

# 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
<p>Recycling Project School Orienteering School Environment Project Promotion of RGS competitions 'Geographer of the Year' competition</p>	<p>Yr 10 Lincoln Urban &amp; Hunstanton Coasts F/work Bi-Annual Iceland Trip Promotion of RGS competitions</p>
<p>Discussion of current related news articles Lunch &amp; after school intervention / Easter &amp; May holiday revision sessions <i>See separate Curriculum Intervention &amp; SMSC Audits for contributions from Geography too detailed to list here</i></p>	

# 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		

<b>Key Stage 3</b>	7	MAP WIZARDS	FANTASTIC PLACES	TOURISM	SURPRISING SIBERIA	HAZARDS	MOVING STORIES	AWESOME AUSTRALIA	PARADISE LOST	
	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		
<b>Key Stage 4</b>	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>										

	<b>FIELDWORK</b>	<b>SKILLS</b>	<b>PHYSICAL</b>	<b>HUMAN</b>	<b>ENVIRONMENTAL</b>
<b>Year 7</b>	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
<b>Year 8</b>	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
<b>Year 9</b>	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.

