

# Curriculum Intent for Geography

The current national curriculum states the purpose of Geography as being to

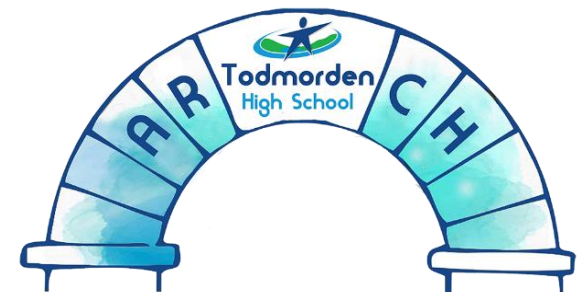
**‘Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’**

The intention of Geography at THS is to follow this and provide our students with a content that has massive relevance in the world today; it teaches students interconnectedness, sustainability and their responsibility towards the environment and other cultures. THS Geography helps explain occurrences in the world such as climate change, refugee crises and inequality and has a value base that encourages students to care.

Ofsted recognises that the study of Geography is “Developing a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment, is more important than ever in today’s world.” THS Geography promotes an interest and cherishment of different cultures and environments. It has an ethical value base with an approach involving sustainability and conservation. It allows students to look at the world around themselves and understand the processes, both physical and human that allows them to understand it.

It is arguably the most topically relevant subject and equips students with the critical faculties to look at what is happening in the world and ask why. THS curriculum retains some flexibility to both address local issues and incorporate floating topicality when a relevant global issue arises.

Therefore, the study of geography of Geography at THS enables students to understand the world, equips and empowers them to become part of the solution.



# KEY STAGE 4 - AUTUMN HALF TERM I

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

YEAR 10

	Glacial landscapes in the UK					Living World	
CONTENT	Glacial features and how they are formed. Recap about the Lake District.	Erosional landforms Attractions, impacts and management of tourism.	Depositional landforms Conflict between conservation and development.	Lake District Case Study. Key stakeholders. Conflict about development Vs Conservation	Lake District Case Study. Tourist conflicts and management.	What is an ecosystem?	What is our small scale ecosystem and what interrelationships exist within it?
ASSESSMENT		EXPLAIN HOW A CORRIE IS FORMED.	Explain how a drumlin is formed.		End of Unit Glaciation Assessment (33 marks)		Explain how the nutrient cycle works.
QUESTION TYPE			Exam				
LEVEL OF SUPPORT			Heavily structured, first time seeing this question.				
HOMEWORK		Glaciation Booklet					

YEAR 11

	Rivers		Changing Economic World				
CONTENT	Finish off rivers unit.	Prepare for Salford Quays fieldtrip.	Analyse Salford Quays fieldwork.	Measure of development and the DTM	Causes and consequences of uneven development	Strategies to reduce the development gap	Why has Nigeria gone through rapid economic development?
ASSESSMENT				Explain the disadvantages of using a single measure of development [4 Marks]		Core knowledge check	To what extent is a LIC / NEE you have studied regionally and globally important [4 marks]
QUESTION TYPE				Exam Question		1-2 markers	Exam Question
LEVEL OF SUPPORT				Low			Low
HOMEWORK	Salford Quays Carousel Quiz		Carousel question bank		Carousel question bank		

# KEY STAGE 4 - AUTUMN HALF TERM 2

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

## The Living World

YEAR 10	CONTENT	Balance within an ecosystem – invasive species and rewilding.	The distribution of global biomes.	The Global atmospheric circulation model.	Focus on Tropical Rainforests; characteristics, adaptations and interdependence of factors within it.	Threats to the Tropical Rainforest.	Sustainable management of the tropical rainforest.	Malaysia Case Study
	ASSESSMENT			<b>Describe and explain why a biome is located where it is.</b>		Using a tropical rainforest case study you have studied assess what the most significant impact of deforestation is. [9 marks]		
	QUESTION TYPE							
	LEVEL OF SUPPORT							
	HOMEWORK							

## Changing Economic World

CONTENT	Global variations in development and quality of life	Measure of development and the DTM	Causes and consequences of uneven development	Strategies to reduce the development gap	Why has Nigeria gone through rapid economic development?	Positives and negatives of Shell in Nigeria	Impacts of economic development on the environment and quality of life in Nigeria
ASSESSMENT		Explain the disadvantages of using a single measure of development [4 Marks]		Core knowledge check	To what extent is a LIC / NEE you have studied regionally and globally important [4 marks]	Using figure 3 below, and your own knowledge, assess the advantages and disadvantages of TNC growth in NEEs / LICs [9 marks]	Core knowledge check
QUESTION TYPE		Exam Question		1-2 markers	Exam Question	Exam Question	1-2 markers
LEVEL OF SUPPORT		Low			Low	High – Planned collectively with structure	
HOMEWORK	Carousel question bank		Carousel question bank			G4G as homework	Carousel question bank

# KEY STAGE 4 - SPRING HALF TERM I

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

YEAR 10

	Living World			Urban Issues and Challenges		
CONTENT	Cold Environments; characteristics, adaptations and interdependence of factors within it.	Svalbard Case Study	Svalbard Case Study	A growing % of the world's population lives in urban areas. Megacities, Urban Change, HIC and LIC pattern.	What factors affect the rate of urbanisation? How do push and pull migration and natural increase play their part?	Lagos in Nigeria is an NEE – where is it? Why is it important? How and why has Lagos grown and how does natural increase and migration contribute to this?
ASSESSMENT		Evaluate the strategies used to balance the needs of <u>economic development</u> and conservation in cold environments. (9 marks)	Living World end of unit assessment (33 marks)	Questioning in class	<b>GCSE past paper short questions 2- 4 marks</b>	
QUESTION TYPE				Past paper using map resources.		
LEVEL OF SUPPORT				Modelling under the visualiser	Bug the question first. Share mark scheme and success criteria.	
HOMEWORK				Carousel learning question bank	Year 11 mocks	

YEAR 11

	Changing Economic World			Natural Hazards		
CONTENT	Causes of economic change in the UK and the movement to a post-industrial economy	Impacts of industry and areas of population growth and decline	Improvements in transport and the North-South divide	The UK's place in the wider world	Definitions, types and risks associated with natural hazards.	Tectonic theory and the distribution of earthquakes and volcanoes.
ASSESSMENT		Essential knowledge check		<b>Mock examination in February</b>		
QUESTION TYPE		1-2 markers		Full GCSE range		
LEVEL OF SUPPORT				Zero		
HOMEWORK		Carousel question bank			Carousel learning questions	

# KEY STAGE 4 - SPRING HALF TERM 2

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

## Urban Issues and Challenges

<b>CONTENT</b>	What opportunities has urban growth brought to Lagos? Are there social and economic opportunities?	Has urban growth created challenges in Lagos?	How is urban planning improving the quality of life for the urban poor in Lagos?	Where are the cities in the UK? Where is our population distributed and why? Manchester: why is it important as a city	How has urban growth in Manchester created opportunities socially, economically and environmentally?	How has urban growth in Manchester created challenges socially, economically, environmentally and its impact on the rural urban fringe?
<b>ASSESSMENT</b>	Past paper question	Past paper question	End of NEE case study assessment.		AO2 and A03 extended questions Level 3	AO2 and A03 extended questions Level 3
<b>QUESTION TYPE</b>	9 mark question practice	9 mark question practice	Past paper/exam pro real questions and mark scheme.		9 mark question practice	9 mark question practice
<b>LEVEL OF SUPPORT</b>	Modelling and scaffolding and mark schemes/success criteria shared	Modelling and scaffolding and mark schemes/success criteria shared	Green for growth after the assessment		Modelling and scaffolding and mark schemes/success criteria shared	Modelling and scaffolding and mark schemes/success criteria shared
<b>HOMEWORK</b>	Carousel learning question bank	Revision mat and Extended knowledge book revision		Carousel learning question bank	Carousel learning question bank	

## Natural Hazards

<b>CONTENT</b>	Effects of responses to a tectonic hazard. Haiti Vs New Zealand.	Management of hazards	Tropical storm formation including global atmospheric circulation.	Hurricane Katrina Case Study.	Management of Tropical Storms	Extreme weather in the UK	Climate change
<b>ASSESSMENT</b>	Evaluate the importance of wealth in determining how significant the negative impacts of tectonic hazards are using examples you have studied .[9marks]		Explain how a tropical storm forms. You may use a diagram.		Using a named example, evaluate the immediate and long-term responses to tropical storms.		
<b>QUESTION TYPE</b>	9 mark question practice				9 mark question practice		
<b>LEVEL OF SUPPORT</b>	Modelling and scaffolding and mark schemes/success criteria shared				Modelling and scaffolding and mark schemes/success criteria shared		
<b>HOMEWORK</b>	Carousel learning question bank		Carousel learning question bank		Carousel learning question bank		

YEAR 10

YEAR 11

# KEY STAGE 4 - SUMMER HALF TERM I

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

YEAR 10

	Urban Issues and Challenges	The Challenge of Resource Management					
CONTENT	What are the features of sustainable urban living? How have transport strategies improved things in Manchester?	How are food, water and energy fundamental to human development?	How has the changing demand of resources in the UK created opportunities and challenges?	Food. Demand globally is increasing, which places are insecure and in conflict? How can we increase food supply globally?	Water. Demand globally is increasing, which places are insecure and in conflict? How can we increase water supply globally?	Energy. Demand globally is increasing, which places are insecure and in conflict? How can we increase energy supply globally?	Case Studies for managing water supplies and sustainability.
ASSESSMENT	End of unit assessment assessing Manchester using past papers.			Mid unit assessment after food using full range of questions			End of unit assessment full resource management paper
QUESTION TYPE		Questioning in class		GCSE paper		Use of sources, short and extended writing.	
LEVEL OF SUPPORT	Green for growth after the assessment					Green for growth after assessment	
HOMEWORK		Carousel learning question bank	Revision mat and extended knowledge book revision	Carousel learning question bank	Revision mat and extended knowledge book revision		

## Paper 3 Pre-release booklet and unseen fieldwork, then revision.

YEAR 11

CONTENT	Read and highlight pre-release booklet	Answer mock questions based on pre-release.	Statistics and unseen fieldwork practice.	Revision	Revision	Revision
HOMEWORK		Carousel quiz on pre-release information.				

# KEY STAGE 4 - SUMMER HALF TERM 2

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Year 10 mocks

YEAR 10

	River Landscapes and Mock Revision					Fieldwork	
CONTENT	River processes and landforms.	River processes and landforms.	Factors affecting flooding and storm hydrographs.	Flood management.	River Calder Case Study	Prepare and research River Calder fieldwork	Evaluate River Calder fieldwork
ASSESSMENT	Explain the formation of a waterfall	Explain how a meander changes over time.		Assess the benefits of using hard or soft engineering techniques for flood management.	Mini assessment		Assess the effectiveness of your data collection methods.
QUESTION TYPE					Past paper		
LEVEL OF SUPPORT				Model structure.	Revision mats used to guide high level detail.		Heavily scaffolded.
HOMEWORK			Carousel River Quiz	Carousel River Quiz 2.		Rivers Fieldwork Carousel Quiz.	