



CURIOSITY

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Curriculum overview 2023-24

Subject	Geography	Year group	12
<p>Vision statement:</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>Curriculum intent:</p>	<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>		
<p>Threshold Concepts (TCs):</p>	<ol style="list-style-type: none"> 1. Processes- <i>Explain</i> how physical processes shape landscapes, sequentially and using specialist vocabulary. 2. Patterns- <i>Identify</i> and <i>describe</i> spatial trends, noting patterns and exceptions, illustrating with place specific examples. 3. 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. 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. 		



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6. **Connections-** *Examine* how increasing global **connectivity** provides opportunities for some but can also increase disparity.

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



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:

<p>Changing Places How do places change and how are they important?</p>	<p>Water and Carbon How do the water and carbon cycles function and how do they impact life on Earth?</p>	<p>Global Systems and Global Governance How is our world becoming increasingly interdependent?</p>	<p>Coastal Landscapes How are coastal landscapes dynamic environments?</p>	<p>NEA and skills How can I use my knowledge of the course to create an independent investigation?</p>
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Content (Linked to TCs):

<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • To understand the water and carbon systems, along with the flows/transfers and feedbacks (TC1) • To understand the global distribution of the water stores (TC2) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> •To understand the Coastal systems, along with the flows/transfers and feedbacks (TC1) •To understand Sediment sources, cells and budgets (TC2,) •To understand how Geomorphological processes such as weathering, along 	<ul style="list-style-type: none"> To develop an enquiry question (TC5) To develop aims to be able to answer the enquiry question (TC5) To complete a context and literature review (TC5) To develop a risk assessment (TC3)
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	<ul style="list-style-type: none"> • 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 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) 	<ul style="list-style-type: none"> • To understand the drainage systems and hydrographs (TC1, TC3) • To understand how the water cycle changes over time (TC2) • To understand the global distribution of the carbon stores (TC2) • To understand factors that drive change in the stores of carbon over time (TC1) • To understand the key role of carbon and water in supporting life on Earth (TC3) • To understand human interventions in the carbon and water cycles (TC3) • To understand case studies of a Tropical rainforest and a river catchment (TC5) 	<ul style="list-style-type: none"> • 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, 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) 	<p>with coastal erosion, transportation and deposition the coastline. (TC1)</p> <ul style="list-style-type: none"> •To understand the formation of erosion and deposition landforms (TC1) •To understand the environment of a mudflat/saltmarsh (TC1) •To understand how eustatic, isostatic and tectonic sea level changes affect the coastline (TC1) •To understand how climate change affects the coastline (TC3) •To understand how humans intervene in the Coastline including coastal management (TC3, TC4) •To understand a local scale and a contrasting case study of a Coastline (TC 5) 	<p>To develop appropriate data collection methods (TC5)</p> <p>To understand sampling methods (TC5)</p> <p>To collect primary and secondary data (TC5)</p>
<p>Key vocabulary:</p>	<p>Location, locale Insider and outsider perspectives Near and far places, Endogenous and Exogenous factors</p>	<p>Lithosphere, atmosphere, hydrosphere, cryosphere, Water Cycle, Carbon Cycle, Precipitation, Evaporation,</p>	<p>Globalisation, trade, markets, Trade-blocs, Trans-national Company, Global governance, Global commons, localisation, economy, foreign direct investment, interdependence, critique</p>	<p>Constructive and destructive waves, currents, low energy and high energy coasts, sediment cells, Erosion,</p>	<p>Literature review, bibliography, primary, secondary, risk assessment, sampling, ethics</p>



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	Demographic, cultural, economic and social 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		Hydraulic action, abrasion, solution, attrition Longshore drift, Deposition, Weathering – Biological, mechanical, mass movement, Dynamic equilibrium, Eustatic and Isostatic change, emergence and submergence, Hard and soft engineering.	
Assessment:	Assessment Booklet KLT	Assessment Booklet KLT PPE	1 Assessment Booklet KLT 6. Topic Exam paper	Assessment Booklet KLT	Assessment Booklet KLT PPE
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 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	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 components are made in different countries	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 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	Too vague or broad enquiry questions That internet research is a literature review How to quote, reference, and produce a bibliography



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include logging and slash and burn.

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



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Values	
National Curriculum plus:	