



# Department: Geography

## Curriculum Intent Statement

### Our Curriculum Vision & Purpose

To develop an evolving, lifelong understanding of the global and local picture; empowered through geographical language and developed through a knowledge-based curriculum rich in geographical skills including fieldwork. Geography at Harrytown is a subject that crosses all curriculum boundaries and is supported by them. Developing an empathic bond for the world we live in and identification of self within this.

### Powerful Knowledge

Equipping pupils with the knowledge of their responsibility to become a global citizen. The power to question, know and react to the changing environment both co-operatively and independently. This can be key Geographical physical and human topics such as rivers and population. They can range from investigating local issues such as the plans for the redevelopment of Stockport CBD, as well as global issues such as climate change.

### Curriculum Features

The curriculum is designed to be a sequential puzzle that links together the development of, knowledge, understanding, application and Geographical skills in order for pupils to coherently progress with their academic studies and practical implementation using Geography in action. In KS3 we are able to teach strong geography topics such as coasts and plate tectonics but include current issues such as the plastics in the ocean in order to enhance the understanding of our global environment. Although, we need to cover the syllabus at GCSE, we teach physical geography in year 10 and human geography in year 11. This can involve in-depth studies of particular countries / cities (UK, Nigeria) or environments (Amazon rainforest, Sahara, Llandudno). Throughout both key stages, we interweave geographical skills such as drawing or interpreting graphs and map reading. This is to meet the demands of the GCSE course but to also create passionate young people who question and care for the world in which we live.



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Geography

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<b>Passport to Geography</b> This unit introduces Geography at Harrytown. It builds on Geography knowledge from Primary school and ensures all basic skills are covered.	AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts Embeds basic skills, which will permeate through the Geography studied at Harrytown. Assessed by EOU assessment.	<ul style="list-style-type: none"> <li>Provides understanding of the different parts to Geography.</li> <li>Embeds world knowledge through maps, latitude and longitude, as well as use of an Atlas.</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 16	<b>Population</b> Pupils study a key human Geography topic. They use subject specific language throughout the unit. We will look and where people do and do not live and the reasons for this.	AO1 Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts Extended answer questions	<ul style="list-style-type: none"> <li>Subject specific vocabulary for population.</li> <li>Develop understanding of global population distributions and the reasons for it.</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 12	<b>Migration</b> We introduce demographic statistical data including interpretation of population pyramids for HIC and LIC. Pupils use case study material when looking at a specific migration.	AO1 Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts MCQs to demonstrate knowledge of key words and principles Short answer questions	<ul style="list-style-type: none"> <li>Provides an understanding of how to interpret demographic data.</li> <li>Develops and understanding of the migration using a case study.</li> </ul>
	Term 4 7 Weeks Max. No. Lessons: 14	<b>Weather and Climate</b> We understand the basic features of our weather and climate using subject specific vocabulary throughout. We look at how weather is measured, the three types of rainfall, microclimates as well as depressions and anti-cyclones which make up the UK climate.	AO2 – Demonstrate geographical understanding of concepts AO4 – Use a variety of skills and techniques to investigate questions and issues MCQs to demonstrate knowledge of key words and principles Short answer questions	<ul style="list-style-type: none"> <li>Develop an understanding of the UK weather and climate.</li> <li>Provides and understanding of both local and global conditions.</li> </ul>

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<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>Microclimate Fieldwork Investigation</b> Pupils will carry out an investigation in the school grounds as to where to site an outdoor pool. They will collect, graph and interpret data using weather instruments. This will consolidate understanding of microclimates.</p>	<p>A02 – Demonstrate geographical understanding of concepts A04 – Use a variety of skills and techniques to investigate questions and issues Microclimate fieldwork: Full sentence answer testing</p>	<ul style="list-style-type: none"> <li>• To provide pupils with an opportunity to see Geography in action.</li> <li>• To allow pupils to collect their own results and draw conclusions from that.</li> <li>• To embed the necessary skills needed to undertaking a field study.</li> </ul>
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>Coastal Landscapes</b> This physical unit enables pupils to understand our coastline. It introduces fundamental geographical concepts of landscape formation through erosion, weathering, transportation and deposition. It provides a case study opportunity of managing coastal erosion in the UK.</p>	<p>A03 – Apply knowledge and understanding to interpret A04 – Use a variety of skills and techniques to investigate questions and issues Extended answer questions</p>	<ul style="list-style-type: none"> <li>• This provides an understanding of the action of waves.</li> <li>• It develops understanding of coastal processes, which subsequently produce differing landforms.</li> <li>• It provides another UK case study opportunity.</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
<b>Year 8 Scheme Overview</b>	Term 1 7 Weeks Max. No. Lessons: 14	<b>Rivers and the landscape</b> We will study how rivers create landforms and how humans have learnt to live with them. This will build on the knowledge of landscape development from the Year 7 Coasts unit. Pupils will learn how rivers change as they near the sea. There will be a case study focus on the Niagara Falls waterfall.	AO1 - Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts Mid unit assessment Niagara Falls tourist leaflet	<ul style="list-style-type: none"> <li>Consolidates understanding of landforms produced via erosion, weathering, transportation and deposition.</li> <li>Uses a case study to reinforce the understanding of waterfalls.</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 16	<b>Rivers and the landscape</b> Pupils will continue with the rivers unit focusing on human involvement. In particular, causes, effects and solutions to flooding. This will include a flood management investigation.	AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret MCQs to review understanding of topic key words and theory Full sentence answer questions Map skills	<ul style="list-style-type: none"> <li>Develops understanding of the human issues of living near rivers.</li> <li>Provides opportunities for decision-making based upon pupils topic knowledge.</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 12	<b>Settlements in the UK</b> We will explore the reasons for the locations of settlements, settlement patterns and changes to settlements over time. We will investigate the HIC urban model of the pattern to cities.	AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret EOU assessment - MCQs to review understanding of topic key words and theory, short answer questions	<ul style="list-style-type: none"> <li>To understand the reasons for settlement location.</li> <li>To allow comparison of rural and urban areas.</li> <li>To consider developments in Stockport CBD and its implications to the local area.</li> </ul>

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<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p><b>Global settlements</b> We explore the differences in the urban models in LIC countries. We look at why the differences occur. We focus on a case study of Kibera in Kenya. We consider the challenges and possible solutions of the people living in squatter settlements.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret Extended answer question (S.P.a.G. marks)</p>	<ul style="list-style-type: none"> <li>• Create empathy with people living differently to us.</li> <li>• Provides opportunity to consider decisions by governments to help people living in squatter settlements.</li> <li>• Introduction of answering longer answer 9 mark responses.</li> </ul>
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>Plate tectonic theory</b> We introduce Natural Hazards. We focus on the earth's structure. We consider how this shapes our planet. We look at the cross-section of the earth, plates and their boundaries. We understand the four different boundaries, which generate the earthquakes and volcanoes.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret Extended answer questions and volcano model making.</p>	<ul style="list-style-type: none"> <li>• Understand the science behind earth development and natural hazards.</li> <li>• Provided the opportunity to introduce Geological concepts.</li> </ul>
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>Plate tectonics</b> We focus on human interaction with tectonic hazards. We look at case studies of volcanic eruptions, earthquakes and undertake a deeper study of the Indian Ocean tsunami. We consider the causes, effects and possible solutions to tectonic hazards.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret AO4 – Use a variety of skills and techniques to investigate questions and issues</p>	<ul style="list-style-type: none"> <li>• Understand the impacts of Natural Hazards to people and the environment.</li> <li>• Develops the ability to be aware of current tectonic hazards.</li> </ul>

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<b>Year 9 Scheme Overview</b>	Term 1 7 Weeks Max. No. Lessons: 14	<b>Resource management</b> We introduce pupils to the concept of managing environments. We focus on food, water and energy. We consider the balance between supply and demand both nationally and globally. We look at the issues of the managing supplies. We use fracking as the case study example.	AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret Extended written task EOU assessment	<ul style="list-style-type: none"> <li>Appreciation of natural resources globally.</li> <li>Develop knowledge of people’s impact on the planet and to consider solutions to some of the issues raised.</li> <li>To promote awareness of how to act responsibly as global citizens.</li> </ul>
	Term 2 8 Weeks Max. No. Lessons: 16	<b>Tourism in National Parks (including fieldwork)</b> Using Castleton as a case study of an environment that requires management, we visit the Peak District National Park. Fieldwork is undertaken where we collect, graph and interpret data from Castleton to assess if the area is managed in a sustainable way.	AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret AO4 – Use a variety of skills and techniques to investigate questions and issues Fieldwork project	<ul style="list-style-type: none"> <li>Completion of an out-of-school fieldstudy for all students.</li> <li>Collection of primary data which can be graphically analysed and conclusions reached.</li> <li>Develop awareness of the problems of carrying out reliable and accurate data collection.</li> </ul>
	Term 3 6 Weeks Max. No. Lessons: 12	<b>Population</b> Pupils study a key human Geography topic. They use subject specific language throughout the unit. We will look and where people do and do not live and the reasons for this.	AO1 Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts Extended answer questions	<ul style="list-style-type: none"> <li>Subject specific vocabulary for population.</li> <li>Develop understanding of global population distributions and the reasons for it.</li> </ul>
	Term 4 7 Weeks Max. No. Lessons: 14	<b>Migration</b> We introduce demographic statistical data including interpretation of population pyramids for HIC and LIC. Pupils use case study material when looking at a specific migration.	AO1 Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts MCQs to demonstrate knowledge of key words and principles Short answer questions	<ul style="list-style-type: none"> <li>Provides an understanding of how to interpret demographic data.</li> <li>Develops and understanding of the migration using a case study.</li> </ul>

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<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>The Living World (AQA GCSE) Ecosystems</b> We begin the GCSE course. We start with the elements that make up ecosystems and consider the impacts of change upon particular environments. Eg: deforestation or changes in habitats. We investigate the main global biomes and their characteristics. We examine the reasons for their differences.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding EOU assessment -MCQs to demonstrate knowledge of key words and principles. Short answer questions</p>	<ul style="list-style-type: none"> <li>• Understanding of biology and ecosystems.</li> <li>• Awareness of how natural changes can affect an area.</li> <li>• Understanding of the structure of biomes.</li> </ul>
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>The Living World (AQA GCSE) Tropical rainforests and hot desert environments</b> We focus on two case study regions. Firstly, we look at the Amazon tropical rainforest. We study its location, climate and structure. We consider how plants and animals have adapted to living in these difficult environments. We consider the opportunities and challenges of living in these extreme regions.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding Longer answer question</p>	<ul style="list-style-type: none"> <li>• Develop knowledge of differing biomes.</li> <li>• Understand the physical structure of this environment.</li> <li>• Awareness of the issues and challenges of areas different to our own.</li> </ul>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 10 Scheme Overview</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Paper 1 : Living with the physical environment</p>	<p>Term 1 7 Weeks Max. No. Lessons: 14</p>	<p><b>A: The challenge of natural hazards (tectonic hazards)</b> We will look at the science of the earth. We will study its internal structure and the plates. We will consider how plates move and what happens at the four different plate boundaries. We will also compare two contrasting earthquake case studies. One in a LIC country (Italy) and another in a HIC country (Nepal). We will consider the causes, effects (primary and secondary) and responses to each event. We will account for the differences.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret EOU GCSE assessment of natural hazards. Extended question on comparing the effects of earthquakes.</p>	<ul style="list-style-type: none"> <li>• Understanding of plate tectonic theory.</li> <li>• Knowledge of what occurs at each plate boundary.</li> <li>• Exploration of case studies to retain pertinent facts, which embed the scientific theory.</li> <li>• Understanding of the impacts of natural hazards on people and the environment.</li> </ul>
	<p>Term 2 8 Weeks Max. No. Lessons: 16</p>	<p><b>A: The challenge of natural hazards (weather hazards and climate change)</b> For weather hazards, we will be focusing upon tropical storms. We will understand how and why tropical storms develop and use a case study (Typhoon Haiyan) to consider the impacts and responses to the event. We will also look at extreme weather in the UK. We will understand why extreme weather may occur and learn a recent example - The Beast from the East, 2018. In the climate change unit we will study why climate change is occurring (natural and human causes), the evidence to prove its existence, the effects of it and what we can do (mitigation and adaptation)</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret Extended answer on which response is best- mitigation or adaption to climate change. EOU GCSE assessment of weather hazards and climate change.</p>	<ul style="list-style-type: none"> <li>• Understanding of the science of tropical storm development.</li> <li>• Understanding of how extreme weather can impact the UK.</li> <li>• Exploration of case studies to retain pertinent facts, which embed the scientific theory.</li> <li>• Understanding of the impacts of natural hazards on people and the environment.</li> </ul>

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<p>Term 3 6 Weeks Max. No. Lessons: 12</p>	<p><b>B: Physical landscapes in the UK (coasts)</b> During this unit, we will look at the physical processes, which occur along the UKs coastline. We will consider wave development, wave erosion, transportation and deposition of material. We will study landforms created by erosion and deposition. We will also reflect on the ways that humans have attempted to protect the coastline using both hard and soft engineering methods. There will also be a field trip to Llandudno to see this in action.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret AO4 – Use a variety of skills and techniques to investigate questions and issues EOU assessment</p>	<ul style="list-style-type: none"> <li>• Learn how differing types of waves develop and how they influence beach profile.</li> <li>• Understand coastal processes and how they produce differing landforms.</li> <li>• Develop knowledge of how humans can protect the coastline.</li> <li>• Provides the fieldwork opportunity to embed the theory studied and create the understanding needed to answer a section of paper 3.</li> </ul>
<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p><b>B: Physical landscapes in the UK (rivers)</b> Similarly, we will look at the physical processes, which occur along the UKs rivers. We will consider water erosion, transportation and deposition of material. We will study landforms created by erosion and deposition. We will understand the differences between the geomorphology found in the upper, middle and lower course of the river. They will learn the physical and human causes of river flooding. We will be able to construct and interpret flooding risk using data in the form of a flood hydrograph. We will also reflect on the ways that humans have attempted to protect rivers using both hard and soft engineering methods. We will use the River Tees as our example UK river.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding to interpret AO4 – Use a variety of skills and techniques to investigate questions and issues EOU assessment</p>	<ul style="list-style-type: none"> <li>• Understand how the profile of a river changes from source to mouth.</li> <li>• Consolidate understanding of water erosion, transportation and deposition.</li> <li>• Develop knowledge of how humans can protect from river floods.</li> <li>• Using statistics to identify potential flood risk. (Strom hydrographs)</li> </ul>

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<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>Paper 3: Geographical applications (Physical fieldwork – Llandudno)</b> We will using the data collected in Llandudno to create a piece of fieldwork. We will be investigating if there are coastal processes at work in Llandudno. We will be critically analysing the techniques used to collect the data. We will also be graphically displaying results in order for conclusions to be drawn. The hypothesis will be answered, but we will also be critical of data collection methods and bias in our results. This will form part of the work assessed in paper 3.</p>	<p>AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding AO4 – Use a variety of skills and techniques to investigate questions and issues The completion of a fieldwork booklet and subsequent knowledge organiser. Assessed with GCSE paper 3 questions.</p>	<ul style="list-style-type: none"> <li>• Completion of an out-of-school field study for all students.</li> <li>• Collection of primary data which can be graphically analysed and conclusions reached.</li> <li>• Develop awareness of the problems of carrying out reliable and accurate data collection.</li> </ul>
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>C: The living world</b> Having already studied this topic at the end of year 9, pupils will undertake a short recap of this topic in order to consolidate knowledge. This will include food webs, habitat changes and ecosystems (globally and locally). Pupils will investigate the Amazon as a tropical rainforest case study as well as the Sahara as an example of a hot desert environment. We will research the location, climate and characteristics of each environment as well as the opportunities and challenges living in these extreme areas bring.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding EOU GCSE assessment Longer answer question on the opportunities and challenges in the Amazon forest.</p>	<ul style="list-style-type: none"> <li>• Develop knowledge of differing biomes.</li> <li>• Understand the physical structure of this environment.</li> <li>• Awareness of the issues and challenges of areas different to our own.</li> </ul>

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<p style="text-align: center;"><b>Year 11 Scheme Overview</b></p> <p style="text-align: center;"><b>Paper 2 : challenges in the human environment</b></p> <p style="text-align: center;"><b>Paper 3 : Geographical applications</b></p>	<p>Term 1 7 Weeks Max. No. Lessons: 14</p>	<p><b>A Urban issues and challenges</b> We explore the issues of world population growth and megacities. We study the case study of Rio de Janeiro to appreciate the opportunities and challenges of living in a LIC city. This focuses mainly on the squatter settlements.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding AO4 – Use a variety of skills and techniques to investigate questions and issues Extended writing focusing on opportunities and challenges in Rio.</p>	<ul style="list-style-type: none"> <li>Understanding of the causes and effects of world population growth.</li> <li>Statistical analysis of demographic data in the form of population pyramids.</li> <li>Knowledge of the opportunities and challenges of living in one of the world’s squatter settlements.</li> </ul>
	<p>Term 2 8 Weeks Max. No. Lessons: 16</p>	<p><b>A Urban issues and challenges (including human field work – Regeneration of Salford Quays)</b> We then focus on the UK and our population distribution. Using Manchester as our case study, we again look at the opportunities and challenges of living in this LIC city. We also consider the issue surrounding urban sustainability including transport. The human focused field trip is to Salford Quays providing an example of regeneration in UK cities.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding AO4 – Use a variety of skills and techniques to investigate questions and issues Extended writing focusing on opportunities and challenges in Manchester. The completion of a fieldwork booklet and subsequent knowledge organiser. Assessed with GCSE paper 3 questions.</p>	<ul style="list-style-type: none"> <li>Understanding of the causes and effects of UK population growth.</li> <li>Explore a UK city and its development, opportunities and challenges.</li> <li>Develop sustainable awareness of how urban living effects people and the environment.</li> <li>Provides the fieldwork opportunity to embed the theory studied and create the understanding needed to answer a section of paper 3.</li> </ul>

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<p>Term 3 6 Weeks Max. No. Lessons: 12</p>	<p><b>B The changing economic world</b> This unit provides an understanding of global development by comparing HIC and LIC countries. We explore how development is classified and measured. We look at the factors affecting development and understand why there is uneven development. We study strategies used to reduce the development gap and use tourism in Jamaica as our example. We undertake two in-depth studies of Nigeria as an example LIC and the UK as an example HIC. We focus upon the social, economic and environmental opportunities and challenges for both areas.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding AO4 – Use a variety of skills and techniques to investigate questions and issues Multiple extended answers on the issues and challenges of these areas from transnational companies in Lagos to the UKs north-south divide.</p>	<ul style="list-style-type: none"> <li>• Understanding that countries have not developed evenly.</li> <li>• Consideration of the causes and solutions to the development gap.</li> <li>• Explore the history of, issue and challenges of contrasting countries.</li> </ul>
<p>Term 4 7 Weeks Max. No. Lessons: 14</p>	<p><b>C The challenge of resource management</b> We study the concept of managing environments. We focus on food, water and energy. We consider the balance between supply and demand both nationally and globally. We look at the issues of the managing supplies and solutions to problems from the uneven distribution of resources. We use energy as our example looking at issues globally and locally. We investigate solutions to the availability of energy. We focus on fracking in the UK and a micro-hydro scheme in the Andes.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding AO4 – Use a variety of skills and techniques to investigate questions and issues GCSE question completion on the resource management and energy topics.</p>	<ul style="list-style-type: none"> <li>• Appreciation of natural resources globally.</li> <li>• Develop knowledge of people’s impact on the planet.</li> <li>• To consider solutions to some of the issues raised.</li> <li>• To promote awareness of how to act responsibly as global citizens.</li> </ul>

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<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p><b>Paper 3 : Geographical applications (Issue evaluation)</b> 12 weeks before paper 3 schools receive a pre-release booklet. This booklet contains a geographical issue from the whole of the course eg: Should a road be developed in the Peruvian Amazon? Pupils have their own copy of this resource. We work through it in class reading and highlighting maps, text and statistics. Pupils also have a work booklet to go with this resource to complete during lessons which is developed by the department, a knowledge organiser of the resource and a mock exam based upon prospective questions. This booklet forms the evidence of part of paper 3. This will culminate in a longer answer question where pupils must decide upon their decision to the main issue. They will use their knowledge and booklet evidence to create their response. We also look at unseen fieldwork questions which tend to be statistical.</p>	<p>AO1 – Demonstrate knowledge AO2 – Demonstrate geographical understanding of concepts AO3 – Apply knowledge and understanding AO4 – Use a variety of skills and techniques to investigate questions and issues Mock exam of potential questions</p>	<ul style="list-style-type: none"> <li>• Critical evaluation of a major issue studied.</li> <li>• Allows pupils to use their knowledge from the whole course to understand this concept.</li> <li>• Evaluation of any statistics used.</li> <li>• Explore a personal perspective on the issue studied.</li> <li>• Use skills to evaluate a response.</li> </ul>
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p><b>GCSE Exams</b></p>		

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