

Geography Curriculum Overview, 2021-2022

<p>Why do we teach geography at Ark BDA?</p>	<p><i>At BDA we aim to promote the development of responsible and informed global citizens about how the world functions and its challenges and opportunities, while also embedding knowledge of locations, places, environments and processes and extending competence in a range of skills including fieldwork, GIS, and mathematical skills.</i></p> <p>Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realize how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. Geography develops skills that are transferrable for students. Through the teaching of geography, it enables pupils to be empathetic, inquisitive, explorative, synoptic and most importantly, to think like a geographer. This is delivered through the teaching of a range of topics from year 7 to 13, such as Fantastic places, Migration, Tectonics, Global development, Coastal processes, Water insecurity and Superpowers.</p>
<p>How do we deliver our Christian values in geography?</p>	<p>At BDA, all pupils are encouraged to think critically about their own place in the world and to appreciate the wonder and diversity it has to offer. We lead students to live out our Christian values of resilience, commitment, love, faith, leadership, courage and compassion, through the Ark values</p> <ul style="list-style-type: none"> • <i>Aiming high</i>: all pupils are challenged to explore a range of stimulating and difficult topics and ideas from Y7 to Y13. They are taught to express well-balanced opinions, rooted in excellent subject knowledge and understanding about current and contemporary issues in society and the environment. This is underpinned by our commitment as teachers to deliver an outstanding curriculum. • <i>Being brave</i>: we encourage all pupils to confront controversial ideas and events; discussing them openly and frankly to explore the things that challenge our society and others around the world. Pupils explore the complex ways in which communities and societies are linked, and to appreciate the diversity of all people's backgrounds. This is underpinned by our courage and resilience as teachers to deliver a curriculum that enables pupils to be both resilient in their learning and courageous in their exploration of some of the more challenging and demanding topics. • <i>Keep learning</i>: reflecting on pupils' progress is a core tenet of the geography curriculum at BDA. Pupils regularly and methodically revisit core knowledge and skills in order to ensure that they all have mastery. This is underpinned by the commitment of all teachers to continue to develop and improve their own teaching and learning. • <i>Be kind</i>: approaching topics sensitively and responsibly treating others with respect speaking about others kindly. This is underpinned by the compassion teachers have for all pupils who study Geography. This is delivered through the range of teaching strategies that teachers use, which ensures that all pupils can both access and engage with the learning and thoroughly enjoy the subject.
<p>How do we build core skills and knowledge over time?</p>	<p>Pupils start with understanding the basic physical and human systems that affect everyday life, such as the water cycle and the challenges of population growth. Pupils are also expected to consolidate and extend their knowledge of the world's major countries and their physical and human features. As pupils progress through KS3, they develop a wider global understanding of past geographical events and their impact on the development of different types of countries such as, tectonics and barriers to development. They will also investigate how geographical processes interact to create distinctive human and physical landscapes that change over time, e.g. coastal regions experiencing erosion or rural areas developing into urban areas. Students will continuously develop their map skills whereby not being able to just label countries, but to use a variety of maps including resource, choropleth and climate to retrieve and describe information. Students will develop their knowledge on location and place by looking a direct case studies.</p> <p>The KS4 GCSE curriculum builds on the work done at KS3 and provides a holistic understanding while also providing an engaging real-world focus. Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs),</p>

	<p>newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power, ecosystems, biodiversity and management and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Geography expects pupils to seek out problems, evaluate the causes for these and assess appropriate solutions or responses to either reduce or mitigate the problem. It is also expected that pupils can examine the role of physical and human processes in the shaping of the landscape. Pupils also continue to practice a range of foundational skills that are learned at KS3. For example, mathematical and cartography skills.</p> <p>Geography at KS5 enables pupils to develop further skills and knowledge via a contemporary issue-based curriculum that enables pupils to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway. Within A Level geography, pupils study topics such as, Health, Human Rights and intervention, which allows them to discuss and evaluate sensitive issues currently affecting the world today. Pupils will be engage by researching the most up to date issues including natural hazards, water security and climate change. Key stage 5 geography develops pupil's holistic approach to the subject by not just seeing each topic in a singular manner but more like a jigsaw piece that can form part of a bigger picture where there are interlocking causes and problems. This enables the development of synoptic skills. Pupils also engage in an independent fieldwork, where more skills are learned, but most importantly pupils will engage with a six step enquiry process to both evaluate and conclude on a produced hypothesis. Fieldwork provides the opportunity for pupils to increase knowledge, skill, subject understanding and is an unparalleled opportunity to study the real world.</p>
<p>How does the study of geography prepare pupils for life beyond Ark BDA?</p>	<p>By studying geography at BDA pupils will be prepared to enter a world where they have a geographical understanding of the complexity of both the human and physical world in which they live. Once left BDA, pupils will know;</p> <ul style="list-style-type: none"> • The physical systems that affect everyday life (e.g. earth-sun relationships, water cycles, wind and ocean currents). • The location of places and the physical and cultural characteristics of those places in order to function more effectively in our increasingly interdependent world. • How past geography has played important roles in the evolution of people, their ideas, places and environments. • The processes of human and physical systems that have arranged and changed the surface of the Earth. • The spatial organisation and distribution of society at all scales, in order to understand the complex connectivity of people and places. • How to make sensible judgements about matters involving relationships between the physical environment and society. • To appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used and to understand global interdependence and to become a better global citizen.
<p>How do we implement this curriculum at Ark BDA?</p>	<p>In Key stage 1 and 2, students' study one topic every half term, with 2 hours per week. Due to the ACP structure, history and geography are on rotation with 2 or geographical topics being covered each year. Children are given a topic question which is answered at the end the unit. Each lesson thus providing the knowledge that is used to answer the end of unit assessment.</p> <p>At KS3, pupils' study one topic every half term, with two lessons per week. Then at KS4, pupils study the topics for paper 1 in year 10 and the topics for both paper 2 and 3 in year 11, which is achieved through three lessons a week. Also, in year 11, they complete a three-day residential, where they conduct both a physical and urban investigation that they are assed on in paper 3. At KS5, pupils have six lessons a week, which is split between physical and human geography, where two units are covered in year 12 and two units in year 13. Also, in year 13, pupils complete a 5-day residential, in which a 4000-word independent investigation is produced that equates to 25% of their overall grade. Throughout both year 12 and 13, pupils are taught how to think synoptically by focusing on three synoptic themes; players, futures and uncertainties and attitudes and actions. This provides the foundational skills for paper 3, which is a synoptic paper based on five compulsory units.</p>

	<p>In all lessons, pupils can expect a knowledge retrieval Do Now and at least 15 minutes of deliberate independent practice to help embed skills and knowledge into the long-term memory. The curriculum is taught in the order that it is, so that pupils begin with learning the necessary foundational skills to progress through the KS3 curriculum. This then ensures that pupils who study geography at KS4 have acquired a strong foundational knowledge of key topics that they study in more depth at both KS4 and KS5. Even though the curriculum is taught in this order, topics are often revisited and are interlinked, which encourages the development of synopticity from KS3. Contents pages are also used at KS3 and KS4, which informs both the pupil and parent of what each topic entails from a week to week basis and the key vocabulary and definitions that pupils will learn in each topic. At both KS4 and KS5, the specification is used to inform pupils of what they are learning lesson to lesson, alongside knowledge organisers being used, again so that both the pupils and parent can see exactly what pupils are learning and the skills they will acquire to be able to complete their GCSE or A Level exam.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	My Local Area	-	-	-	United Kingdom	-
	Key question	What is it like to live in my local area?				Why should people visit the United Kingdom?	
	Content	An aerial map of the school grounds Symbols and keys Different places and things to see in our local area The buildings and places in our local area People who live and work in our local area Different types of homes in our local area				UK – meaning and where is located England, Scotland, Wales, Nother Ireland. Union Jack	
	Assessment	Essay Question				Essay Question	
Year 2	Topic			Planet Earth			Life in Kenya
	Key question						
	Content			Name and locate the world’s seven continents and five oceans Find the equator and poles on a globe and name the hemispheres Identify hot and cold areas around the world			
	Assessment			Essay Question		Essay Question	Essay Question

Year 3	Topic	The UK: Settlement and Land Use The UK: Settlement and Land Use		Europe and Italy	-	Climate, zones and Biomes	
	Key question	What is the land like in the United Kingdom and how do we use it?					
	Content	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time				Climate: how weather varies around the world? • Identify the number of biomes there are around the world and where can they be found • Surviving biomes, how settlers have adapted to their environments • Biome case study – deciduous forest: how have humans utilised the deciduous forest • Biome case study – grassland: how can grassland be adapted/managed to our benefit?	
	Assessment	Essay Question				Essay Question	
	Year 4	Topic	-	-	The Amazon: Rivers and Rainforest	The Amazon	-
	Key question						
	Content			Understand geographical similarities and differences through the study of human and physical geography of the Amazon Understand the environmental regions, key physical and human characteristics of the			Locate world's countries focusing on USA, concentrating on key physical and human characteristics

				Amazon River and Rainforest			
	Assessment			Essay Question			Essay Question
Year 5	Topic			Asia – Mountains, Volcanoes, Earthquakes Rationale		Baghdad and Middle East	
	Key question						
	Content						
	Assessment			Essay Question		Essay Question	
Year 6	Topic		Global Challenges			Mapping the world	
	Key question						
	Content						
	Assessment			Essay Question		Essay Question	
Year 7	Topic	Geography and me	Our planet	Resources and trade	Brilliant biomes	Fantastic landscape of UK	UK coasts
	Key question	What are the key physical and human processes on our planet?					
	Content	How to be a great geographer Different type of maps and compass directions Physical geography of UK Human geography of UK How migration has shaped the UK Role of fieldwork and fieldwork in your personal geography	Continents Structure of the Earth Why is there life of Earth? Why is water important on Earth? Countries and governance Global population and population pyramids Distribution of wealth	Why is there an uneven distribution of resources on a global and national scale? Global trade patterns Types of employment	Distribution of biomes Tropical rainforests, hot deserts Impacts of deforestation Water cycle Climate graphs	Physical processes shaping the UK landscape Patterns of relief Continental drift Rock cycle	Marine environments Coastal processes Landforms of erosion and deposition OS maps
	Assessment		EOT Assessment – KS3 mastery		In class assessment on all topics		EOY assessment on all topics
Year 8	Topic	Glaciation	Coasts	Population	Migration	Weather	Fieldwork: urban study
	Key question	How do glaciers shape the land?	How and why do we protect our coastlines?	Where are all the people and why?	What are the impacts of migration?	How does our weather shape the world?	What is urban planning? Has regeneration been successful?
	Content	Importance of glaciers Formation of a glacier Glaciers shape the land Tourism in glacial environments	Coastal retreat Coastal management Holderness coastline Formation of coastal landforms	Population distribution and density Factors that affect where we live Population statistics and representation	What is migration? How does migration impact different places? Migration statistics and data analysis	What is weather? Recording weather What Local and global factors affect our weather? High and low pressure	The six step enquiry process Risk assessments and methodologies Analysing data Evaluating and drawing conclusions

		Causes of climate change – natural and anthropogenic Sea level rise and its impacts Responding to climate change		Ageing population China's one child policy Global population growth concerns Romania's Pro-natalist policy	The European migration crisis What are the possible solutions to the migration crisis?	Extreme weather events – tropical cyclones, mid latitude storms, heatwaves. How is our weather changing?	Evaluation of the local regeneration development in White City
	Assessment		EOT assessment on glaciation and coasts		In class assessment on all topics		EOY assessment on all topics
Year 9	Topic	Geographical skills	Geographical issues	GCSE: The challenge of natural hazards		GCSE: The living world	
	Key question	How does geography shape London?	How does global inequality impact development?	Why are some places in the world hazardous and how do natural hazards pose a threat to places?		What is the function of the world's ecosystems and why do we need to protect them?	
	Content	Grid references, location, numerical, statistical, graphical and literature based analysis. Population, migration, flooding, air pollution and sustainable living.	Human rights, global superpowers, political corruption, education, tribal equality	Natural hazards, tectonic hazards – earthquakes and volcanic eruptions, weather hazards – tropical storms, UK extreme weather, climate change.		Distribution of ecosystems, small scale UK ecosystem, Tropical rainforest, hot deserts.	
	Assessment		EOT assessment on geographical skills and issues.				EOY assessment on GCSE topics
Year 10	Topic	The Living world	The changing landscape of the UK & Coastal landscapes and processes	River landscapes and processes	Review Natural hazards	Urban issues and challenges	Urban issues and challenges
	Key question	What is the function of the world's ecosystems and why do we need to protect them?	How is the UK geologically structure? How do physical process and human activity shape the distinctive coastline of the UK?	How do physical process and human activity shape the distinctive landscape of the UK?	Why are some places in the world hazardous and how do natural hazards pose a threat to places?	How has urban growth created opportunities and challenges for cities in LICs and NEEs?	How has urban change in the UK led to a variety of social, economic and environmental opportunities and challenges?
	Content	What are ecosystems? Distribution of global biomes Tropical rainforests – physical characteristics, nutrient cycle,	Geology of the UK Distinctive UK landscapes Coastal processes Coastal landforms resulting from erosion and deposition	River processes and the long profile River landforms resulting from erosion and deposition Human and physical causes of flood risk	Natural hazards, tectonic hazards – earthquakes and volcanic eruptions, weather hazards – tropical storms, UK extreme weather, climate change.	Global pattern of urbanisation Case study of a major city in an LIC or NEE – Lagos, Nigeria	A case study of a major city in the UK – London

		adaptations, factors affecting biodiversity. Case study – Amazon causes and impacts of deforestation and sustainable management Hot deserts - physical characteristics, nutrient cycle, adaptations, factors affecting biodiversity Case study - development opportunities, challenges of developing hot desert environments. Causes of desertification and management	Coastal management	River management			
	Assessment		Assessment on GCSE topics from Autumn term		In class assessment on all topics		Full paper 1 mock
Year 11	Topic	The human environment. Changing cities – Birmingham	The human environment. Changing cities – Mumbai	Global development & India	Geographical investigations – UK Challenges & Field work	Energy & Resources Review	
	Key question	How has Birmingham changed over time?	What challenges and opportunities does Mumbai face?	How has our world developed unevenly? What barriers does India face?	What challenges does the UK face and how are they being sustainably managed?	How can we sustainably manage our energy resources while meeting the needs to the increasing global population?	
	Content	Urbanisation Function and structure of Birmingham Impact of migration Globalisation and economic change	Function and structure of Mumbai Influence of rapid growth Opportunities and challenges of rapid growth	Development Variations in development Uneven development India as an NEE The influence of economic, social and	The UK's resource consumption and environmental sustainability challenge	Natural resources Distribution and consumption of resources	

				demographic processes Changing geopolitics Positives and negatives of rapid growth on people and the environment	The UK settlement, population and economic challenges The UK's landscape challenges Unseen fieldwork – urban and coastal	Renewable and non-renewable resources Energy mix Increasing demand for energy The management and sustainable use of energy in Germany and China	
	Assessment		In class assessment on paper 2	Paper 2 mock	In class paper 3 (fieldwork only) assessment		GCSE exams
Year 12 Physical	Topic	Tectonics		Tectonics	Coastal landscape and change	Coastal landscape and change	Skills
	Key question	How can we control the Earth's natural disasters?			Why is it important to understand coastal process and how we sustainable manage our coastlines?		Why are a range of skills used in geography?
	Content	Some locations are at more risk from tectonic hazards than others The development of tectonic hazards into disasters		The management of tectonic hazards and disasters	Coastal processes The characteristics of coastal landforms The impacts of coastal erosion and sea level change	Sustainably managing coastlines to meet the needs of all players	GIS mapping Map skills Graph skills Maths skills
	Assessment		Assessment on tectonics		In class assessment on all topics		EOY assessments
Year 12 Human	Topic	Globalisation		Globalisation	Regeneration	Regeneration	
	Key question	What is globalisation and why are the impacts different for a range of countries?		What are the consequences of globalisation?	What is regeneration and why is it needed?	Why do we need to manage regeneration and how can we measure if it is successful or not?	
	Content	Causes and acceleration of globalisation The impacts of globalisation on different countries, people and cultures and the physical environment		The consequences of globalisation for global development and the physical environment The role of different players in responding to globalisation	Varying levels of regeneration The need for regeneration	The management of regeneration in rural and urban areas Measuring the success of regenerating	
	Assessment		Assessment on tectonics		In class assessment on all topics		EOY assessments
Year 13 Physical	Topic	The water cycle and water insecurity		The water cycle and water insecurity	The carbon cycle and energy security	The carbon cycle and energy security	Revision and preparation

				Independent fieldwork investigation		
	Key question	What is the significance of the hydrological cycle?	Why is water insecurity a global issue?	What is the carbon cycle and why is it significant?	How are the carbon and water cycles linked to the global climate system?	Why is revising important?
	Content	The hydrological cycle on a local and global scale Factors that influence the hydrological cycle, both short and long term timescales	Varying levels of insecurity globally Independent investigation into named physical or human study	The carbon cycle and planetary health The consequences of the increasing demand for energy Independent investigation into named physical or human study	The link between the carbon and water cycle and its impact on the climatic systems of the world.	Exam layout Exam skills Practice questions and papers Knowledge organisers
	Assessment		Assessment on tectonics		In class assessment on all topics Revision packs	EOY assessments
Year 13 Human	Topic	Superpowers	Superpowers Independent investigation into named physical or human study	Health, human rights and intervention Independent fieldwork investigation	Health, human rights and intervention	Revision and preparation
	Key question	Who are the superpowers of the world and why?	What is a sphere of influence and why is it contested by varying countries?	Why do human rights vary from place to place?	As a globalised world, should we intervene or allow countries to sovereign at the expense of development and human rights?	Why is revising important?
	Content	Pillars of powers The impacts of superpowers on the global economy, political systems and the physical environment	The implications of contested places and spheres of influence	Varying levels of human development and human rights Human rights are used as arguments for political and military intervention Independent investigation into	Geopolitical interventions in terms of human development and human rights	Exam layout Exam skills Practice questions and papers Knowledge organisers

				named physical or human study		
	Assessment		Assessment on tectonics	In class assessment on all topics		EOY assessments