CURRICULUM INTENT

GEOGRAPHY

We aim to inspire in students a sense of wonder and curiosity for our fascinating world. Geography matters because students need the tools to become knowledgeable global citizens by exploring their own place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet. Geography is a current, dynamic and relevant subject; we want students to understand the complexity of our world today, engage with what is happening globally and locally and equip themselves for their future by broadening their mind.

CURRICULUM INTENT OVERVIEW

HEAD
KNOWLEDGE-RICH
	Students will:
	• Know how to categorise and discuss geographical information according to:
	  ○ physical and human concepts
	  ○ social, economic and environmental issues
	  ○ immediate, short-term and long-term actions and effects
	  ○ global scale, regional scale and local scale influences
	  ○ challenges and opportunities
	• Know the physical processes that lead to the development of a wide range of landscapes and environments
	• Know how the physical world can impact people and consider the success of attempts to manage physical processes, mitigate and adapt to our changing world
	• Know how the growth of population, migration at different scales and increasing urbanisation has impacted socio-economic development and led to disparities in quality of life
	• Know about a wide range of places and be able to identify selected places on maps at varying scales
	• Understand the concept of sustainability, how this can be achieved the barriers to achieving it.

HEART **FAITH, LOVE AND RESPECT**	**Students will:** • Learn empathy for those affected by natural hazards, climate change and the results of uneven economic development, both in the UK and globally. • Appreciate the value of indigenous cultures and the knowledge that bring about sustainable living, as well as respecting their right to continue to live how they wish • Respect the skills, wisdom and academic potential of people who have not had equal access to education around the world and appreciate their valuable contribution to society • Develop good habits in terms of managing their waste and use of resources to ensure that they are not wasteful or causing harm to the environment. Environmental responsibility is a core endeavour in teaching our students to be good citizens. • Develop respect for animals and plants for their intrinsic value as well as their role in supporting complex food webs that underpin human survival • Build upon mutual respect for people with different opinions, backgrounds and experiences, and especially in modelling an expectation of anti-racism. • Learn about the variety of cultures, races, religions and nationalities that make places unique • Have the opportunity to participate in fieldtrips which will instil a lifelong love of Geography, culture and our planet • Consider the opinions and experiences of different interest groups and the balance of moral, political and economic decision making. • At A level, learn to use their initiative in researching for their independent fieldwork investigation and step out of their comfort zone when gathering data in their chosen location.

HANDS

APPLICATION OF KNOWLEDGE

Students will:

- Develop a wide range of skills including mathematical, graphical and cartographical, including reading OS maps. Students will practice extracting information, describing patterns, interpreting trends, extrapolating and interpolating data, and creating their own graphs. At A level, students will use GIS software to create maps and graphs.
- Use a variety of resources to select relevant information and develop a broad understanding about new contexts, considering the value and bias of the source.
- Develop powers of critical analysis to assess and evaluate geographical situations and reach supported judgments. They develop their skills at weighing up the costs and benefits of each scenario and make decisions about whether developments should have taken place.
- Logically sequence a set of processes to explain how landscapes have been formed and how human systems operate
- Apply geographical models to actual situations.
- Experience fieldwork activities key stage GCSE and A Level; residential at A Level and off-site at GCSE. We aim to extend the offer to KS3 for on site fieldwork.
- Develop effective and extensive independent research skills and the ability to reference sources effectively (primarily at A Level)
- Potentially pursue careers in geographical related fields such as sustainable product development, urban design, environmental law, humanitarian work, travel and tourism, leisure and recreation, conservation or landscape management. Even in non-geographical related fields, students' experience in this subject will make them a valuable asset.

CURRICULUM TO CLASSROOM

HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	KS3 currently work in an A5 exercise book although we are increasingly moving towards giving students 'Knowledge Books' where they can access all the required knowledge and well as complete carefully designed activities to help them to learn that knowledge. Students have access to a Knowledge Organiser for all topics. GCSE students work in two A4 exercise books (one for each exam paper). Students receive the required knowledge in printed notes which are then organised into their books. We are also increasingly moving towards Knowledge Books at KS4. All students are provided with revision guides which we design ourselves as well as the opportunity to purchase the CGP revision guide and workbook. At A Level, students are provided with notes. Students are also expected to source additional knowledge to support further development; for example websites, text books etc. All students can access electronic copies of key knowledge documents via google classroom as well as lesson PowerPoints and extra reading. Sometimes the class will read and discuss the knowledge together, on other occasions the information is delivered via PowerPoint and teacher delivery – depending on the content and the needs of the class.
	EXPERT TEACHERS (EXPLANATIONS)	Teachers elaborate, highlight and contextualise knowledge provided to the students. They use questioning and class discussion to work out what students already know and what they can build upon. Teachers will use PowerPoint, visualisers and whiteboards to introduce new knowledge/geography skills. PowerPoints designed by the department try to ensure that information is revealed gradually so that students are not overwhelmed. A series of activities to help students understand new knowledge are provided to teachers but sometimes teachers will skip or add extra activities depending on the needs of the class.
	TAUGHT TO BE REMEMBERED	Tasks include processing of the knowledge, and activities designed to retain the knowledge. We are moving towards starting most lessons with a "do now" task which are largely retrieval from previous lessons and previous topics and/or the practising of geography skills. These are on the department lesson PowerPoints but teachers may create their own or add retrieval activities based on what they feel the class needs. We use a mixture of cold call questioning to keep students on their toes, but also do allow hands up for certain styles of questions. We often use mini white boards and low stakes quizzes to check on knowledge retained.

HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	The Geography department is staffed by four experienced teachers, with a combined service at the school of over 75 years. As a result, students trust the department to teach them well, have high expectations of them and to treat them with respect. There is a supportive and welcoming atmosphere along the Geography corridor and calm working in most lessons. Students expect that there will be silent worktime in lessons. Students are not afraid to ask for help both in and out of lesson time. The kind and calm dialogue between staff and students show them that mistakes are the building blocks to success. In some lessons, students can be heard singing along with the teacher to help them recall knowledge. When occasionally students fail to meet our clear expectations, sanctions are fair and consistent with an emphasis on building relationships rather than punishment. We aim to "catch students being good" and make sure that they are rewarded. Staff lead by example in the way they speak to each other and with other students. In A level lessons, the slightly more informal working environment gives students the confidence to test out new ideas easily. Nevertheless, the expectations remain high, both in terms of active contributions, behaviour, organisation and completion of work to a high standard. This "tough love" helps students to gain the skills required for post A level study or work and for them to develop pride in their achievements.
HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	There are many elements of geography lessons that require direct modelling, from constructing graphs, extracting information from maps and working out the mean of a set of data. This modelling is done on the board, or via guided animations in a PowerPoint or using the visualiser (the aim is to increase use of this in 2023-24). Students will then complete the rest of the task independently or a similar activity. We use lots of mnemonics to help students break down extended writing into smaller chunks; for example students are advised to 'BUG' the question (box command words, underline content, glance back to the question often). Scaffolds such as PEEL (point, evidence, explain, link) help students to meet assessment objectives. We're increasingly using SWOTS to help students think like geographers (looking at scale, wealth, opinions of key stakeholders, term and social, economic and environmental factors). As students become more expert, particularly at A Level, we try to help model to students how to move on from restrictive models and scaffolding, so that they can show greater academic flair. Students are introduced to intuitive thought processes though discussion so they can write with greater fluidity.
	DELIBERATE PRACTICE	Students complete a varied mix of activities in lessons, including constructing answers to exam style questions, practising skills, debating, selecting relevant information to support an idea, justifying the categorising of information or sequencing information and identifying the strengths and weaknesses in examples of student work.

LEARNING SEQUENCE – YEAR 7

OUTCOMES	Students need to be able to use atlas maps and Ordnance Survey maps with guidance. They need to be able to confidently identify the continents and oceans and locate a range of countries and landscapes. They need to know that humans have an impact of the natural world and that there is conflict between people who have different needs. They need to know that the climate varies from the hottest places near the equator to the coldest places at the poles and how that compares to our climate in the UK. They need to be able to know which geographical issues fall into the categories of physical and human geography and then social, economic and environmental.		
TOPIC	**Our Place**	**Cold Places**	**Africa**
EXPLANATION	Students are introduced to the fundamental categories of Geography and explore the growth and character of our place, Nottingham. They learn core locational knowledge through essential map skills, using both OS maps and atlases. They also learn about the weather of the UK. This topic comes first as secure locational knowledge is an important framework on which to build other understanding, as is core knowledge of our local area.	As a contrast to Our Place, we then explore a very different environment. Students learn how animals have adapted to live in the Arctic and Antarctic and use their map skills from topic 1 to locate places. They use their knowledge of the UK weather to begin thinking about contrasting climates. Finally, they build on their knowledge of the categories of geography when exploring the threats to Antarctica and they are introduced to the concept of writing "**to what extent do you agree**" style questions. They also learn about how the UK has been affected by being cold in the past, and use their OS map experience to identify legacy glacial landforms in the UK.	Yet again, Africa provides another contrasting region from the last 2 topics. Students learn that a region can have huge variety both in **physical** and **human** geography. They learn about the climate and way of life for people in the Sahara and ingenuity of the people of Senegal in halting desertification in the Sahel. This builds on the issue of climate change which was introduced as a threat to Antarctica in the last topic. Finally, they study the conflict between Ethiopia and Egypt regarding the water of the Nile, which introduces the idea that problems and benefits depend on the **opinions of others.**

LEARNING SEQUENCE – YEAR 8

OUTCOMES	By the end of year 8, students should have a good understanding of scale as the topics vary from national to regional to global scale and they also consider global and local impacts. They will build on their knowledge of social, economic and environmental issues as well as theme of the development gap through the first two topics and of sequencing processes in the second two topics. They will be able to read and construct climate graphs, bar charts, line graphs, pie charts and a variety of informative maps.		
TOPIC	**Middle East**	**Natural Hazards**	**Physical Landscapes**
EXPLANATION	Students learn about the issue of water shortages in a region of hugely contrasting wealth, how desalination is used to overcome this and the **social, economic and environmental** problems and benefits associated with it. This builds on their ability to "think like a geographer" introduced in the last two topics of year 7 where they first considered the severity of problems, then problems and benefits from different perspectives and now SEE (social economic and environmental) problems and benefits. Then students lean about development issues through the story of Yemen and contrast this with the UAE and Dubai's fantastical drive to transition from an aging oil-based economy to a tourism and commerce economy for the future. Students consider the SEE impacts of the Palm Jumeirah sand islands.	This is the first topic of KS3 that has a global context. The first 4 topics focus on regional studies with contrasting complex issues. Students are now introduced to physical geography processes that have both a **local and global impact** which builds on their knowledge of SEE (Social, Economic and Environmental) developed over the last 2 topics. Students build on the concept of the development gap that was introduced in the last topic, to consider how natural hazards affect countries at different levels of **wealth**.	This topic returns to some of the OS mapping skills learnt last year and it also returned to a local scale (UK), so in this year students learn at a variety of scales compared to the local and regional scale of year 7. Students build on their skills of clearly sequencing processes (in tectonic plate movements causing volcanoes and earthquakes in the last topic) in learning about coastal and river landform development. They build on their knowledge of erosion, weathering and deposition that they learnt in Cold Places in year 7 and they learn about the link between geology and relief in the UK. Having studied the break up of Pangea in the last topic, this helps students understand why there is igneous rock in parts of the UK.

LEARNING SEQUENCE – YEAR 9

OUTCOMES	By the end of this year, students will know about a variety of global issues and attempts to mitigate and adapt to these. They will know the ways in which we make use of the natural word and disproportionate impact this has on LICs due the circumstances of their location, physical geography and their reliance on the land for a living. Students will have built on and added to their ability to assess geographical issues from the perspective of scale (local, global), wealth (HIC, LIC, development), opinions of others (locals, TNCs, young, government, conservationists etc), time (long term, short term, [past, present future), and social, economic and environmental categories		
TOPIC	**Sustainability**	**The Biosphere**	**Resource Management**
EXPLANATION	Year 9 geography is largely global geography. This topic covers plastic pollution of the oceans and climate change as well as our individual responsibility to reduce our contribution to these issues. Students learn how **development issues** play a part in both the impacts of climate change and their contribution to it and learn how governments and innovators can play a part in helping us to live more sustainably. Students are now well-versed in their application of social, economic and environmental categorisation, as well as considering different opinions of different groups, global and local effects and the role of **wealth**. All of these are important in this topic. It is a perfect time to teach this topic as it allows students to see the relevance and practical application of geography to individuals and in the business world prior to considering their GCSE options.	Students learn about the human use of the biosphere and consider the concept of **short-term economic gain against long term environmental loss** and the role of TNCs compared local people in making use of the biosphere. They consider a variety of biomes including the coral reefs that are the cornerstone of our important marine ecosystems, the Mediterranean biome and ecotourism in rainforests. They consider the concept of food miles and sustainability of food sourcing. This builds on the concepts of sustainability in the previous topic. Again, this topic is well suited to Year 9 in that it highlights their responsibility as global citizens	This GCSE topic is completed at the end of year 9 regardless of whether students have chosen GCSE Geography. It fits perfectly with the sustainability theme of year 9 in that it addresses how water resources in particular can be managed on a global scale and in regions of lower income. Students learn about areas of surplus and areas of deficit, how the supply and demand of resources has changed in the UK manages resources of food, energy and water. Students learn how international cooperation is needed in Lesotho and South Africa to transfer water and the social and economic benefit of that to both countries as well as the disproportionate impacts on the poor and the environment. Students will also be introduced to the concept of the positive multiplier effect which is an important socio-economic driver in geographical issues.

LEARNING SEQUENCE – YEAR 10

OUTCOMES	By the end of this year, students will know about a variety of global issues and attempts to mitigate and adapt to these. They will know the ways in which we make use of the natural word and disproportionate impact this has on LICs due the circumstances of their location, physical geography and their reliance on the land for a living. Students will have built on and added to their ability to assess geographical issues from the perspective of scale (local, global), wealth (HIC, LIC, development), opinions of others (locals, TNCs, young, government, conservationists etc), time (long term, short term, [past, present future), and social, economic and environmental categories			
TOPIC	**UK Physical Landscapes (1C)**	**Urban Issues and Challenges (2A)**	**Living World (1B)**	**Physical Fieldwork – Coasts (3B)**
EXPLANATION	Students learn about the relief of the UK and major river systems before concentrating on both coasts and rivers. They learn about the processes of erosion, weathering, mass movement, transport and deposition, the sequence of landform development, the impact of erosion and flooding on people and this can be managed through soft and hard engineering. The topic builds on knowledge from year 8 and is taught first so that knowledge and understanding can be embedded frequently to improve student confidence.	Students learn about the causes and patterns of urbanisation around the world, followed by a case study of Rio de Janeiro and Nottingham. In both case studies they learn about the global and local importance of the cities, the social, economic and environmental opportunities and challenges and how urban life is being improved, in the favelas of Rio and through regeneration projects in Nottingham. They also learn about sustainable urban living. This topic is taught at this time so that physical and human geography is alternated. This is to keep students engaged and so that links can be made between important concepts.	Students learn about ecosystems and processes such as food webs and the nutrient cycle. They then learn about the characteristics of both deserts and rainforests, plant and animal adaptation in those biomes and the challenges and opportunities there. Then they learn about environmental damage in both locations and the attempts to repair and prevent further damage. The topic builds on knowledge from the Biosphere topic in year 9 and is taught now to benefit from the space of time since then.	Students learn how to collect primary data to test theories about coastal processes and management. They learn about the sampling framework and how to present and analyse data. They also learn how to respond to unfamiliar fieldwork scenarios This is taught at the end of the year so that is consolidates knowledge from topic 1. Also it is an appropriate time of year to participate in a fieldtrip to the coast.

LEARNING SEQUENCE – YEAR 11

OUTCOME	By the end of year 11, students will have gained greater confidence and independence in the skills and geographical thinking outlined for year 10			
TOPIC	**Natural Hazards (1A)**	**Human Fieldwork - Urban (3B)**	**The Changing Economic World (2B)**	**Issues Evaluation (3A)**
EXPLANATION	Students learn about the factors that affect hazard risk, the hazards of tectonic plate movement, a comparison of earthquakes in two contrasting areas of development, the impact of and responses to tropical storms, and extreme weather in the UK. Finally, they learn about the natural and human causes of climate change, the impacts around the world and what can be done to mitigate and adapt to climate change This builds on knowledge from year 8	This fieldwork occurs before half term so is actually mid-way through topic 1. It builds on the fieldwork techniques from the end of year 10 and returns to the issues in Topic 2 of year 10, thus providing reinforcement. It is also an appropriate time of year to go out on a fieldtrip whilst the weather is not too cold and the pressure of mock exams is not imminent.	Students learn about the development gap, indicators of development as well as the Demographic Transition Model. They study the possible ways of narrowing the development gap, including aid, fair trade and tourism (Jamaica). There is a case study of Nigeria, covering challenges and opportunities and the role of TNCs. Finally, students learn about the changing economy of the UK and the UKs links to the EU, the Commonwealth and global connections. This topic is taught last out of the paper 1 and 2 content as it is more complex and ties together many of the issues in other topics.	This is based on pre-release booklet of resources that is published 12 weeks before the exam (late March) The topic is unknown until this point. It is will be a topical issue in a specific location and students are expect3ed to respond to questions in the exam about the resources and then justify their decision on whether the project or development should go ahead. Skills for this are embedded throughout the course and KS3.

LEARNING SEQUENCE – YEAR 12

OUTCOMES	Students will learn how to analyse multiple sets of data (maps, graphs etc) and make links between them. They will learn how to think geographically about a wide variety of topic areas and make synoptic links between them and across the different papers.		
TOPIC	**Water and Carbon Cycle**	**Coastal Landscapes and Processes**	**Independent Fieldwork Investigation**
EXPLANATION	This topic focuses on the major stores of water and carbon and the dynamic cyclical relationships between them, contemplating their wider importance to human populations. Students learn about the systems approach and the concept of feedback loops. They learn about the natural and anthropogenic changes to both cycles and the links between them as well as a case study of the Amazon rainforest and a river catchment at a local scale. This is taught first as the concepts underpin many aspects of the other physical geography topics	Students learn about the processes and unique landforms of the coast in both local and global locations. They learn about the processes responsible for coastal landforms resulting from past ice sheet advance and subsequent melting and the impact of contemporary sea level rise, focusing on islands groups such as Kiribati. Students learn about coastal management strategies at different scales. This is our choice of optional topic (with the other choices being Desert landscapes and Glacial landscapes). We chose this topic as it builds most clearly on knowledge from GCSE.	This GCSE topic is completed at the end of year 9 regardless of whether students have chosen GCSE Geography. It fits perfectly with the sustainability theme of year 9 in that it addresses how water resources in particular can be managed on a global scale and in regions of lower income. Students learn about areas of surplus and areas of deficit, how the supply and demand of resources has changed in the UK manages resources of food, energy and water. Students learn how international cooperation is needed in Lesotho and South Africa to transfer water and the social and economic benefit of that to both countries as well as the disproportionate impacts on the poor and the environment. Students will also be introduced to the concept of the positive multiplier effect which is an important socio-economic driver in geographical issues.
TOPIC	**Changing Places**	**Contemporary Urban Environments**	
	Topic 1 and 2 are taught in year 12 as they are the most likely areas in which students will focus their NEA Changing Places is a unique and interesting topic that focuses on people's engagement with places. They study the factors that contribute to the character of place and the impact of changing demographics and culture, as well as the way places are represented differently for various purposes.	This optional topic is chosen rather than Population or Resource Security as it lends itself well to NEA options. It focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. Students study social and economic issues such as social segregation, urban climates, waste disposal and sustainable urban development	

LEARNING SEQUENCE – YEAR 13

OUTCOME	By the end of this year, students will have gained significant skills of independent research, referencing their sources to university standard, and both presentation and critique of data. They will have gained understanding of two significant topic areas and be able to write with increasingly mature and analytical powers of expression.		
TOPIC	**Independent Fieldwork Investigation**	**Physical Geography**	**Global Systems and Global Governance**
EXPLANATION	Students write up their independent fieldwork investigation. Both teachers will allocate one lesson a week during the first half term for students to work on this and to deliver the skills required. Students will complete a literature review, an introduction including their aims and hypotheses, describe their methodology, present and analyse their results using graphs, maps and statistical methods, before writing a conclusion and evaluation.	Students study Ecosystems Under Stress as an optional unit rather than Hazards. This is because of the strong links with Biology, a popular subject combination, and we find that it is more accessible. The topic covers biodiversity trends and the impacts of declining biodiversity, both locally and globally. Students learn about the different types of plant succession and the impact of climate change and human exploitation. They study contrasting tropical biomes of the Savanna grasslands and Tropical Rainforest as well as marine ecosystems and threats to coral reefs. They use the Sundarbans as a case study of a region experiencing ecological change.	The topic focuses on the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Students study international trade and access to markets, exploring emerging major economies such as China and India and the role of TNCs. They study the concept of the global commons, ie the rights of all to the benefits of areas such as Antarctica.

ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Geography clinic for all year groups – Friday lunchtime G2
- Year 11 revision support – Tuesday 3.30-4.15 in G2
- 6th form students are encouraged to arrange times with staff to get additional support in their work.
- Geography fieldtrips in year 10 and 11 and a Geography Residential in year 12
- 6th form students are given regular recommendation of news articles to read via Google Classroom.
- GCSE and A Level students are given the opportunity to subscribe to Wide World and Geography Review magazines respectively.