









GEOGRAPHY

<p>Curriculum Intent</p> <p>Greenshaw Learning Trust The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.</p>	<p>The geography curriculum is planned to ensure that students have an awareness and appreciation of the human and physical world. To inspire a sense of awe and wonder and instil a tolerance and appreciation of diverse places, people, and resources. In order to become an active participant in the future of our planet.</p> <p>The curriculum intends:</p> <ol style="list-style-type: none"> 1. To enable students to experience a breadth of geographical knowledge and concepts about the wider world. 2. To explore and engage, in order to enable students to understand their own part of the world and local, national and global issues. 3. To equip students with an array of both geographical and problem-solving skills. 4. Through all of this, to cultivate a love of the subject that propels students towards a future interest in our planet.
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<p>Big Ideas</p> <p>National Curriculum 2013 - <i>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.</i></p>	<p>Economic </p> <p>Impact of jobs, money and business on society.</p>	<p>Environmental </p> <p>Impact of environment on people and how people can impact the environment.</p>	<p>Formations </p> <p>How process create both physical and human features.</p>
	<p>Social </p> <p>Role and impact of people in the human and physical environment at a local, national and global scale.</p>	<p>Interactions </p> <p>Geographical connections and relationships between the physical and human world.</p>	<p>Sustainability </p> <p>The ability of society to meet the needs of today without preventing future generations from meeting their needs.</p>

<p>Disciplinary knowledge</p>	<p><u>Context</u></p> <p>National Curriculum 2014 - <i>develop and extend their knowledge of different scales including global; and of social, political and cultural contexts (know geographical material)</i></p>	<p><u>Geographical skills</u></p> <p>National Curriculum 2014 - <i>develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)</i></p>	<p>Geographical skills Edexcel GCSE Specification 2016 – atlas and map skills; graphical skills; data and information research skills; investigative skills</p> <p>Mathematical Skills Edexcel GCSE Specification 2016 – cartographic skills; graphical skills; numerical skills; statistical skills</p>
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YEAR 10 – 3-year GCSE

(approx.)	Term 1	Term 2	Term 3
Topic	Human Environment	Human Environment	Human Environment
Substantive knowledge	<p><u>4. Changing cities</u></p> <ul style="list-style-type: none"> - Urban patterns and processes - Birmingham case study (context, urbanisation, migration, globalisation, economic change) - Mexico City case study (context, rate of growth, challenges to be managed) <p><u>5. Global development</u></p> <ul style="list-style-type: none"> - Definitions of development - Global patterns of development - Uneven global development - Strategies to address uneven development - India case study (context, development, impact of geopolitics and technology, impact of rapid development) 	<p><u>6. Resource management</u></p> <ul style="list-style-type: none"> - Natural resources - Exploitation of environments - Patterns of distribution and consumption <p>Geographical Investigations</p> <p><u>7A. Investigating physical environments (rivers)</u></p> <ul style="list-style-type: none"> - Theory - Trip and write up <p><u>7B. Investigating human environments (urban)</u></p> <ul style="list-style-type: none"> - Theory - Trip and write up 	<p><u>6B. Water resource management</u></p> <ul style="list-style-type: none"> - Global fresh water supply - Water consumption patterns - Water supply problems - Meeting the demands for water supply - Management and sustainable use of water supply
Disciplinary focus	<p>4. Changing cities: interpretation of line graphs, calculation of growth; use of population pyramids, choropleth maps, GIS, census data; use of qualitative and quantitative information</p> <p>5. Global development: comparison of countries using composite development measures; interpreting choropleth graphs; use economic data; use of proportional flow line maps; use of socio-economic data</p>	<p>6. Resource management: interpretation of UK and world maps; use of choropleth maps and data visualisations</p> <p>7. Geographical investigations: fieldwork data collection (trip) including quantitative and qualitative methods; use of secondary data sources</p>	<p>6B. Water resource management: interpretation of UK and world maps; interpretation of line graphs; interpretation of UK and World relative water stress maps</p>
Big Ideas			
Assessment	Paper 2 - AO1, AO2, AO3, AO4	Paper 2 and 3 - AO1, AO2, AO3, AO4	Paper 2 - AO1, AO2, AO3, AO4



YEAR 11 – 3-year GCSE

(approx.)	Term 1	Term 2	Term 3
Topic	Revision	Geographical Investigations	Revision
Substantive knowledge	<u>1. Physical environments</u> - Revision <u>2. Human environments</u> - Revision	<u>8. UK Challenges</u> - UK's resource consumption and environmental sustainability - UK settlement, population and economic challenges - UK's landscape challenges - UK's climate challenges <u>Paper 3</u> - Revision	<u>1. Physical environments</u> - Revision <u>2. Human environments</u> - Revision <u>3. Geographical investigations</u> - Revision
Disciplinary focus			
Big Ideas			
Assessment	Paper 3 - AO1, AO2, AO3, AO4	Paper 3 - AO1, AO2, AO3, AO4	



KS4 Curriculum Map - geography
Age-related expectations



In geography, age-related expectations are made up of three simple elements:

1. What students are expected to know (i.e. the keywords, processes, formations, interactions etc)
2. What students are expected to be able to write (i.e. the application of knowledge and skills to a particular question)
3. What students are able to infer using geographical skills (i.e. collection and analysis of data, use of maps, etc)

In real terms, this shown by knowledge organisers and model answers.