



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Geography		Year group	9
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 phenomenon's that happen 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

What are some of the world's big issues?

Big picture questions:

What is there at the Coastlines?

How developed and globalised is Asia?

How are tectonic plates affecting our landscapes?

What are we doing to the Cryosphere?

Content (Key questions Linked to TCs):

-What is the coast and how do humans interact with the coast? (TC 2)
 -How are waves formed? (TC 4)
 -What is Erosion and 3 main processes? (TC 2 & 4)
 -What is weathering and 3 types of weathering? (TC 2 & 4)
 -What landforms are formed by a combination of weathering & erosion? (TC 2)
 -How is sediment moved/transported? (TC 3)
 -Where sediment is dropped and what is formed as a result? (TC 5)
 -How can we defend/manage our coast? (TC 2)
 -Coastal DME (TC 9)
 -What threats are there to the UK/Maldives? (TC 7)

-What is development? (TC 7)
 -How can we measure development? (TC 6)
 -What is the development gap and how was it caused? (TC 6 & 5)
 -What is life like for people in LIDC's? (TC 6)
 -What strategies can we adopt to reduce uneven development? (TC 1 & 2)
 -What are the Millennium Development Goals? (TC 4 & 6)
 -How can top down and bottom-up strategies help development? (TC 4)
 -What is Globalisation? (TC 3)
 -How can International Trade and TNC's help development? (TC 6)
 -Impacts of North Korea not being globalised? (TC 3 & 6)

-Introduction to Tectonic Hazards (Including Distribution) (TC 3)
 -What are plate boundaries and how do they move? (TC 2 & 3)
 -What are volcanoes and how are they formed? (TC 1 & 8)
 -Volcano Case Study (Mount Merapi Indonesia 2010) (TC 1 & 8)
 -What are Earthquakes? (TC 2)
 -Earthquakes Case Study (Nepal 2015) (TC 1 & 2)
 -Why do people choose to live in Tectonic Areas? (TC 6)
 -Multi Hazardous Environment (Japan-Tohoku Earthquake & Tsunami 2011) (TC 6)
 -How can manage/prepare for a tectonic hazards? (TC 2 & 7)

-What and where is the global cryosphere's? (TC 3 & 4)
 -How is the cryosphere formed? (TC 2 & 5)
 -What landforms are formed here and how were they created? (TC 2 & 5)
 -What are the characteristics of Russia's Tundra? (TC 1 & 5)
 -What are the characteristics of the polar regions? (TC 1 & 7)
 -What is a global common and how does that impact of Antarctica? (TC 8)
 -What are the threats to Antarctica and its oceans? (TC 8)
 -How can we protect Antarctica? (TC 2)



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	-Can we use the coast better? (TC 2)			
Vocabulary Instruction:	Constructive/Destructive Wave. Erosion/ Weathering Hydraulic Action, Abrasion & Attrition. Traction, Saltation and Suspension. Longshore Drift. Deposition Spit, Bar, Tombolo Hard/Soft Engineering	Development. Uneven Development. Trans National Companies. Trading Bloc Top-Down/Bottom-Up. Indicators.	Distribution. Destructive, Conservative, Constructive & Collision. Convection Currents. Pyroclastic Flow Mitigate Focus/Epicentre	Cryosphere, Distribution Glaciers, ice sheets, ice field Ice ages, Plucking and abrasion Global commons Fishing/whaling Antarctic Treaty cooperation
Assessment:	Retrieval Quizzes End of Topic Assessment	Retrieval Quizzes End of topic Assessment Summative Assessment 1:- Dec/Jan	Retrieval Quizzes End of topic Assessment	Retrieval Quizzes End of Topic Assessment Summative Assessment 2:- June
Key/Historical misconceptions in this unit:	Constructive and Destructive Waves. Types of Erosion Types of Transportation	AC's, EDC's & LIDC's. What is development? A country is just poor or rich	Plate Boundaries and what hazards occur on each one. Volcanoes are all the same. Social, Economic and Environmental Impacts	Ice areas are all the same Ice Worlds don't impact us
Sequencing:	We have chosen to sequence the year 9 curriculum like this because we felt it was important to continue in term one with a water themed topic to have a consistency with all KS3 groups. The water theme topic is 'What is there at the Coastlines' which draws upon concepts in Water on the Land and Weather and Climate from the previous years. It will also allow us to look at landforms, management and coastal flooding that is unique to this landscape. After we finish Coasts, we will move on to Development and Globalisation with a particular focus on Asia. This is a key location we have identified and builds on from the human topics of World Population and urban cities. This this topic will flow nicely into the Tectonic Hazards topic in term 3 and 4. This topic again will have the recurring theme of Asia and we will use Asian Case Studies to broaden the students' knowledge and solidify those key concepts. Finally, we will look at the Cryosphere and how that area is being used, is it being exploited and what countries want to govern/control it. This topic will incorporate issues from different units of Ks3 i.e., ecosystems, weather and climate, global cooperation, Coasts, Tourism			



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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>
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include:</p> <p>We have included a range of examples that look at place locations highlighted in the Curriculum but also from further afield I.e. Antarctica</p> <p>We are also introducing globalisation into development. As global cooperation is a big issue that students have to be aware of, Students also have found this interesting in previous units so wanted to delve into this in more detail.</p>