The Lakes School KS3 Geography Curriculum Map

Year 7

Making Connections	Mapwork
People Everywhere	Global Population Change
Weather and Climate	Exam-Style Assessment
China	Physical and Human Features of China
Rivers	Features and Flooding in Cumbria
Fieldwork - Climate Investigation	

Year 8

Settlement	Designing Sustainable Settlements
Tectonics	Why is Takuna Not at Work? Mystery in Japan
Fuelling Futures	Exam-Style Assessment
Brazil	Building a Favela
Glaciation	Short-Answer Assessment
Oceans	TBC
~~Easedale Tarn Fieldwork - TBC~~	

Year 9

Development	What Can We Learn from the Trading Game?
Coasts	TBC - Coastal Challenges
India	Comparing Climates of India
Antarctica	Research Project Presentations
Extreme Environments	Exam-Style Assessment
Geopolitics	Model UN
~~White Scar Cave - TBC~~	

Curriculum structural themes;

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

Key: Topics | Fieldwork | Summative | Formative

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

1.1 Hazardous Earth; Climate

Content; global circulation, natural and human causes of climate change

1.2 Hazardous Earth; Tectonics

Content; earth structure, plate tectonics, tectonic hazards

Kilauea
Pinatubo

Tohoku
Haiti

1.3 Hazardous Earth; Cyclones

Content; cyclone formation, tracking, impacts and management

Katrina
Haiyan

3 Development Dynamics

Content; measuring development, theories of development, types of development

India

2 Challenges of an Urbanising World

Content; urbanisation, changing cities, megacity growth and challenges

Mumbai

4 UK Physical Landscapes

Content; rock types, highland and lowland areas

6 Coastal Change and Conflict

Content; coastal landforms, coastal retreat, coastal defences, erosional and deposition

5 UK Human Landscapes

Content; changing UK cities, rates of migration, globalisation

Birmingham

7 River Processes and Pressures

Content; fluvial landforms, erosional processes

Fieldwork - Investigating Urban Areas

Content; data collection, designing and completing a human field investigation

Morecambe

Fieldwork - Rivers

Content; data collection, designing and completing a physical field investigation

Barbon Beck

Paper 1: Global Geographical Issues

Paper 2: UK Geographical Issues

Year 11

9 Forests Under Threat

Content; adaptations, the nutrient cycle, resource exploitation

8 Consuming Energy Resources

Content; trends of energy use, renewable and nonrenewable energy sources, sustainable living

10 People and the Biosphere

Content; rates of resource use, biomes, interactions in the biosphere, impacts of natural resource exploitation

Paper 3: Geographical Decisions

Main Case Studies

1. HIC volcanic event - **Kilauea** (ongoing)
2. LIC volcanic event - **Pinatubo** (1993)
3. HIC earthquake - **Tohoku**, Japan (2011)
4. LIC earthquake - **Haiti** (2010)
5. HIC cyclone - **Hurricane Katrina** (2005)
6. LIC cyclone - **Typhoon Haiyan** (2013)
7. Development - **India**
8. Megacity - **Mumbai**
9. Evolving UK human landscape - **Birmingham**
10. Human fieldwork **- Morecambe**
11. Physical Fieldwork **- Barbon Beck**

Paper	Topic
Paper 1 Global Geographical Issues **94 marks / 37.5% final grade**	1.1 Hazardous Earth - Climate
	1.2 Hazardous Earth - Tectonics
	1.3 Hazardous Earth - Cyclones
	2 Challenges of an Urbanising World
	3 Development Dynamics
Paper 2 UK Geographical Issues **94 marks / 37.5% of final grade**	4 UK Physical Landscapes
	5 UK Human Landscapes
	6 Coastal Change and Conflict
	7 River Processes and Pressures
	Geographical Investigation - Fieldwork
Paper 3 People and Environmental Issues Making Geographical Decisions **64 marks / 25% of final grade**	8 Consuming Energy Resources
	9 Forests Under Threat
	10 People and the Biosphere

The Lakes School A-Level Geography Course Map

Key: **Physical Modules** | **Human Modules** | **Examples and Case Studies**

Year 12

Tectonic Processes and Hazardous

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

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

Regeneration

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

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

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.

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

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.

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.

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

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.

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

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.

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

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'.

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