

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

Students will:

- Know how to categorise and discuss geographical information according to:
 - o physical and human concepts
 - o social, economic and environmental issues
 - \circ $\;$ immediate, short-term and long-term actions and effects
 - \circ $\$ global scale, regional scale and local scale influences
 - $\circ \quad \text{challenges and opportunities}$
- 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.

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.

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

	KNOWLEDGE FOCUSED	Year 9 currently work in an A5 exercise book. Year 7 and 8 students work in a 'Knowledge Workbook' where they can access all the required knowledge and well as complete carefully designed activities to help them to learn that knowledge. This stays in school. Students have a more concise Knowledge Organiser which is taken home for homework learning and revision. All resources are posted on Google Classroom, including power points so students can access it at home.
		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.
ድመድ		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.
৫ (বিয়ু চ	TAUGHT TO BE REMEMBERED	Tasks include processing of the knowledge, and activities designed to retain the knowledge.
HEAD KNOWLEDGE-RICH		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. Singing/chants are used to aid memory.

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	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.



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 DUTCOMES 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 Students are introduced to the As a contrast to Our Place, we then Yet again, Africa provides fundamental categories of explore a very different another contrasting region Geography and explore the environment. Students learn how from the last 2 topics. growth and character of our animals have adapted to live in the Students learn that a region place, Nottingham. They learn Arctic and Antarctic and use their can have huge variety both in core locational knowledge map skills from topic 1 to locate physical and human through essential map skills, places. They use their knowledge geography. They learn about using both OS maps and of the UK weather to begin the climate and way of life for people in the Sahara and atlases. thinking about contrasting ingenuity of the people of climates. Finally, they build on their Senegal in halting This topic comes first as knowledge of the categories of **EXPLANATION** secure locational knowledge is geography when exploring the desertification in the Sahel. an important framework on threats to Antarctica and they are This builds on the issue of which to build other introduced to the concept of climate change which was understanding, as is core writing "to what extent do you introduced as a threat to knowledge of our local area. agree" style questions. Antarctica in the last topic. Finally, they study the conflict Tier 2 Word Focus: distribution, between Ethiopia and Egypt Tier 2 Word Focus: perception, inhibit susceptible regarding the water of the Nile, which introduces the idea that problems and benefits depend on the opinions of others. Tier 2 Word Focus: ethical, compromise, controversy



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	The Power of Water
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 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.



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	Population and Development	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	Students learn how population has grown globally, (building on knowledge from year 7 when they learnt about the population of the UK and Nottingham). They learn about population policies in different parts of the world (Anti Natal in China and ~Pro natal is Sweden), the impact of an aging population (Japan) and learn how to read population pyramids. They will learn how development is at different stages around the world and the causes of the this. They will also consider the impact of globalisation on development, including international migration. Students will learn about the Demographic Transition Model which is needed for GCSE. They will also consider poverty in the UK to help develop an understanding that a high- income country is not immune to development issues. Population and Development is taught in year 9 as there are many emotive and complex issues (such as migration) that require the greater level of maturity that students have by this stage	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.
	uptions.		



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 categoriesDevelopedUtrban Issues andDeveloped Eigldwork

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 now 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.



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 The Changing **TOPIC** Human Fieldwork **Natural Hazards Issues Evaluation Economic World** - Urban (3B) (1A) (3A) (2B) Students learn about This fieldwork occurs Students learn about This is based on prethe development gap, before half term so is the factors that affect release booklet of indicators of actually mid-way hazard risk, the hazards resources that is development as well through topic 1. It of tectonic plate published 12 weeks builds on the fieldwork as the Demographic movement, a before the exam (late Transition Model; we techniques from the comparison of March) The topic is briefly met this in Y9 end of year 10 and earthquakes in two unknown until this point. but now learn to returns to the issues in contrasting areas of It is will be a topical issue interpret it. They study Topic 2 of year 10, in a specific location and development, the the possible ways of thus providing impact of and students are expect3ed narrowing the reinforcement. It is responses to tropical to respond to questions in the exam about the development gap, also an appropriate storms, and extreme including aid, fair time of year to go out weather in the UK. resources and then justify trade and tourism on a fieldtrip whilst Finally, they learn about their decision on whether (Jamaica). There is a the weather is not too the natural and human the project or case study of Nigeria, cold and the pressure causes of climate development should go change, the impacts covering challenges of mock exams is not ahead. Skills for this are **EXPLANATION** and opportunities and imminent. around the world and embedded throughout what can be done to the course and KS3. the role of TNCs. mitigate and adapt to Finally, students learn about the changing climate change economy of the UK and the UKs links to This builds on the EU, the knowledge from year 8. Commonwealth and global connections. This topic is taught at the start of year 11 as its synoptic nature allow us to reflect back on year 10 and pave the way for the final content of year 11 which requires an understanding of development issues.



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	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	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
	physical geography topics	on knowledge from GCSE.	needed in Lesotho and South
TOPIC	Changing Places	Contemporary Urban Environments	Africa to transfer water and the social and economic benefit of that to both
	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	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.



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.

<u>د</u>	Independent		Clobal Systems and Clobal
OPII	Fieldwork	Physical Geography	Global Systems and Global
F	Investigation		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.