

Geography Curriculum Intent

At The Kingsway School, we believe the study of geography is important because it is, in the broadest sense, an education for life and for living. Learning through geography, whether gained through classroom lessons or experientially through fieldwork, helps us all to be more socially and environmentally sensitive, better informed, and more responsible as global citizens.

The foundations of geography are built on a fundamental understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time.

The core knowledge that learners are expected to acquire in the geography curriculum is:

- **Locational knowledge** – from the local to global scale, deepening students' spatial awareness of the world's countries.
- **Place knowledge** -Understanding the geographical similarities, differences, and links between places.
- **Environmental, human and physical geography** – For example, migration, glaciation and climate change.
- **Geographical skills and fieldwork** – Interpret a wide range of geographical sources of evidence such as maps, photographs and graphs as well as collecting, analysing and drawing conclusions from geographical data through fieldwork.

Learners are then expected to apply this knowledge by considering:

- **Space and place** – That places are not isolated but connected to other places.
- **Scale and connection** – That decisions and events at a local level can have global consequences; and global processes can have different effects locally.
- **People and environment** – How human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Key Stage 4

The department decided that the new GCSE curriculum of 2016 was to be delivered as a two-year course year course with year 9 acting as a transition from KS3 into GCSE. The rationale behind this was that we wanted to create time for students to receive feedback and respond to action points so that formative milestones would aid progress. Then through Year 10 and into Year 11 the human topics which benefit from wider life experience, maturity, and empathy. In Year 10 and into Year 11 students focus on human geography topics which benefit from wider life experience, maturity and empathy and human responses to hazards caused by the interaction of humans with the physical world and natural environment. Our specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values, and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond. The department was recognised in 2019 by the Royal Geographical Society as being in the top 20 nationally for the largest cohort of students at GCSE.

Subject: Year 11 Geography

The geography department aims to provide year 11 students with a challenging and diverse curriculum that not only meets the needs of the AQA GCSE curriculum, but also develops a wide range of skills to assist further studies at A-level as well as employability. Year 11 start the year studying the paper 2, Human Geography, topic of 'The

Changing Economic World’ by considering global inequalities in wealth, health, and education. Procedural knowledge of how judgements are made regarding LIC / NEE / HIC are made with emphasis on the importance of composite measures to reflect the complexity of human development. The rapid economic growth of India forms a case study of development where students reflect on issues of inequality, corruption as well as environmental conservation. This allows for recall of challenges and opportunities in Mumbai, our case study of rapid urban growth studied during year 10. Finally, students evaluate the changes to the economy of the U.K with a reflection on the rapidly changing jobs market they will soon be entering. The influence of technology such as AI is included here. At a point where students are starting to consider their college choices and possible careers this aids engagement in the subject content. Keeping the curriculum relevant to students continues with the study of ‘The Challenge of Resource Management’. Many students can recall discussions at home around energy bills, weekly shopping costs and hosepipe bans in the summer. With this prior knowledge, students are guided through the challenges facing the U.K in terms of reliable supplies of essential resources. Should our food supply become more self-sufficient? How well is the U.K doing in its shift to renewable sources of energy? What are the economic and environmental issues around reliable energy supplies? Will we continue to have clean, reliable water supply in the future? This unit then takes a global perspective analysing issues around food security considering the factors influencing food supply, impacts of food insecurity and sustainability of methods to increase food security. A decision-making exercise on the sustainability of large-scale V’s small-scale strategies to increase food supply is left until late on in year 11 due to the volume of synoptic links made possible through this aspect of the course. Year 11 concludes with analysis of fieldwork data collected at the end of year 10. This not only prepares students for paper 3, Geographical Applications, but also revision of prior learning on urban areas and changing river characteristics. Revision for these papers is further incorporated through preparation for the ‘Issue Evaluation’ released by AQA, 12 weeks before the start of the exam window. Emphasis here is on application of prior knowledge as well as source evidence to make a sustainable decision. This helps the students to recall a wide range of knowledge and skills through practical application in time for their summer exams.

	Scheme 1: The development gap	Scheme 2: Case studies of economic change - India and the U.K	Scheme 3: The challenge of resource management	Scheme 4: Fieldwork	Scheme 5: Issue Evaluation
Acquire	Categories of development (LIC/NEE/HIC). Social and economic measures of development Demographic transition. Physical, economic and historical causes of uneven development. Consequences of uneven development. Reducing the development gap. Tourism in Kenya.	Causes of economic change. Economic impacts of economic change (multiplier effect). Social impacts of economic change and quality of life. Environmental impacts of economic change. Inequalities in economic change. Global context to economic change.	Importance of food, water and energy to economic and social wellbeing. Global inequalities in the supply and consumption of resources. The changing demand for food, water and energy in the U.K. Global patterns of calorie intake and food supply. Factors influencing the supply of and demand for food globally. Impacts of food insecurity. Strategies to increase global food supply.	Difference between physical and human enquiries. Difference between a question and hypothesis. Primary and secondary data. Risks and risk reduction. Sampling methods Methods of data presentation. Purpose of a conclusion Purpose of an evaluation.	The location of the issue / proposal The physical geography underpinning the issue. The human geography underpinning the issue The social, economic and environmental context to the issue / proposal.

Apply	<p>Describing the global patterns of development.</p> <p>Analysis of strategies to measure development considering limitations.</p> <p>Understanding the context of low development in Kenya</p> <p>Understanding the consequences of low development in Kenya</p> <p>Evaluating the sustainability of tourism to improve development in Kenya.</p>	<p>Analysis of development indicators.</p> <p>Analysis of stakeholder viewpoints on economic change.</p> <p>Sustainability principles.</p> <p>Links to development in India and service provision in Dharavi, Mumbai.</p> <p>Links between development and the regeneration of Salford Quays.</p> <p>Similarities and differences between economic change in India and the U.K.</p>	<p>Describing patterns of global resource supply and demand.</p> <p>Analysing the sustainability of various strategies to improve future resource supply.</p> <p>Understanding stakeholder viewpoints on issues surrounding resource provision.</p> <p>Understanding conflict and resource provision.</p> <p>Understanding the link between economic development and resource provision.</p> <p>Understanding the link between resource provision and environmental issues such as climate change.</p>	<p>Measuring and recording data using different sampling methods.</p> <p>Applying appropriate visual, graphical and cartographic methods for data presentation.</p> <p>Using appropriate statistical techniques to aid data presentation.</p> <p>Analysing data to draw substantiated conclusions.</p> <p>Evaluating geographical enquiries to suggest areas for improvement</p>	<p>Applying a range of O.S map skills to map based evidence of the issue.</p> <p>Analysis of stakeholder views on the issue.</p> <p>Making informed decisions based on a wide range of geographical evidence.</p>
Vocabulary	<p>Economic development</p> <p>Social development</p> <p>Human Development Index (HDI)</p> <p>Inequalities</p> <p>Demographic transition</p> <p>Colonialism</p> <p>Fairtrade</p> <p>Microfinance loans</p> <p>Foreign investment</p> <p>Tourism</p> <p>Maasai</p>	<p>Industrial</p> <p>Post-industrial</p> <p>Multiplier effect</p> <p>Trans-national corporations (TNCs)</p> <p>Primary industry</p> <p>Secondary industry</p> <p>Tertiary industry</p> <p>Quaternary industry</p> <p>Infrastructure</p> <p>Sustainable</p>	<p>Resource</p> <p>Surplus</p> <p>Deficit</p> <p>Food security</p> <p>Food insecurity</p> <p>Appropriate technology</p> <p>Conflict</p> <p>Indus Basin Irrigation System (IBIS)</p> <p>Stone lines</p> <p>Sustainable</p>	<p>Physical</p> <p>Human</p> <p>Primary data</p> <p>Secondary data</p> <p>Edale</p> <p>Salford Quays</p> <p>Sampling methods</p> <p>Data collection</p> <p>Data presentation</p> <p>Statistical analysis</p> <p>Conclusion</p> <p>Evaluation</p>	<p>Geographical issue</p> <p>Evaluation</p> <p>Stakeholder</p> <p>Secondary evidence</p> <p>Social factors</p> <p>Economic factors</p> <p>Environmental factors</p> <p>Sustainability</p>
	<p>Milestone 1:</p> <p>Japan is in stage 5 of the DTM and is a highly</p>	<p>Milestone 3:</p> <p>Using a case study of an LIC/NEE, evaluate the effects of economic</p>	<p>Milestone 6:</p> <p>'A large-scale agricultural development can bring both advantages and</p>	<p>Milestone 8:</p> <p>'To what extent did the data collected for <u>one</u> of your enquiries allow you to</p>	<p>Milestone 10:</p> <p>Mock up of paper 3-Section A based on issue</p>

	<p>developed country. Explain (3 marks)</p> <p>Milestone 2: Explain how Fairtrade can reduce the development gap (4 marks)</p>	<p>development on the population's quality of life (9 marks)</p> <p>Milestone 4: Suggest how the U.K is moving towards a post-industrial economy (6 marks)</p> <p>Milestone 5: PPE 2. Students to sit a blended paper covering topics from papers 1 and 2 to allow for working at grades to be calculated.</p>	<p>disadvantages.' Explain (6 marks)</p> <p>Milestone 7 PPE 3. Students sit a blended paper covering topics from papers 1 and 3 to allow for working at grades to be calculated.</p>	<p>reach valid conclusions? (9 marks)</p> <p>Milestone 9: Assess the usefulness of measures of central tendency, such as median, mean and mode, in analysing the housing quality data collected by students (4 marks)</p>	<p>evaluation booklet released by AQA. Variety of questions included. Detailed FAR marking completed for the 9 mark decision question.</p>
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