



Geography department curriculum intent

Vison 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’.



Curriculum mapping

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.							
Year 7		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 topic	Fantastic Places What skills do I need to be a good geographer? Embed key map skills and explore some of the fantastic local places. By understanding local geography, students can appreciate the unique features of their community, from natural landscapes to cultural landmarks.	Is our understanding of the world wrong? We aim to develop an understanding of global development while addressing and correcting common misconceptions. We challenge misconceptions of Africa and other places such as Haiti. Why do some countries struggle to develop? Can we close the gap?	What makes a place extreme and vulnerable? This topic is dedicated to understanding vulnerable, hazardous places by analysing the physical processes and human impacts that contribute to hazards. We explore the causes and impacts of volcanoes and earthquakes and how best to manage them.	Is the UK weather becoming more extreme? We aim to equip students with the knowledge and skills necessary to understand the complexities of weather and climate change. 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.		
	Content mapping	This unit bridges the gap between theoretical knowledge and practical application, enhances critical thinking and community awareness, and lays the groundwork for a comprehensive understanding of global geography. Fieldwork completed on the school grounds and written up as a piece of fieldwork and field sketches.	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.	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.	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.		
Key skills developed	Map and location skills	How we define and measure development	Plate tectonics theory	Climate data and patterns and trends			



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
Year 8	Intent for the topic	<p>The power of water. How do rivers, waves and ice play a role in changing our landscape?</p> <p>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?</p> <p>They will learn about the importance of preserving natural ecosystems and the role they play in maintaining the health of our planet, linking both to climate change.</p> <p><i>Asia</i></p>	<p>How is the world changing?</p> <p><i>Population and migration focus:</i> The curriculum will look into the causes and effects of migration, exploring both voluntary and forced migration. Students will investigate push and pull factors such as economic opportunities, conflict, environmental changes, and social factors. Case studies of migration flows within and between regions will provide concrete examples of how and why people move, as well as the challenges and opportunities migration present.</p>		<p>How do rocks influence our local environment?</p> <p>Fieldwork to Dry Rigg Quarry and Ingleborough Caves. We aim to explore how rocks influence our local environment, providing students with an understanding of the geological foundations that shape our landscape, ecosystems, and human activities.</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.</p> <p>Reason for deforestation and complete a DME – should the Trans Amazonia Highway be built across the Amazon rainforest?</p>	<p>We look at how employment structure is changing, how this links to globalisation and a shrinking world.</p> <p>Why people are on the move and what this means. Links to climate change through climate refugees.</p>		<p>We identify the main rock types in the UK and the processes involved in making them, explaining the complicated geology of the UK.</p> <p>We look at how resources can be a blessing and a curse and link it to our local environment.</p>
	Key skills developed	Erosion and weathering	Climate graphs, manipulating percentage change data.	Mapping global trade routes		The rock cycle



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
Year 9	Intent for the topic	<p>Who has the potential to be a superpower of the 21st Century? We explore which countries have the potential to become superpowers of the 21st century. By providing a comprehensive understanding of economic, political, military, cultural, technological, and environmental factors, and promoting critical thinking and ethical considerations, we aim to equip students with the knowledge and skills necessary to analyse and understand global power dynamics.</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>	<p>Why are cold environments important? We aim to provide students with a comprehensive understanding of cold environments, including polar regions and high-altitude areas, and their significance to the global ecosystem. By studying these unique and fragile environments, students will appreciate their ecological, climatic, and cultural importance.</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? <i>Fieldtrip to Liverpool Docks</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>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>	<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>	
	Key skills developed	<p>Pillars of power- what you need to be a 'superpower' How the physical geography can limit a countries capacity to influence.</p>	<p>Geopolitics and strategies</p>	<p>Geological timeline</p>	<p>Spiral of decline through deindustrialisation</p>	



Overall curriculum intent for years 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 topic	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
Years 10 & 11 Content mapping	We 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 various management strategies used to protect these landscapes and how the change in climate is having an impact on them both.	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 urban sustainability.	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 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 sources of data (including mathematically).	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 mitigation and adaptation.



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 topic	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.
Year 12 Content mapping	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.	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.	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.	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.



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 topic	<p>The Water cycle and water insecurity</p> <p>To understand the physical, economic and political background to water availability on a global scale and to understand the implications of water insecurity.</p>	<p>Superpowers</p>	<p>The Carbon cycle.</p> <p>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.</p>	<p>Health, human rights, and interventions</p>
Year 13 Content mapping	<p>Understand the importance of the hydrological cycle and how it operates on a temporal and spatial scale.</p> <p>Understand it is a closed system and operates within systems and how these contribute to contrasting water budgets, river regimes and storm hydrographs.</p> <p>Evaluating the short-term variations and how the human and physical factors can cause deficits. Evaluating the impacts of climate change.</p> <p>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.</p>	<p>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.</p> <p>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 cause tensions and uncertainty to predict the future geopolitical balance of power.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>