CURIOSITY COMPASSION COURAGE

Curriculum overview 2023-24

Subject	Geography	Year group	12
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
KS4 specification summary:	GCSE specifications in geography should require students to extend their Locational Knowledge and to develop competence in Maps, Fieldwork and Geographical Skills as they study the content of the following four areas of geography: Place: processes and relationships; Physical geography: processes and change; People and environment: processes and interactions; Human geography: processes and change
Learner skills:	Critical thinking Organisation Collaboration Adaptability Oracy Self-quizzing  Critical Thinking

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	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 is going on in our world?**					
Big picture questions:	**Changing Places** How do places change and how are they important?	**Water and Carbon** How do the water and carbon cycles function and how do they impact life on Earth?	**Global Systems and Global Governance** How is our world becoming increasingly interdependent?		**Coastal Landscapes** How are coastal landscapes dynamic environments?	**NEA and skills** How can I use my knowledge of the course to create an independent investigation?
Content (Linked to TCs):	• To understand the nature and importance of places (TC1) • To understand how demographics and cultural characteristics are shaped by shifting flows of people, resources, money and investment (TC1,2,3,4) • To understand how external forces, impact the place (TC1,2,3,4) • To understand the past and present connections and how that influences the place (TC1,2,3,4) • To understand how human perceptions are	• To understand the water and carbon systems, along with the flows/transfers and feedbacks (TC2,3,4) • To understand the global distribution of the water stores (TC1,3) • To understand the drainage systems and hydrographs (TC2,3) • To understand how the water cycle changes over time (TC2,3,4,6) • To understand the global distribution of	• To understand the concept and factors that affect globalisation (TC4) • To understand the issues of the interdependence (TC4,6) • To understand the features and trends of international trade and investment (TC2,3,4) • To understand trading relationships and patterns (TC1,2,3,4) • To understand the nature and role of Transnational companies. (TC3,4) • To understand world trade of at least one food and one manufacturing products (TC2,3,4) • To understand the role of norms, laws and institutions in regulating global systems. Also,		•To understand the Coastal systems, along with the flows/transfers and feedbacks (TC2,3,4,5) •To understand Sediment sources, cells and budgets (TC2,3,4,5) •To understand how Geomorphological processes such as weathering, along with coastal erosion, transportation and deposition the coastline. (TC2,5) •To understand the formation of erosion and deposition landforms (TC2,5)	To develop an enquiry question (TC1,2,3) To develop aims to be able to answer the enquiry question (TC1,2,3) To complete a context and literature review (TC1,2,3) To develop a risk assessment (TC6,7) To develop appropriate data collection methods (TC4,5) To understand sampling methods (TC3)

	based on a variety of factors (TC1,4) • To understand how external agencies and local groups shape the character of place (TC1,2,4,6) • To understand how places are represented in different forms of Media compared to the statistics (TC1,4) • To research the characteristics and inequalities in Local place Study (Birmingham) (TC1,2,3,4,7) • To research the characteristics and inequalities in Contracting place Study (Mumbai) (TC1,2,3,4,7)	the carbon stores (TC1,3) • To understand factors that drive change in the stores of carbon over time (TC2,3,4,5,6) • To understand the key role of carbon and water in supporting life on Earth (TC2,4,5,6) • To understand human interventions in the carbon and water cycles (TC6,7) • To understand case studies of a Tropical rainforest and a river catchment (TC1,2,4,6,7)	the issues associated with global governance (TC2,4,6,7) • To understand the concept of global commons (Case study of Antarctica) (TC1,2,4,6,7) • To understand the critiques of Globalisation (TC1,6,7)	•To understand the environment of a mudflat/saltmarsh (TC2,4) •To understand how eustatic, isostatic and tectonic sea level changes affect the coastline (TC2,4,5) •To understand how climate change affects the coastline (TC2,4,5) •To understand how humans intervene in the Coastline including coastal management (TC4,6,7) •To understand a local scale and a contrasting case study of a Coastline (TC1,4,6,7)	To collect primary and secondary data (TC1,2,3,5)
Key vocabulary:	Location, locale Insider and outsider perspectives Near and far places, Endogenous and Exogenous factors Demographic, cultural, economic and social	Lithosphere, atmosphere, hydrosphere, cryosphere, Water Cycle, Carbon Cycle, Precipitation, Evaporation,	Globalisation, trade, markets, Trade-blocs, Trans-national Company, Global governance, Global commons, localisation, economy, foreign direct investment, interdependence, critique	Constructive and destructive waves, currents, low energy and high energy coasts, sediment cells, Erosion, Hydraulic action, abrasion, solution, attrition	Literature review, bibliography, primary, secondary, risk assessment, sampling, ethics

	Government, multinational companies, global institutions Media, statistical analysis, census data Quantitative and qualitative skills	Condensation, Ground water flow, Surface run-off, flood hydrograph, Deforestation, Drainage basin, Stores. Flows, feedbacks, climate change, carbon sequestration, dynamic equilibrium		Longshore drift, Deposition, Weathering – Biological, mechanical, mass movement, Dynamic equilibrium, Eustatic and Isostatic change, emergence and submergence, Hard and soft engineering.	
Assessment:	4 mark Exam Question 6 mark Exam Question 20 mark Exam Question 6 mark Exam Question 20 mark exam Question Topic Exam paper	4 mark Exam Question 6 mark Exam Question 20 mark Exam Question 6 mark Exam Question 20 mark exam Question Topic Exam paper	1. 4 mark Exam Question 2. 6 mark Exam Question 3. 6 mark Exam Question 4. 20 mark Exam Question 5. 20 mark exam Question 6. Topic Exam paper **Summative Assessment 1**	1. 4 mark Exam Question 2. 6 mark Exam Question 3. 6 mark Exam Question 4. 20 mark Exam Question 5. 20 mark exam Question 6. Topic Exam paper	**Summative Assessment 2**
Key/Historical misconceptions in this unit:	All places are the same That people all have the same opinions on places Stereotypes of places That there are no challenges in HIC cities Meanings of endogenous and exogenous	How the water cycle works How the carbon cycle works That human activity does not affect these cycles Throughflow is water travelling through the ground, throughfall is	That all countries are equal in the globalised world That globalisation is a just a positive or negative process That all countries are part of the globalised world That free trade is only positive That all manufacturing is done in Asia or just one country. Global production networks exist so	Students think positive feedback is good, and negative feedback is bad. Positive feedback – this is when the initial change is then amplified and further from dynamic equilibrium. Negative feedback – this is when the initial change prevents/reduces	Too vague or broad enquiry questions That internet research is a literature review How to quote, reference, and produce a bibliography

		when it falls from features such as trees A drought is a lack of rain leading to a lack of water, not a heatwave That deforestation is when trees are cut down. Deforestation is the process of forest loss which can include logging and slash and burn.	components are made in different countries	further change, so restoring dynamic equilibrium. That erosion and weathering are the same That traction and longshore drift are solely processes of erosion. They are processes of transportation which can involve erosion. That caves, arches, stacks and stumps form in soft geology Students mix up halophytes and xerophytes – Halophytes exist in salt-water conditions, xerophytes exist in low water conditions That hard engineering is the only strategy on the coastlines That management only has positives That all countries are affected by sea level	

				change equally, including within a country (isostatic readjustment)	
Sequencing:	**We have chosen to sequence the year 12 curriculum like this because…** In year 12, we complete the mandatory topics of the course which allows the more synoptic topics in year 13. We also switch between human and physical topics to allow students to get a range of skills and topics throughout the year. We start with changing places as we feel that bridges knowledge from KS4 into KS5. It also investigates a key concept of place and perceptions that we come back too in a lot of the topics. We also go to on a fieldtrip in this unit, which introduces key skills but also a chance for the group to merge and discuss. We then move onto the Water and Carbon unit; this again bridges the knowledge form KS4 and introduces ideas ready for the following physical topics. We then move onto the Global systems and governance unit, which builds on human processes and organisations that we will look at in other topics. We leave the Coastal Landscapes to the end of the year as this links to our residential fieldtrip (Summer months – nicer weather) which links to the NEA unit that we introduce at the end of the year as well. All unit follow the Exam board specification				
Values					
National Curriculum plus:					