



CURIOSITY

COMPASSION

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Curriculum overview

Subject	Geography	Year group	13
<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



Critical Thinking

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):

- To understand the concept of a hazards, perceptions and management of them (TC1, TC4)
- To understand theories and processes of plate tectonics (TC1)
- To understand the formation and classification of volcanic hazards (TC1)
- To understand a volcanic case study and the impacts and responses (TC3, TC4)
- To understand the formation and classification of seismic hazards, and their management (TC1)

- 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)

- To develop data presentation methods (TC5)
- To analyse the data using statistical analysis (TC5)
- To be able to conclude your findings and answer your aims (TC5)
- To be able to reflect on your NEA (TC5)
- To consider ethical implications in your NEA (TC5)



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	<ul style="list-style-type: none"> To understand 2 contrasting case studies and the impacts and responses (TC2,TC5) To understand the formation of tsunamis, and investigate a case study (TC1, TC5) To understand the formation and classification of storm hazards (TC1, TC2) To understand 2 contrasting case studies and the impacts and responses (TC5) To understand the formation of Wildfires and a case study (TC1, TC5) To understand the concept of a multi-hazard area, and investigating a case study (TC3, TC 5) To understand a local case study of a hazard (TC3, TC5) 	<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) 		
<p>Key vocabulary:</p>	<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>	<p>Quantitative, Qualitative, statistics, conclusion, evaluation, ethical , Spearman's Rank, Standard deviation, Chi Square.</p>	



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Assessment:	Assessment Booklet KLT	Assessment Booklet KLT PPE		
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>	



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**Sequencing:**

We have chosen to sequence the year 13 curriculum like this because...

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.

All units follow the Exam board specification