Year 7: Curriculum Intent

Our students arrive at the school with a range of geographical experiences, so we are conscious of the need to provide students the opportunity to display their learning from KS2 by asking them the key question of 'What is Geography?' allowing for collaboration within the classroom and the development of the student, teacher relationship. Students are then taken on a journey through the use of OS maps which begins in schemata 2: How can we use maps to explore the UK?, to investigate how the physical and human aspects of geography interact in both the local, regional and national scale by developing essential map skills. These map skills are fundamental to their journey through KS3 and KS4 geography and are skills that can be used throughout this journey. Students then begin to focus on schemata 3: How is the UK landscape changing?, with a focus on how the physical landscape of the UK is changing in the Lake District as well as how the urban landscape of Manchester is changing. This helps to introduce the two main concepts of geography for students and how to make connections between the two. Students revisit the analysis of OS maps to describe and explain the changing landscape of the Lake District and the physical processes at play that have created the landscape. They will also use OS maps to describe and explain the changing urban landscape of Manchester, investigating periods of industrialisation, de-industrialisation and regeneration. The 'What is life like for the people of the UK?' unit marks the shift towards a more human geography focus for the first time. Students explore the procedural knowledge of the reasons behind the changes the UK has seen in its population. This links to historic reasons, such as internal migration during the industrial revolution, as well as more recent changes, such as where people live in the UK today. The 'What is the weather and climate of the UK like?' unit marks a shift towards a more physical geography focus for the first time. Students explore the procedural knowledge of how weather data is collected to determine the climate of a place. This learning is then applied to the real world through a microclimate enquiry. Students analyse the temperature and wind speeds at various sites around the school site to judge the influence of the school building on results. Primary data is then analysed and presented back in the classroom for conclusions to be drawn. This builds a strong foundation for GCSE fieldwork completed in year 10. Year 7 ends with the schemata: What are the challenges the UK faces?, which marks the end of the students focusing solely on the UK. By focusing on some of the challenges that the UK's changing landscape faces. Overall, year 7 students learn to appreciate how physical and human factors combine to change landscapes over time at a local, regional and national scale.

Year 7 Essential Knowledge Summary

Schemata 1: What is Geography?

Composite knowledge: Students will gain an understanding of what it means to be a geographer. Students are encouraged to share their own experiences of the subject through KS1 and KS2 to determine a commonly agreed definition of the subject. The skills of a geographer are introduced through the lens of being a detective. Locational knowledge is introduced through the study of continents and oceans / countries and capitals.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- To be able to explain that Geography is the study of the earth's landscapes, people, places and environments.
- To be able to explain the difference between physical geography (the study of the natural world), human geography (the study of human activity on our planet) and environmental geography (the study of the interactions between human and physical processes)
- To know there are 7 continents and 5 oceans, their names and locations.
- To know that continents contain counties and each country has a capital city and be able to provide some examples.
- How latitude and longitude works to locate places on the world map.

Procedural knowledge:

- Collaboration to share previous experiences of geography at KS2.
- Creating enquiry questions based on a variety of sources.

Upper Hierarchical knowledge:

- Analysing the percentage of the Earths surface covered by continents and oceans.
- Comparison of continent size and population size.

Schemata 2: How can we use maps to explore the UK?

Composite knowledge: Students will begin to develop knowledge of OS maps and the skills needed to investigate their local area as well as on a regional and national scale. The skills developed within this topic are a fundamental aspect of being a successful geographer and are used throughout KS3 and KS4.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- The purpose of symbols when using maps to describe a location
- To know the process to create a 4 and 6 figure grid reference
- To be able to label a 16-point compass.
- To know that scale and distance are used on an OS map to re
- present an area.

Procedural knowledge:

- To use map symbols to describe the local area around the school.
- To be able to describe a features location on an OS map using 4 and 6 figure grid references.
- To be able to use a 4 and 6 figure grid reference to identify a feature on a map.
- To be able to use a scale to calculate distance on an OS map.

Upper Hierarchical knowledge:

- To be able to use all of the map skills collectively to demonstrate an understanding of a local area and its features.

Schemata 3: How is the UK landscape changing?

Composite knowledge: Students will begin to understand how the UK landscape is changing in relation to both physical geography and human geography.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- To understand what a landscape is and be able to link this to both physical and human geography.
- To understand how physical processes have shaped the Lake District through glaciation.
- To be able to understand the rock cycle and how the geology of the landscape influences the features that can be identified.
- To understand how urban areas change over time and create distinctive zones.
- To understand how inner city Manchester has experienced different stages of change over time (industrialisation, de-industrialisation and regeneration)
- To understand that regeneration creates both challenges and opportunities.

Procedural knowledge:

- To use the Burgess Model to understand urban patterns.
- Identify physical and human features on an OS map to develop an understanding of a landscape.

Upper Hierarchical knowledge:

- To unpick a series of OS maps to understand how physical and human features across landscapes in the UK change overtime.

Schemata 4: What is the population of the UK like?

Composite knowledge:

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- To identify reasons why the UK's population has changed historically.
- Be able to suggest reasons why London is a populous city
- To know how globalisation has had an impact on the UK.

Procedural knowledge:

Schemata 5: What is the weather and climate of the UK like?

Composite knowledge: Students will begin to develop an understanding on how the location of the UK creates very changeable weather with increasing instances of extreme weather events. Fieldwork skills are developed too with an investigation into the microclimates that exist around our school campus.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- To know the difference between weather (the day-to-day conditions in the atmosphere) and

Schemata 6: What are the challenges the UK faces?

Composite knowledge: Students will begin to develop an understanding on how the location of the UK creates a variety of challenges. The UK then has to find reasonable solutions to tackle these challenges.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- To understand how poverty can impact the lives of people within the UK.
- To understand where in the UK is typically wealthier and why.
- To understand patterns of crime across the UK.

● Analysis of a range of maps to describe the distribution of population across the UK. ● Analysis of a range of maps to describe national patterns relating to different types of jobs and income. **Upper Hierarchical knowledge:** ● Extended writing in the milestone relating to globalisation to give an opinion with evidence to back it up.	climate (the average weather conditions of a particular place). ● To know that the climate of a place is largely influenced by latitude. Other factors are important too. ● To know that the climate of the U.K is influenced by a wide range of factors. ● To know the U.K weather is changeable due to air masses and air pressure (anticyclones and depressions) ● To understand the concept of microclimates and how they help to explain small scale variations in weather. Procedural knowledge: ● To be able to accurately describe the climate based on accurate collecting of data on the weather. ● To be able to collect reliable data for a microclimate enquiry around the school campus. ● To be able to create reliable conclusions for geographical enquiries rely on reliable data collection through teamwork. ● To be able to explain that the success of future geographical enquiries rely on thorough evaluation of methods. ● To practice extended writing in a geographical format, including the method of the PEDaL paragraph. **Upper Hierarchical knowledge:** ● The climate of the U.K has a significant impact on human activity. ● Collecting accurate weather data allows for changes to be observed over time (understanding of our knowledge on climate change). No Mo	● To understand how water supply varies across the UK. ● To understand patterns of pollution across the UK. ● To understand how energy is created in the UK. Procedural knowledge: ● Analysis of a range of maps to describe the patterns of poverty, wealth, crime, water, pollution and energy across the UK. ● To complete a decision making exercise to demonstrate an understanding of energy supply in the UK. **Upper Hierarchical knowledge:** ● To make connections between the patterns of poverty, wealth, crime, water, pollution and energy to build up an understanding of which parts of the UK struggle with what problems. ● To be able to demonstrate an understanding of how life looks in different regions of the UK.

Year 7 Final Composite Knowledge End Point

- Students understand 'What is Geography?'
- The difference between physical, human and environmental geography.
- How to use latitude and longitude to locate places on the world map.
- O.S maps can be used to analyse patterns of land use in the U.K.
- O.S maps can be used to identify changes in both physical and human landscapes over time in the UK.
- That the UK's population has changed historically and will continue to change in the future.
- That globalisation has had an impact on the UK.
- The UK's weather is changeable due to a variety of factors.
- To conduct a small fieldwork investigation on microclimates across the school campus.
- To know that the UK has a variety of challenges that it faces and how the UK tries to overcome them.

Year 8: Curriculum Intent

Year 8 curriculum intent: Our year 8 curriculum continues to challenge students' learning with an increasingly global perspective focussing on the diversity that exists in life experiences across populations. The year starts with an analysis of world population growth since 1800 considering population distribution. In year 7 students were introduced to the concept of inequality at a local and global scale. By studying global inequalities in wealth, health and education students deepen their understanding considering the procedural knowledge of how development indicators are used to make judgements about nations. Critical thinking and numeracy skills are incorporated here to critically evaluate a range of possible development indicators. A variety of strategies to reduce the development gap are evaluated before students are asked to analyse the sustainability of the 'Sand Dam' project in rural Kenya. The challenge of service provision in rural parts of developing nations leads into our next topic 'Urban Life in Africa' where students analyse the opportunities and challenges of rapid urbanisation of Lagos, Nigeria. The concept of culture features strongly here and how this is influenced by a range of physical and human factors. A decision-making exercise gives students the opportunity to evaluate a range of potential futures for the squatter settlement of Makoko. Ingenuity in the face of adversity makes this a very powerful learning experience for many pupils. Students continue their learning across the world as they explore what life is like in Asia, whilst having a case study on the economic giant that is China. Students learn about the combination of physical and human geography that creates the continent of Asia today. They investigate climatic challenges; such as how flooding threatens the lives of those living in Asia, the variety of different biomes that exist in Asia and the impact this all has on the lives of those who live there. Students continue their learning across the world by then exploring what life is like in the Middle East, whilst having a case study on the influencer sensation destination that is Dubai. Students learn about the combination of physical and human geography that creates the region of the world known as the Middle East today. They investigate climatic challenges; such as how many areas of the region suffer from a lack of rainfall, the different biomes that exists in the Middle East and the impact that this all has on the lives of those who live there.

Year 8 Essential Knowledge Summary

Schemata 1: How has population changed across the world and how can we link this to the development of a country?	**Schemata 2: What is life like in Africa?**	**Schemata 3: What is life like in Asia?**
Composite knowledge: Throughout this topic we explore inequality across the world, its origins, how it is measured and what options are available for improving the quality of life. We relate the topic to the student's own lives to develop empathy and understanding. **Component knowledge:**	Composite knowledge: The urban world of newly emerging economies- The students explore how people in the developing world are seeking a better quality of life. We study locations like Lagos in Nigeria and how the city is coping with rapid population growth. **Component knowledge:** **Foundational knowledge:**	Composite knowledge: The urban world of newly emerging economies. The students explore how people in Asia are seeking a better quality of life. We study locations like the Shenzhen city in China and how the activity of the area has helped to fuel China's economic growth. **Component knowledge:** **Foundational knowledge:**

Foundational knowledge:
Declarative knowledge:

- World population has increased rapidly over the last 200 years.
- The difference between LIC, NEE and HIC countries.
- Factors influencing economic development
- Demographic transition through the study of the Amazon, Mozambique, China, The U.K and Japan.
- How international aid can help to improve development.
- Sustainability of international aid. Sand dams in Kenya.

Procedural knowledge:

- Understanding how development indicators are used to determine a countries level of development.
- Analysing the relationship between social and economic development through scatter graphs.
- Analysing stakeholder viewpoints on the sustainability of the sand dam project in Kenya.
- Teamwork during 'The Trade Game' designed to represent how the global pattern of trade allows HICs to create a trade surplus, while LICs are left with a trade deficit.
- Extended writing (PEDaL paragraphs)

<u>Upper Hierarchical knowledge:</u>

- The relationship between economic development and demographic transition.
- Sustainability of international aid relies on effective communication between all stakeholders involved.
- Sustainability of international aid relies on the use of appropriate technology.

Declarative knowledge:

- Urbanisation is the increasing percentage of people living in towns and cities.
- Lagos is a rapidly urbanising megacity in the West African country of Nigeria.
- Urbanisation is caused by a combination of natural increase and rural to urban migration.
- Rapid urbanisation in Lagos creates economic opportunities and challenges.
- Rapid urbanisation in Lagos creates social opportunities and challenges.
- Improving the quality of life for the urban poor in Lagos is challenging due to a wide range of factors.

Procedural knowledge:

- Analysing global patterns of megacity growth.
- Describing choropleth maps at different scales.
- Analysing a wide range of stakeholder viewpoints on the future of Makoko, a squatter settlement in Lagos.
- Justifying decisions on urban planning showing consideration for sustainability.
- Extended writing (PEDaL paragraphs)

<u>Upper Hierarchical knowledge:</u>

- Patterns of urbanisation are directly linked to economic development.
- Rapid urban growth in Lagos is largely due to the perception of an improved quality of life over rural areas in Nigeria.
- Inequalities in education have direct impacts on housing and employment in Lagos.

Declarative knowledge:

- Understand the landscape of Asia, including the physical features and climate
- To know why it floods in Asia and how these floods threaten lives.
- To know the vast variety of different biomes that exist in Asia.
- To describe population distribution across Asia.
- To understand the vast number of ethnicity, language and religion within Asia.
- To understand how the growth of China has seen impacts across the world.

Procedural knowledge:

- Being able to create a features map of Asia with the use of an Atlas.
- Analyse maps to describe distribution patterns of biomes, population, ethnicity, language and religion.
- Use of the demographic transition model to compare the development of countries within Asia to each other.
- Extended writing (PEDaL paragraphs)

<u>Upper Hierarchical knowledge:</u>

- Patterns of urbanisation are directly linked to economic development.
- Changes in the Shenzhen region has had an impact on the rest of China, Asia and the world.
- Inequalities across Asia still exist.

Schemata 4: What is life like in the Middle East?

Composite knowledge: The urban world of newly emerging economies. The students explore how people in the Middle East are seeking a better quality of life and how there are many misconceptions about the region. We study locations like the Dubai in the UAE and why it has become a popular tourist destination.

<u>Component knowledge:</u>
Foundational knowledge:
Declarative knowledge:

- To understand the landscape of the Middle East, including the physical features and climate.
- To understand the variety of biomes that exist in the Middle East.
- To describe the population distribution across the Middle East and to be able to explain why this pattern exists.
- To understand some of the challenges the region of the Middle East faces, including; water stress, food, and energy.
- To understand why some areas of the Middle East are becoming popular tourist destinations.

Procedural knowledge:

- Being able to create a features map of the Middle East with the use of an Atlas.
- Analyse maps to describe the patterns of biomes, population distribution, water, food and energy.
- Extended writing (PEDaL paragraphs)

<u>Upper Hierarchical knowledge:</u>

- Patterns of urbanisation are directly linked to economic development.

- The Middle East is a small region with a wide variety of challenges and opportunities.
- Inequalities across Asia still exist.

Year 8 Final Composite Knowledge End Point

- Global inequalities (economic and social)
- Inequalities within countries leading to increasing levels of urbanisation.
- The opportunities and challenges of rapid urbanisation in the Newly Emerging Economy of Nigeria.
- Improving the quality of life for the urban poor in Nigeria is limited by a range of economic and social factors.
- The life of people in Asia is dramatically different depending upon location
- The opportunities and challenges of living in the Middle East and how the opportunities can be explored further.

Year 9: Curriculum Intent

The geography department aims to provide students with a challenging and diverse curriculum. In year 9 our focus is on understanding 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. This 'big idea' is supported by the foundational knowledge and skills developed during years 7 and 8. Students begin in our local area studying Etherow Country park as an example of a small-scale ecosystem. A wide range of biotic and abiotic features are analysed with the concept of interdependence made explicit by analysing of a range of physical and human influences. Global comparisons are then made through the study of the Tropical Rainforest and Hot Desert biome. The 'big idea' that human activity depends on effective ecosystem functioning is explored through deforestation in the Amazon Rainforest and tourism in the Thar Desert. In both locations, economic activity depends on the effective conservation of this fragile ecosystem. Students are encouraged to critically evaluate why this sustainable approach is often overlooked in the pursuit of rapid economic growth. Students then return to the U.K to consider the important role water has in shaping the physical landscape of the U.K both in terms of rivers and our extensive coastlines. Year 9 students are continually asked to reflect on how physical processes have influenced human activity and equally how human activity can influence physical processes. Students are asked to complete a variety of decision-making exercises where the sustainability of a range of strategies to manage river flooding and coastal erosion are assessed.

Year 9 Essential Knowledge Summary

Schemata 1: Ecosystems

Composite knowledge: Pupils will gain an understanding of how effective ecosystem function relies on the interdependence of all living and non-living components within it. Exemplification through the study of Etherow Country Park, Stockport.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- An ecosystem is a collection of plants and animals in an environment.
- Biotic features are living
- Abiotic features are non-living
- A range of physical and human factors can change ecosystems over time.
- Biomes are global ecosystems largely influenced by latitude.

Procedural knowledge:

- Identifying producers as well as primary, secondary and tertiary consumers on food chains and food webs.
- Calculating changing biomass between trophic levels.
- Interpreting climate graphs for a range of global biomes.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The importance of decomposers and nutrient cycling in ecosystems.
- Reasons for energy loss through trophic levels.
- Additional factors influencing global biomes: distance from the sea, ocean currents and altitude.

Schemata 2: Tropical Rainforests

Composite knowledge: Pupils will gain an understanding of how Tropical Rainforests have high biodiversity due to their proximity to the equator. This biodiversity is under threat from resource exploitation yet sustainable management strategies do exist. Case study of the Amazon Rainforest.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- Located between the Tropics.
- Hot and wet climate
- High biodiversity. Home to 50% of the world's plant and animal species.
- Plants and animals have adapted to suit the climate.
- Resource exploitation by humans is a significant threat to biodiversity.
- A range of sustainable management strategies can help to protect biodiversity.

Procedural knowledge:

- Describing the distribution of Tropical Rainforests.
- Completing climate graphs using climate data.
- Describing climate making use of climate graph data.
- Analysis of nutrient cycling in the Rainforest.
- Understanding stakeholder viewpoints on deforestation.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- How high biodiversity creates competition for sunlight and explains plant adaptations.
- How the economic development of equatorial nations influences deforestation.
- How geopolitical factors create limitations to sustainable management of Tropical Rainforests.

Schemata 3: Hot Deserts

Composite knowledge: Pupils will gain an understanding of how Hot Deserts have low biodiversity due to their proximity along the Tropics. Despite significant climatic challenges, hot deserts still hold opportunities for human development. Case study of the Thar Desert. Desertification is a significant threat to semi-arid environments on the fringes of hot deserts.

Component knowledge:

Foundational knowledge:

Declarative knowledge:

- Located along the tropics
- Hot and dry climate with large diurnal temperature range.
- Low biodiversity.
- Plants and animals have adapted to suit the climate.
- Humans have adapted to the challenges of Hot Deserts to give opportunities for economic gain.
- Desertification is a risk to semi-arid environments due to a range of physical and human factors.

Procedural knowledge:

- Describing the distribution of Hot Deserts
- The difference between monthly average temperatures and diurnal temperatures.
- Analysis of nutrient cycling in the Hot Desert.
- The process of desertification and how physical and human factors contribute.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The influence of the Hadley cell on climate and diurnal temperature range.
- The influence of infrastructure developments on the opportunities available in the Thar desert.
- How economic development influences the impacts and management of desertification in the Sahel region of Africa.

Schemata 4: River Landscapes in the U.K

Composite knowledge: Pupils will gain an understanding of how rivers help to shape the landscape of the U.K through a variety of processes. These processes will vary along the journey of a river and therefore result in distinctive landforms at various points along its course. Exemplification through the study of the River Tees. Rivers can be hazardous to nearby populations due to a range of physical and human factors. Management of river flooding is possible thanks to a range of hard and soft engineering strategies. Exemplification through the study of flooding in Cumbria.

Component knowledge:

Foundational knowledge:

Schemata 5: Coastal Landscapes in the U.K

Composite knowledge: Pupils will gain an understanding of how the coastlines of the U.K are dynamic environments, shaped by a range of coastal processes. Exemplification of this is given through the study of the Dorset coastline. Coastal flooding and erosion are significant hazards to coastal populations in the U.K but can be managed through a range of hard and soft engineering strategies.

Component knowledge:

Foundational knowledge:

- Coastlines can be shaped through erosion, transportation and deposition.
- Coastal processes are largely influenced by wave characteristics.

- Rivers can shape the landscape through erosion, transportation and deposition.
- River processes are responsible for a variety of distinctive landforms along its course.
- Flooding occurs due to a range of physical and human factors.
- Hard and soft engineering strategies can be used to manage river flooding.

Procedural knowledge:

- Understanding how river landforms can change over time due to fluvial processes.
- How flood hydrographs can be used to determine the risk of a flood occurring
- Identifying river landforms on Ordnance Survey (O.S) maps and applying a range of map skills.
- Using a range of photographs and Ordnance Survey maps to suggest reasons for the characteristics of flood hydrographs.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge

- How river characteristics influence human activity.
- Assessing the sustainability of hard and soft methods of river engineering.
- Appreciating the limitations of hard and soft river engineering in light of increasing extreme weather in the U.K due to climate change.

- Coastal landforms are largely influenced by geology.
- Coastal flooding and erosion have significant socio-economic impacts on coastal communities in the U.K.
- Hard and soft engineering strategies can be used to manage coastal flooding and erosion.

Procedural knowledge:

- Understanding how coastal landforms change over time due to coastal processes.
- Identifying coastal landforms on Ordnance Survey (O.S) maps and applying a range of skills.
- Analysing a range of stakeholder viewpoints when assessing sustainable coastal management for areas impacted by flooding and / or erosion.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge

- The historical importance of our extensive coastlines and the communities who live in them.
- Assessing the sustainability of hard and soft methods of coastal management.
- Appreciating the limitations of hard and soft coastal management in light of rising sea levels and increased extreme weather in the U.K due to climate change.

Year 9 Final Composite Knowledge End Point

- How effective ecosystem function is possible through interdependence.
- How effective ecosystem function is threatened by a range of physical and human factors.
- How human development of global ecosystems brings opportunities and challenges.
- How rivers shape the landscape of the U.K
- The hazards posed by U.K rivers and the sustainable management of these hazards.
- How U.K coastlines are shaped by a range of coastal processes.
- The hazards facing U.K coastlines and the sustainable management of these hazards.

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 the key factor influencing climate, latitude. 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 ever-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 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.

Year 10 Essential Knowledge Summary

Schemata 1: Tectonic Hazards	Schemata 2: Weather Hazards	Schemata 3: Climate Change
Composite knowledge: Pupils will gain an understanding of how the structure of the earth leads to earthquake and volcanic activity. The severity of impacts and effectiveness of management are greatly impacted by the economic status of the affected area. Exemplification is provided through a contrasting study of earthquakes in Chile and Nepal. **Component knowledge:** **Foundational knowledge** Declarative knowledge: • The crust of the earth is broken into sections known as tectonic plates. • Tectonic plates move due to heat from the inner core. • Where tectonic plates meet (margin / boundary) earthquakes and / or volcanoes may occur. • Tectonic hazards can have primary and secondary impacts • Responses to tectonic hazards can be immediate and long term. Procedural knowledge: • How the structure of the earth is known thanks to seismologists analysing earthquake data. • Volcanologists rely on effective monitoring to make predictions of volcanic eruptions.	Composite knowledge: Pupils will gain an understanding of how global atmospheric circulation can lead to atmospheric hazards. Tropical storms are studied in terms of distribution, structure, impacts and management with exemplification provided through a study of Typhoon Haiyan. Patterns of extreme weather in the U.K are studied to consider whether the weather of the U.K is becoming more extreme. **Component knowledge:** **Foundational knowledge** Declarative knowledge: • The curvature of the earth leads to differential heating which results in the movement of air. • The equator receives high levels of solar energy causing high levels of evaporation resulting in tropical storms. • Hazards of tropical storms are strong winds, heavy rain and storm surges. • Impacts of tropical storms can be primary or secondary. • Responses to tropical storms can be immediate or long term. • Extreme weather in the U.K is weather that is out of the ordinary and / or has severe social / economic impacts. Procedural knowledge:	Composite knowledge: Pupils will gain an understanding of how global temperatures have changed during the quaternary period. Natural and human factors on climate are investigated considering the impacts of these changes on countries at varying levels of economic development. Methods of mitigation and adaptation are critically analysed. **Component knowledge:** **Foundational knowledge** Declarative knowledge: • Over the last 400 000 years Earth has gone through a series of glacial and interglacial periods. • Solar output, Milankovitch cycles and volcanic activity are all natural influences. • Fossil fuels, deforestation, transportation and industry are all human factors influencing climate. • Since the industrial revolution global temperatures have risen significantly with scientific research suggesting human influences being largely to blame. • A range of mitigation strategies exist to limit further warming. • Adaptation is necessary due to many mitigation strategies proving ineffective. Procedural knowledge: • How global temperature records have been kept since 1880. • How proxy data can be used to track previous temperature records. E.g. Ice cores and tree rings.

● Methods of quantifying tectonic hazard severity. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● Understanding exceptions to the normal distribution of earthquake and volcanic activity. ● Analysing the influence of economic development on impacts and responses to tectonic hazards. ● Evaluating a range of strategies to monitor, predict, plan and protect.	● Effective satellite monitoring can make accurate predictions of tropical storm tracks and therefore prior warning allowing for evacuation. ● Analysing patterns of extreme weather in the U.K allows for predictions to be made for the future. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● The importance of collaboration between nations to reduce the impact of tropical storms. ● Analysing the influence of economic development in impacts and responses to weather hazards.	● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● The success of mitigation relies on effective collaboration between global policy makers. ● Impacts to climate change and effectiveness of adaptation will vary between countries largely due to economic development.

Schemata 4: The Urban World	**Schemata 5: Urban Change in the U.K**
Composite knowledge: Pupils will gain an understanding of the global move to cities known as urbanisation. Patterns of urbanisation are studied through the lens of economic development. Opportunities and challenges of rapid urbanisation are studied through the case study of Mumbai in India. Strategies to improve the quality of life for the urban poor in Mumbai are analysed through the example of the SRA buildings in Dharavi, Mumbai. **<u>Component knowledge:</u>** **Foundational knowledge** Declarative knowledge: ● Urbanisation is defined as an increasing percentage of a population living in towns and cities. ● Urbanisation rates vary between countries at varying levels of economic development. Currently Newly Emerging Economies such as India are rapidly urbanising. ● Rapid urbanisation in Mumbai is caused by high levels of natural increase and high levels of rural to urban migration. ● Rapid urbanisation in Mumbai provides socio-economic advantages to residents often not available in rural areas of India. ● Rapid urbanisation in Mumbai creates a range of social, economic and environmental challenges for residents and authorities. ● Government officials are attempting to improve the quality of life for the rural poor in Mumbai through the development of Slum Rehabilitation Authority (SRA) apartments. Procedural knowledge: ● Analysis of urbanisation rates over time. ● How informal employment influences service provision in urban areas of NEEs. ● How service provision in NEEs influences environmental conditions and quality of life for residents. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge** ● How patterns of urbanisation link to economic activity. ● Community spirit in the face of adversity. ● Critical evaluation of efforts to improve the quality of life for the urban poor in Mumbai.	Composite knowledge: Pupils will gain an understanding of the changes experienced by urban areas in the U.K. Through a case study of Manchester students will investigate the industrialisation, de-industrialisation and regeneration phases in the city's recent history. The example of Salford Quays gives students the opportunity to analyse the social, economic and environmental impacts of these changes over time. Critical evaluation of urban regeneration is provided through an analysis of issues surrounding social deprivation. **<u>Component knowledge:</u>** **Foundational knowledge** Declarative knowledge: ● The population of the U.K is unevenly distributed with rural spaces sparsely populated and urban areas densely populated. This distribution is largely due to physical factors. ● The population of Manchester has varied over time due to economic opportunities available in the city. ● Urban regeneration has recently caused a rise in population. ● Salford Quays is a mixed land use regeneration project in inner city Manchester. ● Urban regeneration has created a range of social, economic and environmental opportunities and challenges. ● Sustainable urban areas rely on careful consideration of social, economic and environmental issues both now and in the future. Procedural knowledge: ● Analysis of population data over time. ● Understanding how economic factors influence land use in urban zones (The Burgess Model) ● How sustainable urban design relies on a wide range of stakeholders being involved in the decision-making process. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge** ● How issues of globalisation have impacted the land use of inner-city Manchester. ● How urban inequalities exist in income, housing and education.

<u>Year 10 Final Composite Knowledge End Point</u>

- The structure of the earth has the potential to cause natural hazards.
- The movement of air around our planet has the potential to cause natural hazards.
- Impacts of natural hazards are largely influenced by economic development.
- Responses to natural hazards are largely influences by economic development.
- The recent warming of our planet is largely to blame on our use of fossil fuels.
- Both mitigation and adaptation to climate change will be necessary in the future.
- Over time the percentage of people living in urban areas has increased and will continue to do so.
- Rapid urbanisation in NEEs can create both opportunities and challenges.
- Urban change in Manchester has created a range of opportunities and challenges.
- Urban sustainability relies on effective consideration of social, economic and environmental factors both now and in the future.

<u>Year 11: Curriculum Intent</u>

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 and the influence technology such as AI could be having on this. At a point where students are starting to consider their college choices and possible careers this aids engagement in the subject content. The aim of 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 supplies of water 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.

Year 11 Essential Knowledge Summary

Schemata 1: The development gap

Composite knowledge: Pupils will gain an understanding of global variations in economic development and quality of life. A variety of strategies are analysed for reducing the global development gap.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Classifying parts of the world according to levels of economic development and quality of life.
- Social and economic measures of development.
- Demographic transition.
- Physical, economic and historical causes of uneven development.
- Consequences of uneven development.
- Strategies to reduce the development gap
- Tourism in Kenya

Procedural knowledge:

- Analysis of maps to describe pattern of global development.
- Limitations of economic and social measures of development. Advantages to composite measures of development.
- Limitations of the demographic transition model.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The link between demographic transition and economic development.
- Evaluation of strategies to reduce the development gap.
- Influence of tourism in Kenya on traditional Maasai culture.

Schemata 2: Case studies of economic change-India and The U.K

Composite knowledge: Students will gain an understanding of how economic growth varies between India and the U.K. The social, economic and environmental impacts of economic growth are analysed for both countries with the concept of globalisation emphasised throughout.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Causes of economic change.
- Economic impacts of economic change and the multiplier effect.
- Social impacts of economic change and quality of life.
- Environmental impacts of economic change.
- Variations in economic change between urban and rural areas.
- Inequalities in economic change.
- Global context to economic change.

Procedural knowledge:

- Analysis of historical economic and social indicators of development.
- Analysis of stakeholder viewpoints on economic change.
- Principles of sustainability considered when analysing economic change.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Links between the national context of economic change in India and service provision for the urban poor in Mumbai.
- Links between the national context of economic change in the U.K and the regeneration of Salford Quays.
- The links between the history of economic change in the U.K and the current economic situation in India.

Schemata 3: The challenge of resource management

Composite knowledge: Students will gain an understanding of how quality of life is impacted by the supply of food, water and energy. This is studied on a national and global scale with an in-depth study of how the demand for food resources is rising globally. Insecurities in this supply often leads to conflict.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- The significance 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.
- Future supply of 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.

Procedural knowledge:

- Analysis of maps at various scales to describe pattern of supply and demand for key resources.
- Application of sustainability concepts to strategies to improve future resource provision.
- Understanding wide ranging stakeholder views on the issues of resource provision.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- How inequalities in resource provision can lead to conflict.
- How resolving inequalities in food supply relies on appropriate technology in LICs and NEEs if this is to be sustainable.
- The importance of all stakeholders being involved in decisions around future resource provision.
- The link between global resource provision, economic development, quality of life and environmental issues such as climate change.

Schemata 4: Fieldwork

Composite knowledge: Students will gain an understanding of the approaches to geographical enquiries in contrasting environments. Students will apply knowledge and understanding to interpret, analyse and evaluate information gathered through primary data collection for the contrasting environments of Edale, to study chancing river characteristics and Salford Quays, to study urban regeneration. The skills acquired from primary data collection are then applied to unfamiliar contexts.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Selecting suitable questions/ hypotheses.
- Sources of primary and secondary data collection.
- Identifying potential risks and how these can be reduced.
- Sampling methods for data collection.
- Methods of data presentation.
- Drawing conclusions
- Evaluation of geographical enquiries.

Procedural knowledge:

- Measuring and recording data using different sampling methods.

Schemata 5: Issue Evaluation

Composite knowledge: Students will have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a specific issue(s) using secondary sources of evidence. The specific issue varies each year and is released by AQA twelve weeks prior to the formal examination. This revolves around a proposed development with students asked to evaluate and make an informed judgement.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- The location of the issue on a regional, national and global scale
- The physical geography underpinning the issue.
- The human geography underpinning the issue.
- The social, economic and environmental context.

Procedural knowledge:

- Analysis of Ordnance Survey (O.S) maps showing the location of the issue / proposal.
- Analysis of stakeholder views on the issue / proposal.
- Making informed decision based on a wide range of geographical evidence.

● Appreciation that a range of visual, graphical and cartographic methods are available for data presentation. ● Using appropriate statistical techniques to aid analysis. ● Identification of anomalies in fieldwork data. ● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● Establishing links between data sets. ● Identifying the limitations of data. ● Analysing the extent to which conclusions drawn are reliable. ● Making suggestions for improvements to geographical enquiries.	● Extended writing (PEDaL paragraphs) **Upper Hierarchical knowledge:** ● Application of sustainability principles to make an informed judgement on the issue / proposal. ● Making synoptic links between aspects of physical and human geography. ● Making reasoned justifications for proposed solutions to the issue in terms of their likely impact on both people and the physical environment.

Year 11 Final Composite Knowledge End Point

- Understanding of global variations in economic development and quality of life.
- Strategies are analysed for reducing the global development gap.
- How economic growth varies between India and the U.K.
- The social, economic and environmental impacts of economic growth.
- How quality of life is impacted by the supply of food, water and energy.
- How the demand for food resources is rising globally. Insecurities in this supply often leads to conflict.
- Approaches to geographical enquiries in contrasting environments.
- Have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a specific geographical issue using secondary sources of evidence.