**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 and into Summer 1** | **Summer** |
| **Year 12** | **BROAD** | Core content, knowledge and skills | **Human Topic - Globalisation**  **Core Content and knowledge**   * What are the causes of globalisation and why has it accelerated in recent decades? * What are the impacts of globalisation for countries, different groups of people and * cultures and the physical environment? * What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?   **Skills Developed:**   * Use of proportional flow lines showing networks of flows. * Ranking and scaling data to create indices. * Analysis of human and physical features on maps to understand lack of connectedness. * Use of population, deprivation and land use datasets to quantify the impacts of deindustrialisation. * Use of proportional flow arrows to show global movement of migrants from source to host areas. * Analysis of global TNC and brand value datasets to quantify the influence of western brands. * Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. * Plotting Lorenz curves and calculating the Gini Coefficient. | **Human Topic – Diverse Places**  **Core Content and Knowledge:**   * How do population structures vary? * An in-depth study of the local place in which you live or study and one contrasting place * How do different people view diverse living spaces? * Why are there demographic and cultural tensions in diverse places? * How successfully are cultural and demographic issues managed?   **Skills Developed:**   * Investigation of social media to understand how people relate to the places where they live. * Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities. * Interviews with local residents to interpret information representing cultural and demographic issues in a local place. * Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place. * Testing of the strength of relationships through the use of scattergraphs and Spearman’s rank correlation. * Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. * Use of indexes to measure ethnic and cultural diversity. * Interpretation of photographic and map evidence showing ‘before and after’ cross-sections. * Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. * Analysis of contrasting newspaper reports about a change, including opinions about that change. | **NEA Independent Investigation**  **Core Content and Knowledge**  **The purpose of this non-examination assessment is to test students’ skills in**  independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student’s investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student’s report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.  **Skills Developed – will vary depending on students chosen approach**   * ICT skills * Data analysis * Data presentation * Use of qualitative and quantitative data sets * GIS * Statistical analysis * Fieldwork skills   + Question and hypothesis development   + Data collection likely to include the following     - Beach profiling     - Field sketches and sketch mapping     - PH testing     - Moisture gauging     - Various methods of weather monitoring     - Sediment analysis     - Questionnaires and interviews   + Data analysis and presentation * Conclusion development, critical analysis and project evaluation |
| **Physical Topic – Hazards**  **Core Content and Knowledge**   * Why are some locations more at risk from tectonic hazards? * Why do some tectonic hazards develop into disasters? * How successful is the management of tectonic hazards and disasters?   **Skills Developed:**   * Analysis of hazard distribution patterns on world and regional scale maps. * Use of block diagrams to identify key features of different plate boundary settings. * Analysis of tsunami time-travel maps to aid prediction. * Use of correlation techniques to analyse links between magnitude of events, deaths and damage. * Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. * Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. * Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features. | **Physical Topic – Coasts**  **Core Content and Knowledge**   * Why are coastal landscapes different and what processes cause these differences? * How do characteristic coastal landforms contribute to coastal landscapes? * How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? * How can coastlines be managed to meet the needs of all players?   **Skills Developed:**   * Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features, using measures of central tendency to classify waves into destructive and constructive wave types * Using student t-test to investigate changes in pebble size and shape along a drift aligned beach and also across the littoral zone to above the storm beach * Map and aerial interpretation of distinctive landforms indicating past of sea level change |
| Ways the KS5 curriculum goes beyond the national curriculum, including extra-curricular opportunities | * Additional reading and learning material is available to encourage students to go beyond the specification * Monday Night Lectures * Alumni Event run in association with the Geographical Association and other schools within the Impact Trust * Clubs and societies are available to all year groups – including 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 * Iceland Residential Trips * Magazine subscriptions and resources made available to all students * Regular blog posts and additional resource material presented throughout course | | |
| **COHERENT** | Prior knowledge required to access this unit | * Students have varying starting points depending on the Secondary School geography experience. Minimum requirement of Grade 5 to access course * Globalisation is covered at LPSB in Year 9 in a Globalisation Unit, and in various units in 10 and 11 as a synoptic theme | * Concepts and ideas (and some case studies) are covered within Diverse Places are covered at LPSB in KS3 and 4 in various topics | * Fieldwork skills are taught as a Fieldwork Unit in Year 7, revisited in Year 8 and 9. They are also taught, via fieldwork units in Year 10 (Stratford) and Year 11 (Seaford). * Skills utilised in production of NEA are used throughout KS3 and KS4 in all units. |
| Assessment | * Frequent plenary assessment checks in class every lesson * Recap starters at the start of every lesson * End of topic summative assessment * Frequent essay writing opportunities with comprehensive feedback and assessment processes used throughout unit. | | * This is an assessed piece of work comprising 20% of students’ final grade * Work is moderated and marked internally before being sent off to exam board |
| Points when this knowledge will be revisited | * In every unit in every topic throughout KS3-5 Geography journey. * Content from globalisation is utilised in all other KS5 units. The synoptic links within this unit are integral to all other topics in both the physical and human side of the course. | * Knowledge and case studies will be utilised in other parts of course | * Fieldwork skills (interpreting data) forms AO3 as part of course, so will be utilised as part of every unit. |
| **EMPOWERING** | Key vocabulary | * **Globalisation (vocabulary beyond KS4):** Causes of globalisation, international political and economic organisations, degree of globalisation, global shift, the influence of migration, global culture, global income inequality, social, political, environmental tensions, hyperglobalisation, glocalisation, time-space compression * **Tectonics (vocabulary beyond KS4):** Convergent boundary, Volcanic Hotspot​, Sea-floor spreading​, Liquefaction​, Vulnerability​, Resilience​, Magnitude​, Hazard profile​, Governance​, VEI | * **Diverse Places (vocabulary beyond KS4):** Classification of economies, change of function and characteristics over time, economic and social inequalities, stakeholder perceptions of an area, regeneration, assessing the success of regeneration (urban / rural) * **Coasts (vocabulary beyond KS4):** Littoral zone, concordant and discordant coasts, coastal morphology, bedrock lithology, differential erosion, sediment transportation and deposition, subaerial processes, sea level changes, coastal recession, coastal flooding, coastal management | N/A |
| 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 the human side of the course. * (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 in Nepal) * Monday Night Lectures bring in experts from various fields relevant to the A-Level specification. * Alumni event to bring our past Geographers back to discuss their career progress at university level and beyond | | |
| **CHALLENGING** | Homework | * Weekly homework set to include:   + Reading tasks   + Research   + Exam questions   + Project work | | N/A |
| 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. * Monday Night Lectures * Alumni Event * Weekly readings/articles and blogs available on Teams | | |

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|  | | | **Autumn** | **Spring and into Summer 1** | **Summer - Exams** |
| **Year 13** | **BROAD** | Core content, knowledge and skills | **Human Topic - Superpowers**  **Core Content and knowledge**   * What are superpowers and how have they changed over time? * What are the impacts of superpowers on the global economy, political systems and the physical environment? * What spheres of influence are contested by superpowers and what are the implications of this?   **Skills Developed:**   * Constructing power indexes using complex data sets, including ranking and scaling. * Mapping past, present and future sphere of influence and alliances using world maps. * Using graphs of world trade growth using linear and logarithmic scales. * Mapping emissions and resource consumption using proportional symbols. * Plotting the changing location of the world’s economic centre of gravity on world maps. * Analysing future Gross Domestic Product (GDP) using data from different sources | **Human Topic – Migration, Identity and Sovereignty**  **Core Content and Knowledge:**   * What are the impacts of globalisation on international migration? * How are nation states defined and how have they evolved in a globalising world? * What are the impacts of global organisations on managing global issues and conflicts? * What are the threats to national sovereignty in a more globalised world?   **Skills Developed:**   * Constructing power indexes using complex data sets, including ranking and scaling. * Mapping past, present and future sphere of influence and alliances using world maps. * Using graphs of world trade growth using linear and logarithmic scales. * Mapping emissions and resource consumption using proportional symbols. * Plotting the changing location of the world’s economic centre of gravity on world maps. * Analysing future Gross Domestic Product (GDP) using data from different sources * Use of proportional flow lines showing networks of flows. * Ranking and scaling data to create indices. * Analysis of human and physical features on maps to understand lack of connectedness. * Use of population, deprivation and land use datasets to quantify the impacts of deindustrialisation. * Use of proportional flow arrows to show global movement of migrants from source to host areas. * Analysis of global TNC and brand value datasets to quantify the influence of western brands. * Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. * Plotting Lorenz curves and calculating the Gini Coefficient. |  |
| **Physical Topic – Water Cycle and Insecurity**  **Core Content and Knowledge**   * What are the processes operating within the hydrological cycle from global to local scale? * What are the processes operating within the hydrological cycle from global to local scale? * What factors influence the hydrological system over short- and long-term timescales? * How does water insecurity occur and why is it becoming such a global issue for the 21st century?   **Skills Developed:**   * Use of diagrams showing proportional flows within systems. * Comparative analysis of river regime annual discharges. Analysis and construction of Water Budget graphs. * Using comparative data, labelling of features of storm hydrographs. * Use of large database to study the pattern and trends in floods and droughts worldwide Interpretation of synoptic charts and weather patterns, leading to droughts and floods. * Use of a global map to analyse world water stress and scarcity. * Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. * Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of existing and potential dams | **Physical Topic – Carbon Cycle and Energy Security**  **Core Content and Knowledge**   * How does the carbon cycle operate to maintain planetary health? * How does the carbon cycle operate to maintain planetary health? * What are the consequences for people and the environment of our increasing demand for energy? * How are the carbon and water cycles linked to the global climate system?   **Skills Developed:**   * Use of proportional flow diagrams showing carbon fluxes. * Use of maps showing global temperature and precipitation distribution. * Graphical analysis of the energy mix of different countries, including change over time. * Analysis of maps showing global energy trade and flows. * Comparisons of emissions from different energy source. * Using GIS to map land-use changes such as deforestation over time. Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. * Plotting graphs of carbon dioxide levels, calculating means and rates of change. |
| Ways the KS5 curriculum goes beyond the national curriculum, including extra-curricular opportunities | * Additional reading and learning material is available to encourage students to go beyond the specification * Monday Night Lectures * Alumni Event run in association with the Geographical Association and other schools within the Impact Trust * Clubs and societies are available to all year groups – including 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 * Iceland Residential Trips * Magazine subscriptions and resources made available to all students * Regular blog posts and additional resource material presented throughout course | | |
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| Assessment | * Frequent plenary assessment checks in class every lesson * Recap starters at the start of every lesson * End of topic summative assessment * Frequent essay writing opportunities with comprehensive feedback and assessment processes used throughout unit. | |
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| **EMPOWERING** | Key vocabulary | * **Superpowers (vocabulary beyond KS4):** Superpower​, Hard and Soft Power​, Polarity​, Cold War​, Westernisation​, Global action​, Geopolitical influence​, Sphere of influence​, Intellectual property rights, Military power * **Water Cycle and Water Insecurity (vocabulary beyond KS4):** Water store and water flux​, Residence time​, Infiltration​, Drainage basin​, Abstraction​, Water budget​, River regime​, Hydrograph​, Drought​, Flooding | * **Migration, Identity and Sovereignty (vocabulary beyond KS4):** Migration, Identity, Sovereignty, Tax Haven, State, Nation-state, Autonomy, Sovereign Wealth, Interdependence, Governance, IGO, Global Citizenship * **Carbon Cycle and Energy Security (vocabulary beyond KS4):** Geological carbon store​, Carbonate pump​, Sequestration​, Photosynthesis​, Atmospheric carbon​, Energy pathway​, Biofuel​, Deforestation​, Renewable energy​, Enhanced Greenhouse Effect |
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