



## Geography Department – Curriculum Intent

Overview of KS3 Geography Curriculum			
Head of Department: Ms C Bramwell			
	Year 7	Year 8	Year 9
<b>Autumn Term</b>	<p><b>Geography Skills</b> Students learn many of the key geographical skills, such as: grid references, scale, compass points and they apply these skills to different maps including those from the local area (Urmston/Trafford).</p> <p><b>Career Links:</b> Cartographer, GIS analyst, Environmental Surveyor</p> <p><b>Place Matters</b> In this unit, students consider what makes one place different to another and what places have in common. They explore the climate, population, politics of different places as well as a variety of physical and human features of contrasting places within a given region. They use transferable skills such as team work, cooperation, research and presentation.</p> <p><b>Career Links:</b> Aid worker (NGO), Jobs in NHS, Economist, Meteorologist</p>	<p><b>Distinctive landscapes</b> <b>Rivers &amp; Coasts</b> In this unit, students understand what makes a landscape ‘distinctive’. They consider UK landscapes, and the processes that have shaped them. They develop an understanding of open and closed systems (such as the drainage basin and hydrological cycle), and landforms across the upper, middle and lower course of a river. Students also explore flooding, including the causes and management of flood events. For the second half of the unit, students consider the coastal environment and the different processes that carve out the landscape. They also consider the management and sustainability of both river and coastal areas.</p> <p><b>Career Links:</b> Hydrologist, Environmental Scientist, Flood management &amp; prevention, Urban planning, Coastline management</p>	<p><b>Oceans</b> In this contemporary and synoptic unit, students consider the location, use and value of our oceans. They consider the role of oceans as carbon sinks and sources of fresh water. Students explore examples of territorial disputes in our oceans. Students consider the long-term sustainability of fishing and whaling and explore the strategies to make these practices more sustainable. Students then learn about pollution in our oceans including plastic pollution, and the impact of climate change</p> <p><b>Career Links:</b> International relations / diplomacy, Sustainable solutions, Oceanographer / Ocean exploration &amp; associated tech / design Marine biologist, Conservationist, Marine Stewardship council</p>
<b>Spring Term</b>	<p><b>Rainforests</b> This is a unit of work designed not just to increase geographical knowledge, but also environmental awareness. Students learn about climate, interdependence and the value of this essential ecosystem; before analysing the threats to its survival and the impacts of a loss of this biome would have.</p> <p><b>Career Links:</b> Environmental lawyer, Ecologist, GIS, Government work - driving policy.</p>	<p><b>Migration &amp; UK in 21<sup>st</sup> Century</b> This term we consider the reasons migration occurs and look at some examples of journeys made. Students are given opportunities to challenge stereotypes and prejudices and reflect upon the impacts migration has had on the UK.</p> <p><b>Career Links:</b> NGOs, Civil Service, Citizens Advice, Law/Human Rights</p>	<p><b>Development &amp; Food Security</b> This term, students will learn about <b>development</b>, the indicators used to measure it, and the physical and human factors causing uneven development including colonialism.</p> <p>Student’s will then learn about <b>food security</b>, the opposing theories and our changing farming systems and habits.</p> <p><i>Large case studies in these topics are: Blood Diamonds in the DRC &amp; Tomatoes in Ghana</i></p> <p><b>Career Links:</b> Statistician / data collection &amp; management, Systems development, Climate change solutions, Epidemiologist Humanitarian worker, Water analyst</p>



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<b>Summer Term</b>	<b>Urbanisation</b> <i>Urban problems &amp; solutions</i> Pupils develop an awareness of the key processes of urbanisation, including industrialisation, migration, and counter urbanisation. They explore Manchester and apply theories such as the Burgess Model to this context. Students then learn about rural-urban migration and contrast this process between high and low income countries. Students consider the problems and solutions to urban transport before exploring contemporary issues such as 'Glastonbury and pop up towns', crime and homelessness.  <b>Career Links:</b> Urban planning, Landscape architect, Census analyst	<b>Tectonics</b> <i>Earthquakes &amp; Volcanoes</i> In this unit of work, students explore the tectonic processes that have shaped and transformed our world. They study continental drift theory and the movement of plates. Students then learn about the different types of volcanoes and the hazards associated with them through understanding theory and key case studies. In the second half of the unit students explore earthquakes including the causes and effects of earthquakes, before considering the protection, preparedness and predictability of earthquakes.  <b>Career Links:</b> Hazard management, Humanitarian worker, Urban Planner, Volcanologist, Geologist, Seismologist, Surveyor	<b>Glaciation &amp; Climate Change</b> In this topic, students will explore how glaciated landscapes can be viewed as system, how landforms develop and the influences of both climate and human activity on this. Students will then develop their understanding of the causes changing climate (natural & anthropogenic) before considering the SEEP impacts of climate change and what can be done to mitigate/reduce the impacts locally & globally.  <b>Career Links:</b> Climate change solutions



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Overview of KS4 Curriculum		
Subject: GCSE Geography Exam Board: OCR B		
	Year 10	Year 11
<b>Autumn Term</b>	<p><b>Sustaining Ecosystems</b> Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth’s ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future. Case studies used are Costa Rica, the Antarctic Treaty (global) &amp; the Clyde River marine sanctuary (small scale).</p> <p><b>Career Links:</b> GIS Co-ordinator, Ecologist, Environmental consultancy, Environmental engineering Environmental lawyer</p> <p><b>Urban Futures</b> Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC - Birmingham) and one from either an emerging and developing country (EDC - Rosario) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.</p> <p><b>Career Links:</b> Urban planning, Landscape architect, Census analyst</p>	<p><b>Global Hazards</b> This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events (UK drought 2012 &amp; Hurricane Irma 2017). Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans, but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice (Nepal earthquake 2015).</p> <p><b>Career Links:</b> Hazard management, Humanitarian worker, Urban Planner, Volcanologist, Geologist, Seismologist, Surveyor</p> <p><b>Mock exams</b></p>
<b>Spring Term</b>	<p><b>Distinctive Landscapes</b> The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river (Afon Conwy, seen on residential) and coastal landscapes (Criccieth, seen on residential) is developed and consideration of the human influence on these.</p> <p><b>Career Links:</b> Countryside management, Environmental education, Mapping &amp; GIS Photography &amp; film making.</p>	<p><b>Dynamic Development</b> We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country (Zambia), considering its development journey so far, how its global connections may influence the future and possible alternative development strategies</p> <p><b>Career Links:</b> Environmental engineering</p>



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	<p><b>UK in 21<sup>st</sup> Century</b>  A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people’s lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK’s political and cultural connections with the rest of the world. Case studies include Cambridge (economic hub) &amp; UKs role in the conflict in Ukraine.</p> <p><b>Career Links:</b>  Location finder (film industry)</p>	<p><b>Resource reliance</b>  Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question ‘can we feed nine billion people?’. Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security. Case studies include; Goat aid in Tanzania (local scale solution) and Tanzania wheat programme (old solution) with Southern agricultural growth corridor (modern solution).</p> <p><b>Career Links:</b>  Supply chain management, Food scientist, Product Development</p>
<b>Summer Term</b>	<p><b>Fieldwork (residential)</b></p> <p><b>Climate Change</b>  Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.</p> <p><b>Career Links:</b>  Climate change solutions</p> <p><b>End of Year exams (internal)</b></p>	<p><b>Revision &amp; external examinations</b></p>



## Geography Department – Curriculum Intent

Overview of KS5 Curriculum				
Subject: A Level Geography		Exam Board: OCR (H481)		
Year 12		Year 13		
Teacher A		Teacher B		
Teacher A		Teacher B		
<b>Autumn Term</b>	<p><b>Changing spaces, making places</b>  <b>Paper 2 Human Interactions</b>  <i>“Our lack of thinking about place and space risks turning challenges into crises.” – Royal Town Planning Institute, UK</i> People are at the heart of places, living their lives, forming attachments and making connections. Places are dynamic, multi-layered and the history and culture of a nation can be found in its buildings, public spaces and towns and cities. Our environment includes a wide variety of places, from rural to urban, small streets to megacities and diversity exists not only between but also within all of these places. Places are connected to other places and there are few left untouched by the forces of globalisation. Changing Spaces; Making Places allows learners to look through a local lens to understand global issues. Starting from the local place in which learners live and moving outwards to the regional, national and global scale in order to understand the interconnections and dynamics of place. Investigating how shifting flows of people, money and resources are shaping places, whilst economic changes are contributing to a landscape of haves and have nots. Exploration of the relationships and connections between people, the economy, and society and how these contribute to creating places. Placemaking projects are explored, considering the meanings and representations created and attached to places. Placemaking projects can happen at a variety of levels from individual project, street level, cultural quarter or whole city level.                      We use Manchester &amp; Detroit as case studies.                      Fieldwork is conducted in Liverpool.</p>	<p><b>Landscape systems – Glaciated landscapes (option B) Paper 1 Physical systems</b>  <i>“Life is like a landscape. You live in the midst of it but can describe it only from the vantage point of distance.” – Charles Lindbergh</i>                      This topic introduces learners to the integrated study of Earth surface processes, landforms and resultant landscapes within the conceptual framework of a systems approach. An understanding of Earth surface processes, together with their associated transfers of energy and movements of materials underpins the landscape systems topic. Learners will explore how glaciated landscapes can be viewed as systems, how landforms develop and the influences of both climate and human activity on this. This topic must include at least two case studies from landscapes beyond the UK and at least one landscape from the UK. Landscapes studied include NE USA &amp; Canada, Snowdonia (Wales), Alaska (USA) &amp; Switzerland.                      Fieldwork is conducted at Cwm Idwal, Wales.</p>	<p><b>Global Connections</b>  <b>Paper 2 Human Interactions</b>  <i>“As the world becomes more interdependent, global governance, including global economic governance and the governance of the global commons, is increasingly relevant for achieving sustainable development.” – United Nations System Task Team</i>                      This topic allows learners to explore the processes and flows that occur at the global level, and the ways in which these influence people, places and institutions. Through two overarching themes of global systems and global governance learners will investigate how these shape relationships between citizens, states and organisations around the world. Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice. Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole. Study must enable learners to gain an understanding of the way in which global systems and global governance underlie their own and other people’s lives across the globe. This understanding will vary depending on the situation and circumstance of the learner;</p>	<p><b>NEA (Non Examined Assessment, worth 20%)</b>                      Investigative geography gives learners the opportunity to undertake an independent investigation which is of particular interest to them, which can be related to any area of the specification. An independent investigation in A Level Geography provides learners with the opportunity to develop a wide range of skills and abilities which are applicable not only to study in Higher Education but also within the world of work and life.</p>



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			fieldwork and research is encouraged where possible in support of this. We study : <b>Migration - Option B</b> <b>Human Rights - Option C</b>	
<b>Spring Term</b>	<p><b>Disease Dilemmas (Topic 3.2, option)</b> <b>Paper 3 Geographical Debates</b> <i>“Infectious disease outbreaks, whether natural, intentional or accidental, are still among the foremost dangers to human health and the global economy. With patterns of global travel and trade, disease can spread nearly anywhere within 24 hours.” – Tom Frieden, Director of the Center for Disease Control and Prevention</i> Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual’s and a community’s susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them. The causes of disease are often complex and the impacts even more so especially when dealing with these at epidemic and pandemic levels. Continued research into diseases and developments in pharmaceuticals and ‘our’ understanding of diseases offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.</p>	<p><b>Earth’s life support systems (Carbon &amp; water) Paper 1 Physical systems</b> <i>“Just as human activity is upsetting the Earth’s carbon cycle, our actions are altering the water cycle.” – David Suzuki</i> Water and carbon support life on Earth, utilised by flora, fauna and humans. 71% of the Earth’s surface is covered in water however 68% of the freshwater is locked in ice and glaciers. Water is moved and stored beneath our feet and this 30% is critically important to life on Earth. Water and carbon are cycled between the land, oceans and atmosphere in open and closed systems, the processes within these cycles are inter-related. Forests, soils, oceans and the atmosphere all store carbon and yet they are threatened and altered by human activity, this will be examined in detail through the Tropical Rainforest and the Arctic tundra case studies as well as at a global scale. Physical changes in these cycles occur over time, from seconds to millions of years, and these changes can be seen at a range of scales, from individual plants or trees to vast ecosystems. With research and monitoring it is clear there is an increased need for global and national solutions to protect ‘Earth’s life support systems’.</p>	Continued from Autumn Term	<p><b>Future of Food (Topic 3.4, option) Paper 3 Geographical Debates</b> <i>“In the past year, we have seen food riots on three continents, food inflation has rocketed and experts predict that by 2050, if things don’t change, we will see mass starvation across the world.” – BBC, ‘The Future of Food’</i> Food is both a celebrated and contested issue. It is predicted that 805 million people go to bed hungry each night, while others consume and waste far more than their fair share. Across the planet food security varies both within and between countries at all levels of the development spectrum. This topic explores the spatial patterns and complex causes of food security, from the physical influences on food systems and how humans create and exacerbate food security issues. Learners will investigate the impacts of food systems on people and the environment before considering management strategies at a range of scales, including an in-depth case study of one country’s efforts to improve food security.</p>
<b>Summer Term</b>	Continued from Spring Term & End of year internal examinations	Continued from Spring Term & End of year internal examinations	Revision & External examinations	Revision & External examinations



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### Curriculum Rationale:

Geography should inspire pupils to delve deeper, and encourage more curiosity and fascination into the world around them and its people (awe & wonder). It is more essential than ever, that we equip our pupils with knowledge about the world's diversity of environments, places, people, cultures and economies, together with a deep understanding of the Earth's key physical and human processes. So that they grow to be tolerant, **empathetic** adults able to have **pride** in and care for each other and the planet on which we live. We need to take students on a journey beyond the limits of their own experiences, in order that they can fully **participate** in both their present and their futures.

*The Geography Department's fundamental ambition is to ensure students make sense of an increasingly complex, ever changing, world.*

### Key thoughts when developing our curriculum:

Types of powerful knowledge in high-quality geography education (*loosely based on Maude, 2015, 2017*):

- Reliable explanations of natural & social phenomena from both the past & the present
- Knowledge that provides students with 'new ways of thinking about the world' – they learn about places, events, processes & beliefs that take them beyond their everyday experiences (knowledge of the world)
- Knowledge that provides students with powerful skills of analysing, explaining and understanding
- Knowledge that gives students some power over their own geographical knowledge – they can evaluate the knowledge itself
- Knowledge that enables young people to follow and participate in current debates on local, national and global issues of significance (real world application)
- Students are empowered to envisage alternative futures, both for themselves & the world, they are given the tools to make a difference.

### Practicalities:

- Delivering a good mixture of human, physical & environmental geography – across each key stage, but also each year.
- School themes (pride, participation & empathy) (resilience) (growth mindset)
- Knowledge & skills base of departmental staff