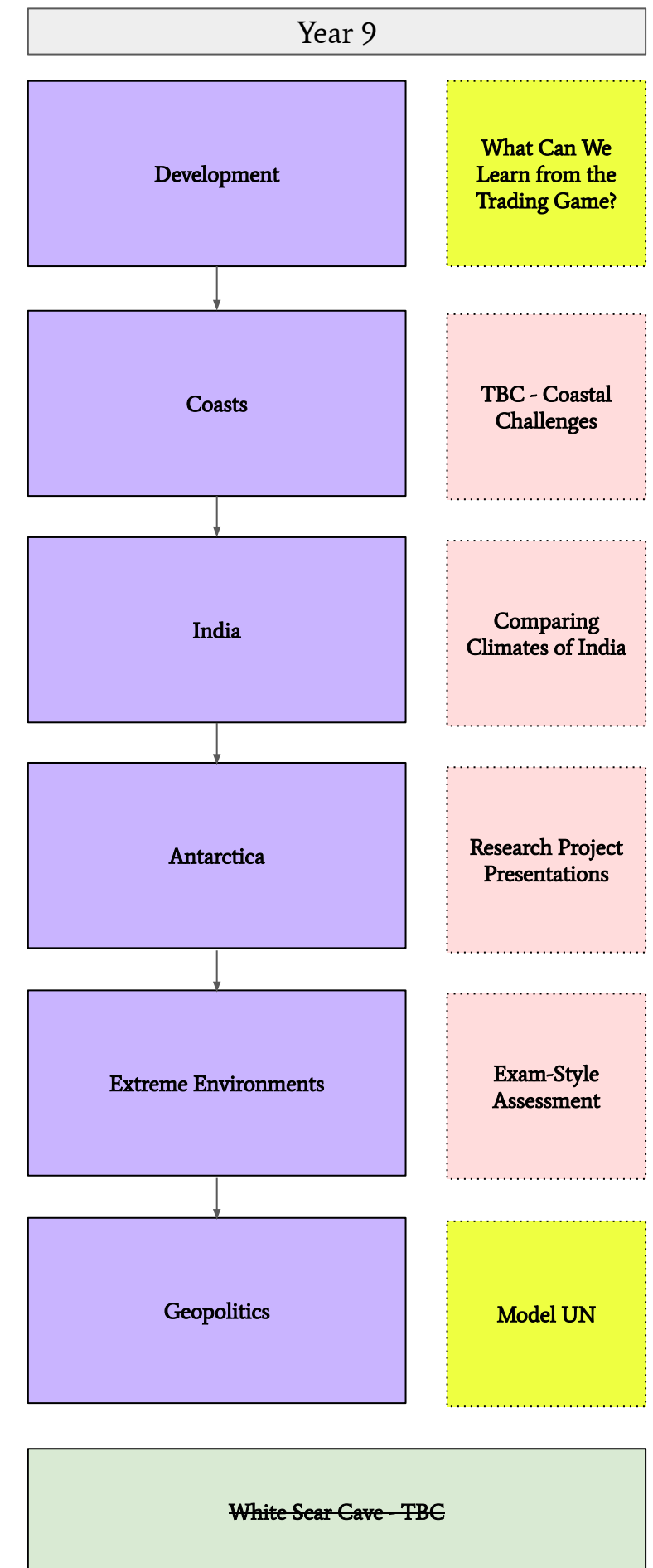
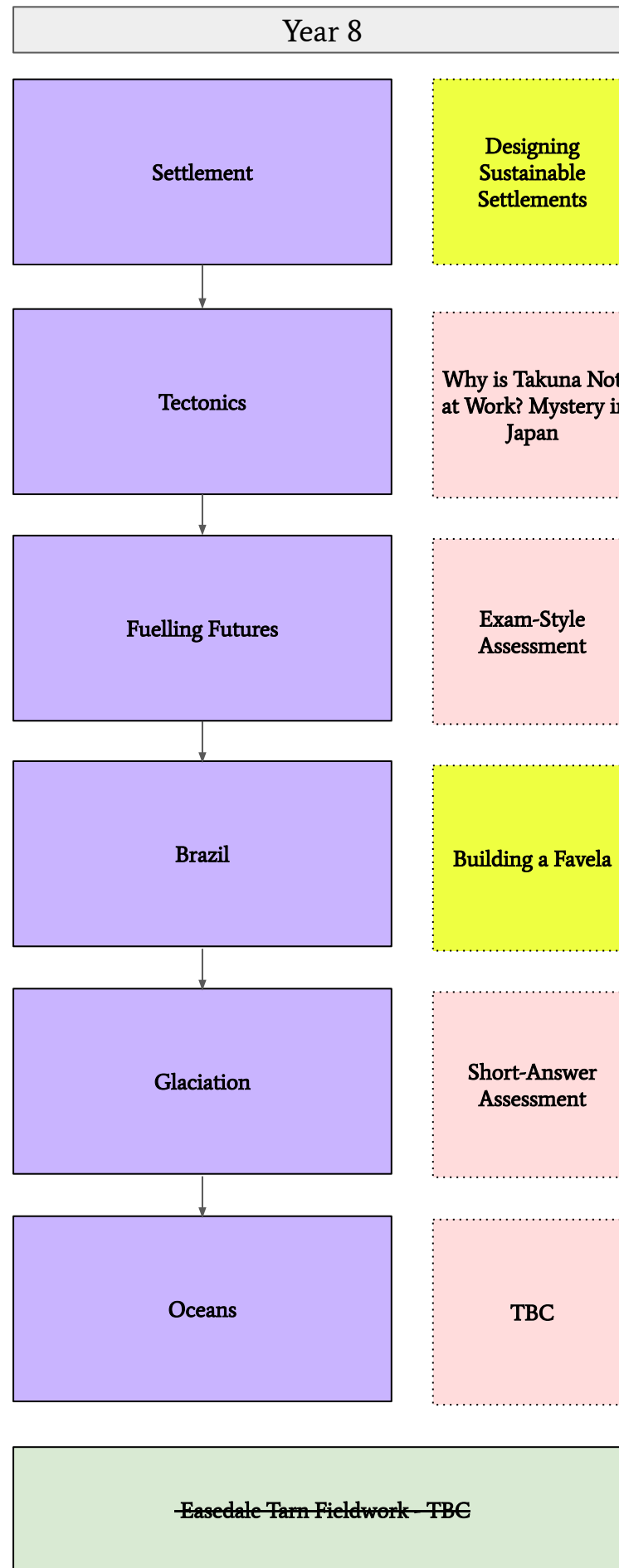
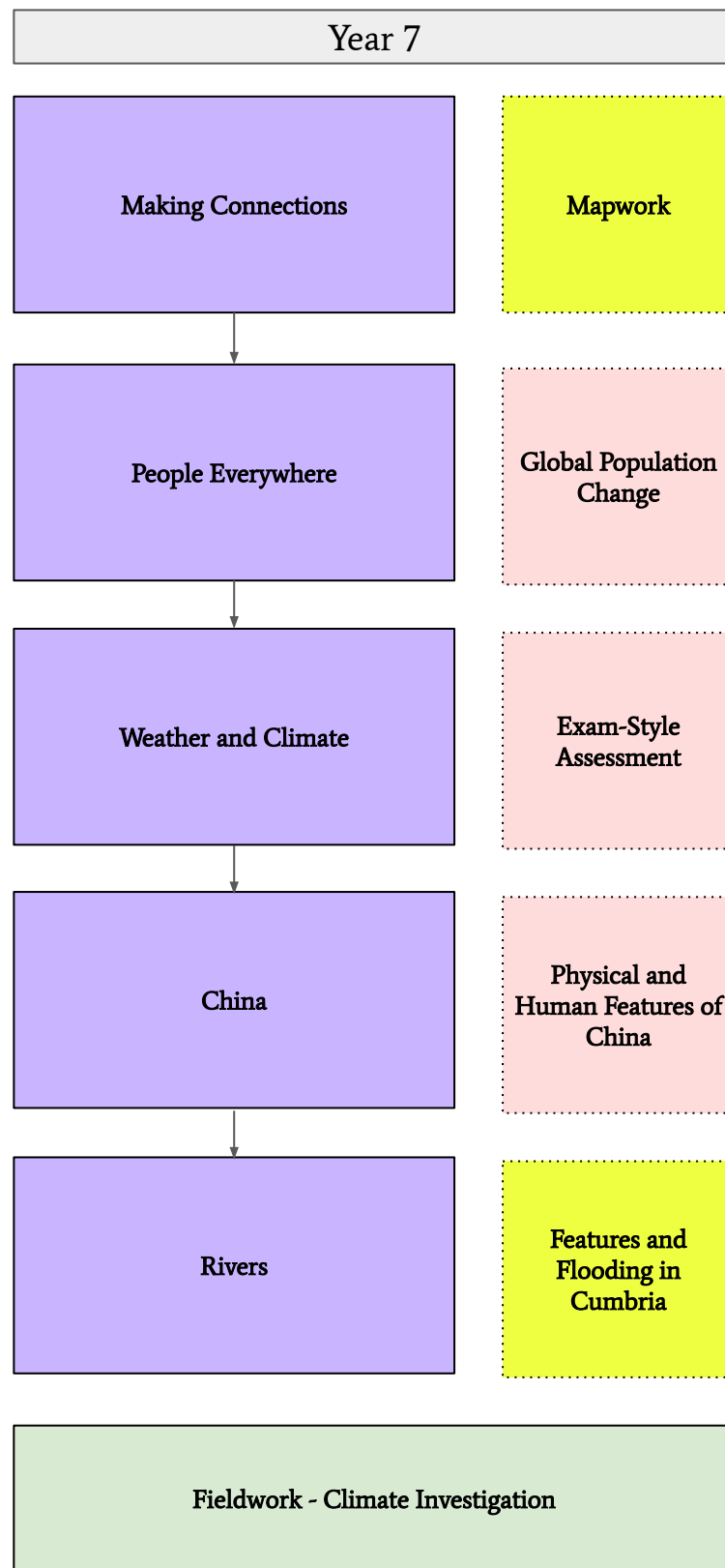


# The Lakes School KS3 Geography Curriculum Map



**Curriculum structural themes;**

- Changing world
- Climate and ecological emergency
- Growing inequality
- Colonialism and neocolonialism
- Processes and pressures



*Assessment Points*

We consider Geography to be of the utmost value to our young people, helping them foster an awareness of a worldwide community - joined by global trends, pressures, tensions, conflicts and experiences. Our world is increasingly interconnected. Studying geography helps students make sense of this. It opens up students' awareness to what is around them locally and globally, socially and culturally, economically and politically, as they themselves become the generation of citizens and leaders.

### OUR CURRICULUM: INTENT

*Ofsted EIF: "leaders ... construct a curriculum that is ambitious and designed to give all learners ... the knowledge and cultural capital they need to succeed in life ... (It) is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment."*

The Lakes School Geography Curriculum (Years 7-11) meets these criteria in a number of ways. It sets out to provide our young people with a well-constructed curriculum that is engagingly presented and which will therefore encourage them to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It is intended to build excellent knowledge of where places are and what they are like, a comprehensive understanding of the ways in which places are interdependent and interconnected, an ability to reach clear conclusions and explain their findings, competence in field work skills as well as other geographical aptitudes and techniques and, ultimately, an ability to express well-balanced opinions rooted in sound knowledge and understanding about current issues in society and the environment.

The intent of our Geography curriculum here at The Lakes School is to provide learners with the knowledge, skills and awareness that will encourage them to consider their responsibility as increasingly global citizens both to other communities around the world and to the protection of the physical environment both locally and internationally.

### OUR CURRICULUM: IMPLEMENTATION

*Ofsted EIF: "teachers present subject matter clearly, promoting appropriate discussion ... (Over) the course of study, teaching is designed to help learners to remember in the long term the content they have been taught ... (Teachers) use assessment well, for example to help learners embed and use knowledge fluently ... The resources and materials ... reflect the provider's ambitious intentions for the course of study"*

The Lakes School Geography Curriculum (Years 7-11) meets these criteria in a number of ways. Teachers follow a structured and well-planned Scheme of Work. This allows for a common, sound progression in the understanding and application of Geographical skills such as interpretation, analysis, evaluation and use of fieldwork. These core skills use qualitative and quantitative data and often form part of an extended writing piece. The sequencing of the lessons enables this to be practised and refined across all Key Stages whilst preparing our learners for the transition to the next phase of their education or into the workplace. Teachers revisit content taught previously in order to introduce new, more complex knowledge to deepen students' understanding. Lessons provide opportunities for discussion and reflection to help students authoritatively tackle a range of complex questions.

Our Geography curriculum includes the most appropriate examples and case studies to demonstrate each aspect being learned. These are always real, relevant to the content and support students to see the dynamic and interconnected nature of Geography in the modern world

### OUR CURRICULUM: IMPACT

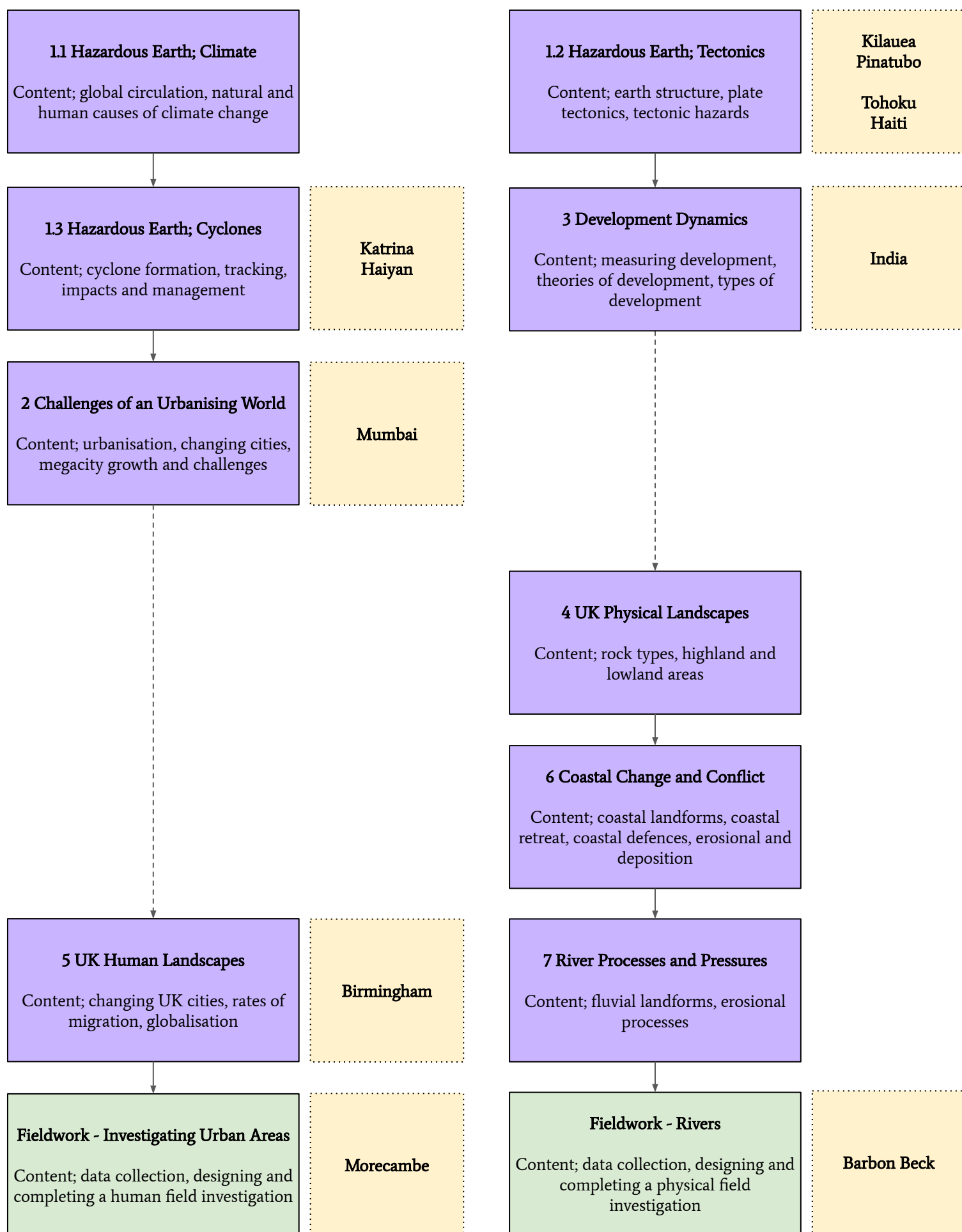
*Ofsted EIF: "learners develop detailed knowledge and skills ... and, as a result, achieve well. Where relevant, this is reflected in results ... that meet government expectations ... (Learners) are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study."*

The Lakes School Geography Curriculum (Years 7-11) meets these criteria in a number of ways. It ensures all learners, by the time they leave Key Stage 4, will have developed:

- a love and passion for Geography
- a rich body of geographical knowledge and a wide range of transferable skills
- an ability to debate and discuss geographical issues
- an ability to reflect seriously on matters such as climate change
- an inquisitive nature and genuine desire to understand global environmental issues and to seek to make a personal difference in protecting and shaping the world we share

# The Lakes School GCSE Geography Edexcel B Course Map

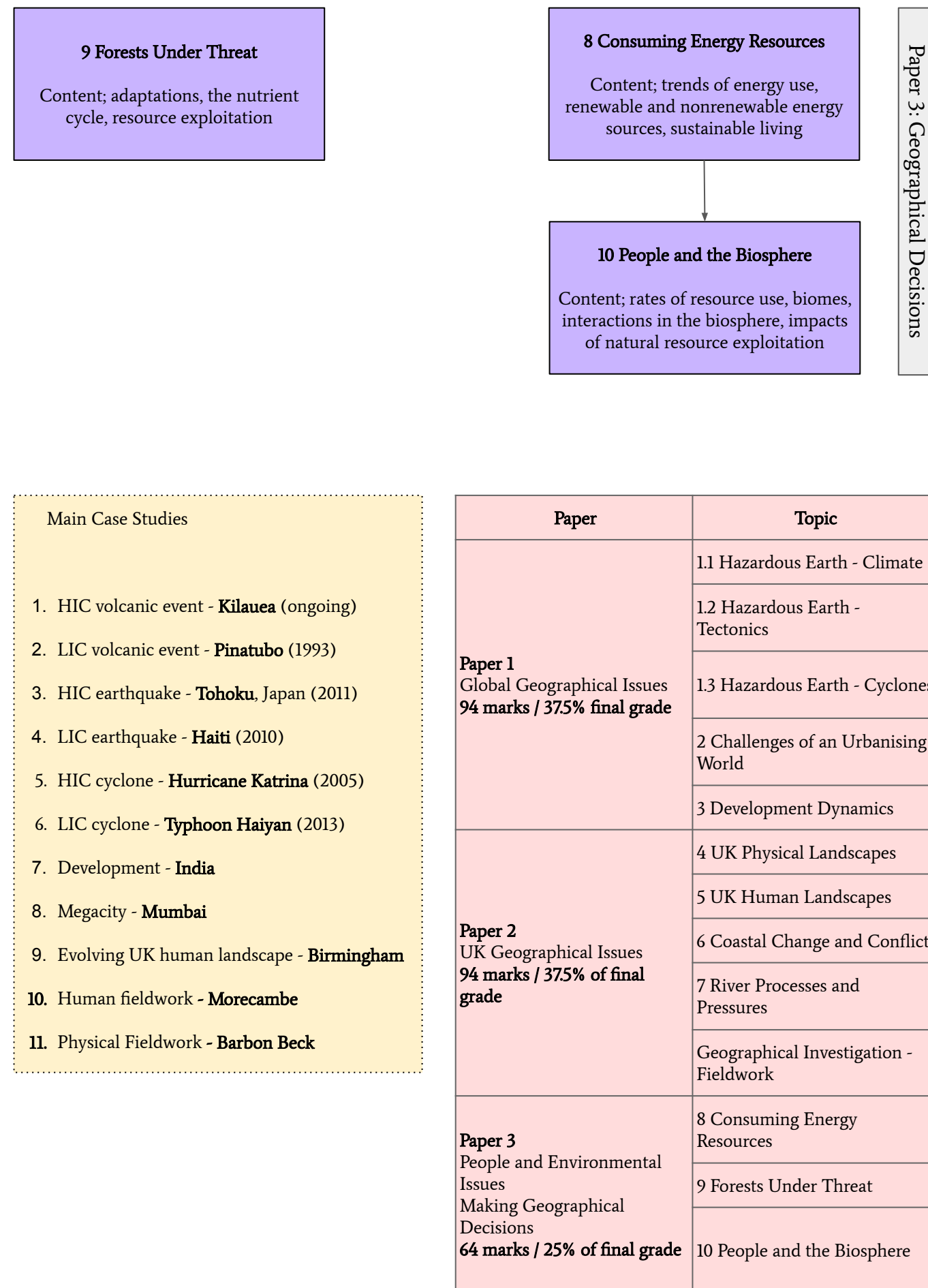
## Year 10



Paper 1: Global Geographical Issues

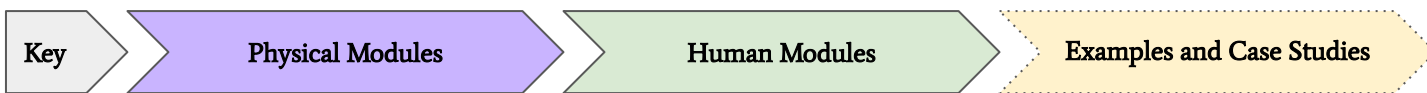
Paper 2: UK Geographical Issues

## Year 11



Paper 3: Geographical Decisions

# The Lakes School A-Level Geography Course Map



## Year 12

**Tectonic Processes and Hazardous**

*Content; plate tectonics, Earth structure, seismicity, earthquakes, volcanoes, tsunamis, vulnerability, hazard management, disaster management, multi-hazard zones.*

**Regeneration**

*Content; deprivation, regeneration, gentrification, studentification, urban spiral and decline, deindustrialisation, industrial decline, changing economies, economic decision makers, community tensions, rebranding, reimagining, successful and unsuccessful places*

**Globalisation**

*Content; shrinking world, transport development, trade blocs, trade organisations, FDI, TNCs, global shift, industrialisation, deindustrialisation, migration, cultural diffusion and erosion, inequalities, borders, ethical consumption.*

**Coastal Landscapes and Change**

*Content; coastal geology, littoral zone, erosive forces, wave types, erosion resistance, coastal morphology, coastal vegetation and successional development, coastal transport and deposition, weathering, mass movement, coastal flooding, hard and soft coastal engineering, sea level and climate.*

2004 Asian tsunami  
2010 Ejayallajokul eruption, Iceland  
2011 Sendai earthquake and tsunami  
Philippines multi-hazard zone  
2010 Haiti earthquake

Morecambe  
Liverpool  
The Rust Belt  
Cornwall (Cambourne Corridor)  
Middleborough industrial heritage  
HS2  
The London riots  
Rebranding Glasgow

China 1978 Open Door Policy  
North Korea borders and censorship  
Mumbai megacity  
Russian money in London  
Changing diets in Asia  
Populism and extremism in Europe  
Canada First Nations and Jumbo Wild  
Totnes transition town

Glamorgan Heritage Coast  
Portland Bill to Selsey Bill  
California coastal recession  
Maldives flood risk  
Happisburgh and Chittagong

## Year 13

**The Water Cycle and Water Insecurity**

*Content; hydrological cycle, stores and flows, inputs and outputs, basins and hydrographs, water budgets, river regimes, drought, flooding, anthropogenic climate change, ENSO cycles, water insecurity, the price of water, water conflict, hard engineering, basin management agreements.*

**The Carbon Cycle and Energy Security**

*Content; stores and fluxes, biogeochemical carbon cycles, sequestration and storage, ocean and terrestrial photosynthesis, fossil fuels and the greenhouse effect, energy mix and consumption, tar sand and oil shale, biofuels, carbon capture, EVs, land use, ocean acidification, thermohaline circulation, thaw of permafrost, drought, Kuznets curve.*

**Superpowers**

*Content; hard and soft power, colonialism and neocolonialism, G20 and BRICs, development and geostrategic theories, TNCs, military and trade alliances, resource conflict, contesting spheres of influence, cost of power.*

**Health. Human Rights and Intervention**

*Content; development goals, variations in health and education, connecting economic and social development, IGOs, the MDGs, UDHR, ECHR, the Geneva Convention, human rights violations, war crimes, interventions, torture and the 'war on terror'.*

Yukon, Amazon and Indus rivers  
Sahelian and Australian droughts  
UK 2012 floods  
Brazil over abstraction  
Nile water conflicts  
Three Gorges Dam, China  
Water recycling, Singapore  
Water treaties, Colorado River

OPEC  
Canada tar sands  
USA fracking  
Brazilian deep water oil  
Amazon deforestation and drought  
Arctic cryosphere  
Climate projection models

Arctic oil and gas  
South and East China seas  
Ukraine conflict  
Rise of China and India

Sharia law, the Taliban and education  
ATSI peoples  
Canada First Nations  
The Gates Foundation  
Ebola, West Africa  
Cholera outbreak, Haiti

## Assessment

**Paper 1**  
105 marks  
30% of grade

Tectonic Processes and Hazardous

Coastal Landscapes and Change

The Water Cycle and Water Insecurity

The Carbon Cycle and Energy Security

**Paper 2**  
105 marks  
30% of grade

Globalisation

Diverse Places

Superpowers

Health. Human Rights and Intervention

**Paper 3**  
70 marks  
20% of grade

Questions draw from course knowledge and resource booklet.

**NEA (Non-examined Assessment)**  
20% of grade