



CURIOSITY

COMPASSION

COURAGE



## Recovery curriculum outline 2022-23

	Subject
	Term 6 Jun-Jul
Year 7:	How does the Water of the Land work Unit will look at river <a href="#">drainage basins</a> , <a href="#">erosion process</a> , <a href="#">waterfall creation</a> , <a href="#">meanders</a> , <a href="#">flooding</a> and <a href="#">river management</a>
Year 8:	Ice Worlds will look at the <a href="#">distribution and formation</a> , <a href="#">landforms</a> , <a href="#">Tundra</a> , <a href="#">Polar regions</a> , <a href="#">threats to Antarctica</a> , <a href="#">threats to the Oceans</a> , <a href="#">Management</a>
Year 9:	Changing Climate will look at the <a href="#">global impacts of the Climate Change</a> , <a href="#">How Climate affects the UK</a> , <a href="#">how can we respond to Climate Change</a>
Year 10: GCSE	Distinctive Landscapes will look at <a href="#">UK landscapes</a> , physical processes (such as <a href="#">weathering</a> , <a href="#">mass movement</a> , <a href="#">erosion</a> and <a href="#">transportation</a> ), <a href="#">coastal Landforms</a> , <a href="#">coastal management</a> , <a href="#">river landforms</a> , <a href="#">river management</a>



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## Curriculum overview

Subject	Geography	Year group	9
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<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"> <li>• ambitious for all students</li> <li>• Planned to develop and build on knowledge</li> <li>• Adapted and designed to allow all students to access the content broad and balanced with looking at all aspects of the geography curriculum</li> </ul>		
<b>Threshold Concepts (TCs):</b>	<ol style="list-style-type: none"> <li>1. A LFAT Geographer will understand the concepts of <b>place</b> and <b>space</b> and how they are constructed</li> <li>2. A LFAT Geographer understands that there are numerous <b>natural and human processes</b> that explain the phenomenon’s that are happening on Earth</li> <li>3. A LFAT Geographer understands that there are numerous <b>natural and human patterns</b> and <b>distributions found on Earth</b> and these are not random</li> <li>4. A LFAT Geographer understands that there are <b>interactions between different concepts</b> and they are <b>interdependent</b> on each other</li> <li>5. A LFAT Geographer understands that the Earth does not stay and is consistently <b>changing</b>. For example, cities grow in size, and climate can change.</li> <li>6. A LFAT Geographer understands that it is important to understand that a range of <b>perspectives</b> exist on an issue</li> <li>7. A LFAT Geographer understands that <b>sustainability</b> (Social, economic and environmental) is a key concept in a range of areas in Geography.</li> <li>8. A LFAT Geographer will recognise and understand <b>scale</b> and how processes and patterns can differ at different scales</li> <li>9. A LFAT Geographer is able to use <b>evidence</b> (primary and secondary) to present, interpret and evaluate information</li> </ol>		
<b>KS2 National Curriculum summary:</b>	<p>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.</p> <p>Pupils should be taught to:</p>		



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### 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



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING

Term 6 Jun-Jul

**The Big Question**

**What are the big issues**



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<b>Big picture questions:</b>	<b>Water on the Land</b>
<b>Content (Linked to TCs):</b>	<p><b>Continued from Term 5</b></p> <ul style="list-style-type: none"> <li>-To understand the physical processes that shape our river landscapes (TC2)</li> <li>-To understand the characteristics and landforms of the River (TC 2)</li> <li>-To understand how human activity, including management, works in combination with geomorphic processes (TC 6,7, 9)</li> </ul>
<b>Vocabulary Instruction:</b>	erosion, Hydraulic action, Abrasion, weathering, Upper course, Middle course, Lower course, River basin, deposition, transportation, management, flooding
<b>Assessment:</b>	<p><b>Retrieval Quizzes</b></p> <p><b>Summative Assessment</b></p>
<b>Key/Historical misconceptions in this unit:</b>	<p>Erosion processes</p> <p>The formation of landforms</p> <p>That all management has positive impacts</p>
<b>Sequencing:</b>	<p><b>We have chosen to sequence the Year 9 Recovery Curriculum like this because...</b></p> <p>This is an overarching and synoptic topic that links too many topics that students studied over Ks3, it allows us to re-visit topics such as Weather and Climate, Ecosystems, Hazards, Development. It also is a GCSE topic that means that students can get an idea and bridge into KS4.</p> <p>We order the lessons so we can understand the causes of Climate Change first and then look at how Climate Change impacts the world on different scales. Globally and Nationally</p>
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p>Compassion – To understand how different management strategies can affect different people</p> <p>Curiosity – Explore new places</p> <p>Courage – Using new terminology and applying that to new concepts</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)**

We use a variety of case studies and examples from around the world