Subject Curriculum Information Pack

Pedmore
High School

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Curriculum Intent

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Curriculum statement: Geography

Intent

Aspiration for *all:*

- Cultural and ethical diversity in Pedmore allows students to explore identities, cultures and countries sensitively; celebrating difference and recognising commonalities.
- The geography curriculum at Pedmore builds on relevant and current context both locally and globally and aims to broaden horizons and address potential misconceptions in order to allow all to succeed.
- It is imperative to link curriculums; therefore, students need to able to respond to and manipulate numerical data and geographical data including GIS and maps.
- The curriculum allows geography students to develop a genuine interest and appreciation of the world around them, both locally and globally.
- KS3 topics aim to provide students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to the society. The KS3 curriculum builds on previous knowledge and helps students fully prepare for GCSE geography.
- Fieldtrips and learning outside the classroom aim to deepen students' understanding of concepts such as diversity and interdependence as well as foster critical thinking skills.
- At GCSE we currently follow the Edexcel B GCSE (9-1) geography specification. Key themes cover global development, challenges faced in an increasingly urbanised world, the changing physical world and the importance of sustainable living.

Implementation

- Curriculum designed to support GCSE content through transferable KS3 skills and frequent recall of knowledge by 'GEOG your memory' tasks, knowledge organisers and exam style question practice.
- Frequent formative and summative knowledge tests to reinforce and consolidate content in both KS3 and KS4.
- Students will take part in fieldwork in order to gain an appreciation for the wider world and allow to consolidate skills learned during lessons outside the classroom. This is further consolidated by compulsory fieldwork which forms a key part of the GCSE course.
- In order to support key skills and literacy, geography department has subscriptions to organisations including the Geographical Association, The Royal Geographical Society and Digimap for Schools.
- Supporting with technical geographic vocabulary through the use of knowledge organisers.
- Homework is used to extend knowledge and understanding through researching areas of interest in the natural world at KS3 and is exam skills focused in KS4.

Impact

Geography at Pedmore is taught by subject specialists who offer a range of support from KS3 through to GCSE. Strategies used within the department include small group sizes at GCSE and a focus on quality deliverance of lesson content to support a range of abilities both at KS3 and at GCSE. In recent years, there has been an increase in interest in geography GCSE. The geography team are very passionate about their subject and encourage students to take an interest in the world around them by providing extracurricular sessions and fieldtrips to enhance their geographical skills and knowledge.

Key Stage 3

Through the KS3 curriculum, pupils are taught to:

- develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world
- develop geographical skills needed to collect, analyse and communicate using a range of data
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Locational and place knowledge

- All students will develop locational knowledge and deepen spatial awareness of the world's countries and regions, focusing on Africa, Russia, Asia and the Middle East.
- Through the study of Africa and Asia, students will understand geographical similarities, differences, and links between places.

Human and physical geography

Students will understand, using detailed place-based exemplars at a variety of scales, the key processes in physical and human geography:

- physical geography: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand 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.

Geographical skills and fieldwork

- build on their knowledge using globes, maps and atlases
- interpret Ordnance Survey maps, topographical and other thematic mapping, and aerial and satellite photographs
- use GIS to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

Key Stage 4 GCSE

The GCSE course provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. It deepens the understanding of geographical processes, the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales. The course also aims to develop students' competence in using a wide range of geographical investigative skills and approaches. The geography curriculum enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. At Pedmore, the GCSE course, builds on the skills and knowledge that students have developed throughout their KS3 course.

Locational knowledge

- Students continue to develop their knowledge of the world's continents, countries, regions and their physical, environmental and human features
- Develop an appreciation of different spatial, cultural and political contexts
- Recognition of important links and inter-relationships between places and environments at a range of scales from local to global
- Contextual knowledge of any countries from which case studies and exemplars are chosen.

Geographical skills

- The use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material including the use of GIS, to obtain, illustrate, analyse and evaluate geographical information.

Fieldwork

- A key part of the GCSE course is the fieldwork. Students undertake two pieces of compulsory fieldwork during the course. This features an urban environment (Birmingham) and a river study (Carding Mill Valley, Shropshire).
- Students collect primary and secondary data as part of their fieldwork. Data includes both qualitative and quantitative data and data from both primary and secondary sources.
- Using data should include its collection, interpretation, and analysis, including the application of appropriate quantitative and statistical techniques, it also includes the effective presentation, communication, and evaluation of material.

Formulating enquiry and argument

- Students will develop the ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues.

Place: processes and relationships

- Geography of the UK – Knowledge and understanding of the UK's geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world.

Physical geography: processes and change

- Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK.

- Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period to the present day.

People and environment: processes and interactions

- Global ecosystems and biodiversity – An overview of the distribution and characteristics of large scale natural global ecosystems.
- Resources and their management – An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources.

Human geography: processes and change

- Cities and urban society – An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development.
- Global economic development issues – The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in two countries of contrasting development.

Cartographic skills

- use and understand gradient, contour and spot height on OS maps and other isoline
- interpret cross sections and transects
- use and understand coordinates, scale and distance
- describe and interpret geo-spatial data

Graphical skills

- select and construct appropriate graphs and charts to present data
- interpret and extract information from different types of graphs and charts
- interpret population pyramids, choropleth maps and flow-line maps

Numerical skills

- demonstrate an understanding of number, area and scale and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data

Statistical skills

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data

Year 10 Curriculum Assessment Map

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Curriculum Assessment Map: Year 10 Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Tectonic Hazards**	**Weather Hazards and Climate Change**	**Ecosystems TRF and Cold Environments**	**Physical Landscapes - Glaciers**	**Urban Issues and Challenges + fieldwork**	**Physical Landscapes – Rivers + fieldwork**
Key Learning & Skills	• Structure of the Earth • Distribution of earthquakes and volcanoes • Living with and reducing the risk of hazards • Case studies • Label parts of the Earth • Interpret data • New key words	• Global circulation • Tropical storms • Evidence of climate change and its impacts • Interpret data • New key words • Understand and apply the global circulation model	• Ecosystems exist at a range of scales • TRF and cold environments have distinctive characteristics • Deforestation and its impacts • Management of TRF • Opportunities and challenges of cold environments • Drawing labelled maps and diagrams • Climate graphs • Literacy • Personal research	• Glacial processes and landscapes • Snowdonia case study • Opportunities and conflict in glaciated areas • Management of tourism in Snowdonia • Finding evidence from photos and maps	• Increased % of people in urban areas • Opportunities and challenges of urban growth in Lagos • Urban change in the UK – Birmingham case study • Urban sustainability requires management of resources and transport • Comparing different data sets • Sketches and diagrams • Conducting fieldwork	• Fluvial processes and landforms • River Severn landforms • Causes and risks of flooding • Managing floods – hard and soft engineering • Ways in collecting data can be varied • Number of factors affect data sets • Importance of using primary and secondary data • Data needs to be analysed and presented in appropriate manner
End Points	**At the end of year 10, students should be able to:** Describe and explain tectonic and weather processes and their causes. Apply this knowledge to the case studies. Explain characteristics of tropical rainforests and cold environments and threats to these locations. Management of distinctive landscapes and apply this to the Malaysia rainforest and Svalbard. Understand glacial and river processes and landscapes shaped by these. Explain the opportunities and conflicts for glaciated areas and apply this to Snowdonia. Explain the causes, risks and management of flooding and apply these to the River Severn. Describe the urban growth in Lagos and explain the challenges and opportunities this brings. Compare this to the urban growth in the UK and apply this to Birmingham. Understand how cities become sustainable. Students will be able to conduct their own urban fieldwork, understand the process of enquiry and evaluate their findings.					
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions
Formal (summative) Assessment	Enquiry questions	Enquiry questions	Enquiry questions	Enquiry questions	Summer mock exam	Enquiry questions

Year 11 Curriculum Assessment Map

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Curriculum Assessment Map: Year 11 Geography

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Physical Landscapes – Rivers + fieldwork**	**Changing Economic World**	**The Challenge of Resource Management + Food**	**Issues Evaluation and Revision**	**Exam Preparation and Revision**	**GCSE Exams**
Key Learning & Skills	• Fluvial processes and landforms • River Severn landforms • Causes and risks of flooding • Managing floods – hard and soft engineering • Ways in collecting data can be varied • Number of factors affect data sets • Importance of using primary and secondary data • Data needs to be analysed and presented in appropriate manner	• Measuring development • Population structure • Causes of uneven development • Reducing the gap • Nigeria case study • Changed to the UK economy over time • Impacts of industry • The changes occurring in rural areas • Changes to infrastructure • UK's role in the wider world	• Global distribution of resources • Provision of food, water and energy in the UK • Global food supply • Food insecurity and food supply • The Indus Basin Irrigation System case study • Examples of sustainable food production	• Explore how to answer the issue evaluation paper • Produce revision materials	• Revision lessons focusing on key topics and exam skills	• Revision lessons focusing on key topics and exam skills • Formal GCSE Examinations
End points	**At the end of year 11, students should be able to:** Consolidate all their learning and apply it to different topics. Understand river processes and landscapes shaped by these. Explain the causes, risks and management of flooding and apply these to the River Severn. Explain how to measure development and causes of uneven development around the world. Ways in which uneven development is addressed and apply this to their case study of Lagos, Nigeria. Explain how the UK's economy has changed over time and why. Understand the impacts of industry and what changes are occurring the rural areas of the UK. Explain the global distribution of resources, provision of food, water and energy in the UK. Focus on food and explain the causes of food insecurity and ways to address this.					
Informal (formative) Assessment	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions	Plenaries, exit tickets, geog your memory, quizzes, practice exam questions
Formal (summative) Assessment	Enquiry questions	December mock exam	Enquiry questions	Enquiry questions	Enquiry questions	GCSE examinations

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