

CoDA Curriculum

Geography



CITY OF DERBY
ACADEMY

Improving the life chances of all students

Why study Geography?

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Studying geography will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. This knowledge and skills combine to ensure our students leave CoDA as well rounded global citizens, ready to make informed decisions.

Geography Curriculum INTENT Y7- 11

The Geography Curriculum aims to ensure that all students:

At CoDA we take inspiration from the Geography National Curriculum and from the Geographical Association Manifesto for Geography (a different view) which highlights the value of ‘thinking geographically’ and demonstrates the importance of geography in helping students to make sense of their own lives.

As a result, the overachieving belief of the geography curriculum at CoDA is that:

“Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind. Geography therefore contributes to a balanced education for all young people in schools, colleges and other settings.” Geographical Association Manifesto for Geography

Through the study of geography, we aim to:

- Provide students with the *geographical knowledge* they need to understand contemporary challenges facing our planet and to live their lives as *knowledgeable citizens* – aware of their own local communities in a global setting.
- Provide students with the means to *think about the world* in new ways – ‘thinking like a geographer’.
- Provide students with the means to (and necessary knowledge to) *question and debate the knowledge*; such that they have the skills to be active participants and investigators – rather than passive recipients of knowledge.
- Expose students to *geographical enquiry* – allowing them to deepen their conceptual understanding through reasoning, interpreting data, arguing their point and undertaking ‘real world’ geography.

The CoDA context - the Academy is located within :

“Geography is for everyone, not an academic subject for the few” Geographical Association Manifesto for Geography

CoDA is a culturally diverse community. Thus, through the geography curriculum we seek to take into account the students’ lens and individual geographies whilst also *‘finding ways to challenge and excite them with content that might be beyond their immediate horizon and develop a landscape through our curriculum that they can see themselves in’*.

The overarching concepts for geography at CoDA have been derived from the National Curriculum and from the Geographical Association Geography manifesto. These concepts underpin curriculum, they are:

- **The physical world:** the land, water, air and ecological system; landscapes; and the processes that bring them about and change them.
- **Human environments:** societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.
- **Interdependence:** crucially, linking the physical world and human environments and understanding how countries are linked.
- **Sustainability:** using our planets resources without compromising the planet for future generations.
- **Place and space:** recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns.
- **Cultural understanding and diversity:** recognising differences between and within cultures and appreciating diversity both locally, nationally and globally.

At CoDA we offer a **5 year curriculum** where skills are sequenced to support both continuity (*the maintenance and development of different aspects of geography within the curriculum e.g. certain geographical concepts and themes*) and progression (*the measurable advances in knowledge, understanding and skills made by students in their studies over time*). This includes the above concepts but also the following skills:

- The ability to *collect, analyse and interpret geographical information* through **geographical skills**, including but not limited to; **cartographic, numeracy, statistical and fieldwork**.
- To develop **literacy skills** through *comprehension tasks, extended writing and embedding the use of tier 2 and 3 vocabulary*.
- Embedding **critical thinking skills** which can developing students’ geographical understanding and ability to *think like a geographer*.
- Allowing students to opportunity to develop their **problem solving and decision making** skills through key *geographical enquiries*.
- Learning is a collaborative process, therefore geography equips students with **team working and communication skills** which can be developed to support learning.

At GCSE we follow AQA GCSE Specification 8035:

Paper One: Living with the physical environment (35%)
Paper Two: Challenges in the human environment (35%)
Paper Three: Geographical applications (30%)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y9	Globalisation <ul style="list-style-type: none"> Understanding globalisation Exploring the key drivers Contrasting globalisation Global trade Global but not equal Consequences of inequality The role of TNCs 	Globalisaiton / Physcial Fortunes <ul style="list-style-type: none"> Can globalisaiton be more equal? Case study – Chocolate a global commodity. Students will learn about the history of chocolate and consider the inequalities in production and consumption. Fieldwork to support learning – Cadbury World. End of unit assessment. Physical Fortunes <ul style="list-style-type: none"> Exploring the impact of physical geography and natural resources on development. Investigating how physical geography links to geo-politics. Exploring Russia as a case-study. 	The Middle East <ul style="list-style-type: none"> An overview of the Region Country Profiles Climates of the region Tourism in the Middle East Oil in the Middle East Water in the Middle East Conflict in the Middle East 	The Living World <ul style="list-style-type: none"> An introduction to ecosystems The nutrient cycle Review of a UK woodland Exploring the interconnected relationships in an ecosystem. Overview of global biomes 	The Living World <ul style="list-style-type: none"> Rainforest study – characteristics, role in the ecosystem, plant and animal adaptations Global biodiversity Deforestation – causes, impacts and management strategies 	Managing Resources <ul style="list-style-type: none"> Food, water and energy – understanding their importance, socially, economically and environmentally. Overview of global inequalities in resource supply and consumption UK changing demand and provision of resources and the opportunities and challenges this creates – food, water and energy.
Y8	Climate and Weather <ul style="list-style-type: none"> The difference between climate and weather Factors which create our climates The UK weather / types of rain Wildfires and their management Tropical Strom – distribution and formation A tropical storm case-study 	Climate and Weather / Africa <ul style="list-style-type: none"> Assessment Managing and preparing for tropical storms Africa – a Diverse Continent <ul style="list-style-type: none"> Introduction to key themes Overview of nations Climates and biomes of Africa The geology of Africa 	Africa <ul style="list-style-type: none"> Lost childhoods – we use a film ‘Africa United’ to view a series of key issues for the continent – poverty, access to education, corruption, governance, HIV, conflict and child soldiers. 	The Geography of Crime <ul style="list-style-type: none"> The geography of heroin, a review of the impacts of drug related crime on people and contrasting the impact on countries of contrasting economic status. UK crime analysis, review of urban design and the chance for students to design out crime in their own neighbourhood. 	How Cold Places Shape Us <ul style="list-style-type: none"> Overview of glaciation and key processes Global review of influential cold places and how the landscape was created and used by humans and how this changes over time Focus on Antarctica Focus on Yellowstone National Park 	Finding the Balance <ul style="list-style-type: none"> Sustainability and developing a sustainable world. Understanding the enhanced greenhouse effect Place reviews – sustainable cities around the globe Group project – creating a sustainable city
Y7	Introduction to Geography / Tectonic Hazards <ul style="list-style-type: none"> Introduction to geography Exploring the different types of geography Plate tectonic theory Understanding the key features and characteristics of earthquakes Earthquake case study – Haiti 	Tectonic Hazards / Sense of Place <ul style="list-style-type: none"> Volcanoes – exploring key features and hazards created Group research – tectonic hazard research Tectonic hazard – group presentations Sense of Place <ul style="list-style-type: none"> Understanding the boundaries of the UK Mapping the UK, skills development 	Sense of Place / Development and Population <ul style="list-style-type: none"> Settlement hierarchy / zones of a city Urban change Regeneration analysing change in Derby Development and Population Global trends Measuring development 	Development and Population <ul style="list-style-type: none"> Exploring the demographic transition model Why are some countries more developed than others, review of Nepal Population change and management – comparison of strategies China and India Routes to development – the role of aid and tourism 	Our Wonderful Watery World <p>During this topic we will explore the role of water in shaping our world, through considering the role of glaciers, rivers and the coast. We will consider how water influences our lives, understand the water cycle, water processes, the formation of key features such as waterfalls. We will explore our oceans and apply for a Blue Peter Green Badge.</p>	Our Wonderful Watery World <p>Building on the previous half term students will take part in fieldwork based around Dovedale and consider both the long-term impact of water on the landscape followed by the role of water in tourism. Fieldwork skills will be further developed.</p>

Skills taught: Geographical skills are embedded throughout both key stages in order to ensure all of the necessary skills are covered, mostly on multiple occasions across the years.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y10	<u>Urban Issues and Challenges</u> <ul style="list-style-type: none"> A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. 	<u>Challenge of Natural Hazards – Tectonic Hazards</u> <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. 	<u>Coasts</u> <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. 	<u>Urban Issues and Challenges</u> <ul style="list-style-type: none"> Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport. 	<u>Climate Change / UK weather Geographical Applications</u> <ul style="list-style-type: none"> 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). The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. <p>Geographical Applications / Fieldwork x2</p> <p>Suitable question for geographical enquiry Selecting, measuring and recording data appropriate to the chosen enquiry Selecting appropriate ways of Processing and presenting fieldwork data Describing, analysing and explaining Fieldwork data Reaching conclusions Evaluation of geographical enquiry</p>	<u>Challenge of Resource Management Geographical Applications</u> <p>Energy – global demand, supply and insecurity</p> <ul style="list-style-type: none"> Reasons for global changes Factors affecting supply. Strategies to increase energy supply Moving towards a sustainable resource future. <p>Living world – Hot Deserts</p> <ul style="list-style-type: none"> Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.
Y11	<u>Changing Economic World</u> <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. 	<u>Atmospheric Hazards / Rivers</u> <ul style="list-style-type: none"> Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. 	<u>Rivers / Changing Economic World</u> <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>Changing Economic World</p> <ul style="list-style-type: none"> Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 	Revision / pre-release	Revision and pre-release	Revision and pre-release

The KS3 Curriculum set out above is new to CoDA and commenced in September 2023 and therefore the current Y8 and Y9 curriculums vary slightly to that set out above in order to ensure that all students secure the knowledge and intent as required by the National Curriculum, as although CoDA is an Academy it is felt this should be met as a minimum and ideally enhanced in order to give our students the best possible chance to be well rounded and informed global citizens.