



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Geography
<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> <ol style="list-style-type: none"> <li>1. An LFAT Geographer will be able to <b>describe places</b> and <b>space</b></li> </ol>



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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  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
<b>The Big Question</b>	<b>What global issues is the World facing today?</b>					
<b>Big picture questions:</b>	<ol style="list-style-type: none"> <li>1) What are the physical processes acting at the coastline?</li> <li>2) What are the threats to our coastal environments?</li> <li>3) How can the coastline be managed sustainably?</li> </ol>	<ol style="list-style-type: none"> <li>1) What is development and how it is caused?</li> <li>2) What strategies can we use to help development?</li> <li>3) How can Globalisation help with development?</li> </ol>	<ol style="list-style-type: none"> <li>1) How is the Earth structured?</li> <li>2) What is the risk of Tectonic hazards?</li> <li>3) How can we mitigate and manage Tectonic Hazards?</li> </ol>	<ol style="list-style-type: none"> <li>1) What is the cryosphere and what features does it have?</li> <li>2) What are the opportunities and threats in polar environments?</li> <li>3) How can polar environments be managed?</li> </ol>		
<b>Content (Linked to TCs):</b>	<ol style="list-style-type: none"> <li>1) What are the features of the coastline? (TC1)</li> <li>2) What types of waves influence our coastline? (TC2, TC3)</li> <li>3) How does erosion and weathering shape our coastline? (TC2, TC4)</li> <li>4) How are coastal erosional landforms made? (TC2)</li> <li>5) Retrieval lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. What is development? (TC 2)</li> <li>2. How can we measure development? (TC 1)</li> <li>3. What is the development gap and how was it caused? (Malawi) (TC2, TC3 &amp; 5)</li> <li>4. What is life like for people in LIDC's? (review case study) (TC1, TC6)</li> <li>5. Retrieval Quiz</li> <li>6. How effective are the sustainable Development Goals to help break the poverty cycle? (TC2 &amp; 7)</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the theory of plate tectonics? (TC 2, TC5)</li> <li>2. What are plate boundaries and how do they move? (TC 2 &amp; 3)</li> <li>3. What are volcanoes and how are they formed? (TC2, TC3)</li> <li>4. Living next to volcanoes: is it worth it? (TC2, TC4)</li> <li>5. What were the effects and responses of the Hunga Tonga eruption (Tonga 2020) (TC 1&amp; TC6)</li> <li>6. What are Earthquakes and their causes? (TC 2)</li> </ol>	<ol style="list-style-type: none"> <li>1. What and where is the global cryosphere's? (TC 3)</li> <li>2. How is the cryosphere formed? (TC 2 &amp; TC5)</li> <li>3. How do glaciers shape the physical landscape? (TC2 &amp; 5)</li> <li>4. What are the characteristics of the Polar Regions? (TC 2, TC4)</li> <li>5. What is a global common and how does that impact Antarctica? (TC 1, TC4)</li> <li>6. What are the threats to Antarctica and its oceans? (TC TC6)</li> </ol>		



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	<p>6) How does longshore drift shape the coastline? (TC2, TC5)</p> <p>7) How can the coastline be managed? (TC2)</p> <p>8) How should the Holderness coast manage its coastline? (TC5, TC6)</p> <p>9) What are the global challenges facing coastal communities? – Case study, The Maldives. (TC1, TC6 , TC7)</p> <p>10) Why can wave power be the energy for the future? (TC7)</p> <p>11) KLT</p>	<p>7. How effective are top down and bottom-up strategies to help development? (TC 7, TC 6)</p> <p>8. What is Globalisation? (TC2)</p> <p>9. How can International Trade and TNC’s help development? (TC2, TC6)</p> <p>10. Is globalisation a good for all? (TC2, 6 &amp; 7)</p> <p>11. KLT</p>	<p>7. Why was the Turkey (2023) earthquake so devastating? (TC1, TC6)</p> <p>8. How can earthquakes create multi hazardous environments (Japan-Tohoku Earthquake &amp; Tsunami 2011) (TC1, TC2, TC6, )</p> <p>9. How can we manage tectonic hazards? (TC2 &amp; 7)</p>	<p>7. How can we protect Antarctica? (TC</p>
<p><b>Vocabulary Instruction:</b></p>	<p>Constructive wave Destructive wave Fetch Duration Swash Backwash Longshore drift Erosion Transportation Hydraulic action Abrasion Attrition Solution Traction Saltation, Suspension Solution Prevailing wind Headland Bay</p>	<p>Development. Uneven Development. Advanced country Emerging developing country Low income developing country Transnational Companies. Trade Trading Bloc Top-Down/Bottom-Up. Development Indicators. Development goals Development gap Sustainable Human development index Globalisation Switched on/switched off Landlocked Colonialism Neo-colonialism Gross domestic product</p>	<p>Distribution. Destructive, Conservative, Constructive &amp; Collision Convection Currents Pyroclastic Flow Magma Lava Continental drift Adapt Mitigate Focus/Epicentre Shield volcano Composite volcano Magnitude Seismic Seismic waves Seismometer Aseismic Lahars Tsunami</p>	<p>Cryosphere Distribution Altitude Latitude Glaciers Ice sheets Ice field Permafrost Ice ages Plucking and abrasion Global commons Antarctic Treaty Pyramidal peaks Arêtes Truncated spurs Corries Ribbon lake U-shaped valley Ablation Accumulation</p>



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	<p>Beach Spit Sea wall Cave, arch, stack stump Transportation Deposition Topography Hydroelectric power</p>	<p>Gross national product Per capita Poverty Inequality Winners/losers of globalisation</p>	<p>Earthquake Tectonic Tectonic plates Hazard Disaster Multi-hazardous environment</p>	<p>Equilibrium Glacial Interglacial Territory Conflict Disputes Claims</p>
<b>Assessment:</b>	<p>Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT</p>	<p>Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT</p>	<p>Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT</p>	<p>Retrieval MCQ Mid-Point retrieval MCQ Written essay piece KLT</p>
<b>Key/Historical misconceptions in this unit:</b>	<p>Abrasion being confused with attrition</p> <p>Attrition does not act on the cliffs or headland</p> <p>Waves receive their energy from the wind and not the influence from the moon. The moon influences the tide, which happens twice a day.</p>	<p>ACs, EDCs &amp; LIDCs.</p> <p>What is development?</p> <p>A country is just poor or rich, when in reality, inequality exists</p> <p>That ACs have rapidly expanding economies</p> <p>That globalisation is either just positive or just negative</p> <p>That colonialism is a historical concept, when in reality, neo-colonial relationships exist today</p>	<p>That the Earth has always looked as it does</p> <p>That continental drift happened quickly and not over millions of years</p> <p>Plate Boundaries and what hazards occur on each one.</p> <p>Definitions of epicentre and focus</p> <p>Volcanoes are all the same.</p> <p>Social, Economic and Environmental Impacts</p>	<p>Ice areas are all the same</p> <p>Ice Worlds don't impact us</p> <p>That all ice worlds experience lots of snow – Antarctica is a desert</p> <p>That there are no benefits to glaciers/ice worlds</p> <p>Students may not realise that there were glaciers in the UK and we have glacial landforms</p> <p>That glaciers cannot form near the tropics or equators</p> <p>That there are polar bears in Antarctica (they are in the Arctic) and penguins in the Arctic (they are in Antarctica)</p> <p>That nobody lives in Antarctica – scientists do temporarily</p> <p>That it snows a lot in Antarctica – it only snows around 2 inches per year. Antarctica is a desert!</p> <p>That there are no plants in Antarctica</p>



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<b>Sequencing:</b>	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.
<b>Values</b>	<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. 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>
<b>National Curriculum plus:</b>	<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>