



Geography department curriculum intent

Link governor: Raymond Jones

Vision statement: *To enable students to enjoy learning Geography, in an environment where staff work collaboratively to deliver a curriculum which provides students with the skills, knowledge, understanding and experiences that helps them to know their local and global contexts place and recognise their role in, and impact on, an ever-changing world.*

‘We believe in the power of education to improve lives – and the world’

Department curriculum intent:

To deliver a high quality, challenging and engaging Geography curriculum for all that provides the foundation for understanding the world in which we live. Geography is challenging, motivating, topical and engaging and is vital that, in our diverse society, students need, more than ever before, to understand other people and cultures in a range of places.

The Geography department believes that geographical knowledge, concepts, and skills are essential components of a broad and balanced curriculum. Geography makes a major contribution to students’ physical, intellectual, social, and emotional development. Students are able to perceive their place in the world and take the knowledge and understanding gained into the future, thinking about their role and choices in an increasingly technological society. Students who study Geography are well-rounded individuals, developing many transferable skills from across the curriculum. They become problem solvers and decision makers, displaying empathy towards others, and are able to critically think about issues facing the world and apply them across a range of geographical scales at a local, national, and global scale. We look at how the local environment impacts on where and how we live. They recognise that we live in one planet and the importance of sustainability and one planet living. Students will experience geography ‘on the outside’ through fieldwork and by students recognising that geography is learnt ‘outside the classroom’.



Year 7

Overall curriculum intent for year 7: Provide the students with a strong sense of locational knowledge, skills and processes to build on in their 7-year learning journey.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Topic 1		Topic 2	Topic 3		Topic 4
Intent for the half term	<p>What skills do I need to be a good geographer? Embed key map skills to explore local and global places. <i>Basic skills test to be completed at the start of the year to establish any gaps.</i></p>		<p>Is our understanding of the world wrong? We challenge misconceptions of Africa and other places such as Haiti. Why do some countries struggle to develop? Can we close the gap?</p>	<p>What makes a place extreme and vulnerable? We explore the causes and impacts of volcanoes and earthquakes and how best to manage them.</p>		<p>Is the UK weather becoming more extreme? We explore what makes the UK's weather. We investigate how we can measure it, why it rains, what high and low pressure is and why the UK has heatwaves and droughts.</p>
Content mapping	<p>We use the seven continents to explore key human and geographical features. Map skills are key and are embedded throughout this topic. Fieldwork completed on the school grounds and written up as a piece of fieldwork.</p>		<p>We use key development indicators to look at how developed key countries are and discover reasons why some are struggling to develop. These include, conflict, location, climate, pest and diseases, corruption and education.</p>	<p>We continue our learning of plate tectonics looking specifically at Mt Nyiragongo and earthquakes in Nepal and Haiti. We explore places that are becoming vulnerable and identify possible solutions to these issues. DME on Montserrat. Where would you evacuate to? How have communities developed strategies to be more resilient to the impacts of them.</p>		<p>We will identify the difference between weather and climate and interpret climate graphs previously learnt in unit 1 and 2. We will investigate how we can measure the weather and complete some fieldwork around school. We explore where the UK's weather comes from and develop an understanding of different pressure systems. These pressure systems can cause both drought and heatwaves, how does that impact on the land and communities in the UK? Fieldwork at home and in school.</p>
Disciplinary knowledge	Map and location skills		How we define and measure development	Plate tectonics theory		Climate data and patterns and trends
<p>Assessment mapping Mini assessments as key starters and final written assessment.</p>						
Personal development mapping	<p>Developing responsible, respectful, and active citizens. Being aware of and appreciating</p>		<p>Promoting an inclusive environment that meets the needs of all pupils. Students will</p>	<p>Promoting an inclusive environment that meets the needs of all pupils. Students will</p>		<p>Providing an effective careers programme, to encourage pupils to aspire, make good choices and</p>



different cultures and traditions around the world.

Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. **Promote an openness within the class so students feel confident at having a go. Reinforcing positive praise.**

Providing an effective careers programme, to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire. **Work with the Geographical Association Ambassadors.**

Sense of enjoyment and fascination in learning about themselves, others and the world around them. **Plan lessons to inspire and promote enquiring minds.**

be exposed to different cultures throughout the topic and will demonstrate respect for them and their traditions. We will use this to challenge misconceptions and stereotypes.

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

Sense of enjoyment and fascination in learning about themselves, others, and the world around them. **Plan lessons to inspire and promote enquiring minds. Pose questions to engage and promote thinking often used the use of a single photograph.**

be exposed to different cultures throughout the topic and will demonstrate respect for them and their traditions. This will focus on the people living in Goma at the foot of Mt Nyiragongo. We ask students to place themselves in another situation or to use their imagination to understand how people cope with living near an active volcano.

Promoting an inclusive environment that meets the needs of all pupils. **Students will be taking part in paired and group work activities to gain knowledge and share ideas. An activity where this cooperation is important is map from memory the structure of the earth**

Providing an effective careers programme, to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.

Sense of enjoyment and fascination in learning about themselves, others and the world around them. **Plan lessons to inspire and promote enquiring minds.**

understand what they need to do to reach and succeed in the careers to which they aspire. **Through the activities used from the Met Office.**

Promoting an inclusive environment that meets the needs of all pupils. **Students will be taking part in paired and group work activities to gain knowledge and sharing ideas. An activity where this cooperation is important is through the group fieldwork activities around school.**

Developing responsible, respectful, and active citizens. **Identifying their responsibilities towards climate change.**

Sense of enjoyment and fascination in learning about themselves, others and the world around them. **Plan lessons to inspire and promote enquiring minds.**



<p>Disciplinary literacy</p>	<p>Reading Trash non-fiction. Exploring the text which describes life growing up on a rubbish dump in South America. Spoken English Working in groups on the memory tasks. Key words used as starters and signposts in lessons.</p>	<p>Reading for key information about levels of development. Wider reading through texts. Subject specific vocabulary for development indicators. Key words used as starters and signposts in lessons</p>	<p>Spoken English Working in groups on the memory tasks. Key words used as starters and signposts in lessons</p>	<p>Recording and writing a weather report. Key words used as starters and signposts in lessons</p>
<p>Numeracy links</p>	<p>Co-ordinates, mean, median, mode.</p>	<p>Working with development data, such as GDP, literacy rates and life expectancy. Creating scatter graphs and identifying trends and correlations. Calculating currency exchanges. Interpreting a variety of graphical data to identify trends of development indicators</p>	<p>Working with logarithmic scales when discussing the Richter scale. Climate graphs, mean, median, mode. Interquartile range.</p>	<p>Interpreting synoptic maps for precipitation and charts to compare data. Plotting isobar data. Interpreting fieldwork data.</p>
<p>Cross-curricular links to other subjects</p>	<p>Numeracy, literacy, art (field sketches)</p>	<p>Numeracy, literacy, history (slave trade)</p>	<p>Science through plate tectonics</p>	<p>Numeracy, literacy, science (global atmospheric system and weather patterns), maths (measuring cloud cover in octas) Science and climate change data, global warming and greenhouse gases. Climate graphs, CO₂ trends.</p>
<p>Careers</p>	<p>Ordnance Survey Charity organisations</p>	<p>Politician, Environmental Lawyer, charity organisations.</p>	<p>Hazard mapping Conservation Officer, Town planning, structural engineer.</p>	<p>Met Office Environment Agency, Climatologist.</p>
<p style="text-align: center;">Support for all All lessons are differentiated to meet the needs of all of our learners. Lessons are scaffolded, key words and definitions are provided and regularly revisited. Structure strips and sentence starters provided for the longer answers.</p>				
<p>Challenge ideas</p>	<p>What is your Fantastic Place and why?</p>	<p>Create a development Top Trumps!</p>	<p>Design an earthquake proof building</p>	<p>Create their own pieces of fieldwork kit to measure the weather.</p>



Year 8

Overall curriculum intent for year 8: Students will develop their understanding of the physical and human environment and the links between the two.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Topic 1		Topic 2	Topic 3		Topic 4
Intent for the half term	<p>Shape shifters: how do rivers, waves and ice play a role in changing our landscape? We discover how the power of a river, waves and ice can change the landscape and that people are becoming more vulnerable to the power of rivers and waves action.</p>		<p>Why are deserts getting bigger and rainforests smaller? Linking both to climate change. <i>Asia</i></p>	<p>How is the world changing? <i>Technology focus:</i> How the world is shrinking though the work of the dollar, the internet, containerisation and global travel and the success and impacts of this. <i>Population and migration focus:</i> where is everyone? Why are people on the move?</p>		<p>How do rocks influence our local environment? Fieldwork to Dry Rigg Quarry and Ingleborough Caves. To identify how resources can be both a blessing and a curse.</p>
Content mapping	<p>We learn the key words to describe how ice and water erodes and creates different features along its journey. We discover why some rivers flood and how this can be managed. We investigate what life is like for communities living alongside a river and at the coast. We look for evidence that ice has once been there. We start to think about if this is a big issue for the future and link to climate change.</p>		<p>We focus on climate change and desertification in the Thar and Sahara Desert. Reason for deforestation and complete a DME – should the Trans Amazonia Highway be built across the Amazon rainforest?</p>	<p>We will discover how money is the true link of what connects us all. The Almighty Dollar reveals which countries are the world's developers, the consumers, the pawns and the puppeteers of the world's economic system. How is this impacting on the population? What causes people to move on a local and global scale? What are the impacts of this?</p>		<p>We identify the main rock types in the UK and the processes involved in making them. Explain the complicated geology of the UK. We look at how resources can be a blessing and a curse and link it to our local environment.</p>
Disciplinary knowledge	Erosion and weathering		Climate graphs, manipulating percentage change data.	Mapping global trade routes		The rock cycle
<p>Assessment mapping Mini assessments as key starters and final written assessment.</p>						
Personal development mapping	<p>Developing responsible, respectful, and active citizens. Identifying their responsibilities towards climate change.</p>		<p>Developing responsible, respectful, and active citizens. Identifying their responsibilities towards climate change.</p>	<p>Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. Looking at</p>		<p>Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. Looking</p>



	<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds</p> <p>Providing an effective careers programme in line with the government's statutory guidance on careers advice. Links to the Environment Agency and Ribble River Trust.</p>	<p>Providing an effective careers programme, to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire. Lesson on disaster planning and aid work.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds</p>	<p>the impacts of our purchases on the communities that make the products.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them. Looking at how other communities live and how our purchases impact on them. Shrinking the world.</p> <p>Promoting an inclusive environment that meets the needs of all pupils. Students will be exposed to different cultures throughout the topic and will demonstrate respect for them and their traditions. We will use this to challenge misconceptions. This will cover work on refugees.</p>	<p>closely at the landscape of our local environment and how it benefits and impacts on the community.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds</p>
Disciplinary literacy	<p>Spoken English</p> <p>Working in groups on the memory tasks.</p> <p>Presenting to the class what life is like during a flood.</p> <p>Key words used as starters and signposts in lessons</p>	<p>Persuasive writing for the Climate Summit</p> <p><i>Reading speeches from Greta Thunberg: No one is too small to make a difference.</i></p> <p><i>Should the Trans Amazonia Highway be built.</i></p> <p>Key words used as starters and signposts in lessons</p>	<p>Reading extracts from the 'Almighty Dollar'</p> <p>Reading stories from within the factories.</p> <p>Key words used as starters and signposts in lessons</p>	<p>Writing</p> <p>Persuasive argument/speech.</p> <p>Grammar & vocabulary.</p> <p>Key words sheets provide for each topic and used as starters and signposts to lessons. Regular use and revisits to.</p> <p>Newspaper article on quarry restoration at Dry Rigg Quarry.</p> <p>Key words used as starters and signposts to lessons</p>
Numeracy links	<p>Interpreting flooding data and measuring the flow of a river.</p> <p>Average data for measuring</p>	<p>Interpreting climate graph data.</p> <p>Calculating percentage change in deforestation rates.</p>	<p>Interpreting graphs, population pyramids, calculating percentage change in population. Ratios of males to females.</p>	<p>The importance of rocks, working out percentages, map skills looking at local rocks, processing quantitative data</p>



	pebble sizes. Wave frequency on a beach.			when looking at quarry lorries and rail transport in conflict of resources locally.
Cross-curricular links to other subjects	Science – physical and mechanical process of weathering	Science – carbon stores. Pressure systems	Business Studies	Rock cycle in Science
Careers	We start to think about if this is a big issue for the future and link to climate change. Through discussion of Town Planning and flood management through the Environment Agency and Ribble River Trust links.	Disaster planning and aid work, Climatologist, conservation, engineer on water conservation. Environmental Lawyer.	Environmental Lawyer, Human Rights Officer, Politician.	Visit the local quarry and waterfall. Tourism and education opportunities. Sustainability Officer, Nature Conversation Officer.
<p>Support for all</p> <p>All lessons are differentiated to meet the needs of all of our learners.</p> <p>Lessons are scaffolded, key words and definitions are provided and regularly revisited. Structure strips and sentence starters provided for the longer answers.</p>				
Challenge ideas	Plan a flood management advert or poster for local residents to follow.	Are electric cars the answer?	Essay – Should we change the way we shop? The impacts of cotton.	Design a questionnaire to interview local people you know about their views of the local quarry.



Year 9

Overall curriculum intent for year 9: Students will develop an understanding of what the physical and economic drivers of change are in the 21 st century.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Topic 1		Topic 2	Topic 3		Topic 4
Intent for the half term	<p>Who has the potential to be a superpower of the 21st Century? We focus on the physical geography making Russia and China a prisoner of its own success.</p>		<p>Why are cold environments important? We focus on the ecology and the climate of Antarctica and other cold environments, such as Svalbard, and discover reasons why it should be protected.</p>	<p>How are UK cities changing? We explore the UK to provide the building blocks of knowledge to support their learning journey. We discover how diverse the UK is and how and why it is changing. Why the north can be different to the south and how water is under stress because of it. Has the regeneration of Liverpool docks been successful? Fieldtrip to Liverpool Docks We discover why areas such as Liverpool have needed regenerating and how the economic employment structure of the UK has contributed to this.</p>		<p>Can resources create conflict? We focus on key places, both local and global, and discover how resources, such as water, can create conflicts. <i>Middle East</i></p>
Content mapping	<p>We investigate the rise of Russia from the cold war and China through developing its trading routes. Identify the key physical and human aspects of the countries to determine if it has the potential to become a superpower.</p>		<p>Working through the geological time zone to identify ice ages and rock cycles. Discover how ice erodes and builds the landscape and why the resources it holds could be a curse alongside the threat of climate change. We look closely at Svalbard and investigate both the challenges and opportunities it creates.</p>	<p>We identify some of the main human and physical parts on the UK map and use skills from year 7 to support this. We learn about the industrial revolution and how that has changed parts of the UK. The impact of deindustrialisation and success of regeneration, with a focus on Liverpool.</p>		<p>Drawing on previous links to the resource curse in Russia, Nigeria and Antarctica. How can resources such as water and energy create conflicts? How can conflict cause people to become refugees? We investigate these issues through mini case studies such as Syria, Darfur, Arctic oil, and more local areas such as Fracking in Lancashire and wind turbines in Cumbria. DME on Abingdon Reservoir.</p>



Disciplinary knowledge	Pillars of power- what you need to be a 'superpower' How the physical geography can limit a countries capacity to influence.	Geological timeline	Spiral of decline through deindustrialisation	Geopolitics and strategies
Assessment mapping Mini assessments as key starters and final written assessment.				
Personal development mapping	Developing responsible, respectful, and active citizens. Being aware of and appreciating different cultures and traditions around the world. Promoting an inclusive environment that meets the needs of all pupils. Students will be exposed to different cultures, for example The Nenets, throughout the topic and will demonstrate respect for them and their traditions. We will use this to challenge misconceptions. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds.	Developing responsible, respectful, and active citizens. Aware of local actions, global impacts. Plastic and energy use. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds.	Developing responsible, respectful and active citizens who are able to play their part. Looking at the impacts of deprivation. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds.	Developing responsible, respectful, and active citizens. Thinking about how much we waste and the impacts of that on others. Being aware of and appreciating different cultures and traditions around the world. Addressing misconceptions about refugees. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds.
Disciplinary literacy	Reading extracts of Prisoners of Geography Key words used as starters and signposts to lessons. Regular use and revisits to.	Reading: <i>speeches from Greta Thunberg: No one is too small to make a difference.</i> Key words used as starters and signposts to lessons	Spoken English Working in groups to discuss and challenge how successful regeneration projects have been. Describing what life growing up in the ever-changing UK. This will be done through writing in	Wider reading through 'Prisoners of geography' Key words used as starters and signposts to lessons



			different forms, newspaper, letter etc. Key words used as starters and signposts to lessons	
Numeracy links	Calculating GDP data Interpreting graphs to identify trends and patterns	Working through a geological timescale. Interpreting graphs to identify trends and patterns in global temperatures and CO ₂ changes.	Interpreting statistical data on levels of deprivation using datashine.com Reading extracts from Danny Dorling 32 Stops	Analysing and interpreting climate data.
Cross-curricular links to other subjects	History - The Cold War	Science – geological time scale and the rock cycle.	Industrial revolution and de-industrialisation in history.	Science – energy from nuclear power and fracking.
Careers	Environmental Lawyer, Politician, Human Rights Officer.	Climatologist, Nature Conservation Officer, Sustainability Consultant. Virtual work with scientists in the Arctic	Town planning, sustainable energy development.	The Green Energy market. Technology and Engineering. Charity work with refugees and Save the Children. Journalism.
<p>Support for all</p> <p>All lessons are differentiated to meet the needs of all of our learners. Lessons are scaffolded, key words and definitions are provided and regularly revisited. Structure strips and sentence starters provided for the longer answers.</p>				
Challenge ideas	Is India a potential contender to be a superpower?	Write interview questions for Greta Thunberg and World Leaders about Climate Change.	Complete a piece of fieldwork from Liverpool Docks and write up your findings. Write an article about HS2 and how it intends to change the north/south divide and 'levelling up'.	Research work done by Refugees and Asylum advisers in our local area.



Year 10 & 11

Overall curriculum intent for year 10 & 11: Students will travel the world from the classroom, exploring case studies in the UK, higher income countries, newly emerging economies, and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
Intent for the topics	Physical landscapes in the UK Coasts and Rivers	The changing Economic World	The challenge of Resource Management Global water	Urban issues and challenges	The Living World Rainforests and Hot Deserts	Geographical applications, skills and pre-release	The challenge of natural hazards Earthquakes, tropical storms, and extreme weather
Content mapping	We will look at physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places. Recognising the UK is made up of a range of landscapes. Identifying the processes involved in shaping the coastline and river systems. Evaluating the various management strategies used to protect these landscapes and how the change in climate is having an	Understand why there are global variations in economic development and quality of life. Identify strategies for reducing the development gap. Explain why NEEs experience rapid economic development which leads to significant social, environmental and cultural change. Understand how changes in the economy of the UK have affected employment patterns and regional growth.	Understand how food, energy and water are fundamental to human development and how the change in demand and provision of resources in the UK creates both opportunities and challenges. On a global scale, we investigate why water supplies can be insecure and how this can lead to conflict. We evaluate different strategies to make water supplies more sustainable.	Identify how human processes and systems change both spatially and temporally looking specifically at global patterns of urban change. Understanding why a growing % of the population lives in urban areas and how this can create both opportunities and challenges. Urban change in UK cities can lead to a variety of social, economic, and environmental opportunities and challenges. Investigating ways of moving towards	Looking at how people and physical systems interact. Identifying the interactions between living and non-living components of an ecosystem . What are the distinctive characteristics of a rainforest and hot deserts ? What are the impacts facing rainforests and can this be managed sustainably? Investigating how the desert can create both opportunities and challenges and identify ways we manage desertification.	We investigate and write up two contrasting geographical enquiries. One showing the interaction between human and physical geography – ‘ <i>how effective are the groyne at Cleveleys?</i> ’ One human fieldwork enquiry ‘ <i>does deprivation increase with distance from the sea?</i> ’ Applying graphical skills such as latitude and longitude, 4 and 6 figure grid references, using scale, drawing cross sections. Interpreting aerial photos and GIS, constructing line and bar graphs and	Explaining how natural hazards pose a threat to people and property and identifying how the effects and responses vary between areas of contrasting wealth. Understanding that global atmospheric circulation helps determine weather patterns and climate focussing on tropical storms and extreme weather in the UK. Investigating ways to manage climate change through



	impact on them both.			urban sustainability.		histograms. Reading flow line maps, desire lines, proportional symbols and isoline maps. Applying statistical tests to interpret patterns and trends.	mitigation and adaption.
Disciplinary knowledge							

Assessment mapping

Completing regular exam questions and mock papers. Once a week completing 'I can still' tasks. Homework books completing practice exam questions. Seneca assignments and GCSEpod.

Personal development mapping

Developing responsible, respectful, and active citizens. **Being aware of and appreciating different cultures and traditions around the world.**

Sense of enjoyment and fascination in learning about themselves, others and the world around them. **Plan lessons to inspire and promote enquiring minds**

Developing responsible, respectful and active citizens who are able to play their part. **Looking at the impacts of deprivation.**

Developing responsible, respectful, and active citizens. **Thinking about how much we waste and the impacts of that on others. Being aware of and appreciating different cultures and traditions around the world. Addressing misconceptions.**

Developing responsible, respectful, and active citizens. **Aware of local actions, global impacts. Plastic and energy use.**

Disciplinary literacy							
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Numeracy links

Using scale, drawing cross sections, constructing line and bar graphs and histograms. Reading flow line maps, desire lines, proportional symbols and isoline maps. Applying statistical tests to interpret patterns and trends.

Cross-curricular links to other subjects

History and the industrial revolution, science and global atmospheric system, earthquakes, and ecosystems, maths and graphs and statistical tests.

Careers

Links to the Environment Agency, Rivers Ribble Trust, hazard mapping and engineering. Field Studies Council and the RGS, aid work, hydrologists, climatologist, landscape Architect and National Parks Officer.

Support for all

All lessons are differentiated where to meet the needs of all of our learners.

Lessons are scaffolded, key words and definitions are provided and regularly revisited. Structure strips and sentence starters provided for the longer 9 mark questions.



Challenge ideas

Applying statistical tests that we use at A Level, reading articles for the Economist and The Guardian.



Year 12

Overall curriculum intent for year 12: enabling students to engage critically with real world issues and places, working at a local and a global scale.				
	Topic 1	Topic 2	Topic 3	Topic 4
Intent for the half term	Tectonic processes and hazards	Globalisation To understand the reasons for and consequences of a rapid increase in globalisation.	Coastal Landscapes and change	Regenerating Places To understand what makes a place successful or unsuccessful and to understand how regeneration is planned and assessed.
Content mapping	<p>Understanding why some areas are more at risk from tectonic hazards. Identifying and explaining global distribution of tectonic hazards through plate boundaries. Understanding the theoretical frameworks that attempt to explain plate motion and movement. Understand the interaction between hazards, vulnerability, and resilience. Recognising the significance of hazard profiles as a tool for understanding different hazard impacts and know how development and governance are important in understanding disaster impact and vulnerability. Understanding the complex trends over time and how some can develop into mega disasters. Use hazard models and frameworks to understand prediction, impacts and management. Evaluate mitigation and strategies.</p>	<p>Understand why global shifts in economic activity brings a range of environmental, economic and social impacts. Explain how globalisation is linked with increasing scale and pace of economic migration, and results in a range of impacts to places of varying scales. We will assess the global and local cultural changes associated with globalisation, and the reactions they bring. Assess the tensions for individuals and societies resulting from the rapid changes globalisation brings to places. Be able to explain the importance of the concepts of sustainability and localism.</p>	<p>Understanding why coastal landscapes differ and the importance of the underlying geology. Recognise the influence of sub-aerial processes and erosion and together they can create distinctive features. Understand the process of sediment transport and how this generates depositional features. Explain how sea level changes; both long- and short-term influences on the physical geography and increase the risk for people. Understand how coastal flooding is a risk on some coastlines and the impact of global warming on coastal flood risk. Understand how decisions are made about hard and soft engineering approaches and how they can reduce risk. Identify how this can create both winners and losers.</p>	<p>Explore how economies vary and how functions of places have changed over time. We will identify ways of measuring this change. Compare how two contrasting places have been shaped by past and present connections at different scales. Identify how economic and social inequalities can change people's perceptions of an area and evaluate the need for regeneration. Understand the key role national governments play in regeneration and being aware of the role rebranding can play. Understand the different ways of evaluating regenerating projects.</p>



Disciplinary knowledge				
<p style="text-align: center;">Assessment mapping</p> <p style="text-align: center;">Weekly exam questions, exam questions on each enquiry question, mock exams, Seneca assignments.</p>				
<p style="text-align: center;">Personal development mapping</p> <p style="text-align: center;">Developing responsible, respectful, and active citizens. Being aware of and appreciating different cultures and traditions around the world.</p> <p style="text-align: center;">Sense of enjoyment and fascination in learning about themselves, others and the world around them. Plan lessons to inspire and promote enquiring minds</p> <p style="text-align: center;">Developing responsible, respectful and active citizens who are able to play their part. Looking at the impacts of deprivation.</p> <p style="text-align: center;">Developing responsible, respectful, and active citizens. Thinking about how much we waste and the impacts of that on others. Being aware of and appreciating different cultures and traditions around the world. Addressing misconceptions.</p> <p style="text-align: center;">Developing responsible, respectful, and active citizens. Aware of local actions, global impacts. Plastic and energy use.</p>				
Disciplinary literacy				
<p style="text-align: center;">Numeracy links</p> <p style="text-align: center;">Using scale, drawing cross sections, constructing line and bar graphs and histograms. Reading flow line maps, desire lines, proportional symbols and isoline maps. Applying statistical tests such as Mann Whitney U, Chi Squared, Spearman's rank to interpret patterns and trends.</p>				
<p style="text-align: center;">Cross-curricular links to other subjects</p> <p style="text-align: center;">Science – palaeomagnetism, geology and rock cycles, mechanical and physical weathering, Psychology – perceptions of place and statistical tests.</p>				
<p style="text-align: center;">Careers</p> <p style="text-align: center;">Environmental lawyer, Sustainability Consultant, Meteorologist, Landscape Architect, Climatologist, GIS Officer, Nature Conservation Officer, Politician, Geography Teacher, Human Rights Officer, Cartographer, Hydrologist.</p>				
<p style="text-align: center;">Support for all</p> <p style="text-align: center;">Support through maths with statistical testing</p>				
<p style="text-align: center;">Challenge ideas</p> <p style="text-align: center;">Wider reading provided through academic journals and podcasts</p>				



Year 13

Overall curriculum intent for year 13: Students will apply their own geographical knowledge, understanding and skills to make sense of the world around them, investigating global and local issues and identifying successes and failures of intervention. This will help prepare them to succeed in their chosen pathway.

	Topic 1	Topic 2	Topic 3	Topic 4
Intent for the half term	The Water cycle and water insecurity To understand the physical, economic and political background to water availability on a global scale and to understand the implications of water insecurity.	Superpowers	The Carbon cycle. To understand the physical mechanisms of the carbon cycle, the implications of fossil fuel dependence and the issues arising from our need for energy security.	Health, human rights, and interventions
Content mapping	Understand the importance of the hydrological cycle and how it operates on a temporal and spatial scale. Understand it is a closed system and operates within systems and how these contribute to contrasting water budgets, river regimes and storm hydrographs. Evaluating the short-term variations and how the human and physical factors can cause deficits. Evaluating the impacts of climate change. Understanding the reasons behind water security and the consequences and risks which arise from this. Evaluate the different approaches to managing water and plan for the future.	Understand how powerful countries can be defined using a range of criteria. How and why patterns of power have changed over time and how this can create unstable geopolitical situations. Identifying the emerging powers and suggest reasons for them challenging the existing geopolitical order. Understand how superpowers influence the global economy and take advantage of it and use their cultural influence as a source of power. Understand the role they play in global economic, political, and environmental governance and that they have a disproportionate impact on the global environment and global resource consumption. Recognise that powerful countries in Asia are causing a fundamental global power shift. This power shift can	Understand how the carbon system operates at temporal and spatial scales and that geological and biological processes control carbon movement between the stores. Understand that humans have an increasing impact on natural carbon cycle functioning and that a balanced carbon cycle is important in maintaining planetary health. Understand the need for energy security but economic development often means heavy use of fossil fuels. Investigating alternative identifying the costs and the benefits. Understand the anthropogenic threats interlinked between the carbon and water cycles and the threat to human well-being. Identifying the role of different players in reducing the risks of enhanced carbon emissions.	Understand what is involved in human development and aware of the variations in human health and life expectancy. Understand the importance of human rights and that countries differ in their definitions and protection of them. Understand there are different forms of geopolitical interventions and motives towards development aid and military intervention. Be aware that there are different ways of evaluating geopolitical interventions and that development aid and military interventions can have mixed outcomes.



cause tensions and uncertainty to predict the future geopolitical balance of power.

Disciplinary knowledge

Assessment mapping

Weekly exam questions, exam questions on each enquiry question, mock exams, Seneca assignments.

Personal development mapping

Developing responsible, respectful, and active citizens. **Being aware of and appreciating different cultures and traditions around the world.**

Sense of enjoyment and fascination in learning about themselves, others and the world around them. **Plan lessons to inspire and promote enquiring minds**

Developing responsible, respectful and active citizens who are able to play their part. **Looking at the impacts of deprivation, globalisation, pandemics, and resource conflict.**

Developing responsible, respectful, and active citizens. **Thinking about how much we waste and the impacts of that on others. Being aware of and appreciating different cultures and traditions around the world. Addressing misconceptions.**

Developing responsible, respectful, and active citizens. **Aware of local actions, global impacts. Plastic and energy use.**

Disciplinary literacy

Numeracy links

Using scale, drawing cross sections, constructing line and bar graphs and histograms. Reading flow line maps, desire lines, proportional symbols and isoline maps. Applying statistical tests such as Mann Whitney U, Chi Squared, Spearman's rank to interpret patterns and trends.

Cross-curricular links to other subjects

TOPIC 5 Biology- carbon cycle and interdependence, History and the Cold War and geopolitical interventions.

Careers

Environmental lawyer, sustainability consultant, meteorologist, landscape architect, climatologist, GIS Officer, Nature conservation Officer, Politician, Geography Teacher, Human Rights Officer, Cartographer, Hydrologist.

Support for all

Support through maths with statistical testing

Challenge ideas

Wider reading provided from academic journals and podcasts