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Ethos College

Curriculum Planning

Curriculum Intent Statement

Geography

Intent

The intent of our Geography curriculum is to provide a comprehensive and accessible framework for learners with Education, Health and Care Plans (EHCPs) and Social, Emotional, and Mental Health (SEMH) needs. We aim to empower our students by fostering a sense of place, understanding of human and physical processes, and appreciation for the interconnectedness of the world. By engaging with relevant geographical concepts and issues, learners will develop essential skills, including critical thinking, communication, and problem-solving, which are crucial for their academic and personal growth. Our curriculum is structured to reflect the Boxall Profile strands, ensuring that we cater to individual needs while promoting social skills and emotional resilience in a supportive environment.

Implementation

To implement the curriculum effectively, we will deliver the AQA Geography GCSE syllabus over one academic year, with a dedicated allocation of four hours of teaching each week. The curriculum is designed to incorporate varied pedagogical approaches, including hands-on learning, collaborative projects, and personalised support strategies tailored to the specific needs of our cohort. Lessons will be structured to include both theoretical knowledge and practical application, enabling students to engage with their local environment and global issues. Continuous assessment and feedback will be integral to the learning process, allowing us to monitor individual progress closely and adjust the curriculum as necessary to ensure that all learners are making appropriate strides toward their goals.

Impact

The anticipated impact of our curriculum is to cultivate a robust understanding of geographical concepts while enhancing the emotional and social development of our students. Success will be measured not only through academic attainment and the achievement of GCSE qualifications but also through improvements in the students' confidence and engagement levels. By fostering a safe and nurturing learning environment, we aim to equip learners with the tools they need to thrive both in school and in their future endeavours. In essence, our Geography curriculum seeks to inspire and motivate students, helping them to develop a lifelong love of learning and a deeper connection to the world around them.

1 Year SoW

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Enrichment opportunities	SEMH
Half Term 1:	3.1.1 The challenge of natural hazards.	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. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. 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.	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. 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	Careers opportunities explored through real life geographers presenting short videos exploring weather patterns and tectonic examples. Cultural capital is embedded through the exploration of the effects of natural hazards particularly in the developing world. Opportunity links with local metrological professional.	Students encouraged to research from textbooks 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.	Opportunities will be planned for to enable the students to develop Boxall strands A to E which are: A. Giving purposeful attention B. Participating constructively C. Connects experiences D. Showing insightful involvement E. Engaging connectively with peers Teamwork – Working with others to explore ideas



Half Term 2:	3.1.2 The living world	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. This is a good unit to allow students to continue to describe and state work and continue to use Geographical knowledge in the form of Maps and Inserts to interpret and describe data	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.	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 communities in different ecosystems	Students encouraged to read to the group from handouts. Research from textbooks 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.	
Half Term 2:	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.	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	Time for geography videos included in delivery of the course. These are presented by	Students use an Atlas to locate areas of study, geographical and political features.	

		River landscapes in the UK. Coastal Landscapes in the UK	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.	geography professionals from a variety of disciplines.	DART Gap filling and grouping texts. Table and flow chart texts.	
Half Term 3:	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 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	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 resources and wealth	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.	

Half Term 3	3.1.3 Landscapes in the UK 3.3.1. Issue evaluation	Field trip to Lake District to conduct a river study and a tourism study Suitable question for geographical enquiry. Selecting, measuring and recording data appropriate to the chosen enquiry. Selecting appropriate ways of processing and presenting fieldwork data Describing, analysing and explaining fieldwork data Reaching conclusions 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	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. Students can 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, sketches, extracts from published materials, and quotes from different interest groups. Assessment will consist of a series of questions	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.		C - Connecting up experiences Using the geography curriculum to relate to pupils lived life experiences and possible future experiences

		a particular issue(s) derived from the specification using secondary sources	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).			
Half Term	3.2.3: the challenge of 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. Energy management, global energy supply and demand, increasing energy supply and sustainable energy	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 knowledge about resource management.	Cultural capital introduced through investigating the effects of food inequalities and its impacts on the health and wellbeing of global communities. The unequal distribution of resources and wealth	Students encouraged to research from textbooks and handouts. Students use an Atlas to locate areas of study, geographical and political features. OS maps are used to interpret information and	



recognise
geographical
features.