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 10 Geography

Year 10 Curriculum Intent: The geography department aims to provide year 10 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 10 start the year studying 'The Challenge of Natural Hazards'. Through the study of tectonic and weather hazards, students understand the physical processes responsible for volcanoes and earthquakes (tectonic) as well as tropical storms (weather). Students are encouraged to consider why much of this unit takes a global perspective in terms of the position of the U.K in relation to tectonic plates as well as latitude, the key factor influencing climate. The local context of extreme weather in the U.K is then analysed through exemplification of contrasting extreme events in our recent history. This concludes with the realisation that our weather is increasingly becoming more extreme with scientific research suggesting climate change as the key factor. Paper 1 is concluded with an in depth study the evidence for climate change and its impacts as well as a decision-making exercise on the sustainability of possible mitigation and adaptation strategies. Students conclude year 10 by commencing their work on paper 2, human geography, with the unit 'Urban Issues and Challenges'. With an increasing percentage of the world's population living in cities, it is important for students to analyse the opportunities and challenges this creates through case studies of urbanisation in Mumbai as well as urban change in Greater Manchester. Finally, opportunities for fieldwork are provided through a human geography study of the regeneration of Salford Quays as well as a physical geography study of changing river characteristics in Edale. Throughout year 10 students are encouraged to critically evaluate the evidence provided as well as make links and connections between physical and human geography topics which builds the foundation for the synoptic paper 3 in year 11.

	Scheme 1: Tectonic hazards	Scheme 2: Weather hazards	Scheme 3: Climate change	Scheme 4: The Urban world	Scheme 5: Urban change in the U. K
Acquire	The structure of the earth. Distribution of earthquakes and volcanoes Primary and secondary impacts of tectonic hazards. Immediate and long-term responses to tectonic hazards.	Global atmospheric circulation. Distribution of tropical storms. Primary and secondary impacts of tropical storms. Immediate and long-term responses to tropical storms. Extreme weather in the U.K	Evidence for climate change. Natural influences on global climate. Human influences on global climate. Impacts of climate change Methods of mitigation. Methods of adaptation.	Urbanisation is an increasing percentage of people living in urban areas. Factors influencing the growth of megacities. Opportunities of urban growth in NEEs. Challenges of urban growth in NEEs. Strategies to improve the quality of life for the urban poor in NEEs.	Population distribution in the U.K Industrialisation, de-industrialisation and regeneration in Manchester. Opportunities of urban change. Challenges of urban change. Traffic congestion Strategies to reduce traffic congestion

					Sustainable cities.
Apply	Physical processes leading to earthquakes and volcanoes. Factors influencing tectonic hazard risk Factors influencing the effectiveness of responses. How development influences long term responses to tectonic hazards.	Understanding the connection between global atmospheric circulation and the distribution of tropical storms. Factors influencing the risk of tropical storms. Factors influencing the effectiveness of responses to tropical storms. How development influences long term responses to tropical storms. Understanding patterns of extreme weather in the U.K.	Evaluating the influence of natural and human influences on recent global warming. Analysing the influence of economic development on the impacts of global warming. Evaluating methods of mitigation. Evaluating methods of adaptation.	Understanding the connection between patterns of urbanisation and economic activity. Explaining the connection between service provision in NEEs and the informal economy. Evaluating strategies to improve the quality of life for the urban poor in NEEs.	Factors influencing population distribution in the U.K. The influence of urban change on quality of life within urban areas. Impacts of inequalities in urban areas. Critical evaluation of recent regeneration in Manchester.
Vocabulary	Tectonic plates Constructive Destructive Conservative Earthquake Volcano Hazard Impacts Responses Sustainable	Global atmospheric circulation. Tropical storms 27°C Storm track Storm surge Philippines Haiyan Impacts Responses Extreme weather	Climate change Global warming Quaternary period Milankovitch cycles Fossil fuels Carbon dioxide Enhanced greenhouse effect Proxy data Mitigation Adaptation	Urbanisation Megacity Rural to urban migration Natural increase Squatter settlement Dharavi Informal economy Service provision Quality of life Slum rehabilitation	Industrialisation De-industrialisation Regeneration Derelict Land use Inequality Social deprivation Gentrification Traffic congestion Sustainable city
Assessment	Milestone 1: Suggest why both volcanoes and	Milestone 3: Term 1 exam to provide working at grade for monitoring window. FAR	Milestone 5: Explain how the increasing use of fossil fuels and changes in agriculture	Milestone 7: Suggest why managing traffic congestion and air	Milestone 9: Suggest reasons for inequalities in education (4 marks)

	earthquakes occur in New Zealand (6 marks) Milestone 2: 'Long term responses are more important than immediate responses -Agree? (9 marks)	marking provided focussing on the weather hazards unit. Milestone 4: Assess the extent to which Tropical storms have effects on people and the environment (9 marks)	may have contributed to global changes in temperature (4 marks) Milestone 6: End of year 10 exam (PPE 1) to provide working at grade for monitoring window. FAR marking provided for key weaknesses identified by class teacher.	pollution may be challenging (6 marks) Milestone 8: Assess the challenge of providing services to the city's population (6 marks)	Milestone 10: To what extent has urban change created opportunities? (9 marks)