



Trinity High School & Sixth Form Centre

Trinity High School Geography Department Intent

Geography is not only important, it is essential. Geography aims to develop students' inquisitive nature, enable students to gain a wider understanding of the world around them and the interactions that we have both in the physical and human environments in the present and the future.'

Understanding our place within the world in which we live is a fundamental skill that students need to engage with in order to flourish and become well rounded members of society. Explaining how interactions, processes and places shape the world is key for students to excel in not just geography but beyond. At Trinity High School, geography allows our students to use their knowledge, understanding and skills to describe, explain and analyse key concepts. Students develop an understanding of society, looking at different countries, cultures and varying levels of development, which in turn creates a culture of **respect and tolerance**. Students also look at the impact this has on places resulting in their **knowledge** – both substantive and disciplinary – becoming broader and more sophisticated as they progress through the key stages. By doing so, students engage enquiry skills, critical thinking and empathy through a challenging and interesting curriculum looking at both physical and human geography (KS3-KS5). Learners are challenged by applying skills with deep rooted world subject knowledge.

Concepts are embedded through thematic topics delivered across all key stages. They provide opportunities to develop subject knowledge, skills and understanding. The topics taught at Trinity are **ambitious** and the **highest expectations** are set for students in order for them to achieve their full potential and develop **resilience**. Each topic has 2 assessment points combined with clear opportunities for extended writing. This allows students to clearly **articulate** their ideas in not just geography but across all subjects and the use of clear scaffolding and modelling promotes **inclusivity** and creates **confidence** in students. Assessments are formally recorded in the assessment structure and students are regularly given the opportunity to **reflect** on their progress and unpick their strengths and weaknesses for **development** to take place.

In year 9 for example, we start with map skills which are embedded into the thematic topics in middle school and provides the foundation for geography as a whole. Students are then given the opportunity to put this knowledge into practice deepening their understanding. This jigsaw approach allows students to

develop powerful knowledge to study the subject at GCSE and A level. Content at key stage 3 provides the foundational knowledge for students to be successful in the proceeding key stages. The two-year model at GCSE allows key skills to be developed and embedded. Regular extended writing allows pupils to develop their language and vocabulary. **Cultural capital** opportunities are embedded throughout geography at each key stage through on-site fieldwork to river and city site investigations. Current literature such as geographical journals means that students are exposed to real life examples of concepts studied in the classroom and this is supplemented with podcasts, Seneca and clips from documentaries.

Using the principles of **cognitive science** in the planning of our curriculum, we ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been carefully **sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled to think **metacognitively**.

The overarching concepts for geography at Trinity are:

Location – Spatial awareness of different countries and location and physical and human features and processes.

Place- The concept of place and its similarities and differences.

Interdependence – How country are linked through the flow of resources, goods and ideas and the idea of development.

Sustainability – Using planets resources and the impact of exploitation.

Analytical skills – Using mathematical and cartographic skills to describe interpret and analyse our world.

Fieldwork – How we can observe, record and measure data to further explain processes outside the classroom.

Curriculum Impact:

KS3

By the end of KS3 pupils will be able to understand and apply map skills to location features on a map or interpret features and issues within images. They will be able to identify physical and human features with different places and explain the interactions between the human and physical world. Students will be able to construct extended pieces of writing showing evaluation for GCSE confidence and is a key cross curricular skill.

KS4

By the end of key stage 4 students will demonstrate a deeper understanding of processes that shape our planet. They will be able to explain how these processes interact with population and suggest how people can predict, prepare and plan for such interactions. Students will be able to evaluate and prioritise ideas in order to make informed decisions and be able to justify why. Students will analyse the distribution of places, resources and people and assess the impact on quality of life and consider the notion of sustainability. Students will be able to describe and explain challenges and opportunities faced by people in different economic works and be able to give specific answers to examination questions beyond 'geography of everywhere' students will be able to apply mathematical concepts to calculate and analyse data.

KS5

Students will be able to embed and develop the foundational and secondary knowledge from the units studied at KS3 and KS4 to analyse and evaluate patterns and processes. Students will be able to independently devise and conduct research in order to answer their own research questions and be able to account for patterns and the collected data. Students will confidently be able to construct longer pieces of writing that are both place and concept specific with evaluation.

Subject: Geography Curriculum Intent Year 9

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>Pupils will continue to develop their map skills which are central to Geography as a whole. Students will undertake a mini fieldwork exercise in order to put their knowledge into practice Retrieval practise will be evident throughout making references to previous middle school topics whilst creating a strong link with the GCSE paper 3 skills section.</p> <p>Map Skills</p> <ul style="list-style-type: none"> • Compass Directions • 4 and 6 figure grid references • Map symbols • Contour lines • Imagery • Data collection • Data presentation • Data interpretation 	<ul style="list-style-type: none"> • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information 	<ul style="list-style-type: none"> • Practical fieldwork skills • Map reading, use of OS maps
Spring	<p>Students will undertake a clear introduction to human geography with reference to key disciplinary literacy such as HIC, LIC and NEE. The topic will focus on uneven development and the disparities present between</p>	<ul style="list-style-type: none"> • Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and 	<ul style="list-style-type: none"> • 8 billion and counting documentary

	<p>different parts of the world. Students will understand that population is growing and some of the opportunities and challenges this presents.</p> <p><u>Uneven Development</u></p>	<p>quaternary sectors; and the use of natural resources</p>	<ul style="list-style-type: none"> • BBC iplayer/news clips
<p>Summer</p>	<p>Pupils will start to develop their knowledge of real life issues in the current world climate. Students will understand the scarcity of resources and how we are trying to improve access locally and nationally. Retrieval practise will be evident throughout making references to both of the previous topics whilst creating a strong link with the Year 11 topic of Resource management.</p> <p><u>Resource Issues</u></p> <ul style="list-style-type: none"> • Food resources • Water resources • Non-Renewable energy • Renewable Energy • Chernobyl <p>Climate change is a key area for students to understand. In our ever-changing world the issues we face as a result of climate change will impact us all. The</p>		<ul style="list-style-type: none"> • Fracking in USA • Food culture-cross curricular links • Sustainability and planning a meal. • Planet Earth • BBC news clips

	<p>understanding of the causes and investigation into the responses therefore is essential.</p> <p><u>Current Climate</u></p> <ul style="list-style-type: none"> • Climate change- Natural and human causes • Evidence of climate change • Impacts of climate change • Mitigation of climate change 		
<p>Year 9 End Point</p>	<p>By the end of Year 9 students will develop a greater awareness of the modern issues our world faces and how we as global citizens are responsible for the main causes of its destruction but also the facilitators in making our futures brighter. There are solutions and we must become more sustainable citizens. Students will also be able to challenge this by being able to discuss the inequalities the HIC and LIC countries face. Whether it be resources, access to food, water or energy, or the pressures from the Western world to put pressure on other people's resources for our use. Students will see that the world we live in is unequal.</p>		

Subject: Geography Curriculum Intent Year 10

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>Students will learn about the different pressures on areas of varying economic development in how they either bridge the development gap or continue to gain an advantage over other parts of the world.</p> <p>Changing Economic World 3.2.2</p> <ul style="list-style-type: none"> • There are global variations in economic development and quality of life • Various strategies exist for reducing the global development gap. • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 	<p>AO1: Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice. Making use of strong factual data to analyse and create opinions.</p> <p>AO2: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments and processes</p> <p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues</p>	<ul style="list-style-type: none"> • Podcast- The things that made England • Hans Rosling TED talks- population, Washing machine, Ikea boxes, Gapminder • Boko Harams influence in the Niger Delta • Review of news weekly • HS2, Heathrow Expansion, Smart Motorways, M6 Toll • Vote Leave campaign • Fair Trade- KKB assemblies
Spring	<p>Students will learn about the processes and landforms in river environments in the UK . They will apply their knowledge through Geographical enquiry with fieldwork conducted at Carding Mill Valley, Shropshire.</p> <p>UK physical Landforms- 3.1.3 River Landforms</p> <ul style="list-style-type: none"> • The UK has a range of diverse landscapes. 	<p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues</p>	<ul style="list-style-type: none"> • Modelling the river profile • Countryfile • Acrostic poetry

	<ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes • Different management strategies can be used to protect river landscapes from the effects of flooding. 	<p>to make key judgements on Geographical issues on a variety of scales.</p> <p>AO4- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in a physical Geographical location through the use of data collection, presentation and analysis</p>	
Summer	<p>Students will learn about the processes and landforms in Coastal environments in the UK</p> <p>UK physical Landforms Coasts</p> <ul style="list-style-type: none"> • The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes 		<ul style="list-style-type: none"> • TED talks • Podcast- Geography Ninja • AQA Geography Podcast
	<p>Student will explore the changing Urban world and look at the trends of the world's megacities and location over time. We will look at how we can develop our world in the 21st century to achieve sustainable development.</p> <p><u>Urban issues and challenge 3.2.1</u></p> <ul style="list-style-type: none"> • A growing percentage of the world lives in urban areas • Opportunities and challenges of urban growth 		<ul style="list-style-type: none"> • How has COVID changed urban form • Italian "forest in the sky development"

	<ul style="list-style-type: none"> • Urban change in the UK • Urban sustainability 		
Year 10 End Point	<p>By the end of year 10 student will have a clear understanding of the topics outlined. They will be aware of real life developments and their importance to the economy. They will be confident in their knowledge of the variety of strategies different countries of income try to close the development gap. Student will also deepen their knowledge on the physical processes affecting place. Fieldwork will embed this knowledge and students will be confident in their enquiry-based approach to support them in Yr11 and beyond.</p>		

Subject: Geography Curriculum Intent Year 11

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><u>The challenge of natural hazards 3.1.1</u></p> <ul style="list-style-type: none"> • Natural hazards pose major risks to people and property. • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard. • Climate change is the result of natural and human factors, and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 	<p>AO1: Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice. Making use of strong factual data to analyse and create opinions.</p> <p>AO2: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments, and processes</p> <p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make key judgements on</p>	<ul style="list-style-type: none"> • BP educational service • Climate change- An inconvenient truth • Extinction • Montserrat DME • The impossible film • 2020 • Day after tomorrow • TED talks • Podcast- Geography Ninja • Geog on • AQA Geography Podcast • Seneca

		<p>Geographical issues on a variety of scales.</p> <p>AO4- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in a Human Geographical location through the use of data collection, presentation and analysis</p>	
Spring	<p>Students will learn about the varying ecosystems that exist on our planet, the reasons for their locations and what are the threats and opportunities facing life within these BIOMES.</p> <p><u>Ecosystems of the world</u></p> <ul style="list-style-type: none"> • What are ecosystems • The role of decomposers and consumers in a pond • Biotic and Abiotic factors in ecosystems • The locations and climates of the worlds Biomes • The reasons behind the locations of the Biomes • Physical structure of a rainforest • Brazils Deforestation crisis- Causes, impacts and solutions • Tribes of the Rainforests- Papua New Guinea • Adaptations of animals within the different Biomes • People of the Deserts • Thar Desert- Challenges and Opportunities • Desertification- Causes and solutions • Cold environments 	<p>AO1: Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice. Making use of strong factual data to analyse and create opinions.</p> <p>AO2: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships</p>	<ul style="list-style-type: none"> • Visit from tropical Inc-develop understanding outside of Biomes we study • Western impact on tribal communities of Papua New Guinea. • Colonialism- Dutch into West Papua • Expedition Borneo conservation • BBC- Planet earth • Weekly reference to news. • Seneca

		<p>between places, environments and processes</p> <p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make key judgements on Geographical issues on a variety of scales.</p> <p>Developing from Yr 7 & 8</p> <ul style="list-style-type: none"> • Retrieval of core Knowledge • Producing balanced arguments and forming judgements on Geographical topics • Analysis of a range of sources (Literacy, numerical and historical) 	
Summer	<p>Pupils will develop their knowledge on the worlds vast resources and understand the inequalities that exist in our world.</p> <p><u>The worlds resource</u></p> <ul style="list-style-type: none"> • Food energy and water are essential to human development • Overview of world resources and UK resources • Food miles, carbon footprints and different trends in foods 	<p>AO1: Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p>	<ul style="list-style-type: none"> • Seneca • Simon Reeve documentary •

	<ul style="list-style-type: none"> • World famine • Water resources • Changing energy of the world • Increasing food production • Sustainable development 	<p>Making use of strong factual data to analyse and create opinions.</p> <p>AO2: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments and processes</p> <p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make key judgements on Geographical issues on a variety of scales.</p>	
	<p>Geographical applications (provided 8 weeks before examination)</p> <p>The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p>		

Year 11 End Point	By the end of Year 11, pupils will draw together their knowledge, skills and understanding from across the full course of study to analyse the human and physical topics that are evident in the world we live. We expect our students to be sustainable citizens and be knowledgeable as to how they can make a difference in a variety of ways.
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Subject: Geography Curriculum Intent – Yr12 Geography- Physical

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><u>3.1.3 Coastal systems and landscapes (4 lessons/fort)</u></p> <ul style="list-style-type: none"> • 3.1.3.1 Coasts as natural systems • 3.1.3.2 Systems and processes • 3.1.3.3 Coastal landscape development • 3.1.3.4 Coastal management • 3.1.3.5 Quantitative and qualitative skills 	<p><u>AO1</u>- Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice. Making use of strong factual data to analyse and create opinions.</p>	<ul style="list-style-type: none"> • Geography Review • JStor
Summer	<p><u>NEA- Non-Examined Assessment</u></p> <ul style="list-style-type: none"> • 3.3.1 Fieldwork requirements • 3.3.2 Investigation requirements • 3.3.2.1 Independence 	<p><u>AO2</u>: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments and processes .</p> <p><u>AO3</u>: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate</p>	

		<p>geographical information and issues to make key judgements on Geographical issues on a variety of scales.</p>	
<p>Year 12 End Point</p>	<p>By the end of Year 12, Geography students will have further developed their understanding on the Coastal processes that shape our lands as well as make synoptic links with other aspects of the curriculum. They will be able to demonstrate their knowledge of place, environments, concepts and processes at a variety of scales and start to apply their understanding of coastal zones as a dynamic system. They will understand geomorphological processes and their association with landforms. Students will gain an informed appreciation of the beauty and diversity of the coastal environment and understand their importance as a human habitat. Fieldwork skills will be enhanced in the study of this topic as will be mapping skills and statistical analysis of the data collected to develop a greater depth of understanding and challenge the theory-based knowledge. Students will also understand the major stores of water and carbon. These are essential areas of knowledge that will be linked throughout synoptic questioning in the examinations. Students will contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance to human populations.</p> <p>By the start of the summer term students will be expected to have developed a greater interest in one of the topics covered and develop an enquiry, incorporating the skills we have used in the year. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding. The summer term enables to start to submit their independent enquiry to the teachers, who in turn can support with any ideas and sign off the investigation title for students to complete in Yr13 independently.</p>		

Subject: Geography Curriculum Intent Year 12- Human Geography

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><u>3.2.2 Changing places (5 lessons/fort)</u></p> <ul style="list-style-type: none"> • 3.2.2.1 The nature and importance of places • 3.2.2.2 Changing places – relationships, connections, meaning and representation <ul style="list-style-type: none"> • 3.2.2.2.1 Relationships and connections • 3.2.2.2.2 Meaning and representation • 3.2.2.4 Place studies • Local place study • Contrasting place study 	<p><u>AO1</u>- Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>Making use of strong factual data to analyse and create opinions.</p>	
Spring	<p><u>3.2.3 Contemporary urban environments (4 lessons/fort)</u></p> <ul style="list-style-type: none"> • 3.2.3.1 Urbanisation • 3.2.3.2 Urban forms • 3.2.3.3 Social and economic issues associated with urbanisation • 3.2.3.4 Urban climate • 3.2.3.5 Urban drainage • 3.2.3.6 Urban waste and its disposal • 3.2.3.7 Other contemporary urban environmental issues • 3.2.3.8 Sustainable urban development • 3.2.3.9 Case studies • 	<p><u>AO2</u>: Pupils will apply knowledge and analyse data to make links between various Geographical issues. The synoptic links will be made across all topics and pupils will examine these links. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments, and processes</p>	

Summer	NEA	<p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make key judgements on Geographical issues on a variety of scales.</p>	
Year 12 End Point	<p>Changing Places- Students will acknowledge the importance on how people engage with their place and their experiences of them and engage with how places are known and experienced, how the character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p> <p>Contemporary Urban Environments – Students will examine the processes and challenges and the issues associated with them in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. The topic gives opportunity to exercise and develop observation skills, measurement, and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p> <p>Student swill have developed a far more complex skill set from KS4. Data manipulation and analysis skill sets will be embedded in all topics and students will have a greater appreciation of the literacy and numeracy skills required to be a success in their Geography A level.</p>		

Subject: Geography Curriculum Intent Year 13- Physical

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><u>3.1.5 Hazards (5 lessons/fort)</u></p> <ul style="list-style-type: none"> • 3.1.5.1 The concept of hazard in a geographical context • 3.1.5.2 Plate tectonics • 3.1.5.3 Volcanic hazards • 3.1.5.4 Seismic hazards <p><u>3.1.1 Water and carbon cycles (5 lessons/fort)</u></p> <ul style="list-style-type: none"> • 3.1.1.1 Water and carbon cycles as natural systems • 3.1.1.2 The water cycle • 3.1.1.3 The carbon cycle • 3.1.1.4 Water, carbon, climate and life on Earth • 3.1.1.5 Quantitative and qualitative skills <p>3.1.1.6 Case studies of a tropical rainforest and river study</p>	<p><u>AO1</u>- Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice. Making use of strong factual data to analyse and create opinions.</p> <p><u>AO2</u>: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments and processes . Pupils will apply knowledge to different data sets and assess and analysed key geographical factors</p>	
Spring	<p><u>3.1.5- Hazards (5 lessons/fort)</u></p> <ul style="list-style-type: none"> • 3.1.5.5 Storm hazards • 3.1.5.6 Fires in nature <p><u>NEA</u></p>		
Summer	EXAMINATIONS		

		<p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make key judgements on Geographical issues on a variety of scales. A variety of relevant quantitative, qualitative and fieldwork skills to</p> <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions 	
Year 13 End Point	<ul style="list-style-type: none"> • develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole • develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts • recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today • develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts • gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds 		

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| | <ul style="list-style-type: none">• improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising• become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations• apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography• develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations. |
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Subject: Geography Curriculum Intent Year 13- Human

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><u>3.2.1 Global systems and global governance (4 lesson/fort)</u></p> <ul style="list-style-type: none"> • 3.2.1.1 Globalisation • 3.2.1.2 Global systems • 3.2.1.3 International trade and access to markets • 3.2.1.4 Global governance • 3.2.1.5 The 'global commons' • 3.2.1.5.1 Antarctica as a global common • 3.2.1.6 Globalisation critique 	<p><u>AO1</u>- Understand and develop knowledge of location, place; Comprehension, strong explanation of process and landform, link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>Making use of strong factual data to analyse and create opinions.</p> <p><u>AO2</u>: Pupils will apply knowledge and analyse data to make links between various Geographical issues. A comprehensive use of contextual knowledge to analyse geographical understanding from sources and the interrelationships between places, environments and processes</p>	
Spring	<p><u>NEA</u></p>		
Summer	<p>EXAMINATIONS</p>		

		<p>AO3: Pupils will develop and apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make key judgements on Geographical issues on a variety of scales.</p>	
<p>Year 13 End Point</p>	<ul style="list-style-type: none"> • develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole • develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts • recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today • develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts • gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds • improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising • become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations • apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography • develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations. 		