GEOGRAPHY CURRICULUM INTENT 2020-21:

- **Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.**
- **Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.**
- **Our curriculum intent will be reviewed and evaluated in advance of 2020-21.**

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment
Year 7 (KS3)	Autumn Term: **Near places** **Local** - Location - Physical and human characteristics - Land use - Changes over time **Is Great Britain still great?** - Location - Physical and human characteristics - Weather and climate - Challenges facing GB This will encourage students to engage more with their home nation and the human and physical challenges in which it faces. It will encourage a habit of keeping up with the current news and to develop a greater sense of understanding of the social, environmental and political context in which they live. Spring Term: **Fantastic Places** **Polar** - Location	This will be used as a baseline to assess student abilities in basic map skills and to fill gaps from KS2 whilst building on their KS2 foundations and prior knowledge of their local area. This unit will build on the skills from the local area whilst building on KS2 foundations of the UK as the place in which they live. This unit will also develop key decision-making skills, linking to real-life decisions. Exploring these environments allows for key words and themes to be re-visited through contrasting environments supporting the retention of learning. Using these environments allows us to cover a variety of

	- Distinctive characteristics - Climate - Uses - Challenges - Future (sustainable management) **Hot arid** - Location - Distinctive characteristics - Climate - Uses - Challenges - Future (availability of resources) Summer Term: **Tropical rainforests** - Location - Distinctive characteristics - Climate - Uses - Challenges - Future (sustainable management) **Coral Reefs** - Location - Distinctive characteristics - Climate - Uses - Challenges - Future (sustainability) Students will understand how human and physical processes influence and change landscapes and ecosystems. Reflecting on how their actions can affect these environments and how they can make a difference to their future.	different regions of the Earth to show how diverse our natural world is. Students will gain a greater understanding of how key global issues are influencing these unique environments as well as exploring environments alien to them. Students will be able to draw upon their scientific knowledge of animal adaptations to explore the climatic features of these environments. Throughout the 3 environments news reports and magazine articles will be used to promote reading and to highlight these as 'real' issues (physical and human) being faced. Decision making tasks will feature in all environments to encourage students to look at different options before making justified decision, which will also support students oracy and extend writing skills. We begin with polar as, at this time of the year, in the UK students often describe the climate as "freezing" – this is an ideal opportunity to address this misconception and show environments that really do have this extreme climate. Following with hot deserts allows clear comparisons with cold deserts and to re-enforce the definition of a desert, whilst revisiting key mapping and graph skills. Following, in the summer term with tropical rainforests and coral reefs allows us to compare two key ecosystems which are far richer in biodiversity to compare with the two desert ecosystems. These units will also allow us to revisit key mapping and graphical skills as well as the theme of sustainability, to build strong foundations for the future.

	Students will gain a greater understanding of what it means to be sustainable and how local actions can have global impacts.	
Year 8 (KS3)	Autumn Term: **Hazardous places** **Tectonic hazards** - Structure of the Earth - Plate boundaries - Tectonic hazards (earthquakes, tsunamis, volcanic eruptions) – causes, impacts, responses. **Weather hazards** - Weather and climate - Extreme weather - Tropical storms - Droughts Students will gain a greater understanding of how the world works and how physical processes shape our landscapes. They will also be able to explore human interactions and responses with these events highlighting the importance of education and technology in mitigation and preparedness. Spring Term: **Developing places** - AC/EDC/LIDC - Measures of development - Physical and human characteristics - Global economics - BRICs - MINTs - Middle East - Resources & wealth Summer Term: **Distant places** **Africa: A continent of contrasts?**	This unit will build on scientific knowledge to develop a greater understanding of physical processes. Through recent case studies students will explore causes, impacts and responses of a variety of natural hazards and explore how these vary in different parts of the world. This unit will allow map skills to be further developed along with graphical data and statistics. Teaching weather hazards as a second SOL following this will allow us to re-visit keywords and processes to embed them further. This unit will allow students to explore areas of the world that are deemed to be 'richer'. Whether economically, in natural resources or do their vast range of biodiversity (linking back to year 7). Whilst looking, at the BRICs and MINTs to identify why they have become/are becoming rapidly emerging economies. This will allow for the comparison of countries across continents.

	- Physical characteristics - Variations in wealth - Urban and rural areas in LIDCs - Population/health/education - Development issues - Hazards	This is a key unit to allow us to go back over key physical and human geography topics whilst continuing to promote the use of a variety of graphical skills. This is also an important unit to challenge common misconceptions many of our students hold about this continent as well as being able to make contrasts between this and other continents previously taught. Comparisons can be made between Asian countries previously studied as well as the UK.
Year 9 (KS3)	**Distinctive places** Autumn Term: **Upland / lowland** - Location across the UK - Glaciation - Landforms - Changes over time - Human uses **Coastal** - Location - Processes (erosion, weathering transportation, deposition) - Landforms - Management Spring Term: **Urban** - Location - Land use - Characteristics - Changes over time - Developed / developing comparison **Rural**	The year 9 curriculum is designed to enable students to explore a range of different human and physical landscapes and processes and how these have changed over time. These units will build on the prior knowledge students have of Great Britain and other major countries. These will also support students in developing geographical case studies to ensure they are fully equipped to begin a GCSE, next year. We start, in the autumn term, with key physical landscapes to explore physical processes and resulting landforms that we can easily locate within the UK. The spring term will move to look at more human characteristics, again that are easy to locate within the UK but also to provide contrasts within other key locations around the world. Moving back to river landscapes, in the summer term, gives us an opportunity to revisit the physical processes and make links between other physical landscapes previously studied. All of these landscapes studied also provide accessible day fieldwork opportunities.

	- Location - Land use - Characteristics - Changes over time - Developed / developing comparison Summer Term: **Rivers** - Location - Processes (erosion, transportation, deposition) - Common characteristics (Upper, middle, lower course) - Landforms - Management **Around the world** - Hazardous - Distinctive - Ecosystems - Developed - Developing	We end with distinctive landscapes around the world to link learning from across KS3 in terms of locations and physical and human processes whilst also ensuring that students have strong foundations to begin a GCSE in geography.
Year 10 (KS4)	**Unit 1, Topic 4: Sustaining Ecosystems** - Why are natural ecosystems important? - Why should tropical rainforests matter to us? - Why are tropical rainforests being exploited and how can this be sustainably managed? - Is there more to polar environments than just ice?	At KS4 we follow the OCR B GCSE specification. This specification aims to engage learners through the exploration of a number of geographical topics, encouraging students to make links between topics and challenge previous ideas. All topics are built upon previous content foundations from KS3 to allow students to develop recall skills to succeed in the future as well as develop a greater understanding of the world. In unit 1 students will gain an appreciation of the natural world around them, why it looks as it does and how its distinctive characteristics vary.

	- How are humans seeking sustainable solutions for polar environments? Students will gain an understanding of how life on Earth is supported by global ecosystems and how we rely on their valuable goods and services to survive. Students will evaluate their role in threats posed to ecosystems and how they can be managed for a more sustainable future. **Unit 2, Topic 6: Dynamic Development** - What is development? - How can development be measured? - What has led to uneven development? - Are LIDCs likely to stay poor? - What global connections influence development? - What development strategies are the most appropriate? This unit allows students to recognise that we live in an unequal world and this gap is widening. It allows them to compare their lives with those less fortunate and consider why this is happening. Students will gain an in-depth understanding of an LIDC to show them how some of the poorest countries live and how global connections can influence their future development. **Unit 2, Topic 8: Resource Reliance** - Will we run out of resources? - How has an increasing demand for resources affected our planet? - What does it mean to be food secure? - How can countries ensure their food security? - How sustainable are attempts to increase food security? Students will gain an appreciation of how supplies of food, water and energy are some of the most challenging issues the world faces. Students will explore what it means to be food secure and why food security varies around the world. Finally, students will evaluate technological developments to help increase the supply of these resources to show the global importance of such technology and development.	In unit 2 students will explore the complexities of people and society focusing on connections between people and places and how these are changing over time. Geographical skills (cartographic, graphical, numerical and statistical) and fieldwork are embedded throughout all units ensuring learners become adaptable and resilient for their future destinations. Having a 2 year KS4 curriculum and the interleaving of topics between unit 1 and 2 is used to ensure that students have a greater awareness of the bigger picture of both their exam specification and the wider world and to encourage links to be made throughout the topics over the years. This allows for unit 3 (decision making) practice throughout the KS4 curriculum on a range of contemporary geographical issues from around the world. This format encourages the application of knowledge, understanding and skills throughout which will be important in developing students to become more critical thinkers and develop reasoned arguments, which are key life skills. All assessments will contain questions linking back to previous topics to enable strong recall and to allow any misconceptions to be addressed/interventions to be put into place. We begin with the ecosystems unit as students have greater foundations of these from KS3. This provides a stronger transition from KS3 to KS4, supporting students to make these links. Dynamic development builds on knowledge from the developing places, in year 8. This unit is taught early in the course as it underpins many of the other units in terms of how development influences physical and human interactions. Resource reliance follows this as it supports the learning in the dynamic development unit. Allow students to ally what they have learnt about development to situations about resources and how improving the supply of resources can also aid development, particularly in developing countries.

	Unit 1, Topic 1: Global Hazards - How can weather be hazardous? - Why do we have weather extremes? - When does extreme weather become a hazard? - What processes occur at plate boundaries? - How can tectonic movement be hazardous? - How does technology have the potential to save lives? This topic allows students to develop an understanding of a variety of hazards that impact human lives and physical landscapes both in the UK and around the world. It gives an opportunity to explore causes, consequences and responses to these events to help them in later life/ help them to help others. This unit will also give students a greater appreciation of the role of technology in predicting and responding to such events.	We end with global hazards, which builds on from the hazards units, in year 8. This unit explores tectonic and climatic hazards from a more scientific perspective. Linking back to development students assess how development plays a part in the impacts experienced and the effectiveness of responses to case studies in various parts of the world.
Year 11 (KS4)	**Unit 1, Topic 3: Distinctive Landscapes** - What is a landscape? - What makes a landscape distinctive? - What are the physical landscapes of the UK? - What physical processes shape our landscape? - What are the key characteristics of known landscapes? This unit gives students a deeper understanding of the physical processes that shape our landscape. It gives them an appreciation for our natural world and the contrasting landscapes, particularly around the UK, to where they live. **Unit 2, Topic 5: Urban Futures** - How is the global pattern of urbanisation changing? - What does rapid urbanisation mean for cities? - What is life like for people in a city? - What are the challenges and opportunities in cities today? - How can cities become more sustainable?	The distinctive landscapes unit builds on foundations made in year 9. This leads from the physical landscapes to then the human landscapes, in the urban futures unit, in contrasting areas of the world, before focusing in on the physical and human characteristics of the UK. Changing climate is left until the final unit as it makes links between all of the previous units and ensures that students have a greater understanding of processes and places before analysing the current and future predicted changes.

	This topic explores why cities are growing at such a rapid rate. Students are encouraged to explore the opportunities and challenges that this presents us with and compare these to other, developing, parts of the world. Finally, this allows students to reflect on more sustainable strategies and how they can be more sustainable with their actions. **Unit 2, Topic 7: UK in the 21st Century** - What does the UK look like? - How is the UK's population changing? - How is the UK's economy changing? - What is the UK's political role in the world? - How is the UK's cultural influence changing? This unit gives students an opportunity to explore the place in which they live in far more depth. Through the physical landscape, its political and cultural connections with the rest of the world. It gives students an opportunity to see how lives and work in the UK are changing and to use economic changes to reflect on how significant we now are, as a country. **Unit 1, Topic 2: Changing Climate** - What evidence is there for climate change? - Is climate change a natural process? - Why is climate change a global issue? This unit allows students to engage with one of the most controversial global issues. It will allow them to engage in the science behind climate change and the evidence that we have before evaluating their role in the changing climate and how their actions can have a global impact.	
A-Level year 1 (KS5) *	**Unit 1: Hazards**	

	- Plate tectonics - Volcanic hazards - Seismic hazards - Storm hazards - Fires in nature This unit allows students to explore the origin and nature of the various natural hazards and the various ways in which humans respond to them. It encourages students to engage with many dimensions of the relationships between people and the environment. **Unit 1: Coasts** - Coasts as natural systems - Coastal processes - Coastal landscape development - Coastal management This coasts unit focuses on coastal landscapes as dynamic, changing environments. It encourages students to appreciate the diversity of coasts and their importance to humans. **Unit 2: Changing Places** - The nature and importance of places (near, far, experienced and media) - Changing places (relationships, connections, meaning and representation) This unit encourages to students to reflect on their engagement and experiences with different types of place. Students will develop a deeper knowledge and understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places. **Unit 2: Population and resources** - Environment and population - Environment, health and well-being - Population change - Population ecology	At KS5 we follow the AQA A-Level Geography specification. This builds on the foundations built at GCSE whilst providing students with more in-depth knowledge, skills and enthusiasm sought by higher education and employers. The group is taught by two subject specialists and therefore lessons are equally split between unit 1 and unit 2. This allows students to study a variety of geography, making connections across the units as well as between topics. The NEA gives students the opportunity to complete a fully independent geographical enquiry showing the ability to work independently and collaboratively to collect data. Students will develop data collection and analysis skills and produce a subsequent report. Geographical skills (cartographic, graphical, numerical, ICT and statistical) and fieldwork are embedded throughout all units ensuring learners become adaptable and resilient for their future destinations. This qualification provides students with key numeracy and literacy skills to succeed in future roles.

	- The future of global populations This unit allows students to explore the relationships between key aspects of physical geography and population numbers, health and well-being. It encourages students to reflect on the role of economic development in affecting aspects of population.	
A-Level year 2 (KS5) *	**Unit 3: NEA** Independent fieldwork investigation The NEA allows students to investigate an area of geography of a particular interest to them through an independent enquiry. **Unit 1: Water and carbon cycles** - Global water stores - Drainage basins as open systems - Runoff variation and flood hydrographs - Changes in the water cycle - Global carbon cycles - Factors driving change - Carbon budget - The role of these cycles in supporting life on Earth This focuses on the major water and carbon stores and the relationship between them. Students will explore the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their importance for humans. **Unit 2: Global systems and governance** - Globalisation - Global systems - International trade and access to markets - Global governance - The global commons This section allows students to explore the economic, political and social changes associated with all aspects of globalisation. Students will gain an understanding of the interdependence and changing	

	relationships between people, states and environments whilst exploring the complexity of contemporary world affairs.	

* Due to mixed KS5 teaching groups currently in place these will swap over each year.

Cultural Capital *– It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*