Intent, sequencing, and narrative thread

Department: Geography

<table>
<tr><td colspan="3">What is the intent statement for you subject? What does the discipline offer young people? What is the subject's purpose? This should be a short, snappy statement.</td></tr>
<tr><td></td><td colspan="2">At TCS geographical skills and concepts are taught through issue-based enquiry approach, whereby ICT is used to as a tool to enhance the quality of teaching and learning, whilst a variety of teaching and learning strategies are deployed that are student centred designed to challenge and engage students.

The study of geography will stimulate an interest and a sense of wonder about the natural and human worlds, encouraging questioning, investigation and critical thinking. It enables young people to make sense of a complex and dynamically changing world, whilst developing knowledge of places and environments, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. Through new technologies, including geographical information systems (GIS) young people are able to obtain, present and analyse information. Geography explains where places are, how landscapes are formed, how people and their environments interact, and how a diverse range of economies, societies and environments are interconnected, enabling students own experiences to investigate places at all scales.

By exploring their own place in the world, their values and their responsibilities to other people, to the environment and the sustainability of the planet, geography enables pupils to become global citizens.
Adapted from: The School Curriculum and the National Curriculum: values, aims and purposes, 1999, DfES/QCA and the Ks3 Programme of study 2008

Through the curriculum design at Ks3, we hope that many students opt to continue with their study of geography. For that reason, the concepts that underpin our Ks3 curriculum are taken from both the AQA GCSE and Edexcel A-level specification – facilitating the delivery of a 7-year learning journey for students. Furthermore, there is a greater emphasis on depth of study, as opposed to breadth resulting in four more thematic units being studied in each year group.</td></tr>
<tr><td colspan="3">What are the core aims of the curriculum? What key knowledge do you want students to have at the end of their learning journey?</td></tr>
<tr><td rowspan="3">Year 7</td><td colspan="2">Core Aims:</td></tr>
<tr><td colspan="2">Through their study of geography, we aim to:
• Promote opportunities to 'think like a geographer' by developing the ways in which students think about the world.
• Enhance and develop student's subject knowledge so they are able to understand and confidently discuss contemporary challenges which the planet is facing, living as knowledgeable and responsible citizens.
• Develop the ability to think critically, reflect, debate, discuss and analyse key issues.
• Expose students to geographical enquiry, allowing them to deepen their conceptual understanding through reasoning, interpreting data, arguing their point and undertaking fieldwork.
• Expand literacy, enabling students to deploy geographical key terms with confidence.
• Explore their own place in the world, their values, rights and responsibilities to others and the environment</td></tr>
<tr><td>Key knowledge:</td><td>Key Concepts:</td></tr>
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	Students will learn about:
	• **How can I be a successful geographer?**
	  o the skills needed to be an effective geographer
	  o how to conduct geographical enquiries through undertaking local fieldwork based upon the deciduous biome
	  o how to use and interpret geographical data and formulate geographical questions
	• **What is weather and climate?**
	  o The difference between the concept of weather and climate
	  o how the weather can be measured
	  o The impact that weather can have on our daily lives
	  o The cause, consequences, and response to tropical storms through a place study
	• **From Pole to Pole: How do our biomes differ?**
	  o Abiotic and biotic characteristics of biomes
	  o The difference between an ecosystem and biome
	  o The characteristics and challenges of the desert biome
	  o The cause and consequences of desertification
	  o How cold environments are affected by climate change
	• **Moor to sea: What happens when the land meets the sea?**
	  o The characteristics of upland and lowland areas
	  o How a water droplet moves through the hydrological cycle
	  o The formation of landforms of deposition and erosion inc., identification on an OS map
	  o Human and physical causes of flooding
	  o The consequences of developing the flood plain
	  o The characteristics of the coastal zone
	  o How erosion and deposition shape our coastlines – headland erosion and the formation of spits
	  o Why stretches of coastline such as Dawlish Warren should be managed and how this can be done effectively
		Place: is underpinned by the more specific ideas of character, identify, home, community, landscapes, sense of place and diversity, all exemplified in the context of a range of various places of different types, sizes, and locations.
		Micros Scale: Power, governance, risk, inequality
		
		Space: Most phenomena are located and distributed in space. They have relative locations to each other and often interact with each other across space. Any flows or movements between these phenomena create patterns and networks.
		Links: interconnections, development, scale
		
		Earth systems: network of ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments
		Links: processes, biodiversity
		
		Environment: interactions between human and physical geography, ecosystems, environmental change and impact, resources, and sustainability, again followed up and revealed in a variety of contexts at micro and macro scales
		Links: sustainability, mitigation, and adaptation

Through their study of geography, we aim to:

- Promote opportunities to 'think like a geographer' by developing the ways in which students think about the world.
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- Develop the ability to think critically, reflect, debate, discuss and analyse key issues.
- Expose students to geographical enquiry, allowing them to deepen their conceptual understanding through reasoning, interpreting data, arguing their point and undertaking fieldwork.
- Expand literacy, enabling students to deploy geographical key terms with confidence.
- Explore their own place in the world, their values, rights and responsibilities to others and the environment

Key knowledge:	**Key Concepts:**

Students will learn about:
• **What is development?**
  • What is meant by the term development and they ways that we can measure development
  • How and why levels of development vary globally
  • The role of colonialism in contributing to uneven development – DRC and Haiti
• **What happens to money when we spend it?**
  ○ The ways in which jobs can be arranged into grouped sectors
  ○ What trade is and how it has become global
  ○ The factors that need to be considered when relocating industry
  ○ Why employment sectors have changed overtime and why the tertiary sector is increasing
  ○ How investment from other countries has led to the development of economies and the implications of this e.g., China's investment in Nigeria
• **How do our cities differ? What makes them incredible?**
  ○ The characteristics of urban and rural spaces
  ○ Trends in urbanisation and reasons for this
  ○ The challenges or urbanisation through application to a named example
  ○ Why regeneration is needed and how it can improve urban spaces
  ○ Why cities grow? Factors that have contributed to the site and situation of cities
  ○ How cities can be sustainable – Dubai
Brazil: What is Brazil like? What factors have shaped the country?
	Place: is underpinned by the more specific ideas of character, identify, home, community, landscapes, sense of place and diversity, all exemplified in the context of a range of various places of different types, sizes, and locations.
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	Space: Most phenomena are located and distributed in space. They have relative locations to each other and often interact with each other across space. Any flows or movements between these phenomena create patterns and networks.
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	Links: sustainability, mitigation, and adaptation

	○ How migration and colonialism have shaped this country ○ Where people live and why ○ How the TRF biome works ○ What life is like in the Favelas ○ How the Olympics has impacted Rio de Janeiro ○ Strategies to make Rio more sustainable	

Year 9	**Core aims:**	
	Through their study of geography, we aim to: • Promote opportunities to 'think like a geographer' by developing the ways in which students think about the world. • Enhance and develop student's subject knowledge so they are able to understand and confidently discuss contemporary challenges which the planet is facing, living as knowledgeable and responsible citizens. • Develop the ability to think critically, reflect, debate, discuss and analyse key issues. • Expose students to geographical enquiry, allowing them to deepen their conceptual understanding through reasoning, interpreting data, arguing their point and undertaking fieldwork. • Expand literacy, enabling students to deploy geographical key terms with confidence. • Explore their own place in the world, their values, rights and responsibilities to others and the environment	
	Key knowledge:	**Key Concepts:**
	Students will learn about: • **Why is our earth so hazardous? Volcanoes and Tsunamis** ○ The theory of plate tectonics ○ How volcanoes and earthquakes are linked to tectonics ○ That there are different types of volcanoes depending on location ○ Hazards associated with volcanic activity and tsunamis ○ How scientists attempt to predict, manage, and prevent these hazards • **How do resources lead to conflict?** ○ How humans use the earth's natural resources – oil, water, and energy supplies ○ Why water is a finite resource ○ The role of humans in exacerbating water stress – Aral Sea ○ How minerals can result in conflict ○ The impact of mineral extraction on communities and the environment ○ Causes of food insecurity and conflict can exacerbate this ○ How important the South China sea is • **Why are our TRF valuable?** ○ The impact of deforestation on biodiversity ○ Causes and effects of deforestation ○ The reasons for and against the development of TRF ○ Why TRF are valuable ○ How we can manage the TRF sustainably	**Place:** is underpinned by the more specific ideas of character, identify, home, community, landscapes, sense of place and diversity, all exemplified in the context of a range of various places of different types, sizes, and locations. Micros Scale: Power, governance, risk, inequality **Space:** Most phenomena are located and distributed in space. They have relative locations to each other and often interact with each other across space. Any flows or movements between these phenomena create patterns and networks. Links: interconnections, development, scale **Earth systems:** network of ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments Links: processes, biodiversity **Environment:** interactions between human and physical geography, ecosystems, environmental change and impact, resources, and sustainability, again followed up and revealed in a variety of contexts at micro and macro scales Links: sustainability, mitigation, and adaptation

<table>
<tr><td rowspan="3">Year 10</td><td colspan="2">Core aims:</td></tr>
<tr><td colspan="2">Through their study of geography, we aim to:
• develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
• gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
• develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
• apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).</td></tr>
<tr><td>Key knowledge:</td><td>Key Skills:</td></tr>
<tr><td>• Cold environments (polar and tundra) have a range of distinctive characteristics.
• Development of cold environments creates opportunities and challenges.
• Cold environments are at risk from economic development.
• A growing percentage of the world's population lives in urban areas.
• Urban growth creates opportunities and challenges for cities in LICs and NEEs.
• Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
• The UK has a range of diverse landscapes.
• The coast is shaped by a number of physical processes.
• Distinctive coastal landforms are the result of rock type, structure and physical processes.
• Different management strategies can be used to protect coastlines from the effects of physical processes.
• The shape of river valleys changes as rivers flow downstream.
• Distinctive fluvial landforms result from different physical processes.
• Different management strategies can be used to protect river landscapes from the effects of flooding.</td><td>• Cartographic skills relating to a variety of maps at different scales including:
o Atlas maps – PQE, latitude and longitude, inter-relationship between human and physical factors and describing significant features
o OS maps – understand and read OS maps, identifying key features of the landscapes, interpretation of cross sections and to describe the physical features of places
o Maps in association with photographs – compare maps, sketch maps, photograph sketches, annotates and describing human and physical landscapes
• Graphical skills – draw and construct graph inc., interpretation and extraction of information from different types of maps
• Numerical skills – numbers area, scales, collecting data, sample sizes, proportion and ratio, magnitude and frequency and reaching informed conclusions
• Statistical skills – % increase and decrease, describe relationships, use, and apply appropriate measures, evaluate the strengths and weaknesses of different statistical methods
• Use of qualitative and quantitative data
• Formulate enquiry and argument – identification of questions, wrote descriptive, analytically, and critically, communicate ideas, extended writing and developing well-evidence and informed conclusions
• Literacy</td></tr>
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<table>
<tr><td>Year 11</td><td colspan="2">Core aims:</td></tr>
<tr><td></td><td colspan="2">Through their study of geography, we aim to:
• develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
• gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
• develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
• apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).</td></tr>
<tr><td></td><td>Key knowledge:</td><td>Key Skills:</td></tr>
<tr><td></td><td>• There are global variations in economic
• development and quality of life.
• Various strategies exist for reducing the global development gap.
• Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.
• Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.
• Natural hazards pose major risks to people and property.
• Earthquakes and volcanic eruptions are the result of physical processes.
• The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.
• Management can reduce the effects of a tectonic hazard.
• Global atmospheric circulation helps to determine patterns of weather and climate.
• Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
• Tropical storms have significant effects on people and the environment.
• The UK is affected by a number of weather hazards.
• Extreme weather events in the UK have impacts on human activity.
• Climate change is the result of natural and human factors and has a range of effects.
• Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).
• Food, water and energy are fundamental to human development.</td><td>• Cartographic skills relating to a variety of maps at different scales including:
o Atlas maps – PQE, latitude and longitude, inter-relationship between human and physical factors and describing significant features
o OS maps – understand and read OS maps, identifying key features of the landscapes, interpretation of cross sections and to describe the physical features of places
o Maps in association with photographs – compare maps, sketch maps, photograph sketches, annotates and describing human and physical landscapes
• Graphical skills – draw and construct graph inc., interpretation and extraction of information from different types of maps
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• Statistical skills – % increase and decrease, describe relationships, use, and apply appropriate measures, evaluate the strengths and weaknesses of different statistical methods
• Use of qualitative and quantitative data
• Formulate enquiry and argument – identification of questions, wrote descriptive, analytically, and critically, communicate ideas, extended writing and developing well-evidence and informed conclusions
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	• The changing demand and provision of resources in the UK create opportunities and challenges. • Demand for food, water and energy resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase food, water and energy supplies.	

Year 12	**Core aims:** Geography in Year 12 aims to enable students to: • develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole • develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts • recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today • Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising • become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies • apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography. • undertake fieldwork that encourages them to apply and evaluate theory in the real world, and that A Level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills, and identifying appropriate ways of analysing and communicating findings.	
	Key knowledge:	**Key skills:**
	Tectonic Processes and Hazards 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? **Coastal Landscapes and Change** 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?	• understand the nature and use of different types of geographical information, including qualitative and quantitative, primary and secondary, images, factual text and discursive/creative material, digital data, numerical and spatial data and innovative forms of data, including crowd-sourced and 'big data' and including dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, aerial, oblique, ground, satellite images and GIS. • collect, analyse and interpret such information, and demonstrate the ability to understand and apply

	Globalisation 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? **Regenerating Places** How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place Why might regeneration be needed? How is regeneration managed? How successful is regeneration? **Non-Examined Assessment** (Independent Enquiry)	suitable analytical approaches for the different information types including, qualitative approaches such as coding and sampling and quantitative approaches such as measures of dispersion, measures of correlation and association from the following statistical tests: t-tests, Spearman's rank, Chi-squared, Gini Co-efficient, Lorenz curve • undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data • communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.

Year 13	**Core aims:** Geography in Year 13 aims to enable students to: • develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole • develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts • recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today • Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising • become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies • apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography. • undertake fieldwork that encourages them to apply and evaluate theory in the real world, and that A Level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills, and identifying appropriate ways of analysing and communicating findings.	
	Key knowledge:	**Key skills:**

	The Water Cycle and Water Insecurity 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? **The Carbon Cycle and Energy Security** 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? **Superpowers** 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? **Health, Human Rights and Intervention** What is human development and why do levels vary from place to place? Why do human rights vary from place to place? How are human rights used as arguments for political and military intervention? What are the outcomes of geopolitical interventions in terms of human development and human rights?	Students should be able to demonstrate the following skills. **1. Qualitative data** a) use and understand a mixture of methodological approaches, including using interviews b) interpret and evaluate a range of source material including textual and visual sources, such as oral accounts, newspapers, creative media, social media, aerial, oblique, ground photographs, sketches and drawings c) understand the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciate how they actively create particular geographical representations d) understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. **2. Quantitative data** a) understand what makes data geographical and the geospatial technologies (e.g. GIS) that are used to collect, analyse and present geographical data b) demonstrate an ability to collect and to use digital, geo-located data, and to understand a range of approaches to the use and analysis of such data **c)** use, interpret and analyse geographical information including dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, satellite images, GIS d) understand the purposes and difference between a range of statistical tests, use them in appropriate contexts