



CURIOSITY

COMPASSION

COURAGE



Academic outline 2024-25

Curriculum overview

Subject	Geography	Year group	11
Vision statement:	<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>		
Curriculum intent:	<p>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.</p>		
Threshold Concepts (TCs):	<ol style="list-style-type: none"> Processes- <i>Explain</i> how physical processes shape landscapes, sequentially and using specialist vocabulary. Patterns- <i>Identify</i> and <i>describe</i> spatial trends, noting patterns and exceptions, illustrating with place specific examples. Interactions- <i>Examine</i> how human activities interact with the physical environment, including environmental fragility, offering management solutions, creating opportunities for people, and presenting hazards to populations. Perspectives- Understand why people may hold contrasting perspectives on issues of environmental management and sustainability. 		



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- 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:

Sustaining Ecosystems

Why are natural ecosystems important?

Why should tropical rainforests matter to us?

Is there more to polar environments than ice?

Resource Reliance

Will we run out of natural resources?

Can we feed nine billion people by 2050?

UK and the 21st Century

How is the UK changing the 21st Century?

Is the UK losing its global significance?

Paper 3 Preparation – Geographical exploration

Content (Key questions Linked to TCs):

What are ecosystems? (TC2)

What biodiversity exists in tropical rainforests? (TC1)

Why are tropical rainforests being exploited and how can this be managed sustainably? (TC3)

How has increasing demand for resources affected our planet? (TC2, TC 3)

What does it mean to be food secure? (TC3)

How can countries ensure their food security? (TC3)

How sustainable are these strategies? (TC4)

What does the UK look like in the 21st century? (TC3)

How is the UKs population changing? (TC2)

How is the UKs economy changing? (TC2)

What is the UKs political role in the world? (TC6)



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			How is the UK's cultural significance changing? (TC4)		
<p>Vocabulary Instruction:</p>	<p>Nutrient cycle-the movement and exchange of inorganic and organic matter back into the production of matter. Biodiversity- variety of plants and animals. Sustainability-meeting the needs of today without negatively meeting the needs of the future. Ecosystem- the interaction of a community of living and non-living organisms. Biome- large scale ecosystem. Goods- products that can be used Services- a job or role the ecosystem does e.g. nutrient recycling, water cycle regulation etc. 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. Mining- collecting raw materials from within the Earth's surface. Hydroponics-the process of growing plants in sand, gravel, or liquid, with added nutrients but without soil. Soil erosion – the removal of soil and its nutrients. Sustainability- meeting the needs of today without negatively affecting the needs of the future. Infrastructure-Infrastructure is the basic facilities and systems serving a country, city, or area, such as transportation, power plants, and schools. Contemporary challenges- modern day issues. Food security-is when the entire population of a country has access to enough safe and nutritious food to maintain an active life. 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). Culture-the ideas, customs, and social behaviour of a particular people or society. 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. 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>				
Assessment:	KLT – Sustaining Ecosystems	KLT – Resource Reliance	KLT – UK in the 21st Century		
Key/Historical misconceptions in this unit:	<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 are <u>not</u> located on the Equator. They are located on the Tropics</p>	<p>What is means to be food secure/insecure</p> <p>Areas of the world that are food insecure</p> <p>Difference between local and national scale strategies</p> <p>Strategies will have positive and negative aspects to them</p>	<p>UK has the same level of development and features in all areas.</p> <p>Migration brings positive and negative aspects to the UK</p> <p>Ageing population brings positive and negative aspects</p> <p>Understanding what economic hubs are</p> <p>The UK has the same level of global significance as it did in the empire era.</p>		



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	<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>The UK exports huge amounts of media to the world.</p>		
<p>Sequencing:</p>	<p>We have chosen to sequence the year 11 curriculum like this because...</p> <p>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 Ecosystems to follow on from Hazards (end of year 10), we do this to continue the links between atmospheric air conditions (learnt in Hazards) and biome location and characteristics. The next topic is resource reliance, where we consider the demand on resources where we draw links to deforestation (concept from ecosystems). We also consider strategies that can support LIDC countries (which links back to development). Our last topic is UK in the 21st century, which is a more synoptic unit that draws on knowledge from previous units. We look at the landscape of the UK (linked to distinctive Landscapes) as well as the urban areas (linked to urban futures). We consider how our population has changed with reference to migration and our economy (Linked to urban futures). We use the time before the examination to focus on skills as well as revision to re-teach any missing gaps in their knowledge.</p>				
<p>National Curriculum plus:</p>	<p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</p> <p>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.</p> <p>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</p>				