

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
Sustainability	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.
Interdependence	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.
Scale	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.
Place/space	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.
Geographical skills	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.
Development	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.
Climate change	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.

Curriculum journey

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 DME	In KS3 students begin by learning about weather and climate which incorporates an understanding of place in the world around them and key geographical skills which enhance their understanding. Students then learn about how this links to the location of ecosystems within the world, with the specific example of deserts and the glaciation and why we need to conserve these through sustainable strategies for the future. Students begin to think about how humans can affect these ecosystems and their interdependence on each other. Year 7 and all other years in KS3 are finished off with topics that bring all the years topics together eg. Focus on Africa which draws on climatic understanding, biomes and humans impacts on these ecosystems and their varying levels of development .
8	Water world What is the biggest threat? Tourism Development	

	Our living world DME	<p>Knowledge in KS3 is gradually accumulated and built and applied by studying places on different scales eg. cities, countries, continents and biomes. They explore these places through different conceptual lenses eg. development, impacts of climate change and levels of sustainability.</p> <p>Our key concepts 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>
9	Natural hazards Resource inequality Plastic pollution Global governance DME	
10	UK physical landscapes The changing economic world The challenge of natural hazards The challenge of resource management 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 climate change or urbanisation. They can also see how the human and physical environments are interconnected and the impact that each can have on each other. For example, students in year 10 begin with UK physical landscapes (rivers and coasts) as the key core knowledge of this has been founded in KS3. We then look at the changing economic world so that students have an understanding of varying levels of development, the factors that cause this and how they got there. This understanding 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. 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. Students then begin to draw parts of this knowledge together (development and rivers) and apply this to two days of fieldwork. 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 climate change and also how there are valuable resources that can be used to increase the countries level of development. Students then learn about 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 development, 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 Urban issues and challenges Pre-release	