CURIOSITY COMPASSION COURAGE

Academic outline 2024-25

Curriculum overview

Subject	Geography	Year group	10
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 be **Ambitious, broad and balanced**, offering **All** students who study geography a powerful lens in which to see the world, helping them to see **connections** between places and scales that would otherwise be missed. Students are pushed beyond the confines of their everyday experience, to encounter places and landscapes that they would otherwise not meaningfully understand. This brings a sense of awe and wonder of the world, increases care and **compassion** for the planet and its inhabitants, and raises understanding of different ways of living. Geography also teaches about their own local environment, compelling them to reconsider what they thought they knew in a wider context. Taking geography beyond the classroom in order to gather and draw conclusions to explain geographical phenomena (Fieldwork). The study of geography is also a matter of **citizenship** as it helps young people to encounter and engage with their world and find their place within it, offering them a stronger voice to discuss the issues within it. Ultimately, the curriculum will enable **All** students to read, understand and examine both human and physical **processes**, landscapes and phenomena of the Earth.		
Threshold Concepts (TCs):	1. **Processes-** *Explain* how physical **processes** shape landscapes, sequentially and using specialist vocabulary. 2. **Patterns-** *Identify* and *describe* spatial trends, noting patterns and exceptions, illustrating with place specific examples. 3. **Interactions-** *Examine* how human activities **interact** with the physical environment, including environmental fragility, offering management solutions, creating opportunities for people, and presenting hazards to populations. 4. **Perspectives**-Understand why people may hold contrasting **perspectives** on issues of environmental management and sustainability.		

	5. **Synopticity**- Recognise a **process** or phenomena occurring in a place and work backwards to identify what large scale trend it is a part of. In doing so, they make **synoptic** links between discrete areas of the curriculum. *6.* **Connections-** *Examine* how increasing global **connectivity** provides opportunities for some but can also increase disparity.
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

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	 CRITICAL THINKING  ORGANISATION  COLLABORATION  ADAPTABILITY  ORACY  SELF QUIZZING					
	Autumn Term		Spring term		Summer Term	
The Big Question						
Big picture questions:	**Dynamic Development** **Why are some countries richer than others? Are LIDCs likely to stay poor?**	**Climate Change** **What evidence is there to suggest climate change is a natural process?**	**Distinctive Landscape** **What Makes a landscape distinctive? What influences the landscape of the UK?**	**Urban Futures** **Why do more than half of the world's population live in urban areas?**	**Global Hazards** **How can weather be hazardous?** **How do plate tectonics shape our world?**	
Content (Key questions Linked to TCs):	What is development and how can it be measured? (TC 6) What has led to uneven development? (TC6) How hyas an LIDC developed so far? –case study DRC (TC 2) What global connections influence its development? (TC 6) What development strategies is most	What evidence is there for climate change? (TC2) Is Climate change a natural process? (TC 4) Why is climate change a global issue? (TC6)	What is a landscape? (TC 1) Where are the physical landscapes of the UK? (TC 2) What physical processes shape the landscape? (TC 1) What are the characteristics and landforms of the River Severn and Dorset Coast? (TC1, TC 3)	How is the global pattern of urbanisation changing? (TC2)) What does rapid urbanisation mean for cities? (TC2, TC 3) What is life like for people in Lagos, Nigeria (LIDC city)? (TC 3) How can Lagos become more sustainable? (TC 4) What is life like for people in Birmingham, UK (AC City)? (TC 3)	Why do we have weather extremes? (TC 1) When does extreme weather become a hazard? (TC 1) What process occur at plate boundaries? (TC 1) How can tectonic movement be hazardous? (TC3)	

	appropriate for the DRC (TC 3)		How does human activity, including management, works in combination with geomorphic processes? (TC 3)	How can Birmingham, UK become more sustainable? (TC4)	How does technology have the potential to save lives in hazard zones? (TC3)
Vocabulary Instruction:	• Advanced Country- Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF. • Low Income Developing Country – Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF. • DRC- Demographic republic of Congo	• orbital theory-changes in the way the earth orbits the sun • Sunspots theory- Dark spots on the earth surface which produce greater heat. These occur on a cycle of every 11yrs. • Volcanic eruption theory- ask from an eruption blocks out the sunlight causing global cooling. • Variation- changes in temperature and rainfall • Climate – average rainfall and temperatures over a 30 year period • climate change-long-term shift in climate and weather patterns • Global warming- the increasing global temperatures caused more recently by human influence. • Tree rings- layers of rings in the trunk of the tree which shows what the climate was like when it was growing. • Ice cores- a sample of ice taken from an ice sheet, and gasses are monitored to judge the state of the climate at periods during the past. • Historical records- diaries or painting which depict what the climate was like in the past. Enhanced greenhouse	• Geology- types of rock • Sedimentary rock- a types of rock created from layers of sediment being compressed. • Metamorphic rock- when sedimentary or igneous rock is compressed and reheated under extreme measure which changes the composition of the rock. • Igneous rock- rock that has formed from the cooling of lava. • Upland areas- areas of land that are 400m above sea level. • Erosion- the process of breaking down and removal of rock. • Hydraulic action- the sheer force of water breaking rock apart.	• Suburbanisation- the process of people moving from the city and inner city areas to the outskirts. • Counter-urbanisation- people moving away from larger urban areas to smaller more rural areas. • Re-urbanisation- people moving back from rural small urban areas to larger urban areas. • Sustainable- meeting the needs of today without negatively affecting the needs of the future. • Inequalities- people have different standards of living. • Urbanisation,- the increase of the proportion of people living in town or cities.	• Constructive- tectonic plate which moves away from each other • Destructive- oceanic and continental plate move towards each other • Collision- continental and continental plates collide towards each other form Fold Mountains. • Conservative, plate boundary- when two plates slide past each other. subduction, • El Niño- refers to a warming of the ocean surface, or above-average sea surface

	• Rostow model- • Millennium Development Goals- The Millennium Development Goals (MDGs) are eight goals with measurable targets and clear deadlines for improving the lives of the world's poorest people. • Trade- the action of buying and selling goods • Aid-Aid is assistance given from one country to another. It includes money, equipment, training and loans. • Trans-national companies- Companies/ businesses that operate in more than one country. Headquarters are usually in AC countries and the manufacturing and services are located in Emerging Developing Countries • Top down strategy-Top down	effect- human influence is increasing the effectiveness of the natural greenhouse effect.	• Abrasion- when rocks hurled at the base of a cliff to break pieces off. Weathering- the breaking down of rock in situ. Mechanical, chemical and biological are examples of weathering. • Upper course- upper most part of the river characterised by v-shaped valleys, water falls, shallow and narrow river channel. • Middle course- middle part of the river long profile characterised by a wider u-shaped valley. Wider and deeper channel with meanders and oxbow lakes forming. • Lower course- lower part of the river long profile characterised by meanders, floodplains, levees and estuaries. • Constructive wave- low energy	• Natural increase- birth rate is greater than death rate. • Push factor- reason for people to be forced to leave a place. • Pull factors- reasons why people are attracted to move to an area.	temperatures, in the central and eastern tropical Pacific Ocean, • La Nina- refers to the periodic cooling of sea-surface temperatures across the east-central equatorial Pacific. • Extreme weather- weather that is above the expected. • convection currents- heat rising in the upper mantle which help to cause the tectonic plates to move • High pressure- air is sinking from the upper atmosphere. • Low pressure- air is rising from the surface of the earth. • Coriolis Effect-

	development is where decisions about development are made by Governments or private companies. • Bottom-up strategies-Bottom up development is where experts work with local communities to identify their needs. The experts can then supply and assist with progress. The schemes tend to be smaller scale and local people are in control of improving their own lives. • Debt relief-Debt relief is when debts are either reorganised to make them more manageable, or reduced.		waves which created beaches. • Destructive waves- high energy waves which destroy beaches. • Deposition- the process of dropping sediment off. • Transportation- the process of moving sediment in the sea or river. • longshore drift- the zigzag movement of sediment along a beach due to the direction of the prevailing (dominant) wind) • Management- responding to the issues. • Flooding- the process of the land being submerged with water.		spinning effect of the earth rotating. • Drought- prolonged period of little rainfall an area. • Front- where cold air and warm air meet. • Natural hazard- something natural which poses a risk to the people and the environment • Heatwave- an extended period of hot weather relative to the expected conditions of the area at that time of year, • Hotspots- fixed point of rising magma which melts the overlying crust. • Intertropical convergence zone- is a band of low pressure

					around the Earth which generally lies near to the equator. The trade winds of the northern and southern hemispheres come together here, which leads to the development of frequent thunderstorms and heavy rain. • prevailing wind- dominant wind • Shield volcanoes- shallow height and wide base. • composite volcanoes- steep sided narrow base volcano. • Troposphere- layer of the earth's atmosphere where the weather occurs.
Assessment:	**KLT – Dynamic Development**	**KLT – Changing Climate**	**KLT – Distinctive Landscapes**	**KLT – Urban Futures**	**KLT - Hazards**

Key/Historical misconceptions in this unit:	All countries are either rich or poor That all countries develop in the same way That countries are the same through out Poor countries are a certain way or are unhappy That development aid is only positive	Climate change is not caused by the ozone layer That climate change and global warming are the same That climate change is only caused by humans or nature Not understanding what is meant by 'source of evidence' this means what evidence is there to show the climate has changed, e.g. photographs	Know the difference between attrition and abrasion. That a meander is a coastal landform Not using processes key terms in explanation of answers. That all management is good That the river is deeper in the lower course	Urbanisation is the increase in proportion of people living in towns and cities, NOT the amount of people who live in cities. Informal settlements are not all negative. Misconception that Informal settlements are full of poor people. Misconception that informal settlements are full of unemployed people. That informal settlements are the whole city, they are part of a city. That all cities are developed - not all cities are developed like the UK Not all of Africa is poor Africa is not a country That Birmingham is a 'dump', it has wealth and deprivation. That there are no similarities between challenges in AC and LIDC cities – e.g. unequal access to health, education, housing Sustainability only concerns the environment. It also	Knowing the directions of plate movements. Hotspot- a fixed spot of rising magma which melts the overlying crust. Mixing up air pressures - High pressure <u>is</u> air sinking and low pressure <u>is</u> air rising Mixing up characteristics of air pressure - Low pressure <u>does</u> bring unsettled weather, high pressure <u>does</u> brings settled weather. Mixing up El Nino and La Nina - El Nino causes heavy rain over in south America, causing drought is Australasia (Oceania) La Nina is different to normal conditions, it is actually an intense version of 'normal' conditions. Tropical storms <u>are</u> the umbrella terms for hurricanes, typhoons,

				requires social and economic sustainability	willy willies, cyclones – they are all the same, they just have different names depending on the region
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 how 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 climate change. This introduces the students to physical processes affecting the climate and allows students to make links top how areas which are vulnerable are linked to LIDC communities and so links back to the development topic. This is followed by Distinctive Landscapes and Urban Futures which 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 21st Century				