

Curriculum Intent Framework Geography



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| Subject: | Geography |
| Subject Curriculum Vision: | <p>In Geography, our central aim is to stimulate a curiosity about people and places that will last a lifetime. We want students to engage in the awe and wonder of the natural world. We aim to promote a passion for learning about our rich and diverse planet. Students will consider what places are like and how the past helps to explain the present and predict the future.</p> <p>Increasingly over their journey we will encourage students to understand how physical and human landscapes are interdependent and interconnected. We want students to understand the big ideas of geography and how they relate to the complexities of the modern world.</p> |

Core Subject Principles:

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| Dignity and Respect | Geography aims to help students to develop their skills and understanding of the unit being studied and so develop their sense of self- worth and achievement. A key element of Geography lessons is to investigate issues affecting a diverse range of places and people. It is a key aim to encourage students to be able to challenge bias when thinking critically and sensitively about different viewpoints. |
| Wisdom, Knowledge and Skills | Geographers make sense of people and places using a wide range of geographical data. Students are encouraged to see patterns and connections between geographical phenomena by investigating the world through increasingly complex geographical enquiry. Throughout the 7-year journey geographical vocabulary is expanded and used to communicate geographical ideas through discussion, debate and writing. |
| Hope and Aspiration | Geography has developed a seven-year journey with high take up at GCSE and A Level. We want all students to continue their enjoyment of the subject. Students will learn how to make their own decisions through their geography lessons, they will understand the value of their opinions and how to judge the opinions of others, and ultimately, they will be able to see that change can happen through the actions of ordinary people. Throughout their learning journey students are introduced to the wide range of vocational opportunities available to geographers both in terms of the content covered and the practical skills required by the discipline. |
| Extra - Curricular | 2024 February Iceland Trip Chester Schools Sustainability Network (CSSN) Chester Zoo Project – 2023-24 |

KS3

| Key Stage 3 | | | | | |
|--|-----------------------|--|--|--------------------------------|---|
| | | Year 7 | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What is a Geographer? | British Isles Weather | Is Earth Running out of Natural Resources? | Why are rivers important? | What is an Economy? | IS the geography of Russia a curse or benefit? |
| | | Year 8 | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What happens where the land meets the sea? | | What is Development? | Ecosystems – Rainforests Biomes of Africa | How are populations changing? | How is Asia being transformed? |
| | | Year 9 | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Can we ever know enough about earthquakes and volcanoes? | | What are the challenges and opportunities facing Africa? | Climate Change | How does Ice Change the World? | Why is the Middle East an important World Region? |

KS4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|--|--|--|--|---|
| Year 10 | Tectonics Distribution Processes Case study HIC v LIC Monitoring and protection | Weather Hazards Tropical Storms UK extreme weather Climate change | Rainforest Distribution Characteristics Adaptation Opportunities and challenges Deforestation | Hot Deserts Distribution Characteristics Adaptation Opportunities and challenges Desertification | Coastal Landscapes Processes Landforms Problems of erosion Management schemes Case study | Glacial Landscapes Processes Landforms Economic Use Management |
| Year 11 | Urban World | | Economic World | Resources | | |
| | World urbanization Megacities Lagos – location and importance Opportunities and challenges in Lagos UK Urbanisation | Liverpool – location and importance Opportunities and challenges in Liverpool Sustainable cities Economic World Measuring development Uneven development Reducing the gap | Nigeria case study UK development North v south divide Industrial change Science and business parks Resources Global food, water and energy | Consumption of energy Sustainable energy Pre-release preparation and fieldwork. | | |

KS5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 12 | Coastal Environments Changing Spaces; making places | Coastal Environments Changing Spaces; making places | Earth's life support systems Trade in the Contemporary World | Earth's life support systems Trade in the Contemporary World | Earth's life support systems Human Rights | Fieldwork (NEA) preparation Human Rights |
| Year 13 | Disease Dilemmas Hazardous Earth | Disease Dilemmas Hazardous Earth | Disease Dilemmas Hazardous Earth | Revisit in Greater depth Synoptic Links | Examinations | |