



love the journey

## Curriculum Implementation 2024-25

### Secondary

<b>LCA Strand</b>	<b>Humanities</b>
<b>Subject</b>	<b>Geography</b>
<b>Key Stage</b>	<b>Key Stage 5 (Chapter 12-13)</b>

<p>What are the key concepts taught?</p>	<p>In Geography, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline. Key topic specific concepts include:</p> <ul style="list-style-type: none"><li>• Atmosphere</li><li>• Biosphere</li><li>• Carbon budget</li><li>• Carbon cycle</li><li>• Carbon sequestration</li><li>• Cryosphere</li><li>• Drainage basin</li><li>• Evapo-transpiration</li><li>• Groundwater</li><li>• Hydrosphere</li><li>• Lithosphere</li><li>• Runoff</li><li>• Sere</li><li>• Stemflow</li><li>• Variation</li><li>• Water abstraction</li><li>• Water balance</li><li>• Water cycle</li><li>• Barrier beach</li><li>• Cavitation</li><li>• Coastline of emergence</li><li>• Coastline of submergence</li><li>• Constructive wave</li><li>• Dalmatian coasts</li><li>• Destructive wave</li><li>• Eustatic sea level change</li><li>• Fjord</li><li>• High energy coast</li><li>• Isostatic sea level change</li></ul>
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- Littoral drift (or longshore drift)
- Low energy coast
- Mudflat
- Offshore bar
- Raised beach
- Rias
- Saltmarsh
- Sediment budget
- Sediment cell
- Tectonic sea level change
- Tides
- Tombolo
- Wave quarrying
- Weathering
- Acid rain
- Coastal flooding
- Convection currents
- Gravitational sliding
- Island arc
- Lava flow
- Liquefaction
- Lithosphere
- Magma plume
- Magnitude
- Mudflow (lahar)
- Multi-hazardous environment
- Nuées ardentes (Pyroclastic flows)
- Pyroclastic and ash fallout
- Ridge push
- Rift valley
- Sea-floor spreading
- Seismicity
- Shockwave
- Slab pull
- Storm surge
- Tephra Rock
- Tsunami
- Vulcanicity
- Wild fire
- Benefits
- Geopolitics
- Global commons
- Global governance
- Globalisation
- International trade
- Labour
- Non-governmental organisation (NGO)
- Norms
- Sub-Saharan Africa
- Transnational corporation (TNC)
- United Nations (UN)
- United National Environment Programme (UNEP)

- Community group
- Endogenous factor
- Exogenous factor
- Experienced place
- Far place
- Insider perspective
- Media place
- Near place
- Outsider perspective
- Perspective
- Representation
- Counter-urbanisation
- Cultural diversity
- Decentralisation
- Deindustrialisation
- Demographic
- Dereliction
- Edge city
- Fortress development
- Gentrified
- Liveability
- Megacity
- Regeneration
- Social cohesion
- Social segregation
- Suburbanisation
- Sustainable cities
- Sustainable urban drainage systems (SUDS)
- Urban heat island effect
- Urban policy
- Urban resurgence
- World city (global city)

Key subject disciplinary concepts include:

- Adaptation
- Causes
- Challenges
- Characteristics
- Conflicts
- Consequences
- Contrasting
- Distribution
- Dynamic equilibrium
- Economic
- Environmental
- Factors
- Implications
- Issues
- Lifestyle
- Management
- Mitigation
- Negative feedback

	<ul style="list-style-type: none"> <li>• Opportunities</li> <li>• Patterns</li> <li>• Political</li> <li>• Positive feedback</li> <li>• Problems</li> <li>• Process</li> <li>• Resilience</li> <li>• Response</li> <li>• Scale</li> <li>• Social</li> <li>• Strategies</li> <li>• Sustainable</li> <li>• System</li> </ul>
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<p>What is the sequencing of units?</p>	<p>The Unit's below are taught simultaneously and usually by two different teachers. All topics are taught in an order that enables students to contextualise and understand the links between the subject content. The NEA is taken into consideration, certain examined topics are taught before it (Chapter 12) so that students have the required knowledge and understanding required to conduct their own research. Taught skills link all areas of study, students can improve their writing through feedback and development of any topic.</p> <p><b>Physical Environment (Paper 1)</b></p> <p><u>Ch12</u>  Ch12 begins with a study of the Water and the Carbon Cycle. Students have received a basic grounding on aspects of this topic at KS3 and can recall factual information. This topic feeds into the other areas of study such as coasts and Hazards. It is also possible that some students might pursue their own in-depth study in this area for their NEA, therefore it is important to teach it before their investigations begins.</p> <p>Ch12 then continues with a study of Coastal Systems and Landscapes. Aspects of this content will be referred to when teaching the Water and Carbon Cycle. It is also links to some GCSE content; this can be used as a starting point before progressing to the depth required. It is also possible that some students might pursue their own in-depth study in this area for their NEA, therefore it is important to teach it before their investigations begin.</p> <p>As the above areas of study can, individually, be taught in a shorter timeframe than Hazards, they work best together in Ch12.</p> <p><u>C13</u>  Ch13 consists of the study of Hazards. As this study is a little longer, it is best covered in Ch13. In addition to this, it makes most sense to the students when they have studied some the context in which Hazards apply. Aspects of the content are</p>
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	<p>touched upon at KS3 and there is also some overlap with GCSE content. This allows teachers to build upon previous knowledge and move understanding to the required level of a 6<sup>th</sup> Form student.</p> <p><b>Human Environment (Paper 2)</b></p> <p>Ch 12 commences with a study of some of the content of the Contemporary Urban Environments section, specifically the topics that students are most likely to consider for their NEA. The study then moves to the Changing Places aspect of the syllabus, also before NEA choices are made. This allows our students to have the widest range of choices possible when it comes to selecting topics for their NEA's. Both Changing Places and Contemporary Urban Environments allow for recall of previous learning at GCSE level. Students are then progressed much further with their understanding of these very significant topics.</p> <p>Ch 13 starts by returning to the Contemporary Urban Environments topic. This links back to what they studied in Ch 12, but also includes a range of new information and study. As a result, the two years are clearly connected. When this has been completed, students then undertake a study of Global Systems and Governance. This allows students to consider their previous learning from another perspective, therefore it works best at the end of the A Level study.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>A significant part of Geography is the links and patterns that emerge throughout the study. When providing context for learning, students will refer back to previous lessons/topics. The nature of the subject means that subjects will cross-reference their studies of Hazards with what they have learned about Coastal Systems and Landscapes, in turn they will then consider actions and reactions when they study 'Global Systems and Governance.'</p> <p>Geography is a subject that teaches students to think about the bigger picture. Planning, teaching strategies and questioning are all designed to enable students to link their learning.</p> <p>Field Work opportunities allow students to take their in-class learning and apply it in the real world, this provides invaluable opportunities to link their learning across the various units of study.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Adaptive teaching methods are deployed to challenge every student at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p>
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	<p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted students.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p> <p>The NEA requires students to link their learning.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>LCT tests take place and are based upon the recall of knowledge-based learning.</p> <p>The sequencing of the curriculum means that students must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years (e.g. In Ch13 students are expected to refer back to Ch12 learning).</p> <p>PP assessment will be based around the most recent learning. However, there will be at least one task that requires students to think back to a previous period of learning.</p> <p>Mock exams examine the entire course studied to that point.</p> <p>NEA deadlines and check-ins.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with students who are underachieving. Frequent discussions around progress on the NEA.</p> <p>Students reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Reading is an integral part of Geography. Almost every lesson will require some form of reading. In Geography, the aim is to facilitate reading for purpose and enable students to understand the significance of the text from a geographical perspective.</p> <p>Reading tasks are planned and encourage students to see the link between the wording of the question and the content of the reading. Geographical sources and case studies are frequently deployed and require the students to read in order to gain a deeper understanding. Students are expected to read news articles of contemporary events that link to the specification.</p> <p>Sometimes students are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the students in order to model and demonstrate what our expectations are.</p>
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Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.

What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?

**Literacy:** Marking also includes the correction of words of subject specific importance. Students may be provided with an ideal sentence or A\* standard paragraph or words they should use when constructing an A Level argument. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to use it in writing, this includes non-English words/names/places. Live marking allows for instant correction of capitalisation, spelling, punctuation. Mark schemes refer to levels of written communication, these are used when marking students work. Students are expected to structure and write extended essays, therefore writing skills are taught.

**Numeracy:** Dates and timelines are frequently discussed and used within teaching. Students must have an awareness of context in order to answer case study based questions. Data is collected analysed during field work and when teaching a variety of topics and may be displayed in tables, charts or graphs. When teaching about the economy both money and value become part of our studies. A level students must be able to refer to data in their writing.

**Oracy:** Discussion based activities are frequent and permit students to develop confidence in constructing a reasoned argument. Reading aloud is frequent. Pair and group activities are regularly used to allow students to discuss academic matters with their peers. Group presentations are used to enhance confidence, enhance understanding and develop the required skills. Discussion based activities are frequently used to take our students beyond the syllabus (e.g. what is in the news).

**SMSC:** Geography affords many opportunities to engage with SMSC. Students study society, as such they are exploring issues such as rights, beliefs, persecution, discrimination, racism, gender roles, welfare, colonialism, democracy, poverty, equality etc. Students consider government and how it impacts human lives. Personal experiences of those who encountered the above will be used and students have the opportunity to learn from those who were there and witnessed these events. Current affairs will be used to make comparisons between what we study and what is happening in the world we live in. The NEA study allows students to explore impact.