Geography Curriculum at Kingsthorpe College

The beginnings of a seven year journey
Our vision

Through our rich and varied geographical journey we hope that as many students as possible continue their study of Geography into Key Stages 4 and 5.

We will explore culture, **be creative** and inspire curiosity through our studies of the world, its landforms and its people. Our curriculum is **broad, balanced and inclusive** paving the way for students to be **confident in their own voice as well as understanding the voices of others**.

Our geography curriculum provides opportunities for students to further their experiences of the world through **extra and super curricular activities**, providing them with **character and currency** alongside developing their **leadership and employability skills**.

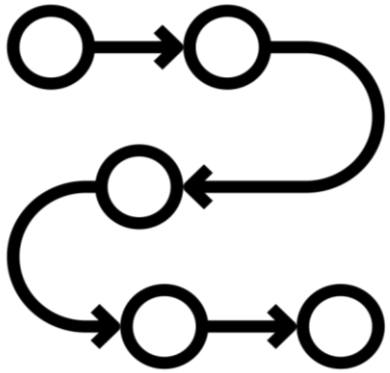
By teaching through a **de-colonising and anti-racist lens** we want students to understand their world and **not only relate to their local community but to our national and global communities**. Students will be exposed to more than the single story and understand the danger of only seeing one view of a location.

Through our golden threads of sustainability, systems and processes, development, interdependence, inequality, globalisation, biodiversity and resilience students will be exposed to a **rich, diverse and challenging curriculum** which underpins their knowledge of other areas of the curriculum. After all, without Geography you are nowhere.

We aim to prepare students for the world of tomorrow, **creating global citizens** who feel empowered to live sustainably and protect the future as well as to **dream big** and **aspire** to travel and discover our beautiful planet.

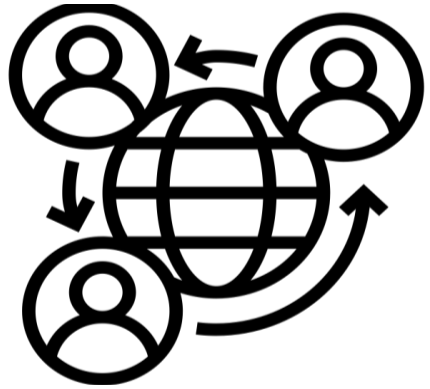
Our underpinning concepts

1. Sustainability



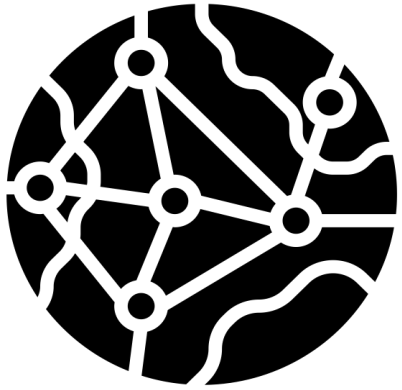
2. Systems and Processes

3. Development

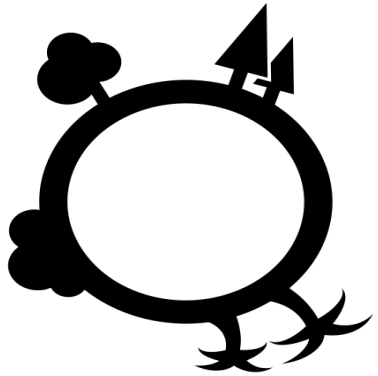


4. Interdependence

5. Inequality



6. Globalisation



7. Biodiversity

8. Resilience

Our underpinning concepts

Sustainability	Understanding how to meet the needs of the present without compromising the needs of future generations to meet their own needs (Brundtland 1987). We will explore the importance of becoming sustainable and what happens if we don't operate sustainability.
Systems and processes	How things function, change and move. We will explore a range of systems and processes including fluvial, coastal and glacial. We will understand inputs, outputs and flows.
Development	The process of economic and social advancement. We will explore countries at different levels of development and understand how and why development occurs at different rates.
Inter-dependence	How two or more things are dependent on each other. We will explore economic, political, social and environmental interdependence.
Inequality	The idea that people experience different standards of living. We will explore socio-economic and political inequalities for people around the globe.
Globalisation	The increasing connections between places and people across the planet. We will explore how this links have been established through trade, politics and cultural exchanges.
Biodiversity	The enormous variety of life on Earth. We will explore a range of ecosystems, their uses and management alongside a variety of flora and fauna.
Resilience	The ability of a system to maintain certain functions, processes or population after experiencing a disturbance. We will explore the resilience of communities around the world and factors that affect resilience.

Core concepts worked example: Brazil

1. Sustainability	We know what sustainability means and we can use the 3-legged stool to describe sustainability. We have analysed how sustainable Curitiba is and how the concepts in Curitiba could help to shape future cities.
2. Systems and processes	We can explain the impacts of deforestation on the hydrological cycle. We can explain why many cities in Brazil have grown.
3. Development	We know that development is a complex issue. We can name different development indicators and we know the HDI score of Brazil compared to other countries.
4. Interdependence	We can explain why people rely on the TRFS.
5. Inequality	We understand that some areas of Brazil have favelas and traditionally these are thought to be areas of poverty and crime. We know that this is not always the case.
6. Globalisation	We can explain why we know about Brazil and what life is like there.
7. Biodiversity	We know where the Amazon Rainforest is and what can be found in the different layers of the rainforest. We know why deforestation is happening and what the impact of this is.
8. Resilience	We can explain why people think it is difficult to live in the favelas. We can explain why people feel marginalised in the favelas.

Sustainability

KCI

Year 7 | Year 8 | Year 9

Year 7

What does the word sustainable mean?

What is the three-legged sustainability stool?

What are the sustainable development goals?

Are resources sustainable?

Is fast fashion sustainable?

Is management of the deserts sustainable?

Year 8

Can we mitigate and adapt to climate change?

What is a sustainable city?

What are the features of a sustainable city?

Is tourism in Antarctica sustainable?

Is life in the Arctic sustainable?

What impacts do energy use have on sustainability in the Arctic?

Year 9

How achievable are the sustainable development goals?

What is the impact of unsustainable resources and travel?

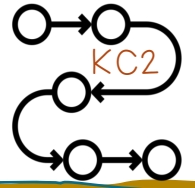
How can a city be made more sustainable?

How can river management be made more sustainable?

Is our use of the oceans sustainable?

How can we solve the plastic problem in the oceans?

Systems and processes



Year 7 | Year 8 | Year 9

Year 7

What are systems and processes?

What is trade?

How are goods traded around the world?

What is a weather system?

What is the hydrological cycle?

What processes form a desert?

How are desert landscapes created?

What is the rock cycle?

Year 8

What are glacial processes? How do they shape the landscape?

What are the impacts of climate change on our planet?

What processes lead to earthquakes?

How does deforestation impact the hydrological cycle?

Why have many cities in Brazil grown?

What is migration?

Year 9

What systems are in place in urban design?

What impact does migration have on urbanisation

What are the inputs, outputs, stores and flows of the hydrological cycle?

What processes lead to flooding?

What is the ocean system?

What processes are putting our coral reefs in danger?

Development

KC3

Year 7 | Year 8 | Year 9

Year 7

What does the word development mean?

Are all places as developed as others?

What are the differing levels of development?

What is trade?

How does trading goods help a country?

Why does the weather impact places differently?

Why do people live near volcanoes?

Year 8

Why is development a complex issue?

What are development indicators?

What challenges do developing countries face?

What can developing countries teach the rest of the world?

Does climate change affect all countries in the same way?

How developed are the Arctic and Antarctic?

Year 9

Why should we consider development as a continuum?

How do different development indicators compare across the world?

How does development compare within a country?

Why can conflict arise out of uneven development?

What is the danger of a single story?

How can we close the development gap?

Interdependence

KC4

Year 7 | Year 8 | Year 9

What does the word interdependence mean?

What evidence of interdependence is there in the temperate deciduous forest biome?

Why are countries dependent on each other for trade?

How do people live in the desert?

Why do people rely on the tropical rainforests?

What contributions do migrants bring in Brazil?

Why are the global commons important?

Why is the continuing good health of Antarctica important for the oceans and atmosphere?

Why is there a shared need to tackle climate change?

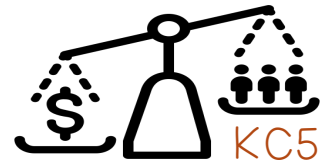
Why is there a shared need to tackle ocean plastic pollution?

Why are countries reliant on the cooperation of other countries in the event of conflict?

What examples of interdependence are visible within the coral reef biome?

Why are our oceans in danger?

Inequality



Year 7 | Year 8 | Year 9

What does the word inequality mean?

Why do some countries need to trade?

How can trade lead to inequalities?

Why are there differences between Nigeria and the UK?

Why do some people live in the desert? What impact does this have?

How do the impacts of volcanic eruptions differ and why?

Why are there favelas in Brazil?

Why is wealth in Brazil uneven?

How is climate change leading to inequalities?

What is a climate change refugee?

What are the impacts of earthquakes and tsunamis and how do they differ?

What inequalities are experienced within Northampton?

How does wealth and health differ within one city or one country?

Is poverty destiny?

What inequalities are experienced in London?

Is the Middle East a land of hope or a land of inequalities?

How does conflict exacerbate inequalities?

How is plastic pollution linked to inequalities?

Globalisation

KC6

Year 7 | Year 8 | Year 9

Year 7

What is globalisation?

Where are the 5 oceans and 7 continents?

Where in the world are we connected to?

How are countries connected together by processes such as trade?

How does money move around the world?

How is fast fashion killing the deserts?

Year 8

How is Brazil influenced by other cultures and countries?

What influence does Brazil have on other cultures and countries?

What is migration – how can this lead to globalisation?

What is a global commons?

How is globalisation linked to climate change?

Why was the Indian Ocean tsunami a global tragedy

Year 9

Why are some countries more developed than others? How do we know?

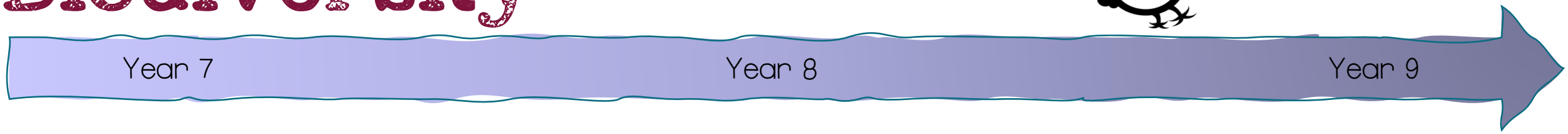
How does globalisation impact development?

Is the diversity of London an example of globalisation?

Why is conflict a global issue?

How has globalisation led to a plastic problem in the oceans?

Biodiversity



Year 7

What is biodiversity?

Which biome do we live in?

What flora and fauna can be found in our biome?

Do we live in a biodiverse area?

What is a hot desert?

What flora and fauna live in a hot desert?

What is an adaptation?

Year 8

How is climate change affecting biodiversity?

What is an ecosystem collapse?

What is the tundra?

How do plants survive in the tundra?

What is a tropical rainforest?

What flora and fauna are found in the tropical rainforest?

What is deforestation and what are the impacts on biodiversity?

Year 9

What is the impact of HS2 on the biodiversity of the UK countryside?

Which biomes are found in Russia? How does this link to its biodiversity?

What is the impact of building in a desert?

What is the ocean biome?

How is ocean biodiversity under threat?

Resilience

KC8

Year 7 | Year 8 | Year 9

Year 7

What does it mean to be resilient?

How do some plants survive in the hot deserts whereas others don't?

How do people survive in the hot desert? Could we survive there?

Why do people live near volcanoes? What are the risks?

How can we avoid risk?

Year 8

What are the living conditions like in Rio's favelas? Is this an example of resilience?

How do plants survive in the constant rainfall of the Amazon Rainforest?

What are mitigation and adaptation?

What happened to Kale Island?

How do animals survive in the extreme cold of Antarctica?

How do people show they are resilient when living in the Arctic?

How can we survive an earthquake?

Year 9

Is poverty destiny?

How are challenges overcome in London?

How does conflict lead to resilience?

How did the people of Cochabamba fight back?

How do we stop a river from flooding?

How do we protect Northampton from flooding?

Can coral reefs make a comeback?

How do we restore the oceans?

KS3 Geography

2022-2023

Skills:

- ❑ *Atlas skills*
- ❑ *Photographs & Maps*
- ❑ *Statistical Skills*
- ❑ *Graphical Skills*
- ❑ *Map Reading Skills*
- ❑ *Numerical Skills*
- ❑ *Literacy Skills*
- ❑ *Independence Skills*

YEAR 7

Becoming a geographer
Map skills and world geography

Almighty Dollar
Development & globalisation

Wicked Weather
Impacts on people & the environment

Hot Deserts
Location, characteristics, causes & human Impact

Vicious Volcanoes
Rocks, plate tectonics and volcanic activity

YEAR 8

Local Fieldwork
Is Kingsthorpe safe & accessible?

People of the Arctic Circle
Survival and life in the frozen north

Climate Change
Cause, effect and response

Rumbling Planet
Earthquakes & Tsunamis

Frozen Planet
Glaciation & Antarctica

Brazil
Development & sustainability

YEAR 9

Development
Changes in quality of life across the planet

Incredible Cities
Development, challenges & opportunities

Conflict
Cause, effects and response

Rivers
Local management of flooding

Ocean Threats
Plastics, fishing & climate change

Myth Busting
Are we wrong about the world

Key Stage 4

KS3 Rationale: Year 7

Chapter 1 Becoming a Geographer	Students arrive with differing experiences of Geography from primary schools. This unit brings together key foundation knowledge in Geography and provides the foundations for future topics. Students will begin their geographical skill framework in readiness for their 7-year journey.
Chapter 2 The Almighty Dollar	This topic gives students an overview of globalisation and development, two important areas for future geographical learning. Students can apply and broaden their locational knowledge from Chapter 1. This topic is based around the book The Almighty Dollar by Dharshini David. Development and globalisation are topics studied at both GCSE and A Level and this is the beginning of their human geography studies.
Chapter 3 Wicked Weather	Students will now learn about every-day geographies through the topic of weather and climate. Students learn about weather and climate here in Year 7 to lay the foundations for future topics such as Hot Environments, Climate Change, Brazil and Rivers. This is the introduction to physical geography. Weather and Climate is a topic studied at GCSE, and this is the beginning of their meteorological and atmosphere studies.
Chapter 4 Hot Deserts	Students will now build upon their knowledge of weather and climate and apply it to the topic of hot environments. It will also introduce students to processes such as erosion which will be revisited in glaciation and rivers in years 8 and 9. This topic ties together what they have learnt so far in Year 7. Students will study biomes at GCSE and A Level, the study of them is interspersed through KS3 to build and develop student knowledge of the natural world. This topic begins their study of the lithosphere and the biosphere.
Chapter 5 Vicious Volcanoes	Students will now continue to build on their locational knowledge, but also revisit their local knowledge by starting with local geology and building to global tectonic knowledge. Students will revisit Chapter 1 local knowledge and apply their new knowledge to tectonics and geology to it. Tectonics is studied at A Level, however the geological concepts studied in this unit are important for glacial, fluvial and coastal studies. This is the beginning of students geological studies and the continuation of the study of the lithosphere.

KS3 Rationale: Year 8

Chapter 6 Brazil	This chapter pulls together elements learnt in Year 7, for example development, globalisation, biomes, and weather. This is an inter-disciplinary unit which weaves together elements from human, physical and environmental geography. Students will continue their study of the biomes through looking at the Amazon Rainforest. Students will study the uneven development in Brazil and the impact of migration on communities, building on knowledge learnt through the study of the Almighty Dollar. There is also historical context within this unit which builds a cross-curricular link.
Chapter 7 Climate Change	This chapter builds on Year 7 knowledge of weather and climate and hot environments. It also provides a building block for other topics in Year 8 as students will study the impact of climate change on the Cryosphere, the impacts of deforestation on the climate and the impacts of rising sea levels caused by thermal expansion and melting ice on coastal locations. Climate change is studied at both GCSE and A Level. This unit continues students meteorological and atmosphere studies and combines it with climatology.
Chapter 8 Frozen Planet	The chapter builds on the climate change unit they have just studied, students will be able to apply the impacts of climate change to cold environments. They will also be able to now see the differences between hot and cold environments. This unit also builds on their geological studies through the study of glacial processes and their impact on the landscape around them. This is the beginning of students studies into the hydrosphere and cryosphere.
Chapter 9 People of the Arctic	This chapter continues students' study of the cryosphere, this time with a focus on the Arctic and the people living in locations such as Svalbard and Siberia. Students will be able to apply their prior knowledge of adaptations to a new context whilst also considering how climate change is having an impact on the Arctic and what the future of this region may look like.
Chapter 10 Rumbling Planet	This chapter builds on the tectonic processes learnt in Chapter 5 in Year 7. Students will have the opportunity to revisit tectonic plate theories and the impact of tectonic events on people and the environment. Students will have the opportunity to study geo-physics through the study of P and S waves. This unit continues students geological studies and will build upon their global knowledge of where tectonic events occur. Tectonics is studied at A Level, and this provides a firm building block for tectonic knowledge. This continues their knowledge of the lithosphere.
Chapter 11 Local Fieldwork	This chapter builds on the fieldwork skills learnt in Chapter 1 of Year 7. Students will complete fieldwork on perception and accessibility in Kingsthorpe Village. Students will have the opportunity to investigate how accessible Kingsthorpe Front is through the collection of qualitative and quantitative primary data. This chapter pulls together many of the data skills learnt throughout Year 7 and Year 8 ready for the start of their Year 9 study.

KS3 Rationale: Year 9

Chapter 12 Development	Students start Year 9 with this chapter to consolidate their human geography knowledge and to strengthen their understanding of why there are global inequalities. Part of this chapter is based on the book Factfulness by Hans Rosling. It is an opportunity for students to see whether they are right or wrong about the world before they continue their studies to GCSE. This chapter builds on students knowledge of development, globalisation and migration.
Chapter 13 Incredible Cities	Students will study two contrasting global cities to consolidate their understanding on population and development. Students will also apply the concept of sustainability through designing their own global city based on their studies of other global cities, including Curitiba from their Year 8 Brazil study. This chapter is excellent preparation for GCSE geography.
Chapter 14 Conflict	This is a topical unit which will bring together elements that have students have previously studied such as land use, biomes, natural resources and water.. Each lesson introduces students to a different conflict that has happened/is happening, in order to increase geographical awareness. Some of the themes studied are quite sensitive and this is why it is studied in Year 9 when students are becoming more emotionally mature. Content studied in this unit is also studied at GCSE and A Level for example water conflict, land use and food security.
Chapter 15 Rivers	Students previously studied this topic in Year 7; however, many students found the processes difficult. This topic has been moved to Year 9 in preparation for GCSE and A Level. Students should now have a good understanding of core geographical processes such as erosion and have a clear understanding how the impacts of weather and climate on ground processes through their meteorological studies. This unit continues their study of the hydrosphere and lithosphere and builds upon their local knowledge.
Chapter 16 Oceans under threat	Students will consolidate their understanding of climate change as a threat to the oceans but will also study other threats such as over-fishing and plastic pollution. Students will have an opportunity to improve their research skills through the 'Pass on Plastics' project. This finishes their study of KS3 physical geography because it is a chapter that brings together many elements that they have learnt so far and enable students to consolidate their locational knowledge. This unit concludes their KS3 study of the lithosphere and the hydrosphere.
Chapter 17 Myth busting	This chapter finishes our KS3 journey by addressing any of the common misconceptions which usually arise at GCSE. By studying them before they start the next leg of the journey hopefully students will be more successful in the next stage of their study. This chapter also strengthens students locational knowledge and skills.

Additional opportunities across KS3

Year 7 (3 lessons a fortnight)

- On-site fieldwork: Biodiversity study and micro-climate survey
- Antarctic flags competition
- Geography photography competition
- RGS young geographer of the year competition
- Visit to Natural History Museum
- National fieldwork week
- Writing to polar meteorologists during our weather topic
- Geography club

Year 8 (3 lessons a fortnight)

- Local fieldwork to Kingsthorpe
- Antarctic flags competition
- Polar pen pals with UKPN
- Visit/Skype from Antarctic scientists
- RGS young geographer of the year competition
- Geography photography competition
- Visit to the Living Rainforest
- Visit to the Natural History Museum
- National fieldwork week
- Geography Club

Year 9 (4 lessons a fortnight)

- On-site fieldwork: Infiltration and sustainability
- Antarctic flags competition
- Geography photography competition
- RGS Young geographer of the year competition
- Writing to prominent figures in relation to a global issue
- Participation in the Sky Ocean Rescue project
- National fieldwork week
- Geography club
- Visit to University of Northampton Geography department

KS4 Geography

Eduqas B Specification

YEAR 10

- Ecosystems
- Weather & Climate
- Urban and Rural Change
- Rivers
- Fieldwork: Carding Mill Valley

YEAR 11

- Urbanisation
- Water
- Development
- Coasts
- Climate Change
- Desertification
- Fieldwork: Northampton

Key Stage 5

Skills:

- Atlas skills
- Photographs & Maps
- Statistical Skills
- Graphical Skills
- Map Reading Skills
- Numerical Skills
- Literacy Skills
- Independence Skills

Additional opportunities across KS4

Year 10 (6 lessons a fortnight)

- On-site fieldwork opportunities
- National fieldwork week
- Antarctic flags competition
- Geography photography competition
- River fieldwork visit to Carding Mill Valley
- RGS young geographer of the year competition
- Trial exams at the end of Year 10
- KS5 taster sessions for Geography

Year 11 (6 lessons a fortnight)

- On-site fieldwork opportunities
- National fieldwork week
- Antarctic flags competition
- Geography photography competition
- Human geography fieldwork visit to Northampton
- RGS young geographer of the year competition
- Trial exams in Terms 2 and 3
- Weekly revision sessions on both knowledge and exam technique
- KS5 taster sessions for Geography

KS5 Geography

YEAR 12

Population and the Environment

Changing Places

Coasts

Water and Carbon

NEA Preparation

YEAR 13

Fieldwork – NEA data collection

Global Systems and Global Governance

Hazards

Exam

Skills:

- Atlas skills
- Photographs & Maps
- Statistical Skills
- Graphical Skills
- Map Reading Skills
- Numerical Skills
- Literacy Skills
- Independence Skills

AQA Specification

Additional opportunities across KS5

Year 12 (10 lessons a fortnight)

- On-site fieldwork opportunities
- National fieldwork week
- Antarctic flags competition
- Geography photography competition
- River fieldwork visit to Carding Mill Valley
- RGS young geographer of the year competition
- Trial exams at the end of Year 12
- Opportunities to visit the Geography Department at Northampton University

Year 13 (10 lessons a fortnight)

- On-site fieldwork opportunities
- National fieldwork week
- Antarctic flags competition
- Geography photography competition
- NEA Residential (this year we went to London and Walton on the Naze)
- RGS young geographer of the year competition
- Trial exams in Terms 2 and 3
- Weekly revision sessions on both knowledge and exam technique
- Opportunities to visit the Geography Department at Northampton University
- Visit to the RGS for knowledge enhancement