CURIOSITY COMPASSION COURAGE

Curriculum Overview

Subject	Geography
Vision statement:	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. 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: *'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.'* 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.
Curriculum intent:	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. 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. 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. Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitate skills of Mathematics. Students are able to use these connections and transferable skills to excel in the wider world.
Threshold Concepts (TCs):	A good student of Geography understands that: 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.					
Learner skills:	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 the key physical and human processes on our planet?					
Big picture questions:	• Geography and Me	• Our Planet	• Resources and Trade?'	• 'Brilliant Biomes'	• Fantastic UK Landscapes	• UK Coasts
Content (Linked to TCs):	1. How do I think like a geographer? 2. Why are maps important? 3. What can maps tell us about our local area? 4. What is the physical geography of the British Isles?	1. Which knowledge do I need for Unit 2 Our Planet? 2. What is planet Earth? 3. What is underneath Earth's surface? 4. Why do we need the atmosphere?	1. Which knowledge do I need for Unit 3 Resources and Trade? 2. What are raw materials? 3. What is manufacturing? 4. What are services? 5. Why do countries trade? 6. How did the UK make its wealth in the past?	1. What is an ecosystem? 2. What are the major biomes of the world? 3. How do I read latitude on a map? 4. How does latitude influence biomes? 5. What are the characteristics of the deciduous forest?	1. Which knowledge do I need for Unit 5 Fantastic UK Landscapes? 2. What are landscapes? 3. How can OS maps help us investigate landscapes? 4. How can rocks be 'forever'? 5. How did Giant's Causeway form? 6. How did Wenlock Edge form?	1. Which knowledge do I need for Unit 6 UK Coasts? 2. What are coasts? 3. How did cliffs form at Caithness? 4. How did Harlech beach form? 5. How do Google Earth and OS maps show the Dorset coast? 6. Why is the Dorset coastline so jagged?

	5. What is the human geography of the UK? 6. Have people always lived in the UK? 7. Revision + Checkpoint Assessment (15 multiple-choice questions) 8. Reteach 9. How do I research personal geography? 10. How do I present personal geography fieldwork? 11. Presenting my project 12. What are other people's personal geographies?	5. Why is water so important on Earth? 6. What makes a country a country? 7. Why has the global population changed? 8. Where do people live in the world? 9. Is everywhere wealthy? 10. Revision + Checkpoint Assessment (15 multiple-choice questions 11. Reteach 12. Focus on Writing	7. How does the UK make its wealth today? 8. How can we use OS maps to explore employment in the UK? 9. Revision + Checkpoint Assessment (15 multiple choice questions) 10. Reteach 11. Focus on Writing	6. How biodiverse is the deciduous forest biome? 7. Which biome do we live in? (Fieldwork) 8. Revision & Checkpoint Assessment (15 multiple-choice questions) 9. Reteach 10. Lesson 11 – Focus on Writing 11. Key Learning Task	7. How did the Grampian Mountain range form? 8. How do I explore UK landscapes using online map programs? 9. Revision & Checkpoint Assessment (15 multiple-choice questions) 10. Focus on Writing	7. How can we use grid references to understand the coast? 8. How can I use Digimap to explore the coast? (ICT lesson) 9. Revision and Post-unit Quiz (15 MCQ) 10. Unit 6 Reteach 11. Focus on Writing
Vocabulary Instruction:	geography, geographer, Earth, map, physical geography, human geography, atmosphere, environment. map,	ocean, seafloor, orbit, continent, landmass, planet molten, Pangea, continental drift, crust,	agriculture, raw materials, timber, crop, oil, natural, precious, mine, extract,	water cycle, evaporation, condensation, precipitation, rainfall, snow, liquid, water vapour, cloud, oxygen,	core, mantle, crust, height, topography, surface, continent, Pangea, cross-section	resistant, landscape, volcanic eruption, lava, OS map, symbol, key, contour line, UK,

	diagram, representation, local, compass, direction Ordnance Survey map, characteristic, key, symbol, feature, built environment, natural environment. topography, British Isles, coastline, landmass, Ireland, highland, lowland, river, topographic map. population, country, capital city, country map, government, United Kingdom, British Isles. migration, immigration, immigrant, descended, ancestor, timeline, empire, threat, violence, war, employment.	mantle, core, cross section atmosphere, troposphere, stratosphere, mesosphere, outer space, habitable, oxygen, carbon dioxide, weather. water cycle, water vapour, condensation, evaporation, precipitation, soil, freshwater. country, government, language, official language, culture, citizen, border, boundary, rights, leisure, multi-cultural. population, global, increase, steady, rapid, line graph, sewage, nutrition,	quarry manufacturing, machinery, product, supply chain, customer service, import, consumer, qualification, healthcare, education trade, international, port, European Union, fee, partnership, organisation employed, rural, urban, line graph, industry, steel, coal mining, protest, closure import, export, banking, trading partner, energy resource, natural gas grid, grid square, grid reference, eastings, northings,	carbon dioxide, habitat. ecosystem, interact, biotic, abiotic, soil, sunlight, oxygen, nutrient, temperature, food web, energy biome, large-scale, deciduous forest, hot desert, savanna, tropical rainforest, tundra, characteristics, location, climate, animals, vegetation, soil fertility, comparative grid latitude, equator, Tropic of Cancer, Tropic of Capricorn, degrees, North, South, hemisphere, poles, distribution,	landscape, landform, feature, loch, mountain peak, topography, contour, spot height, symbol, OS map. metamorphosis, rock cycle, igneous, sedimentary, metamorphic, mantle, volcano, pressure, compaction, texture, basalt, slate, limestone, particles. column, igneous, basalt, erupt, lava, magma, fracture, mantle, hexagonal, solidified valley, ridge,	island. coast, wave, landform, cliff, beach, arch, headland, bay, landscape. sea cliff, process, erosion, hydraulic action, notch, overhang, collapse, cliff face, retreat, sandstone, Caithness. beach, sediment, sand, pebbles, sediment load, energy, deposit, deposition, erosion coastline, Dorset, jagged, headland, bay, Google Earth, identify,

		vaccine, antibiotic, penicillin, cholera, anaesthetic urban, dense, sparse, countryside, distribution, uneven, coast, trade income, category, HIC, MIC, LIC, quality of life, development, life expectancy, World Bank, wealth.	four-figure grid reference, OS map, symbol, key	horizontal. climate, temperature, extreme, concentrated, heat energy, sunlight, rainfall band, latitude, flourish. deciduous, temperate, broadleaf, shed, season, autumn, winter, spring, summer, nutrients, New Forest, ground layer, herb layer, shrub layer, canopy, oak, ash. biodiversity, biodiverse, variety, moderate, leaf litter, species, nutrients, survive fieldwork, observation, local area,	limestone, shale, Shropshire, sedimentary rock, slope, resistant mountain range, collide, crumple, tectonic plate, fold mountains, Ben Nevis aerial, online map program, Google Earth, Digimap, satellite, topography, scale, contour line, spot height, landscape, peak, valley, Northwest Highlands.	function, computer software, zoom, pan, tilt, rotate, OS map, key, symbol. resistant, non-resistant, geology, alternating, band, bay, headland, Dorset grid, grid square, grid reference, eastings, northings, four figure grid reference, six figure grid reference. Digimap, online map program, symbol, key, scale, aerial, landform.

				record, cross-reference, photo annotation, vegetation analysis, climate analysis.		
Assessment:	Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT	Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT	Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT	Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT	Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT	Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT
Key/Historical misconceptions in this unit:	Physical geography is about the natural environment and not about the built up environment. Compass directions- west is left, east is right	Wealth includes standard of living and not just the income. Income and wealth are not the same thing. India is the most populated country not China. High income does not mean a good quality of life or most developed.	Manufacturing takes place in factories. Supply chain means the journey that a product goes through, starting as a raw material in one location, being manufactured in another, then sold and used in yet another. HICs buy a lot of the manufactured goods from MICs and sell them to consumers Around half of the food and most of the manufactured products needed in the UK are imported.	Deserts do not form on the equator. The equator has the greatest concentration of sun radiation not the highest temperatures. Equator has lots of rainfall.	Metamorphic rock can be created from both igneous and sedimentary rock. A landform is an individual physical component within a landscape, e.g., a hill, or beach Contour lines are used to show the shape of the land e.g., a steep hill or flat area	Landscapes are always changing, for example due to volcanic eruptions, or when ice and water break rock down Sandstone is a relatively resistant rock. Resistant geology refers to strong rocks that erode slowly, e.g., limestone. Non-resistant geology refers to rocks that are weaker, and erode rapidly, e.g., clay

Sequencing:	In **Year 7**, Units 1 and 2 establish foundational geographical ideas and skills, for example continents and oceans, describing locations using compass directions, understanding maps at a range of scales, the distinctive physical and human characteristics of the UK, and identifying how there is an uneven distribution of wealth and quality of life across the world. Unit 1 includes a fieldwork project based on students' personal geographies and helps them to see how geography as a subject can enhance understanding of their own lives, as well as introducing them to fieldwork early on. Units 3-6 address specific human and physical components of the Earth's surface and the processes that form it, including trade and resources, biomes, UK landscapes (power of tectonics, ice, and water) and coastal landscapes. Example processes include the water cycle, nutrient cycle, rock cycle, glacial erosion, and continental drift. Students characterise biomes such as tropical rainforests and hot deserts and they explain the importance of trade and resources and understand how this influences settlement. Is important that by the end of Year 7 students have a strong understanding of physical processes, because this enables them to meaningfully understand human interaction with the environment in Year 8. Year 7 students also need to recognise key spatial patterns that can be plotted on a world map, for example locations of continents and oceans, the distribution of wealth, the location of biomes at different latitudes, and the layout of tectonic plates.
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by: *Compassion:* Students have the opportunity to study and be aware of sensitive issues within the global context, via the use of case studies; and have an awareness of being fortunate and to sympathise for the suffering or misfortune of others. Students also have the opportunity to investigate and suggest strategies to help improve, manage and support these issues. *Curiosity:* Geography is taught through an enquiry process which enables students to develop their ability to question concepts, processes and issues and challenge misconceptions in the world. *Courage:* Students will demonstrate courage by being self-motivated to work towards the school's values. Students should show courage by demonstrating an excellent work ethic in every circumstance and question ideas and concepts. Students should also show courage by demonstrating a willingness to read aloud to their peers and use teamwork skills to make decisions made on a number of geographical scenarios.
National Curriculum plus:	Understanding links between resources, trade, settlement, and employment supports deep engagement with complex themes in later units, e.g., resource management in Y8 (water, food, energy) and globalisation and development in Y9.