

GEOGRAPHY – CURRICULUM INTENT

ASPIRE – CHALLENGE - ACHIEVE

Geography is a subject which combines an understanding of human and physical processes within the context of place, recognising the significant differences in cultures, political systems, economies, landscapes and environments across the world and exploring the links between them.

We aim to provide pupils with a broad and balanced geographical education, closely following the National Curriculum, that inspires an active curiosity of our dynamic world and one that is challenging, current and relevant to students' lives. Our primary focus is to develop and extend students' locational knowledge and key geographical skills whilst also increasing their ability to think critically, follow lines of enquiry, make decisions and become independent, resilient learners. We want pupils to feel confident in asking questions about the world around them and be able to 'Think like a Geographer'.

In addition to developing students' verbal communication skills through geographical debate and argument of different themes, a core principle of the department is that of improving literacy skills. It is vital for students to effectively analyse forms of evidence to consider different points of view before coming to their own reasoned conclusion. These literacy skills are embedded into schemes of work at all Key Stages and are assessed in various formats. Numeracy skills, including cartographic, statistical and graphical skills are also a significant area of focus, to ensure students are equipped with the skills required to analyse and interpret data sets.

It is paramount that students investigate the interrelationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future. We wish to prepare the young people we teach for an active citizen's role in an ever-changing world, to foster an ethos of sensitivity and respect towards our planet and its people. This strongly reflects the Academy's wider aim of enriching pupil's cultural capital. In support of this, the department actively promotes fieldwork including our bi-annual Iceland trip and links with schools overseas.

GEOGRAPHY: WIDER CURRICULUM

KS3	KS4	KS5
Recycling Project School Orienteering School Environment Project Promotion of RGS competitions 'Geographer of the Year' competition	Yr 10 Lincoln Urban & Hunstanton Coasts F/work Bi-Annual Iceland Trip Promotion of RGS competitions	Peterborough F/work Skegness Coasts F/work N. Yorks Moors 5-day Residential F/work Promotion of RGS competitions
Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from Geography too detailed to list here</i>		

GEOGRAPHY – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Geographical Skills		Human Geography
	Connected World		Threatened World
	Changing World		Physical Geography
	Dangerous World		

Key Stage 3	7	MAP WIZARDS	FANTASTIC PLACES	TOURISM	SURPRISING SIBERIA	HAZARDS	MOVING STORIES	AWESOME AUSTRALIA	
	8	OUR GREAT BRITISH HOME	SCHOOL ENVIRONMENT FIELDWORK	OUR CHANGING CLIMATE	IMPOSSIBLE PLACES	UNEQUAL WORLD	FLOOD READY	TROPICAL RAINFORESTS	
	9	LOCAL ACTIONS GLOBAL EFFECTS	DEVELOPMENT	BORN TO SURVIVE: MANAGING HAZARDS	EXTREME ENVIRON-MENTS	GCSE SKILLS BRIDGING PROJECT			
<p><i>By the end of Key Stage 3 students should consolidate and extend their knowledge of the world's major countries and their physical and human features, understanding how geographical processes interact to create distinctive human and physical landscapes that change over time. They should become aware of increasingly complex geographical systems in the world around them and develop greater competence in using geographical skills in analysing and interpreting different data sources. Students will enhance their locational knowledge and spatial and environmental understanding.</i></p>							GCSE RESOURCE MANAGEMENT	GCSE WATER MANAGEMENT	
Key Stage 4	10	URBAN ISSUES HICS	URBAN FIELDWORK - LINCOLN	CLIMATE CHANGE	TECTONIC HAZARDS	RIVER LANDSCAPES	CHANGING ECONOMIC WORLD LICs	COASTAL LANDSCAPES	PHYSICAL FIELDWORK - COASTS
	11	URBAN ISSUES LICs	WEATHER HAZARDS	ECOSYSTEMS & TROPICAL RAINFORESTS	COLD ENVIRON-MENTS	CHANGING ECONOMIC WORLD HICs	REVISION	GCSE EXAMS	
<p><i>By the end of Key stage 4 students should be able to understand the balanced of physical and human geography and the links between them. They will gain understanding of and be able to compare and contrast UK case studies with higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students will gain an enhanced knowledge of climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use and understand their role in society, by considering different viewpoints, values and attitudes.</i></p>									
Key Stage 5	12	HAZARDS	COASTAL SYSTEMS & LANDSCAPES		CHANGING PLACES		REVISION	EXAM C/WORK & RESIDENTIAL F/WORK	
	13	EXAM C/WORK	POPULATION & ENVIRONMENT	GLOBAL SYSTEMS & GOVERNANCE	WATER & CARBON CYCLES		REVISION	A LEVEL EXAMS	
<p><i>By the end of A2 will be able present coherent arguments to evaluate the key geographical issues that affect today's world and justify their opinions essay style extended writing. They will be able to describe and explain the synoptic links between complex human and physical processes and interpret data and identify trends accurately across a wide range of data sources. Students will be able to design, implement and write and scientific report to investigate a geographical issue incorporating statistical analysis.</i></p>									

	FIELDWORK	SKILLS	PHYSICAL	HUMAN	ENVIRONMENTAL
Year 7	School Orienteering exercise	4 & 6 Fig. Grid references Scale & direction Basic graph work Latitude & Longitude Atlas skills & thematic maps	Identification of landforms Identification of Hazards & Case Study research Investigation of cold environments	Identification of human features Migration issues Diversity & changing places	Impacts of Tourism
Year 8	School Environment Survey	Climate graphs Extend locational knowledge and deepen spatial awareness of the world's countries using maps	Description of landforms Description of seismic processes Rocks, weathering and soils. Weather and climate, including the change in climate from the Ice Age to the present; and glaciation Hydrology and coastal processes	Description of human features Economic activity in the primary, secondary, tertiary and quaternary sectors Interdependence between countries	Understand how human and physical processes interact to influence, and change landscapes, environments and the climate How human activity relies on effective functioning of natural systems
Year 9	Rivers: Physical Quantitative channel measurements & calculations Annotated field sketches Valley & Slope measurements Mapwork identification of landforms	Contours & Relief on Maps Range of graphical skills interpret Ordnance Survey maps Topographical and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	Explanation of landform formation Explanation of seismic processes	Explanation of how human features develop Population and urbanisation International development World Trade	How Local Actions can have Global Effects Use of natural resources and Sustainability

Key Stage 4

Hypothesis testing, Planning & Health & Safety assessments
 Human F/work = Urban centre
 Land Use Transects
 Environmental Surveys
 Questionnaires & Footfall
 Physical F/work = Coasts
 Quantitative sediment & beach measurements
 Nominal data processing: Mean / Median & Mode & IQ Range
 Wave measurements

Interpretation of aerial photos
 Choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
 Graphical trends
 All aspects of Atlas Maps
 All features of Ordnance Survey Maps – Cross sections / Relief
 Map distributions
 Use and interpret OS maps at a range of scales
 Use and interpret ground, aerial and satellite photographs
 Process Primary & Secondary data
 Process Qualitative & Quantitative data

Natural hazards (Tropical storms /Earthquakes/Volcanoes) are the result of physical processes & pose risks to people & property.
 The effects and responses to a natural hazard vary between areas of contrasting levels of wealth & require management & mitigation
 Global atmospheric circulation helps to determine patterns of weather and climate.
 Extreme weather events in the UK impacts on human activity.
 Climate change is the result of natural and human factors, has a range of effects & requires both management & mitigation
 Ecosystems exist at a range of scales with interaction between biotic and abiotic components.
 Tropical rainforest ecosystems have a range of distinctive characteristics which require sustainable management
 Deforestation has economic and environmental impacts.
 Hot desert ecosystems have a range of distinctive characteristics & creates opportunities and challenges for development but the fringes are at risk of desertification.
 Coasts & rivers are shaped by a number of physical processes to create distinctive landforms.
 Different management strategies are used to protect river & coastal landscapes from erosion & flooding.

Urban issues and challenges:
 A growing percentage of the world’s population lives in urban areas.
 Urban growth creates opportunities and challenges for cities in LICs and NEEs.
 Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
The changing economic world:
 There are global variations in economic development and quality of life.
 Various strategies exist for reducing the global development gap.
 Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.
 Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.
Resource management:
 Food, water and energy are fundamental to human development.
 The changing demand and provision of resources in the UK create opportunities and challenges.
 Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.
 Different strategies can be used to increase water supply.

Decision Making Scenarios:
 Critical thinking and problem-solving
 Demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) using secondary sources.
 Synoptic approach to analyse an environmental issue at a range of scales to consider and select a possible option in relation to the issue(s) and justify decisions.
 Develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.
 Consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.

	FIELDWORK	SKILLS	PHYSICAL	HUMAN
Key Stage 5	<p>AS: Sampling techniques Statistical tests & Confidence levels Human: Place Theory Qualitative & Quantitative techniques Physical: Psammosere succession – Kite diagrams Soil & biodiversity measures</p> <p>Yr 13: Individual Coursework (NEA) incorporates all Fieldwork skills & learning. Independent project driven by student:</p> <ul style="list-style-type: none"> • identify questions and sequences of enquiry • write descriptively, analytically and critically • communicate their ideas effectively • develop an extended written argument • draw well-evidenced and informed conclusions about geographical questions and issues. 	<p>Use and annotation of illustrative and visual material: base maps, geospatial, geo-located and digital imagery. Use of overlays, both physical and electronic. Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. Weather maps – including synoptic charts (if applicable). Maps with located proportional symbols. Scatter graphs, & the use of best fit line. Triangular graphs. Graphs with logarithmic scales. Dispersion diagrams Measures of dispersion – range, inter-quartile range and standard deviation. Spearman’s rank correlation and Chi-square test Use of remotely sensed data, electronic databases & innovative sources of data such as crowd sourcing and ‘big data’. Use of ICT to generate evidence of many of the skills provided above</p>	<p><u>Water & Carbon</u> Water & carbon cycles as natural systems & their global distribution and size of major stores of water & carbon. Processes driving change in the size of these stores over time and space. Drainage basins as open systems Concept of water balance. Runoff variation & the flood hydrograph. Changes in the water & carbon cycle due to natural variation and human impact. The carbon budget & the impact of the carbon cycle upon land, ocean & climate. The key role of the carbon and water stores and cycles in supporting life. Human interventions influencing carbon transfers & mitigate climate change.</p> <p><u>Coasts</u> As natural systems and how related landforms combine to form characteristic landscapes. Sources of energy in coastal environments. Sediment sources, cells and budgets. Geomorphological processes. Marine erosion, transportation and deposition; sub-aerial weathering, mass movement and runoff. Coastal landscape development. Estuarine mudflats/saltmarshes. Eustatic & isostatic sea level change. Coastlines of emergence and submergence. Recent and predicted climatic change and potential impact on coasts. Coastal management: Traditional & Sustainable approaches.</p>	<p><u>Global governance</u> The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the ‘Global Commons’. Antarctica as a global common, threats & critical appraisal of the developing governance of Antarctica. Critique the impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p> <p><u>Changing Places</u> The concept of place and the importance of place in human life and experience. Insider & outsider perspectives on place. Categories of place & factors contributing to the character of places; Endogenous & Exogenous, Local, regional, national, international and global scales. The impact of relationships and connections on people and place with changing demographic and cultural characteristics, economic change and social inequalities. Past and present connections. Meaning and representation. How humans perceive, engage with and form attachments to places. How external agencies influence or create specific place-meanings. How places may be represented in a variety of different forms.</p>

Key Stage 5

	FIELDWORK	SKILLS	PHYSICAL	HUMAN
			<p><u>Hazards</u> The concept of hazard in a geographical context Nature, forms and potential impacts of natural hazards Hazard perception and its economic and cultural determinants. Characteristic human responses The Park model of human response & The Hazard Management Cycle. Earth structure and internal energy sources. Plate tectonic theory of crustal evolution Destructive, constructive and conservative plate margins & characteristic processes & hazards The nature of tropical storms and their underlying causes. Nature of wildfires. Causes & conditions favouring intense wild fires Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p>	<p><u>Urbanisation</u> Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. Urban change: deindustrialisation, decentralisation, rise of service economy. Urban policy and regeneration in Britain since 1979. Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. New urban landscapes / The concept of the post-modern western city. Social and economic issues associated with urbanisation Strategies to manage these issues. The impact of urban forms and processes on local climate and weather. Air quality: particulate and photo-chemical pollution & pollution reduction Issues associated with catchment management in urban areas. Urban waste and its disposal The environmental impacts of alternative approaches to waste disposal Comparison of incineration and landfill approaches Sustainable urban development Ecological footprint of major urban areas.</p>