



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Geography	Year group	10
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>Our aim in the Geography department is to teach our students to analyse and evaluate the processes that are happening in our world. Students will develop an understanding of the physical and human aspects of the world as well as developing an understanding of how these two aspects interact with each other and how this interaction is changing within modern life. Through our curriculum, we also aim to develop their Geographical, numeracy, literacy, fieldwork and analytical skills.</p> <p>Our Geography Curriculum aims to be</p> <ul style="list-style-type: none"> • ambitious for all students • Planned to develop and build on knowledge • Adapted and designed to allow all students to access the content broad and balanced with looking at all aspects of the geography curriculum 		
Threshold Concepts (TCs):	<ol style="list-style-type: none"> 1. A LFAT Geographer will understand the concepts of place and space and how they are constructed 2. A LFAT Geographer understands that there are numerous natural and human processes that explain the phenomenons that are happening on Earth 3. A LFAT Geographer understands that there are numerous natural and human patterns and distributions found on Earth and these are not random 4. A LFAT Geographer understands that there are interactions between different concepts and they are interdependent on each other 5. A LFAT Geographer understands that the Earth does not stay and is consistently changing. For example, cities grow in size, and climate can change. 6. A LFAT Geographer understands that it is important to understand that a range of perspectives exist on an issue 7. A LFAT Geographer understands that sustainability (Social, economic and environmental) is a key concept in a range of areas in Geography. 8. A LFAT Geographer will recognise and understand scale and how processes and patterns can differ at different scales 9. A LFAT Geographer is able to use evidence (primary and secondary) to present, interpret and evaluate information 		



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KS2 National Curriculum summary:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



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CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

The Big Question

Big picture questions:

Dynamic Development

Sustaining Ecosystems

Urban Futures

Distinctive Landscapes

Content (Key questions Linked to TCs):

- To understand what is development and how it is measured (TC 4)
- What has led to uneven development (TC 1 & 3)
- To understand how a LIDC (DRC) has developed so far (TC 2)
- To understand the global connections influence its development (TC 5)
- To understand what development strategies is most appropriate for the DRC (TC 1 & 9)

- To understand what ecosystems are, their characteristics & location (TC 2 & 3)
- To understand what biodiversity exists in the tropical rainforest (TC 4)
- To understand why TRF's are being exploited and how we can manage this sustainably (TC 7)
- To understand what it is like in the Arctic and Antarctica (TC 1)
- To understand the human impact on the polar regions (TC 6)
- To understand how we can sustainably manage the polar environments (TC 6 & 7)

- To understand how the global pattern of urbanisation is changing (TC 3)
- To understand how rapid urbanisation affects cities in LIDC's and AC's (TC 1 & 3)
- To understand what life is like for people in AC and LIDC cities (TC 6)
- To understand the challenges of life in these cities (TC 6)
- To understand how cities can become more sustainable (TC 6 & 7)

- To understand what a landscape is (TC 1)
- Where are the physical landscapes of the UK? (TC 3)
- To understand the physical processes that shape our landscapes (TC 4)
- To understand the characteristics and landforms of the River and Coasts (TC 2)
- To understand how human activity, including management, works in combination with geomorphic processes (TC 9)



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Vocabulary Instruction:	Distribution, Advanced Country, Low Income Developing Country, DRC, Rostow model, Millennium Development Goals, Trade, aid, Trans-national companies, top down and bottom-up strategies, Debt relief	Biomes, ecosystems, Interdependence, Distribution, TRF, Polar, Sustainable, adaptation, nutrient cycle, biodiversity, exploitation, forestry, deforestation, whaling	Urbanisation, Rural urban migration, suburbanisation, Counter urbanisation, Regeneration, de-industrialisation, slums, sustainability, Burgess Model, CBD, Inner-city, suburbs	Geology, Sedimentary, Metamorphic, Igneous, upland areas, erosion, Hydraulic action, Abrasion, weathering, Upper course, Middle course, Lower course, River basin, Constructive and destructive waves, deposition, transportation, longshore drift, management, flooding
Assessment:	Retrieval Quizzes End of Topic Exam Paper	Retrieval Quizzes End of Topic Exam Paper Summative Assessment 1:- Dec/ Jan	Retrieval Quizzes End of Topic Exam Paper	Retrieval Quizzes End of Topic Exam Paper Summative Assessment 2 :- June
Key/Historical misconceptions in this unit:	All countries are either rich or poor That countries are the same through out Poor countries are a certain way or are unhappy	Nutrient cycle Adaptations are based on climate only Arctic and Antarctica are mixed up	That urbanisation is happening at the same rate everywhere. That informal settlements are all negative	Erosion processes The formation of landforms That all management is good
Sequencing:	<p>We have chosen to sequence the year 10 curriculum like this because...</p> <p>We alternate between physical and human topics; this allows us to complete spaced learning and was preferred by students which was indicated in student feedback from previous years. We start with Dynamic Development, to introduce the idea that countries are at different levels of development and this affects the country/region. This concept links into numerous topics i.e. AC urban issues compared to LIDC urban issues. We then look at the Sustaining Ecosystems unit which is a good bridging unit like development as they would have studied this in KS3. Urban Futures and Distinctive Landscapes are connected to the fieldwork elements that we use, hopefully warmer weather allows us time to get out into the field to explain the concepts that we are studying in the classroom. Distinctive Landscapes is the largest unit so it allows us to have the slightly longer terms to complete this unit.</p> <p>All unit follow the exam board specifications</p>			
Values	<p>These schemes of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – Investigating different places around the UK and the world. Understanding different cultures and perspectives on a variety of issues. We will also be looking at in-depth Case studies</p> <p>Curiosity – Exploring new places around the world. Considering global issues and how we can sustainably manage them</p> <p>Courage – Using new terminology and applying that to new contexts. Demonstrating excellent work ethic and contributions to class.</p>			



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National Curriculum plus:

In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)

The topics follow the OCR B specification however we use a variety of case studies from around the world and at various development stages. This will hopefully allow students to understand how place and development impacts a range issues.

We also have used Birmingham as our main UK example so we can refer to it in various topics such as Urban futures and UK in the 21st Century