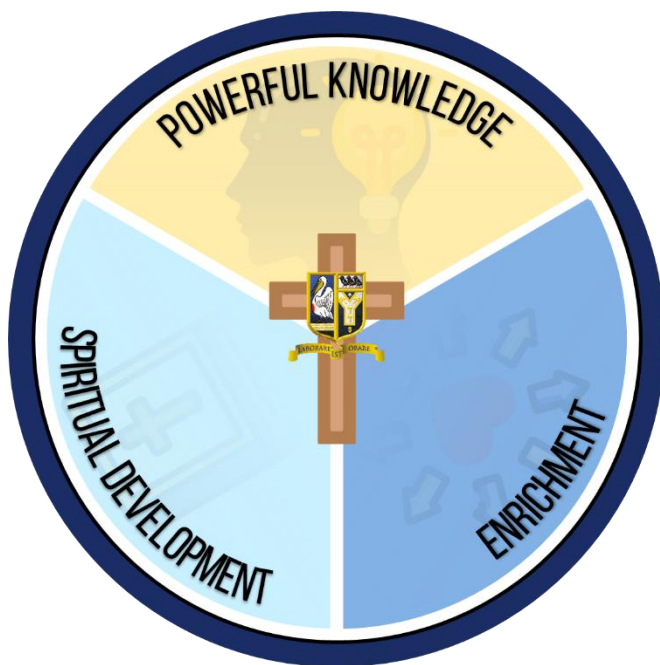


THE BECKET SCHOOL



GEOGRAPHY

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~JOHN 10:10

"THE EARTH IS GOD'S GIFT TO US, FULL OF BEAUTY AND WONDER, WHERE THE FRUITS OF THE EARTH BELONG TO EVERYONE." - LAUDATO SI' - A LETTER FROM POPE FRANCIS ON CARE FOR OUR COMMON HOME.

WITH THE GROWING IMPORTANCE OF ISSUES SUCH AS CLIMATE CHANGE, MIGRATION, ENVIRONMENTAL DEGRADATION AND INEQUALITIES, GEOGRAPHY IS ONE OF THE MOST RELEVANT COURSES YOU COULD CHOOSE TO STUDY. GEOGRAPHERS ARE ALSO HIGHLY EMPLOYABLE DUE TO THE DIVERSE RANGE OF SKILLS AND ATTRIBUTES YOU DEVELOP THAT CAN BE TRANSFERRED INTO MOST CAREERS. ABOVE ALL, GEOGRAPHERS HAVE POTENTIAL TO BE WELL-INFORMED GLOBAL CITIZENS, USING THEIR UNIQUE COMBINATIONS OF KNOWLEDGE AND SKILLS TO MAKE A POSITIVE DIFFERENCE IN THE WORLD. WHATEVER YOUR PASSION FOR THE WORLD - FASCINATION WITH LANDSCAPES OR CONCERNS ABOUT SUSTAINABILITY - GEOGRAPHY WILL PROVIDE YOU WITH KNOWLEDGE AND TRANSFERABLE SKILLS THAT WILL REWARD YOU PERSONALLY AND ADVANCE YOU PROFESSIONALLY



INTENDED OUTCOMES

The curriculum is designed to give students a solid appreciation of the interactions of both the human and physical world through a wide range of contemporary and traditional topics. We aim to equip students to become empowered global citizens in the 21st century by providing powerful knowledge about the world they live in, the skills needed for future careers and to be functioning members of society and enrich their understanding of people and places.

We deliver an ambitious KS3 curriculum that stretches learners beyond the national curriculum in Geography. Our topics have been carefully designed to compliment cross-curricular links between different disciplines:

- **By the end of KS3**, students will have a core understanding of fundamental concepts that underpin the global issues and topics they will face during their Geography journey at KS3, 4 and 5. This includes ideas such as 'how and why do places vary?' 'how and why does development vary?', 'how do humans interact and affect the physical world around us?'. Knowledge of key concepts will be deepened and broadened through a wide range of regions across the world. Students will have developed a questioning approach to tackle Geographical ideas to form evidence-based conclusions when faced with a Geographical enquiry.

At KS4, we build upon the knowledge and skills developed at KS3 and study key concepts in more depth. Each scheme of work has been sequenced to allow for increasing challenge in both content and application demands. We cover the content required for the exam specification, AQA, through the lense of contemporary case studies. Understanding of fieldwork skills and the enquiry process are developed in depth:

- **By the end of KS4**, students will have a holistic view of physical and human Geography and should see links between topics and how they interact. They will be able to form detailed explanations, balanced arguments and use key terminology effectively. Students will be able to refer to a wide range of specific examples to support their understanding of concepts effectively. Pupils will be equipped with lots of effective learning tools to support their revision. Students will also practice their decision-making skills by evaluating a range of evidence to form a logical line of reasoning.

For those who continue their Geography journey into KS5, we support learners in becoming masters in the subject:

- **By the end of KS5**, students will have a comprehensive understanding of human and physical realms. Students will see key themes (players, attitudes and actions, futures and uncertainties) within these topics. They will have carried out an independent investigation, demonstrating a sound understanding of the enquiry process. Students will be able to present, analyse and conclude on evidence to form rational conclusions with effective appraisal of these techniques.

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p style="text-align: center;">What will I learn by studying Geography?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Study a diverse range of places, of different scales, to gain a strong knowledge of how places vary • Understand the complexity of the world and appreciate the interconnectedness of different aspects of the world including the physical and human environments. • Be equipped with key skills that will allow them to access further knowledge and deepen understanding. They will have opportunities to practice, embed and perfect a wide range of Geographical, mathematical, written and interpersonal skills. • Be able to use the knowledge they have learnt in class to understand what is happening in the news and current affairs and develop their own views and opinions in a justified way.
SPIRITUAL DEVELOPMENT	<p style="text-align: center;">How will studying Geography help me grow as a person?</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop an understanding of what it means to be a 'global citizen'. Students will appreciate the importance of respecting and caring for the world we live in; it is our Catholic responsibility to do so. • Be mindful of their positionality within the world. They will gain an insight of how their experiences, education and economic ranking compares to the rest of the world with compassion and empathy • be empowered as a thoughtful citizen – someone that understands the world and can choose to make a difference to it (sustainability, charitable work, etc.) • Recognise key figures in the Catholic church that promote the values taught across the curriculum, including St Francis (our Patron Saint) and Pope Francis ("...care for our common home")
ENRICHMENT	<p style="text-align: center;">How will studying Geography enrich my education?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn about the world beyond the KS3 national curriculum requirements by studying contemporary concepts such as Superpowers which will give them a solid understanding of the complex geo-political world we live in • Have opportunities across the key stages to experience Geography outside of the classroom on a range of extra-curricular trips • Be offered the chance to enter Geography competitions beyond the curriculum to stretch their understanding of the subject – e.g. to celebrate our patron saint, St Francis • Understand the different career paths that Geographers can take to make empowered choices for their future • KS5 students will extend their knowledge beyond the curriculum via studying topics which are part of The Becket Super Curriculum and/or Becket Reads

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN GEOGRAPHY?

- Knowledge books used across all Key Stages. These are detailed and technical in nature to stretch student understanding and promote subject literacy.
- Teacher's scaffold challenging information to support student learning.
- The curriculum has been sequenced to maximise opportunities to revisit and revise core knowledge and concepts.
- Both formative and summative assessments are used ranging from regular low stake testing to support retrieval to high stakes to support individuals in their learning gaps.
- Lessons are pitched to the highest standards; we encourage all students to participate and promote a positive learning culture as part of our whole school ethos, 'The Becket Way'

LEARNING SEQUENCE

YEAR 7

TOPIC	My Favourite Place	Our Unequal World	Green Issues	Weather and Climate
EXPLANATION	<p>This a short lesson series whereby students research and produce a written piece of work about their favourite place.</p> <p>This introduces key concepts such as 'what is Geography?', 'what is meant by place?' and 'how are places defined by human and physical features?'. This helps equip students with a solid foundation to begin their Geographical journey.</p>	<p>Development is a fundamental concept needed to access all topics in Geography. We cover key global issues as urbanisation and migration too.</p> <p>Students will expand their place knowledge in different Geographical scales - global variations of development; regional challenges in the Middle East and North Africa resulting in mass migration; local city-scale challenges in developing countries, Mumbai and Dharavi slums (India).</p>	<p>The world is at a critical point in history - we are facing huge environmental challenges which may threaten the future of the planet. Climate Change, being the biggest and most topical, is the focus of this lesson series.</p> <p>Students will gain an understand how human and physical processes interact to influence and change landscapes, environments and the climate. Key concepts covered in '<i>Our Unequal World</i>' are practiced and applied here via a comparison between UK and Bangladesh – which will be impacted the most?</p>	<p>Every day we are affected by weather and climate. Students will gain a sound understanding of the key physical processes that determine our environmental conditions and appreciate the consequences extreme weather has on different communities.</p> <p>This unit builds upon knowledge of climate change from '<i>Green Issues</i>'.</p>

YEAR 8

TOPIC	Our Crowded Planet	Superpowers	Risky Places	Tourism	Wild Water
EXPLANATION	<p>The world is facing a population crisis which is increasingly putting pressure on the natural world.</p> <p>This topic allows students to apply knowledge gained from the Year 7 curriculum (e.g. development, human and physical features, green issues) to the contemporary issue of overpopulation. A range of places are studied, from Australia, the UK to an in-depth study of China and their controversial 'one-child policy'.</p>	<p>The importance of understanding geo-politics and global power is increasing every year.</p> <p>This topic aims to provide students with the ability to unpick complex global events and tensions (e.g. invasion of Ukraine, China's involvement in Taiwan and Tibet, etc.) and consider how country's gain and exert power globally.</p>	<p>Millions of people around the world live in risky places. In this topic we begin looking at the physical theory of tectonic hazards (e.g. geological timescales and plate tectonics).</p> <p>We then complete an in depth study of Japan, considering whether it is a risky place. Students draw upon skills and knowledge from 'Our Unequal World', 'Our Crowded Planet' and 'Superpowers', etc. to do so.</p>	<p>Tourism is one of the top ten largest industries in the world. Students will study different types of tourism and how it varies and affects places around the world. Economic Geography is covered within this topic – considering different types of job sectors.</p> <p>Many students may work in the tourism industry or at the very least experience tourism first hand (domestically, internationally, etc.).</p>	<p>Water is one of the most important and powerful resources on Earth. An understanding of this resource in different contexts (from the importance of rivers, to sustainability and oceans, to conflicts over scarcity of water globally) will give students a sound understanding of the complexity of something they often overlook and take for granted.</p> <p>Concepts from 'Our Unequal World', 'Green Issues', 'Weather and Climate', 'Our Crowded Planet' and 'Superpowers' all feature within this series, building upon student's holistic grasp of Geography.</p>

YEAR 9

TOPIC	Resource Management	Coasts	Urban World	Natural Hazards - Tectonics
EXPLANATION	<ul style="list-style-type: none"> In Year 9 we develop key knowledge and skills needed to be successful in Year 10, 11 and beyond. We interleave human and physical topics to give students a broad understanding of the curriculum and facilitate them in drawing links between the natural and human world. We begin with '<i>Resource Management</i>' which looks at the importance and management of key resources. This builds upon student's understanding in '<i>Wild Water</i>' with an additional focus on energy and food too. We take this opportunity to build up good practice on how to complete and describe a multitude of graphs for different styles of examination questions. We then move onto '<i>Coasts</i>' which covers key physical processes which influence coastal landform formations and how these environments are managed. We begin with these two topics as the highest demand question you will be expected to answer is 6 marks so it's a good starting point to begin to build students' ability to access those longer-style exam question. '<i>Urban World</i>' is chosen as our second human topic as concepts from KS3 are built upon and it includes a study of Nottingham within this topic therefore students all have basic cultural capital to access this topic. There is also a study of Rio de Janeiro so that students can draw comparisons and differences between two cities in very different contexts. Students will begin to develop practice of longer responses – 9 mark questions. The year ends with a study of '<i>Natural Hazards</i>'. This topic deepens student's knowledge of tectonic hazards as students begin to learn about different types of plate boundaries beyond destructive which is covered in Year 8. Students will learn about Chile and Nepal earthquakes and compare and contrast effects and responses – unpicking reasons why variations occur. 			

YEAR 10

TOPIC	Natural Hazards - Atmospheric	The Economic World	Rivers	Rivers Fieldwork
EXPLANATION	<ul style="list-style-type: none"> In Year 10, we further embed key knowledge and skills introduced in Year 9. In particular, students' ability to form detailed explanations and evaluate issues. Students also gain new transferable skills due to fieldwork opportunities at the end of the year. The year begins with 'Natural Hazards', however this time with a focus on atmospheric hazards. This gives students an opportunity to recall key theory of natural hazards from the previous year, supporting their long term memory of these concepts, whilst applying it to a new context – extreme weather and climate change. Knowledge from KS3 will be built upon in this topic ('Green Issues' and 'Weather and Climate'). 'Economic World' revisits the concept of development that has been embedded since KS3 in more depth, considering how the development gap can be minimised leading onto two case study focuses; Nigeria (a newly emerging economy) and the UK's economy (past, present and future). This will help students have a sound understanding of their positionality within the world. 'Rivers' is the final unit in Year 10. Key physical processes from 'Coasts' are revisited and applied to new landscapes allowing learners to become increasingly confident with technical terminology. We will deepen students understanding of extreme weather, studied at the beginning of the year, with a focus on flooding (causes, effects and management). Students also get a practical experience applying key river theory by completing a fieldwork enquiry at Burbage Brook – 'To what extent does Burbage Brook follow the Bradshaw Model?'. Students learn how to conduct an enquiry from hypothesis setting to analysing data to form conclusions to evaluating the investigation's strengths and weaknesses. 			

YEAR 11

TOPIC	Urban Fieldwork	The Living World	Pre-release
EXPLANATION	<ul style="list-style-type: none"> In Year 11, we support learners with the consolidation of exam skills, written communication and key theory built upon since Year 9. Students get the opportunity to complete a second enquiry so that new skills from Year 10 are developed, but in a new context. Our fieldwork is in Nottingham; students investigate how quality of life varies across space due to attempts to make urban life more sustainable. In this investigation, students recall key theory from the 'Urban World' unit in Year 9 to support them with their revision of this topic. The final GCSE topic we study is 'The Living World'. In this topic, students will build upon that scientific knowledge studied in Biology with a Geographical lens. We study the key components of ecosystems with an in-depth focus on tropical rainforests and hot deserts. In this topic, many previously studied concepts are intertwined (e.g. sustainability, climate change, development, resources). Finally, 12 weeks before the GCSE examinations begin AQA publish a pre-release resource that will feature in Paper 3 – Geographical Applications. The pre-release is always a topical issue based on a key area studied at GCSE. Students must assess different sources of evidence to come to a rational decision. The final lessons will prepare students for this element. 		

YEAR 12

TOPIC	Globalisation	Tectonic Processes and Hazards	Regenerating Places	Coastal Landscapes and Change
TOPIC SUMMARIES	<p>What are the causes of globalisation and why has it accelerated in recent decades?</p> <p>What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p> <p>What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p>	<p>Why are some locations more at risk from tectonic hazards?</p> <p>Why do some tectonic hazards develop into disasters?</p> <p>How successful is the management of tectonic hazards and disasters?</p>	<p>How and why do places vary?</p> <p>Why might regeneration be needed?</p> <p>How is regeneration managed?</p> <p>How successful is regeneration?</p>	<p>Why are coastal landscapes different and what processes cause these differences?</p> <p>How do characteristic coastal landforms contribute to coastal landscapes?</p> <p>How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</p> <p>How can coastlines be managed to meet the needs of all players?</p>
EXPLANATION	<p>In Year 12, learners will acquire a deep understanding of the complexity of the world by studying how the human and physical realms interact. Students will study two topics, one human and one physical, simultaneously to support this. There is a heavy focus on evaluating ideas in a multifaceted manner so that learners are skilled in analytical thinking. Year 12 topics build upon the basic building blocks from GCSE with increasing technicality.</p>			

YEAR 13

TOPIC	Non-Examined Assessment	Superpowers	Carbon Cycle	Migration, Identity, Sovereignty	Water Cycle	Paper 3 Preparations
TOPIC SUMMARY	<p>Students will conduct an independent investigation based on a topic of their choice that has links to the Edexcel curriculum. Students will undertake 4 days of fieldwork to collect data for their investigation.</p>	<p>What are superpowers and how have they changed over time?</p> <p>What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p>What spheres of influence are contested by superpowers and what are the implications of this?</p>	<p>How does the carbon cycle operate to maintain planetary health?</p> <p>What are the consequences for people and the environment of our increasing demand for energy?</p> <p>How are the carbon and water cycles linked to the global climate system?</p>	<p>What are the impacts of globalisation on international migration?</p> <p>How are nation states defined and how have they evolved in a globalising world?</p> <p>What are the impacts of global organisations on managing global issues and conflicts?</p> <p>What are the threats to national sovereignty in a more globalised world?</p>	<p>What are the processes operating within the hydrological cycle from global to local scale?</p> <p>What factors influence the hydrological system over short- and long-term timescales?</p> <p>How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p>	<p>Paper 3 is a synoptic paper based on an unseen resource. Students must draw upon their knowledge, understanding and skills acquired from the course to explain and evaluate key issues.</p> <p>In the final lessons of Year 13, students will practice these skills.</p>
EXPLANATION	<p>In Year 13, learners will become competent in critical evaluations and begin to tackle contemporary and complex Geography. Year 13 particularly has a strong focus on building skills, both Geographical and transferable, via the independent investigation and paper 3 preparations. Students will view the course in a holistic way, making meaningful connections between the topics.</p>					