



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	Geography
<p>Vision statement:</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>Curriculum intent:</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. 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. 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>



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<p>Threshold Concepts (TCs):</p>	<p>A good student of Geography understands that:</p> <ol style="list-style-type: none"> 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
<p>KS2 National Curriculum summary:</p>	<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> <p>Locational knowledge</p> <ul style="list-style-type: none"> - 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) <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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



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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 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

‘Does humanity live sustainably with the environment?’

Big picture questions:

- What is weather and climate and why do they occur?
- How has extreme weather affected the world?
- Why is climate change a threat to our future?

- How and why do Cities grow?
- What are the challenges and opportunities of rapid urbanisation?
- How can we manage rapid urbanisation?

- ‘What are the key physical and human processes on our planet?’

- ‘What are the key physical and human processes on our planet?’

- What are the characteristics of Tropical Rainforests and Deserts
- How does human activity affect the TRF and Biomes?

- What are the features of the Middle East?
- How does economic and political factors affect the Middle East
- How sustainable is the Middle East?



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Content (Linked to TCs):	CURIOSITY	COMPASSION	COMPASSION	COMPASSION	COURAGE	COURAGE
	<ol style="list-style-type: none"> 1. What factors affect weather and climate? TC2 2. How can you monitor a microclimate? TC3 3. What is the climate and weather in the UK? TC1, TC2,TC3 4. How do we read the weather? TC1 5. What Was the Beast from the East? TC1, TC6 6. Retrieval and re-teach lesson 7. Why did the UK suffer a heatwave in 2022? TC1, TC6 8. How are tropical storms formed TC2, TC3 9. Why was Typhoon Haiyan a significant Tropical Storm? TC1, TC6 10. How and why is the climate changing? TC4, TC5 11. How will Climate change affect the UK and the world? TC5, TC6 	<ol style="list-style-type: none"> 1. How are cities structured? TC3 2. What is urbanisation and why does it occur? TC2, TC5 3. How has the growth of Urbanisation led to megacities? TC3, TC5 4. What are the challenges within a megacity? TC1,TC6 5. How are the issues in a megacity managed? TC7 	<ol style="list-style-type: none"> 1. What is manufacturing? 2. What are services? 3. Why do countries trade? 4. How did the UK make its wealth in the past? 5. How does the UK make its wealth today? 6. How can we use OS maps to explore employment in the UK? 7. Revision + Checkpoint Assessment (15 multiple choice questions) 8. Reteach 9. Focus on Writing 10. Key Learning Task 	<ol style="list-style-type: none"> 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? 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 	<ol style="list-style-type: none"> 1. What is the global patterns of biomes and why does this pattern exist? TC1, TC3 2. How does a climate graph show the rainfall and temperature in the Congo rainforest? TC9 3. How do plants and animals adapt to the Congo rainforest? TC4, TC2, 4. How is the world dependent on the TRF? TC4 5. Why is deforestation a problem for the DRC? TC2, TC7 6. How can the Congo TRF be sustainably managed? TC7 7. What is the climate of the Sahara Desert? TC4, TC2 8. How do plants and animals adapt to live in the Sahara Desert? TC4, TC2 	<ol style="list-style-type: none"> 1. Where and what is the Middle East? TC1 2. What is the physical geography of the Middle East? TC1, TC3 3. What are the human features of the Middle East? TC3, 4. How dependent is the UK on the Middle East? TC4, TC5 5. How is oil helping the Middle East? TC2 6. How does geopolitics affect the Middle East? TC4, TC 7. How sustainable are the cities in the Middle East? TC7



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	12. How can we manage climate change? TC7 13. Key Learning Task			10. Lesson 11 – Focus on Writing 11. Key Learning Task	9. How do humans use the desert? TC4, 10. Why are the deserts growing? TC2, TC5, TC7	
Vocabulary Instruction:	Climate Weather Latitude Continentalty Maritime sustainability, , heatwave drought low pressure high pressure tropical storm climate change depression anticyclones microclimate convictional rainfall frontal rainfall Short term long term	Urbanisation urban growth urban sprawl CBD inner city suburbs urban-rural fringe urban to rural migration natural increase, megacity informal jobs informal housing infrastructure push factor pull factor LIDC AC EDC regeneration sustainability	agriculture, raw materials, timber, crop, oil, natural, precious, mine, extract, quarry manufacturing, machinery, product, supply chain, customer service, import, consumer, qualification, healthcare, education trade, international, port, European Union, fee,	water cycle, evaporation, condensation, precipitation, rainfall, snow, liquid, water vapour, cloud, oxygen, carbon dioxide, habitat. ecosystem, interact, biotic, abiotic, soil, sunlight, oxygen, nutrient, temperature, food web, energy biome, large-scale, deciduous forest, hot desert, savanna,	Distribution Biome Ecosystem Fauna Flora adaptation, interdependence sustainability deforestation, desertification topography biotic abiotic management climate	Conflict GDP Topography Relief geopolitics, sustainability globalisation fossil fuels renewable non-renewable energy, export imports, distribution sparse densely trade



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			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, four-figure grid reference, OS map, symbol, key	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, horizontal. climate, temperature, extreme, concentrated, heat energy, sunlight, rainfall band, latitude, flourish. deciduous, temperate, broadleaf,		
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<p>Key/Historical misconceptions in this unit:</p>	<p>Knowing the difference between weather and climate and that they are not the same thing;</p> <p>Mixing up air pressures - High pressure <u>is</u> air sinking and low pressure <u>is</u> air rising</p> <p>Mixing up characteristics of air pressure - Low pressure <u>does</u> bring unsettled weather, high pressure <u>does</u> brings settled weather.</p> <p>Climate change is both natural and human induced.</p> <p>That the Earth is the hottest it has ever been</p> <p>Climate change is not the ozone layer</p> <p>Tropical storms <u>are</u> the umbrella terms for hurricanes, typhoons,</p>	<p>Urbanisation is the increase in proportion of people living in towns and cities, NOT the amount of people who live in cities.</p> <p>Informal settlements are not all negative. Misconception that Informal settlements are full of poor people. Misconception that informal settlements are full of unemployed people.</p> <p>That informal settlements are the whole city, they are part of a city.</p> <p>That all cities are developed - not all cities are developed like the UK</p> <p>Not all of Africa is poor</p> <p>Africa is not a country</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 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 – Fauna is animals, flora is plants</p>	<p>Not all people are Muslim (32% Muslim , 27% Christian, 25% Jewish)</p> <p>The wealth is <u>not</u> equally distributed.</p> <p>Countries in the Middle East are <u>not</u> the same (culturally, economically, socially, ethnically)</p> <p>That the Middle East is one big desert</p> <p>The area is complex and the conflict is not the west vs the east. There are good and bad actions on both sides. Conflict also happens within and between countries of the Middle East</p> <p>That Afghanistan is in the Middle East – it is in Asia but borders the Middle East</p>
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	willy willies, cyclones – they are all the same, they just have different names depending on the region					
Sequencing:	Year 8 builds on the themes of year 7 by exploring human interactions with the natural world. Each unit examines reliance on the natural environment and the impacts of resource extraction as populations and wealth rise. We consider how sustainable our actions are, and what creative solutions might look like.					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p><i>Compassion:</i> 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.</p> <p><i>Curiosity:</i> 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.</p> <p><i>Courage:</i> 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.</p>					
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.					