



CURIOSITY

COMPASSION

COURAGE



## Academic outline 2023-24

### Curriculum overview

| Subject                                 | Geography  | Year group | 11 |
|---|--|------------|----|
| <p><b>Vision statement:</b></p>         | <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>   |            |    |
| <p><b>Curriculum intent:</b></p>        | <p>The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.</p> <p>Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Ultimately, Geographers at Landau Forte QEMs and Sixth form will be able to read and explain the physical and human landscape.</p> <p>Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geographical contexts.</p> <p>Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections and transferable skills to excel in the wider world.</p> |            |    |
| <p><b>Threshold Concepts (TCs):</b></p> | <p>A good student of Geography understands that:</p>   |            |    |



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1. An LFAT Geographer will be able to **describe places** and **space**
2. An LFAT Geographer understands that there are numerous **natural and human processes** that **explain** the phenomenon's that are happening on Earth
3. An LFAT Geographer will be able to **describe** and **analyse** numerous **natural and human patterns** and **distributions found on Earth** and **Explain** how these are not random
4. An LFAT Geographer will be able to **explain** the interactions between different concepts and why they are **interdependent** on each other
5. An LFAT Geographer is able to **explain** the Earth's **changes** and **examine** the reasons for this.
6. An LFAT Geographer will be able to **evaluate** the **risks and mitigations** for a range of geographical issues at different scales.
7. An LFAT Geographer will be able to **explain** the concept of **sustainability** (Social, economic and environmental) and is able to evaluate the success of reaching **sustainability** at a range of scales

### 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.









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| <b>Learner skills:</b>                        | Critical thinking<br><br>CRITICAL THINKING   | Organisation<br><br>ORGANISATION  | Collaboration<br><br>COLLABORATION                                   | Adaptability<br><br>ADAPTABILITY | Oracy<br><br>ORACY | Self-quizzing<br><br>SELF QUIZZING |
|   | Autumn Term   |  |  | Spring term   |   | Summer Term   |
| <b>The Big Question</b>                       |   |  |  |   |   |   |
| <b>Big picture questions:</b>                 | <b>Sustaining Ecosystems</b><br><br>Why are natural ecosystems important?<br><br>Why should tropical rainforests matter to us?<br><br>Is there more to polar environments than ice? | <b>Resource Reliance</b><br><br>Will we run out of natural resources?<br><br>Can we feed nine billion people by 2050?  | <b>UK and the 21<sup>st</sup> Century</b><br><br>How is the UK changing the 21 <sup>st</sup> Century?<br><br>Is the UK losing its global significance? | <b>Paper 3 Preparation – Geographical exploration</b>   |   |   |
| <b>Content (Key questions Linked to TCs):</b> | What are ecosystems?<br><br>What biodiversity exists in tropical rainforests?<br><br>Why are tropical rainforests being   | How has increasing demand for resources affected our planet?<br><br>What does it mean to be food secure?<br><br>How can countries ensure their food security?<br><br>How sustainable are these strategies? | What does the UK look like in the 21 <sup>st</sup> century?<br><br>How is the UKs population changing?<br><br>How is the UKs economy changing?         |   |   |   |



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|                                | exploited and how can this be managed sustainably?   |   | What is the UK's political role in the world?<br><br>How is the UK's cultural significance changing?  |  |  |
| <b>Vocabulary Instruction:</b> | <p>Nutrient cycle-the movement and exchange of inorganic and organic matter back into the production of matter.</p> <p>Biodiversity- variety of plants and animals.</p> <p>Sustainability- meeting the needs of today without negatively affecting the needs of the future.</p> <p>Ecosystem- the interaction of a community of living and non-living organisms.</p> <p>Biome- large scale ecosystem.</p> <p>Goods- products that can be used</p> <p>Services- a job or role the ecosystem does e.g. nutrient recycling, water cycle regulation etc.</p> <p>Ecotourism- is responsible travel to natural areas supporting the fauna, flora, and local economy.</p> | <p>Deforestation- the process of cutting down trees and clearing the land.</p> <p>Mining- collecting raw materials from within the Earth's surface.</p> <p>Hydroponics-the process of growing plants in sand, gravel, or liquid, with added nutrients but without soil.</p> <p>Soil erosion – the removal of soil and its nutrients.</p> <p>Sustainability- meeting the needs of today without negatively affecting the needs of the future.</p> <p>Infrastructure-Infrastructure is the basic facilities and systems serving a country, city, or area, such as transportation, power plants, and schools.</p> <p>Contemporary challenges- modern day issues.</p> <p>Food security-is when the entire population of a country has access to enough safe and nutritious food to maintain an active life.</p> <p>Food insecurity-when someone is not able to reliably acquire nutritious food, and/or adequate amounts of food.</p> | <p>Economic hub-Economic hubs are where economic activity is concentrated (e.g. they often have lots of businesses). They have economic influence beyond the hub itself (e.g. companies located in the hub may trade with companies in other countries).</p> <p>Culture-the ideas, customs, and social behaviour of a particular people or society.</p> <p>Ethnicity-An ethnicity or ethnic group is a grouping of people who identify with each other on the basis of perceived shared attributes that distinguish them from other groups.</p> <p>Diaspora- the dispersion or spread of a people from their original homeland.</p> |  |  |



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|  | <p>Logging- the activity of cutting down tree to sell.</p> <p>Forestry- the management of cutting and planting trees for the use of goods.</p> <p>Interdependence- rely on one another</p> <p>flora- plants</p> <p>fauna- animals</p> <p>biotic- living things</p> <p>abiotic- non-living things</p> |   |   |  |  |
| <b>Assessment:</b>                                 | <p>Retrieval MCQ</p> <p>Mid-Point retrieval MCQ</p> <p>Written essay piece</p> <p>KLT</p>  | <p>Retrieval MCQ</p> <p>Mid-Point retrieval MCQ</p> <p>Written essay piece</p> <p>KLT</p> | <p>Retrieval MCQ</p> <p>Mid-Point retrieval MCQ</p> <p>Written essay piece</p> <p>KLT</p>     |  |  |
| <b>Key/Historical misconceptions in this unit:</b> | <p>Nutrient cycle</p> <p>Adaptations are based on climate only</p> <p>Arctic and Antarctica are mixed up</p> <p>Deforestation is a process and not a human activity. The human activity would be logging which leads to deforestation.</p> <p>Deserts <u>are not</u> located on the</p>              |   | <p>Erosion processes</p> <p>The formation of landforms</p> <p>That all management is good</p> |  |  |



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|  | <p>Equator. They are located on the Tropics</p> <p>Tropical forests are <u>not</u> hot but humid.</p> <p>That Africa is one big desert</p> <p>That all deserts are hot and sandy</p> <p>That it never rains in a desert</p> <p>Students may not realise coral reefs are a biome</p> <p>Fauna and flora –<br/>Fauna is animals, flora is plants</p> |  |  |  |  |
|--|--|--|--|--|--|

**Sequencing:** **We have chosen to sequence the year 10 curriculum like this because...**

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.

All unit follow the exam board specifications

**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 21<sup>st</sup> Century