

Curriculum intent

Understanding the **World** in which we live, the **challenges** faced and how to **sustainably** secure our future

The geography department delivers a curriculum to allow students to develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. The curriculum is designed to encourage an enquiring mind and a curiosity about the world in which they live and how it works. British values are also delivered throughout the course where a range of different cultures are explored across the World.

The geography curriculum has been designed for students

- To understand the World around them and their place within it. To gain knowledge about diverse places, people, resources and natural and human environments
- To give students the ability to understand the impact of Geography on the people and places around them.
- To explore and be accepting of people's cultures and traditions
- To develop a range of geographical skills that can be used in the subject and a wider context
- Understand how key human and physical features are formed, the impacts that they have immediately as well as over time.
- To explore the impacts that humans have on the World around us and how we can change to become more sustainable
- To be encouraged to think like a geographer

Throughout the course there is a strong focus on geographical literacy. Students are regularly introduced to new terminology in lessons and in Years 7 & 8 Bedrock is used for home learning to broaden and develop their understanding of the key terminology. Literacy mats are displayed in Geography classrooms to give students support while learning to 'write like a geographer'.

Students learn a range of case studies throughout the curriculum with a minimum of 1 for each topic. These look at examples both in the UK and across the World. Through the KS3 curriculum students cover 20 case studies, with a further 20 covered at GCSE and 15 at A level.

To show students that geography is relevant to their lives 'In the news' events are discussed in the classroom as and when they happen and the curriculum is regularly reviewed and updated as new case studies emerge and new issues are brought to the attention of the media, such as the impacts of plastic.

Environmental issues are explored throughout the curriculum, this is delivered either as part of a unit, such as exploring the impacts that humans have on landscapes as part of the 'Amazing landscapes' unit or by studying an entire unit dedicated to an environmental issue such as 'Plastics' and 'Climate change'.

Through the geography course students develop a range of transferrable skills that can be used post education, for example, becoming confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and being able to articulate arguments and opinions in writing and verbally.

Implementation

Throughout student's time studying geography they develop a wide range of knowledge and understanding of the World around them through topics designed to cover the 3 fundamentals of geography; human, physical and environmental.

Students develop an understanding of different cultures and life at different stages of development around the World. The curriculum introduces them to new ideas and concepts from the World around them and an understanding of the impact that their actions have on the planet on which they live.

Departmental staff work hard with the department to collaboratively develop schemes of work and lessons to engage students and look at relevant topics in the World today. The development of knowledge and skills has been sequenced and planned to allow all students to access the curriculum and make progress.

Assessments are designed to monitor student progress and effective feed forward tasks are in place to support students and help them to move forward whether this is improving technique/skill or correcting students understanding of an element of the topic studied. Students understanding is assessed regularly in the classroom as staff deploy a range of strategies to ensure pupils understand the content and skills being delivered allowing students to make progress.

Through geography students learn valuable transferable employability skills, such as:

- Think clearly and logically.
- Interpret and analyse information.
- Evaluation and justification.
- Communicate and express ideas and information.
- Organize and work to deadlines.
- Engage with others.
- Work independently.

Opportunities are provided in lessons to ensure that students can communicate articulately and confidently in various forms. Discussions, group and paired work are used to encourage active participation and deeper understanding.

KS3 Geography

The Key stage 3 curriculum is designed to give students a balance of human, physical and environmental geography. It is closely linked to the National curriculum and a wide variety of places are covered throughout the topics to give students broad locational knowledge but also to spark students interests not only in the world around them but also further a field. There are clear links to prior learning of both knowledge and skills but the complexity at which these are applied increases as they progress through

the KS3 course. For example students start off looking at impacts in general, then move on to being able to categorise these impacts into social, economic and environmental and then primary and secondary. We implement our curriculum through a variety of teaching approaches as well as a wide variety of learning and teaching resources.

The course covers a range of cultures and encourages pupils to look at the way other people live in a range of developing and developed countries, the impacts that ourselves and others are having on the planet and to explore sustainable solutions to the future. We look at a range of current and ongoing issues such as climate change, an ever growing population and the environmental issue of plastics. We have also developed units to support students with giving them a base level to progress on from at GCSE. This involves teaching of key skills, knowledge and concepts at a foundation level. Each unit also focuses in detail at a place or looks at several places to open students up to the use of 'case studies' at key stage 3.

Skills are developed and embedded throughout the course and transferable skills are taught to students. The sequence of units throughout the 3 years shows a clear skills and knowledge progression to maximise learning for all children.

KS4 Geography

At GCSE level we follow the OCR B curriculum which encompasses knowledge and understanding of places and processes applied across a range of environments and countries across the World, local fieldwork and decision making skills. The knowledge and skills outlined in the specification are delivered to students using a range of teaching activities and resources. As a department we define the powerful knowledge our students need and help them recall it by using a range of recap activities in lessons, knowledge organisers and a range of other revision resources (which are available on the student sharepoint for all exam groups to access for their exam preparation) and regular application to exam questions in lessons, in class assessments, and school exam sessions. Alongside this the department have produced a case study revision guide to support students with their revision and a whole bank of other revision resources such as GCSE pods are also available on sharepoint. Use of regular assessment for learning, particularly using mini whiteboards, diagnostic quizzes and plenary tasks.

At key stage 4 fieldwork is a compulsory element of the course and is examined in the human and physical papers. All pupils are given the opportunity to participate in fieldwork at Stratford and Walton-on-the-Naze to apply the skills and knowledge beyond the classroom.

Units are delivered with the larger 4 units from the course being delivered first and the shorter units after. Units such as distinctive landscapes and global hazards are units which students typically find difficult to access. By delivering these early in the course it allows revisiting and recap to be undertaken throughout the 2 years. Human and physical units are alternated over the 2 years.

KS5 Geography

Units studied (compulsory and optional) at KS5

- Land scape systems – Coastal landscapes
- Earths life support systems

- Changing spaces; making places
- Global connections – Human rights and migration
- Disease Dilemmas
- Hazardous Earth

Throughout KS5 a range of transferable skills are delivered alongside the content which will be valuable to students both if they choose to study geography further, go in to a geography related career or any unrelated career. These skills such as evaluating, analysing, concluding etc which are key aspects of the geography course are transferable to a range of careers and university courses. Through studying geography at KS5 the subject also equips students with a broad range of personal learning and thinking skills (PLTs) such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

There are several optional units at KS5, the topics chosen are a mix of units which develop and build on GCSE content, such as coasts and hazardous earth, but also some such as disease dilemmas which are new content. There is also a balance between human and physical geography in the chosen and compulsory units.

Sixth form geographers at the school undertake a residential fieldtrip to gain the confidence to undertake their own individual investigation entirely on a topic of their choice. They then complete a second residential fieldtrip to collect their individual data for their NEA. The fieldwork undertaken is then used to write up their NEA to gain an award worth up to 20% of their final marks in geography.

Year 12 – unit 1 – September to December

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Coastal landscapes</p>	<p>Knowledge:</p> <p>How can coastal landscapes be viewed as systems?</p> <ul style="list-style-type: none"> • A conceptual over view of the coastal system • Potential influences on the coastal landscape system • The various sources of coastal sediment <p>How are coastal landforms developed?</p> <ul style="list-style-type: none"> • The influence of flows of energy and materials on geomorphic processes • The formation of distinctive landforms of coastal erosion and deposition • Case studies of one high energy coastline (such as rocky) and one low energy coastline <p>How do coastal landforms evolve over time as climate changes?</p> <ul style="list-style-type: none"> • How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate • How landforms in submergent landscapes are influenced by rising sea level due to a warming climate <p>How does human activity cause change within coastal landscape systems?</p> <ul style="list-style-type: none"> • Case study of one coastal landscape that is being managed • Case study of one coastal landscape that is being used by people <p>Understanding:</p> <p>An understanding of coastal processes, together with transfers of energy and the movement of materials that underpin coastal landscapes</p>	<p>Understand that coasts can be classed as both open and closed systems and be able to explain why this is.</p> <p>They will be able to explain in detail the coastal system, identify a range of erosional and depositional landforms and explain in detail their formation using a range of key terminology and account for the factors which have led to their formation.</p> <p>Detailed exemplification of high and low energy coastlines, with a range of place specific details for each</p> <p>An understanding of the impact that climate change has on sea level and be able to explain the difference between isostatic and eustatic sea level changes. Identify and explain the formation of a range of emergent and submergent landforms and be able to compare and contrast the differences between rias and fjords. They will be able to explain the effect that the change in sea level has on geomorphic and sub-arial processes and explain how this impacts the landforms.</p>	<p>Students might have covered: Builds on ‘Distinctive landscape’ unit from OCR B GCSE Geography</p> <p>All GCSE courses cover coasts at some level</p>	<p>Text books</p> <p>OCR A level textbook Geography an integrated approach Distinctive landscapes</p> <p>Articles</p> <p>In lesson:</p> <ul style="list-style-type: none"> ➤ Coastal management Norfolk ➤ Waves, tides and sediment cells ➤ Pevensy Bay supplement ➤ Coastal landforms ➤ Sea level rise – landforms of <p>Additional:</p> <ul style="list-style-type: none"> ➤ Defending the coast ➤ Chichester harbour ➤ Holistic coastal management ➤ Impacts of storms on beaches ➤ Managing erosion on coastal sand dunes ➤ River deltas at risk <p>Programmes</p> <p>Coast</p>

	<p>An understanding of the impact of humans on these balanced environments and the positive and negative impacts that humans have on coastal landscapes.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Observation skills • Measurement and geo-spatial mapping skills • Data manipulation and statistical skills applied to field measurements • Sediment budget calculations • Mass balance calculations 	<p>An in depth understanding on how humans interact with the coastal landscape and identify the positive and negative impacts of this interaction. Detailed exemplification with place specific detail will be evident.</p>		<p>Other Zig-zag exam Q's GCSE Pods OCR A level geography work book</p> <p>Recommended revision guide: OCR AS/A-level Geography Student Guide 1: Landscape Systems; Changing Spaces, Making Places by Andy Palmer (Author), Peter Stiff (Author)</p>
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Year 12 - Unit 2 – January to June

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Changing spaces; making places</p>	<p>Knowledge:</p> <p>What’s in a place?</p> <ul style="list-style-type: none"> Factors which make places different Case studies of two contrasting place profiles at a local scale – Toxteth and Lympstone <p>How do we understand place?</p> <ul style="list-style-type: none"> The complexities that exist when trying to define place Concept of space versus place How and why people perceive places in different ways How the processes of globalisation and time-space compression can influence our sense of place Informal and formal representations of place <p>How does economic change influence patterns of social inequality in places?</p> <ul style="list-style-type: none"> Concept of social inequality and how we measure it Spatial patterns of social inequality The influence of global connections and globalisation in driving structural economic change in places How structural economic change impacts patterns of social opportunities and inequality for people and places How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality The role of government in reducing, reinforcing and creating patterns of social inequality in places 	<p>Students will have a sound knowledge of place, place identity and the impacts that globalisation has had on sense of place.</p> <p>Will be able to use case studies to include a high level of place specific detail to answer a range of</p> <p>They will be able to compare and contrast different characteristics of places and account for these</p> <p>Be able to explain in detail what social inequality is and the factors that lead to inequality, they will be able to explain what social inequality is and be able to identify and explain a range of reasons to account for spatial inequality. Ways to reduce this inequality will be able to be explained with exemplification.</p> <p>Understand the role of placemaking and regeneration, be able to evaluate the impacts of regeneration on a place and the overall effectiveness of regeneration in a place.</p>	<p>Students might have covered:</p> <p>Birmingham – studied at GCSE (Urban futures) in a different context but students have a background knowledge on Birmingham</p> <p>Regeneration – know what it is and may have case study knowledge on this e.g LDDC</p> <p>An understanding of QoL and SoL and the factors that affect this</p> <p>A knowledge of what globalisation is and how this affects places and/or employment structure</p>	<p>Text books</p> <p>OCR A level textbook Changing spaces; making places</p> <p>Articles</p> <p>In lesson:</p> <ul style="list-style-type: none"> ➤ Concept of place ➤ Rebranding – adventure tourism in the Lake District <p>Additional reading:</p> <ul style="list-style-type: none"> ➤ CSMP Q’s ➤ Representation of place ➤ Studying local places ➤ The concept of place – characteristics, change and connections ➤ Visual research on changing places ➤ Wollongong – Industrial decline <p>Programmes</p> <p>Glasgow regeneration</p> <p>Recommended revision guide:</p> <p>OCR AS/A-level Geography Student Guide</p>

	<ul style="list-style-type: none"> • Case studies of 2 contrasting places – Jembaten Besi and Northwood <p>Who are the players that influence economic change in places?</p> <ul style="list-style-type: none"> • The role of players in driving economic change • Case study of one country or region that has been impacted by structural economic change - Birmingham <p>How are places created through placemaking processes?</p> <ul style="list-style-type: none"> • The concept of placemaking and how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration • How architects and planners attempt to create meaningful and authentic places through design • How local community groups shape the place they live • Why places rebrand • How a range of strategies can be used to rebrand places • A range of players and their role in placemaking • How and why some groups of people contest efforts to rebrand a place • Case study of one place that has undergone rebranding – Barcelona <p>Understanding:</p> <ul style="list-style-type: none"> • People are at the heart of places • Places are dynamic • Our environment includes a wide variety of places • Places are connected to other places and there are few left untouched by the forces of globalisation 			<p>1: Landscape Systems; Changing Spaces, Making Places by Andy Palmer (Author), Peter Stiff (Author)</p>
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	<ul style="list-style-type: none">• How shifting flows of people, money and resources are shaping places• The relationships and connections between people, the economy, and society and how these contribute to creating places <p>Skills:</p> <ul style="list-style-type: none">• Appreciate how qualitative approaches actively create particular place representations• Analysing the impacts of different media on place meanings and perceptions• The use of geospatial data to present place characteristics• How quantitative data is used to present place characteristics.			
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