

## Geography Curriculum Intent

### Our ambitious aims

*By the end of their time with us at Gloucester Academy, our students will be able to:*

- Have a concrete understanding, awareness and appreciation of the human and physical worlds and how they are interconnected.
- Have all students become an active participant in the future of our planet and society, at a variety of different places, scales and spaces.
- Study Geography post-16 at the best colleges, going onto study at Russell Group universities and use this knowledge to have a fulfilling and successful career.

### Big ideas

*To achieve our aims, students will be exposed to and develop a deep understanding of several powerful Geography concepts*

Concept	Definition	Rationale
<b>Sustainability</b>	Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.	Students understand the need to preserve resources, economies and natural environments in order to protect the future of our planet.
<b>Interdependence</b>	The dependence of two or more people or things on each other.	Students understand how physical and human concepts interact with each other and rely on each other to exist.
<b>Scale</b>	To look and interpret things on a local, regional, national and international level.	Students to understand places and concepts on a small/local scale and a large/global scale eg. ecosystems.
<b>Place/space</b>	The position of a certain point on earth and the area it is located within.	Students will study a variety of different places throughout their Geography curriculum interlinked by a range of different topics.
<b>Geographical skills</b>	The necessary tools and techniques for students to apply knowledge and think geographically.	Students need to understand how to combine their knowledge with geographical skills to interpret maps, graphs, charts and images.
<b>Development</b>	The increasing quality of life for most in a specific place.	Students understand how levels of income in different parts of their country and the world impact on the lives of individuals and the decisions made by key stakeholders.
<b>Climate change</b>	A long-term change in the earth's climate.	Students understand how changing climate patterns are affecting resources, natural hazards and development on a local and global scale.

**In Geography our students will study an ambitious curriculum that is both challenging for all and broad and balanced in scope.**

Year	Summary of study	Narrative & Rationale
7	Weather and climate Ecosystems Glaciation Population and migration Focus on Africa	<p>Knowledge in KS3 is gradually accumulated and applied to a variety of <b>places</b> on a range of different <b>scales</b>. They explore places through different conceptual lenses such as <b>development</b>, impacts of <b>climate change</b> and levels of <b>sustainability</b>. For example in year 7 students begin by learning about weather and climate which incorporates an understanding of <b>place</b> locally through microclimates and on a larger scale through climatic zones. students then learn how this links to the location of ecosystems across the world, with specific examples of deserts and glaciers. We look at how climate change is affecting these landscapes and how we can conserve these environments through sustainable strategies. Next we look at population and migration across the world and causes of this such as biomes, relief, economic opportunities and trading. This then leads into a focus in China and Syria as case studies. To finish we bring all of this knowledge together in our focus on Africa topic which draws upon an understanding of climates, biomes, human interference with ecosystems and varying levels of development.</p> <p>We have key concepts that are weaved throughout the KS3 curriculum in order to build a deep understanding of geographical ideas that are essential for GCSE Geography and further education. Should students not wish to study Geography after KS3, our curriculum equips them with the necessary skills and knowledge to be an active participant in the future of the planet and to understand key functional processes.</p>
8	Development Tourism Water world Our living world	
9	Resources Are hazards all natural? Global governance The changing economic world	
10	The changing economic world Coasts Resources The challenge of natural hazards Fieldwork	<p>Human and physical concepts are taught through alternating these topics. This allows for interleaving as students are retrieving information and applying it to a new concept, therefore creating a deeper understanding of key ideas such as <b>climate change</b> or urbanisation. They can also see how the human and physical environments are <b>interconnected</b> and the impact that each can have on each other. For example, students in year 10 begin with the changing economic world as this has key core knowledge that has been founded in KS3. Students will have an understanding of varying levels of <b>development</b>, the factors that cause this and how they got there. They learn about coastal processes and how they shape the landscape, with links to management strategies and how they can vary due to development. Next students study the challenge of resource management where they are able to explain reasons for the uneven distribution of resources, this incorporates levels of development and changing climatic conditions. An understanding of development and natural processes is then used in the challenge of natural hazards to compare and contrast hazards in areas of differing wealth and how this can help or hinder their ability to manage them. Students then finish the year by drawing parts of this knowledge together (development and coasts) and apply this to two days of fieldwork</p> <p>Students then come back in year 11 and learn about the living world focusing on tropical rainforest and cold environment biomes which link back to their relevance to <b>climate change</b> and also how there are valuable resources that can be used to increase the countries level of <b>development</b>. We then come back to UK physical landscapes through the topic of rivers, to allow retrieval from year 10 and build a solid understanding of physical processes shaping the landscape. Then students learn urban issues and challenges which is a smaller scale version of the changing economic world through focusing on two cities. This builds upon levels of <b>development</b>, access to resources and natural landscapes.. Finally students finish by receiving a pre-release booklet 12 weeks before the exam that students need to apply their knowledge of one of the core topics to, in order to critically analyse a proposal.</p>
11	The living world Rivers Urban issues and challenges Pre-release	