**Curriculum Intent**

The intent of the Geography Department at Langley Park School for Boys is to develop active and knowledgeable global citizens, who are engaged as conscientious environmental guardians with sustainability as a core value. The multi-skilled focus of our Geography framework for progression equips students with strong numeracy and literacy skills. Our curriculum builds the confidence and vocabulary to both debate and make complex decisions relating to Geographical issues. We prepare our students for future academic and employment success by equipping them with ICT, fieldwork and map skills, as well as investigative, data analysis and problem-solving ability. Our curriculum is relevant to contemporary geographical issues that are human, physical and environmental in nature, reflecting the interconnectedness and interdependent nature of the globalised world of today.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – UK Physical Landscape: Geology** | **HT2 – UK Physical Landscape: Rivers and Coasts** | **HT3 – UK Human Landscape and UK Urban fieldwork.** | **HT4 – Hazards: Climate** | **HT5 – Hazards: Tropical Storms** | **HT6 – Hazards: Tectonics** |
| **Year 10** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * Why does the physical landscape of the UK vary from place to place?   **Skills Developed**   * Photograph analysis of common glacial, fluvial and coastal landscapes and features * Using simple geological cross-sections to show the relationship between geology and   relief   * Locating key physical features (uplands,   lowland basins, rivers) on outline UK maps   * Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps * Explore the kinds of questions capable of being investigated through fieldwork * Calculation of mean rates of erosion using a multi-year data set * Use of BGS Geology maps (paper or online) to link coastal form to geology * Recognition of coastal landforms on 1:25000 and 1:50000 OS maps. * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion * Use of simple cost-benefit analysis to investigate coastal defence options * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions. | **Core Content and Knowledge**   * Why is there a variety of river landscapes in the UK and what are the processes that shape them? * What are the challenges for river landscapes, people and property and how can they be managed? * Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? * What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?   **Skills Developed**   * Photograph analysis of common glacial, fluvial and coastal landscapes and features * Using simple geological cross-sections to show the relationship between geology and relief * Locating key physical features (uplands, lowland basins, rivers) on outline UK maps * Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps * Explore the kinds of questions capable of being investigated through fieldwork * Calculation of mean rates of erosion using a multi-year data set * Use of BGS Geology maps (paper or online) to link coastal form to geology * Recognition of coastal landforms on 1:25000 and 1:50000 OS maps. * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion * Use of simple cost-benefit analysis to investigate coastal defence options. * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions. | **Core Content and Knowledge**   * Why are places and people changing in the UK?   **Skills Developed:**   * Use and interpretation of UK population * pyramids form different time periods * Use of census data sets to understand * changes to the UK’s population * Use of Eurostat to investigate FDI and * immigration to the UK.   **Fieldwork:**   * Investigate how and why quality of life varies within urban areas.   **Skills Developed:**   * Understanding the enquiry process * Planning, collection, collation, presentation and analysis of primary and secondary data | **Core Content and Knowledge**   * How does the world’s climate system function, why does it change and how can this be hazardous for people?   **Skill Developed**   * Use and interpretation of climate graphs * Use and interpretation of line graphs/bar charts showing climate change * Use and interpretation of temperature and sea-level projection graphs to 2100. * Use of GIS to track the movement of tropical cyclones * Use of weather and storm-surge data to calculate Saffir-Simpson magnitude * Use of social media sources, satellite images and socio-economic data to assess impact. | **Core Content and Knowledge**   * How are extreme weather events increasingly hazardous for people?   **Skills Developed**   * Use and interpretation of climate graphs * Use and interpretation of line graphs/bar charts showing climate change * Use and interpretation of temperature and sea-level projection graphs to 2100. * Use of GIS to track the movement of tropical cyclones * Use of weather and storm-surge data to calculate Saffir-Simpson magnitude * Use of social media sources, satellite images and socio-economic data to assess impact. | **Core Content and Knowledge**   * Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?   **Skills Developed**   * Interpret a cross-section of the Earth * Use and interpretation of world map showing distribution of plate boundaries and plates * Use of Richter Scale to compare magnitude of earthquake events * Use of social media sources, satellite images and socio-economic data to assess impact |
| Ways the KS4 curriculum goes beyond the national curriculum, including extra-curricular opportunities | * The GCSE Geography curriculum is designed to give students the basic knowledge and understanding of geography and the key concepts within it, however a conscious focus has been putting on broadening students’ horizons beyond the classroom where possible. We are also conscious of diversifying and broadening our curriculum to ensure that we give a balanced viewpoint (e.g. When teaching the causes of the development gap and thinking about the role of colonialism in varying development levels across the world). * Clubs and societies are available to all year groups – inc. Missing Maps (mapping humanitarian disaster and conflict zones using open-source maps for use by Aid Agencies), Sustainability Society and Global Citizenship Society * Regular fieldwork opportunities are taken. * Annual online geography quiz vs other schools | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | * Students have covered some basic elements of geology and some related content through tectonics (Year 9), Cold Environments (Year 9) * Students have covered the physical processes linked with erosion and weathering in Coasts (Year 8) and Rivers (Year 9) * Students have a solid understanding of human and physical features of geography (KS3) | * Students have learnt the processes related to rivers and coasts in KS3. * Students have covered some basic elements of geology and some related content through tectonics (Year 9), Cold Environments (Year 9) * Students have covered the physical processes linked with erosion and weathering in Coasts (Year 8) and Rivers (Year 9) * Students have a solid understanding of human and physical features of geography (KS3) | * Many of the basic concepts (economy, industrialisation/deindustrialisation, globalisation) are covered at various points in KS3. * Key concepts such as place, space and time are covered covertly throughout KS3. * Fieldwork skills taught throughout fieldwork opportunities in KS3, notably fieldwork unit taught in Year 7. | * Students learn about global atmospheric circulation, climate, and climate change in Year 9. * Underlying causes of vulnerability such as development (year 8) and physical factors (year 9) are covered in KS3. | * Tropical storms and attached case studies are delivered to students in Year 9 in the hazards unit. * Underlying causes of vulnerability such as development (year 8) and physical factors (year 9) are covered in KS3. | * Theory of tectonics and attached case studies are delivered to students in Year 9 in the hazards unit. * Underlying causes of vulnerability such as development (year 8) and physical factors (year 9) are covered in KS3. * Primary/secondary impacts covered in KS3, but also in HT5 in Year 10 Tropical Storms. |
| Assessment | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) * End of Year 10 exam (full paper 1) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) |
| Points when this knowledge will be revisited | * Coasts and Rivers (Year 10) * Tectonics (Year 10) | * Coastal fieldwork (Year 11) | * Coastal fieldwork (Year 11) | * Tropical storms (Year 10) | * Hazards (Year 10) | * Development Dynamics (Year 11) |
| **EMPOWERING** | Key vocabulary | * Geology * Sedimentary * Metamorphic * Igneous * Intrusive * Extrusive * Strata * Erosion * Weathering * Sub-Aerial * Clint * Gryke * Tor * Glaciation | * Delta * Thalweg * Meander * Ox-Bow * Levee * Wave-cut notch * Wave-cut platform * Stack * Stump * Sea Arch * Mass movement * Free-thaw weathering * Chemical weathering * Biological weathering * Slope process * Slumping * Abrasion * Attrition * Solution * Suspension * Saltation * Traction * Evaporation * Transpiration * Condensation * Ground water flow * Surface run off | * Economy * Disparity * Enclave * Diaspora * Migration * Globalisation * Deindustrialisation * Privatisation * Decentralisation * Gentrification * Studentification * Regeneration * Rebranding * Comprehensive Development Areas (CDAs) | * High pressure * Low pressure * Weather * Climate * Precipitation * Hydrological cycle * Evaporation * Transpiration * Condensation * Global Atmospheric Circulation * Tri-cellular * Inter-Tropical Convergence Zone (ITCZ) * Tropics * Greenhouse Effect * Human Enhanced Greenhouse Effect * Albedo (Arctic) * Milankovitch Cycle * Sun Spot * Volcanism * Radiation * Jet Stream * Trade Wind * Oceanic Circulation * Coriolis Effect * Thermohaline Circulation | * Hurricane * Typhoon * Cyclone * Saffir-Simpson Scale * Governance * Preparedness * Vulnerability | * Tectonics * Convection Currents * Focus * Epicentre * Magnitude * Richter Scale * Convergent * Divergent * Transform * Destructive * Fold Mountain * Composite Volcano * Shield Volcano * Subduction * Andesitic Lava * Basaltic Lava * Viscous * Pyroclastic Flow * Lahar |
| Opportunities to engage with different cultures/ perspectives/ voices | * Frequent opportunities to broaden student awareness, knowledge of and empathy towards different cultures across the world. These are particularly prevalent in any unit that touches on varying levels of development. * (Pink) Guided reading sheets are utilised regularly which are reading extracts from a wide variety of sources/voices to both diversify and broaden our curriculum | | | | | |
| Relevance to real world and careers | * Geographical understanding of place, space, cultures, and the environment are integral to our students’ futures. * Frequent opportunities to discuss careers in a geographical field are taken, including lessons based on teachers’ prior careers (e.g. Mr James’ development work in India/Kenya/Nepal etc) | | | | | |
| **CHALLENGING** | Homework | * Regular exam practice questions. * Project homework set to boost case study knowledge. * Revision homework where appropriate. * Summer project to focus on Paper 3 content is set. | | | | | |
| Super curricular recommendations | * Wider reading is available through the library. * Geographical magazines an article available in Hub 3 * Annual online geography quiz vs other schools. | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| **HT1 – Development Dynamics and UK Coastal fieldwork.** | **HT2 – Challenges of an Urbanising World** | **HT3 – People and the Biosphere** | **HT4 – Forests Under Threat** | **HT5 – Consuming Energy Resources** | **Finished Course** |
| **Year 11** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**   * Why does the physical landscape of the UK vary from place to place?   **Skills Developed**   * Photograph analysis of common glacial, fluvial and coastal landscapes and features * Using simple geological cross-sections to show the relationship between geology and   relief   * Locating key physical features (uplands,   lowland basins, rivers) on outline UK maps   * Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps * Explore the kinds of questions capable of being investigated through fieldwork * Calculation of mean rates of erosion using a multi-year data set * Use of BGS Geology maps (paper or online) to link coastal form to geology * Recognition of coastal landforms on 1:25000 and 1:50000 OS maps. * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion * Use of simple cost-benefit analysis to investigate coastal defence options * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions. | **Core Content and Knowledge**   * Why is there a variety of river landscapes in the UK and what are the processes that shape them? * What are the challenges for river landscapes, people and property and how can they be managed? * Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? * What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?   **Skills Developed**   * Photograph analysis of common glacial, fluvial and coastal landscapes and features * Using simple geological cross-sections to show the relationship between geology and relief * Locating key physical features (uplands, lowland basins, rivers) on outline UK maps * Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps * Explore the kinds of questions capable of being investigated through fieldwork * Calculation of mean rates of erosion using a multi-year data set * Use of BGS Geology maps (paper or online) to link coastal form to geology * Recognition of coastal landforms on 1:25000 and 1:50000 OS maps. * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion * Use of simple cost-benefit analysis to investigate coastal defence options * Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions. | **Core Content and Knowledge**   * Why are places and people changing in the UK?   **Skills Developed:**   * Use and interpretation of UK population * pyramids form different time periods * Use of census data sets to understand * changes to the UK’s population * Use of Eurostat to investigate FDI and * immigration to the UK.   **Fieldwork:**   * Investigate how and why quality of life varies within urban areas.   **Skills Developed:**   * Understanding the enquiry process * Planning, collection, collation, presentation and analysis of primary and secondary data | **Core Content and Knowledge**   * How does the world’s climate system function, why does it change and how can this be hazardous for people?   **Skill Developed**   * Use and interpretation of climate graphs * Use and interpretation of line graphs/bar charts showing climate change * Use and interpretation of temperature and sea-level projection graphs to 2100. * Use of GIS to track the movement of tropical cyclones * Use of weather and storm-surge data to calculate Saffir-Simpson magnitude * Use of social media sources, satellite images and socio-economic data to assess impact. | **Core Content and Knowledge**   * How are extreme weather events increasingly hazardous for people?   **Skills Developed**   * Use and interpretation of climate graphs * Use and interpretation of line graphs/bar charts showing climate change * Use and interpretation of temperature and sea-level projection graphs to 2100. * Use of GIS to track the movement of tropical cyclones * Use of weather and storm-surge data to calculate Saffir-Simpson magnitude * Use of social media sources, satellite images and socio-economic data to assess impact. |  |
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| **COHERENT** | Prior knowledge required to access this unit | * Concept of development has been taught in Year 8 (Development) and then further followed up in Global Citizenship (Year 8), Globalisation (Year 9), Slums and Squatter Settlements (Year 9) and throughout various topics such as Hazards (Year 10) | * Concept of urbanisation and urban growth is regularly brought up in topics in KS3 and specifically taught in UK Human Landscape (Year 10). * Some key concepts such as megacities, development and slums/squatter settlements taught in year 9 and 10. | * Biomes is a key concept that is taught in Year 7 (Amazing Places and Weather & Climate), Year 8 (Rainforests), and Year 9 (Tropical Storms and Cold Environments). * Students are taught about eco-systems in all years in KS3. | * Biomes is a key concept that is taught in Year 7 (Amazing Places and Weather & Climate), Year 8 (Rainforests), and Year 9 (Tropical Storms and Cold Environments). * Students are taught about eco-systems in all years in KS3. * Sustainability is a key concept that runs through this topic and is regularly focused on in KS3 and Year 10. | * The geopolitics of energy is touched upon in Globalisation (Year 9), as well as sustainability (Year 7). * Conserving energy resources has a close link to climate change, which most clearly is taught in Year 9 and 10 – however, it featured heavily through various topics in the curriculum. |  |
| Assessment | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) * November TES Exam | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) * February/March TES exam. | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) | * Frequent plenary assessment checks in class every lesson * End of topic summative assessment * Extended writing tasks in line with exam practice questions (8 markers) |  |
| Points when this knowledge will be revisited | * Challenges of an Urbanising World |  | * Forests Under Threat | * Consuming Energy Resources |  |  |
| **EMPOWERING** | Key vocabulary | * GDP * Literacy Rate * Corruption * Human Development Index (HDI) * Birth rate * Gender * Equality * Fertility Rate * Developed * Developing * Emerging   Rostow’s Development Model   * Top-Down Development * Bottom-Up Development * TNC’s * Inter-Governmental Organisation (IGO) * Non-Governmental Organisation (NGO) * Landlocked * Isolated * Globalisation * Colonialism * Neo-Colonialism * Foreign Direct Investment (FDI) * Sanitation * Rural-Urban Migration * World Bank * Infrastructure | * Urbanisation * Rural-Urban Migration * Natural Increase * Megacities * World Cities * Urban Primacy * Internal Migration * Knowledge Economy * International Migrants * Deindustrialisation * Informal Economy * Formal Economy * Suburbanisation * Counter-urbanisation * Regeneration * Re-urbanisation * CBD * Inner-city * Semi-detached * Port * Hyper-urbanisation * Rural-urban migration * Natural increase * Top-down development * Bottom-up development | * Biomes * Biosphere * Latitude * Local Factors * Biotic * Abiotic * Goods * Services * Ecosystem services * Carbon Sink * Hydrological cycle * Carbon Sequestration * Photosynthesis * Nutrient Cycle * Malthus * Boserup | * Equatorial Climate * Hardwood trees * Lianas * Birds * Primates * Biomass * Litter * Nutrients * Weathering * Throughflow * Coniferous * Forest Fires * Pests / Diseases * Acid Rain * Reducing Emissions from Deforestation and forest Degradation (REDD) * Convention on International Trade of Endangered Species (CITES) * Ecotourism * Agroforestry | * Non-renewable * Renewable * Recyclable * Technology * Accessibility * Energy poverty * Unconventional * Shale gas * Tar Sands * Carbon footprint * Sustainability |  |
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