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Ethos College

Curriculum Planning

Geography

Curriculum intent statement: Geography

Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that? ~**Michael Palin**

Intent:

The overall intent of the geography curriculum is to ensure pupils leave Ethos College with the tools and fundamental knowledge to be responsible global citizens. When we designed our curriculum, we focussed on the quote above, with the understanding that skills and basic knowledge had to be built to enable pupils to make maximum progress. As a subject, we want to ensure pupils gain an understanding of how humans interact with the physical world. We aim for geography to be relevant to the studying in the 21st Century and therefore include references to current global affairs and issues. The curriculum is a mixture of knowledge and transferable skills. We want pupils to build up their ability to ask suitable geographical questions and link their wider knowledge to topics. SEMH content is embedded within our curriculum to meet the complex needs of our pupils and to educate them through exposure to a wide range of experiences, including opportunities to carry out field work, thus enhancing their cultural capital.

Implementation:

We follow the AQA GCSE Geography specification which is based on the National Curriculum objectives. This is adapted to meet the complex learning needs and styles of all our pupils and ensure we work towards targets in My Support Plans, EHCP's and the Boxall profile. Lessons will be structured in a linear fashion focussing on one topic at a time to encourage learning to be embedded into the long term memory with the exception of geographical skills which will be embedded within the study to support pupils to apply skills. Demonstration and modelling are key aspects of teaching in geography. We will engage pupils in guided practice and offer constant feedback to ensure pupils master key concepts, places and processes. Opportunities for assessments will be embedded within lessons and at the end of topics to provide summative scores and indicate pupil progress with targets for improvement. Opportunities to complete

fieldwork will provide pupils with real world contexts to apply their knowledge to. We will utilise the teaching through case studies as they are relevant to the lived experiences of pupils and cover arrange of countries, in order to enable pupils to become well rounded and knowledgeable geographers.

Impact:

Pupils will leave Ethos College as knowledgeable and well rounded global citizens who are ready to take their place in modern day Britain. They will have an appreciation for the world they live in and a deeper understanding of how their actions can have an impact on the people and places around them. Pupils will work hard to achieve their target grades which will support them with post 16 progression. As well as achieving academic success, pupils will have made significant SEMH progress and developed positive character traits that equip them with the life skills that will be needed in the future.

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	3.1.1 The challenge of natural hazards.	<p>Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> <p>Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity</p>	<p>This is a great way to identify students' attitudes towards Physical Geography. This is an interactive unit that focuses on interesting topics such as Volcanoes, Earthquakes, Tsunamis and Storms. This topic also allows students to start to develop knowledge and then begin to apply this to exam style questions.</p> <p>This is the fundamental opportunity for students to experience some success due to previous knowledge from cross-curricular themes. This is part of Paper 1, which is weighted at 35%. This section alone has higher weighting at 13% of the final GCSE.</p>	<p>Careers opportunities explored through real life geographers presenting short videos exploring weather patterns and tectonic examples.</p> <p>Cultural capital is embedded through the exploration of the effects of</p>	<p>Students encouraged to research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features. DART Gap filling and grouping texts. Table and flow chart texts.</p>	<p>SEMH Addressed via BOXALL strands linked to specific pupil need.</p> <p>Opportunities to address:</p> <p>A – Giving purposeful attention Through participation in lesson and completion of class activities.</p>

		<p>This is a good unit to allow students to start to remember, recollect, define and label work and begin to use Geographical knowledge in the form of Maps and Inserts to interpret data.</p>		<p>natural hazards particularly in the developing world. Opportunity post-covid for links with local metrological professional.</p>		
<p>Half Term 2: Oct - Dec</p>	<p>3.1.2 The living world</p>	<p>Ecosystems exist at a range of scales and involve the interaction between living and non-living components. Tropical rainforest ecosystems have a range of distinctive characteristics Deforestation has economic and environmental impacts Tropical rainforests need to be managed to be sustainable (Cold environments polar and tundra) have a range of characteristics Development of cold environments creates opportunities and challenges. Cold environments are at risk from development.</p> <p>This is a good unit to allow students to continue to describe and state</p>	<p>This is a great way to continue to develop students' attitudes towards Physical Geography. This is an interactive unit that focuses on interesting topics such as, Rainforests and Polar environments and continues to develop physical geographical concepts. This topic also allows students to develop knowledge and then begin to apply this to exam style questions. This topic has the advantage that many of these topics will have been covered at KS3 and in Science. Furthermore, as resilience is still being developed in this subject, this is one of the 'easier' topics to learn. This topic is worth approximately 10% of the final exam.</p>	<p>Careers opportunities explored through real life geographers presenting short videos from the Time for Geography series. exploring eco systems and biomes. Cultural capital through exploration of impacts on local</p>	<p>Students encouraged to read to the group from handouts. Research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features.</p> <p>DART Gap filling and grouping texts.</p>	<p>D – Showing Insightful Involvement</p> <p>D – Showing Insightful Involvement</p>



		work and continue to use Geographical knowledge in the form of Maps and Inserts to interpret and describe data		communities in different ecosystems	Table and flow chart texts.	
Half Term 2: Oct - Dec	3.1.3 Landscapes in the UK	The relief and landscapes found in the UK Living with the physical environment is about physical processes and systems, how they change, and how people interact with them at a range of scales and in a range of places. An introduction to UK physical landscapes. River landscapes in the UK. Coastal Landscapes in the UK	This is a very difficult topic due to the complex language used in this topic. This unit is taught later in the academic year once positive, trusting relationships have been formed and a degree of resilience is evident in students. However, this topic also teaches the content and theory needed for the fieldwork unit. The Coast component consists of nearly 12% of the course, and the field work component is 7.5% of the course.	Time for geography videos included in delivery of the course. These are presented by geography professionals from a variety of disciplines.	Students use an Atlas to locate areas of study, geographical and political features. DART Gap filling and grouping texts. Table and flow chart texts	D – Showing Insightful Involvement D – Showing Insightful Involvement
Half Term 3: Jan - Feb	3.2.1 Urban issues and challenges 3.2.2 The changing economic world	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 Urban sustainability requires management of resources and transport.	This is a great way to identify students' attitudes towards Human Geography. This is an interactive unit that focuses on interesting topics such as, Cities, Planning, Transport, Crime and Employment and begins to introduce human geographical concepts looking at specific case studies. This topic also allows students to develop knowledge and then begin to apply this to exam style questions.	Cultural capital introduced through investigating the effects migration has on rural and urban populations. The unequal distribution of	Students encouraged to research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features.	B – Participating Constructively Involvement in group discussion and joining the discourse.



		This is a good unit to allow students to start to describe and state work and continue to use Geographical knowledge in the form of Maps and Inserts to interpret and describe data		resources and wealth	DART Gap filling and grouping texts. Table and flow chart texts.	
Half Term 4. Feb - April	3.1.3 Landscapes in the UK	Field trip to Lake District to conduct a river study and a tourism study	In this unit, pupils put their geographical skills into action. They will use knowledge from previous studies to conduct 2 fieldwork studies and then analyse data collected.	Careers opportunities: Pupils will work with professionals from the field studies council and will gain an insight into their working lives. Cultural capital is built through the visit and looking at natural landscapes in the UK.	Students encouraged to research from text books and handouts.	C - Connecting up experiences Using the geography curriculum to relate to pupils lived life experiences and possible future experiences.
	3.3.1. Issue evaluation	Suitable question for geographical enquiry. Selecting, measuring and recording data appropriate to the chosen enquiry. Selecting appropriate ways of processing and presenting fieldwork data	Students have the opportunity to work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images,			

		<p>Describing, analysing and explaining fieldwork data Reaching conclusions</p> <p>Evaluation of geographical enquiry This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources</p>	<p>sketches, extracts from published materials, and quotes from different interest groups. Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s)..</p>			
<p>Term 4 April - June</p>	<p>3.2.3: the challenge of resource management</p>	<p>Food, water and energy are fundamental to human development.</p> <p>The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p>Energy management, global energy supply and demand, increasing energy supply and sustainable energy</p>	<p>This is a good unit to allow students to continue to explain and use a range use Geographical knowledge in the form of Maps and Inserts to interpret and describe data. This unit will also allow student to continue to compare and contrast knowledge about resource management.</p>	<p>Cultural capital introduced through investigating the effects of food inequalities and its impacts on the health and wellbeing of global</p>	<p>Students encouraged to research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features.</p>	<p>C - Connecting up experiences Using the geography curriculum to relate to pupils lived life experiences and possible</p>



				communities. The unequal distribution of resources and wealth	OS maps are used to interpret information and recognise geographical features.	future experiences.
Half Term 5: June – July	Revision for Final Exams					

