should gain the interest of students and improve in the engagement of the subject

YEAR 10

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	UK Physical landscapes describe the location of the major upland and lowland areas, and major river systems within the UK describe the different types of **waves** Describe the processes of erosion, weathering and mass movement on the coast Describe the sequence of erosional landform formation e.g. stacks describe the processes of **transportation** in the coastal zone describe how a rivers **long profile** and **cross profile** varies over it's course Describe the processes of erosion, transportation and deposition Describe the sequence of erosional landform formation e.g. waterfalls. Also, landforms created by erosion and deposition, and just deposition Describe the landforms of an area of the UK to highlight erosion and depositional features	Location Scale Environment Interaction Change Sustainability Processes	General descriptions and explanations of a range of figures and data (maps, graphs, etc). OS map work based on coasts and rivers. Annotated field sketches of photos	We are delivering these units following the AQA GCSE specification. This is the final unit of Paper 1. There is a choice of teaching two smaller units out of three (coasts, rivers, glaciation). We have chosen coasts and rivers. The rationale behind this is that they both share very similar processes in reference to erosion and transportation. Therefore, the knowledge and concept should be more easily transferred between the two. The sequence of both is based on processes, landforms, real examples of these, management of both environments to show how these processes can be reduced and then real examples of these management strategies.	- Developments in the future could relate to the up-to-date integration of changes to any UK physical landscapes (or hazard relating to these) as they occur. This should gain the interest of students and improve in the engagement of the subject

YEAR 10 ENRICHED LEARNING EXPERIENCES

Keeping up with current news related to any issues covered will enrich the students learning experiences and make it more relevant to them. Human and Physical field work at the end of Y10.

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 1	<u>Urban issues and challenges</u> Describe how people can live more **sustainably** Explain how **sustainable urban living** can conserve water and energy, recycle waster and create more green space Explain how urban transport strategies are used to reduce traffic congestion	Location Scale Environment Interaction Change Sustainability Processes	General descriptions and explanations of a range of figures and data (maps, graphs, etc).	We are delivering these units following the AQA GCSE specification. This is the first unit of Paper 2 (Urban issues and challenges). The rationale is based on first looking at what urbanisation is and how/why it is increasing in some places and not others (levels of development). The rest of the unit concerns itself with two big case studies – one of a city in an LIC/NEE and one in the UK. With each of these we look at the background of both areas and migration. We concentrate on social, economic and environmental opportunities and challenges. The rationale with the last part of each is to look at an improvement project within each city to see if it was a success or failure.	- Developments in the future could relate to the up-to-date integration of any news items as they occur (e.g. challenges in London). This should gain the interest of students and improve in the engagement of the subject - Careers – MYPATH – Job – Sustainability Consultant https://www.youtube.com/watch?v=zN5WK1H4VaU&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=65

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 2	<u>The changing economic world</u> - Describe the methods of classifying countries and use different **development indicators.** - Use the Demographic Transition Model to explain the link between changing population structure and level of development. - Use an example to show how tourism in an LIC can help to reduce the development gap - Describe and explain the impact or transport developments in road, rail, port and airports.	Location Scale Environment Interaction Change Sustainability Processes	- Evaluate the use of different developmental indicators.	We are delivering these units following the AQA GCSE specification. This is the second unit of Paper 2. The rationale and sequence of lessons is based on first looking and development and looking at ways we can measure how rich/poor a country is. This involves analysing a number of different data strands. The next step is to examine why there is a development gap. We then look at one country in an LIC/NEE and examine how it is trying to bridge the development gap. Next we come back to the UK and look at how the economy has changed since industrial times. We look at the legacy of what was left and look towards the future. We examine our position in the world and how we are linked to other nations.	Developments in the future could relate to the up-to-date integration of any news items as they occur (e.g. global links especially EU Brexit issues). This should gain the interest of students and improve in the engagement of the subject Careers – MYPATH – Job – Quarry manager https://www.youtube.com/watch?v=x6LngDHG_Jc&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=63

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS
Term 3	- Describe the North – South divide in the UK. <u>The challenge of resource management</u> - Describe the importance of food, water and energy to the economic and social wellbeing. - Describe the distribution of resources around world. - Describe the distribution of resources around the UK. - Describe the different industries involved in agriculture (agribusiness) and explain how they are changing in the UK. - Describe the problems with water quality and pollution in the UK and how they can be managed. - Describe the UKs energy mix and how it has changed over time. - Describe and explain the economic and environmental issues with exploitation of energy sources. - Describe the global distribution of food resources both surplus and deficit.	Location Scale Environment Interaction Change Sustainability Processes	- Evaluate and explain the strategies use to solve regional differences within the UK - Analyse the growing interdependence and globalisation of the UK in relation to its economy and politics. - Describing global patterns using GSA - Geographical skills relating to graphs and maps	We are delivering these units following the AQA GCSE specification. This is the third unit of Paper 2. The rationale and sequence of lessons is based on looking at an overview of the UK's energy, food and water. We touch upon each of these in terms of what we have and problems associated with each resource. We then look at one of these in greater detail. We examine surplus and deficit and ways in which we can make the resource more sustainable.	Developments in the future could relate to the up-to-date integration of any news items as they occur (e.g. UK and global food, water and energy issues). This should gain the interest of students and improve in the engagement of the subject Careers – MYPATH – Job – Sustainability Consultant https://www.youtube.com/watch?v=zN5WK1H4VaU&list=PLVEWa7uIDT769WGUTc_-lOca4dJRlPatZ&index=65

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PERSONAL DEVELOPMENT SMCMP, PSHE, CAREERS

Term 3	- Describe:
	  - Global patterns of calorie intake and food supply
	  - reasons for increasing food consumption
	  - factors affecting food supply
	- Overview of strategies to increase food supply
	  - Irrigation, aeroponics and hydroponics, the new Green Revolution and use of biotechnology, appropriate technology
	  - One example of a large-scale agricultural development (Almeria) to show how it has both advantages and disadvantages.
		Location
		Scale
		Environment
		Interaction
		Change
		Sustainability
		Processes
				As above	As above

YEAR 11 ENRICHED LEARNING EXPERIENCES

Students complete a physical and human fieldwork experience outside of the classroom in order to fulfil the requirements of the AQA GCSE Geography course – at the end of Y10