


Curriculum overview

Subject	Geography	Year group	13
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><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>		
Threshold Concepts (TCs):	<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 		

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	<p>5. An LFAT Geographer is able to explain the Earth's changes and examine the reasons for this.</p> <p>6. An LFAT Geographer will be able to evaluate the risks and mitigations for a range of geographical issues at different scales.</p> <p>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>					
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
	 <p>Critical Thinking</p>					
	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:	Hazards How do hazards occur and how are responses shaped by impacts?		Population and Environment What are the relationships between physical geography and population?		NEA and Skills How can I use my knowledge of the course to create an independent investigation?	
Content (Linked to TCs):	<ul style="list-style-type: none"> To understand the concept of a hazards, perceptions and management of them (TC2,6,7) To understand theories and processes of plate tectonics (TC2,3,5) To understand the formation and classification of volcanic hazards (TC2,3,5) To understand a volcanic case study and the impacts and responses (TC1,2,3,5,6) 		<ul style="list-style-type: none"> To understand the environmental context for human population characteristics and change. (TC2,4) To understand global patterns of population numbers, densities and change rates (TC1,2,3) To understand global patterns of food production and consumption (TC1,2,3) To understand the characteristics and distribution of two major climatic types as well 2 key zonal soils (TC2,3) 		<ul style="list-style-type: none"> To develop data presentation methods (TC3) To analyse the data using statistical analysis (TC3,5) To be able to conclude your findings and answer your aims (TC3,4,5) To be able to reflect on your NEA (TC4,5) 	

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	<ul style="list-style-type: none"> To understand the formation and classification of seismic hazards, and their management (TC2,3,5,6) To understand 2 contrasting case studies and the impacts and responses (TC1,2,3,5,6) To understand the formation of tsunamis, and investigate a case study (TC1,2,3,5,6) To understand the formation and classification of storm hazards (TC2,3,5) To understand 2 contrasting case studies and the impacts and responses (TC1,2,3,5,6) To understand the formation of Wildfires and a case study (TC1,2,3,5,6) To understand the concept of a multi-hazard area, and investigating a case study (TC1,2,3,5,6) To understand a local case study of a hazard (TC1,2,3,5,6) 	<ul style="list-style-type: none"> To understand strategies to ensure food security (TC2,4,6,7) To understand the patterns of health, mortality and morbidity and its relation with the environment (TC2,3,4,6) To understand the distribution of biologically transmitted disease and a non-communicable disease. (TC1,3) To understand and evaluate the roles of NGO's and agencies in combatting these diseases. (TC4,5,6,7) To understand what causes population changes including cultural controls and migration (TC1,2,3,4) To understand the principles of population ecology (TC2) To evaluate future global populations and how it affects the environment (TC3,4,5,6,7) 	To consider ethical implications in your NEA (TC6,7)	
Key vocabulary:	<p>Geophysical, atmospheric and hydrological hazards, fatalism, prediction, adaptation, mitigation, management</p> <p>The Hazard management Cycle and Park Model</p> <p>Inner and outer core, Mantle, crust</p> <p>Plate tectonics, plate margins, Destructive, Conservative and constructive plate margins</p> <p>Seismicity, vulcanicity, fold mountains, rift valleys, ridge, trenches and magma plumes</p> <p>Pyroclastic flow, lava, tephra, mudflows, ash clouds</p> <p>Shockwaves, focus, epicentre, tsunamis, aftershocks, Richter scale,</p> <p>Tropical storms, air pressure,</p> <p>Risk management, ladder effect</p>	<p>Population density, Birth rate, Death rate, Life Expectancy, overpopulation, optimum population,</p> <p>Agriculture, climatic zones, salinisation, Morbidity, mortality</p> <p>Migration, asylum seekers, economic migrants, demographic dividend.</p> <p>DTM model, ecological footprint, carrying capacity, agriculture, Ngo's, ET Model</p>	Quantitative, Qualitative, statistics, conclusion, evaluation, ethical	
Assessment:	<p>4 mark Exam Question</p> <p>6 mark Exam Question</p> <p>20 mark Exam Question</p>	<p>4 mark Exam Question</p> <p>6 mark Exam Question</p> <p>20 mark Exam Question</p>		

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	9 mark Exam Question 9-mark Exam Question 20-mark exam Question End of Topic Exam paper	9 mark Exam Question 9-mark Exam Question 20-mark exam Question End of Topic Exam paper Summative Assessment 1		
Key/Historical misconceptions in this unit:	<p>All people have the same perspectives on hazards</p> <p>That no one would want to live in hazardous areas/there are no benefits to living in hazardous areas</p> <p>That the same magnitude/intensity hazard event would affect every country the same way</p> <p>The management of hazards are the same</p> <p>Plate tectonics and what hazards occur on them</p> <p>Confusing epicentre and focus – the focus is the point below the surface where the hazard occurs, the epicentre is the point on the Earth's surface, above the focus</p> <p>What the different terms on tropical storms mean</p> <p>That tsunamis are caused by the weather</p> <p>That tsunamis are only caused by sub-marine earthquakes – they can also be caused by sub-marine volcanoes and landslides</p> <p>That wildfires are only caused by nature</p>	<p>That health issues are the same around the world</p> <p>That soils are the same around the world</p> <p>That future population issues are set and only one perspective</p> <p>That every country is seeing population increase</p> <p>Definitions of migrants, immigrants, emigrants, asylum seekers and refugees</p>	<p>Not choosing the right data presentation method for the data</p> <p>Thinking analysis and evaluations are the same thing.</p>	
Sequencing:	<p>We have chosen to sequence the year 13 curriculum like this because...</p> <p>We have chosen to complete the 2 larger synoptic units in year 13 that links to lots of elements from the mandatory units from year 12. We start with Hazards as that has links to the last unit in year 12. It also is a favoured unit by students so it grabs them after the summer holiday. We then complete the last unit of population and environment for paper 2.</p> <p>All units follow the Exam board specification</p>			



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