## Geography KS4 – Statement of Intent

*The study of geography is about studying the complexity of our world, appreciating the diversity of cultures that exist across continents …….it is about using all that knowledge to help bridge divides and bring people together*. **Barack Obama**

The Geography curriculum at All Saints Academy is a knowledge-based melting pot of ideas, theories and experiences that asks students to leave their preconceptions of the world at the classroom door and view it through the lens of place, space, global connections, amazing events and breath-taking landscapes. As at All Saints Academy we are *Living Together with Dignity, Faith and Hope,* the study of geography allows our students to recognise and seek out these virtues in our increasingly dynamic world, and in doing so prepares them to become a thoughtful global citizen. Consider, firstly, dignity…. a child working in a factory in Ghana for two dollars a day, proudly carrying his wages home each evening to give to his mother to help support his family. Also, faith…. another child living in a community in India, having faith in her father knowing that he is working in the fields every day to earn enough to send his only daughter to school, so she can thrive as part of the world's next economic superpower. Finally, hope…. a third child lying under rubble but waiting to be rescued by emergency services after an earthquake in California. The student at All Saints Academy is transported into the mind of each of these children and asked to consider: Where is the dignity? Who gives us faith? Why should we hope? Hence as we strive *to Live Together with Dignity, Faith and Hope,* All Saints Academy is a microcosm of the world around us, one in which students can only have an awareness of their position *in it* if they have a comprehensive knowledge *of it*. The geography curriculum at All Saints Academy provides that knowledge.

The curriculum aims to offer an inclusive learning experience in which no student is left behind in terms of barriers to learning. Scaffolding of new learning in geography takes place with the use of writing frames and audio and visual resources: extensive modelling is practised by all geography teachers to ensure SEND students are accessing information. These students also benefit through more manageable, stepped, portions of information and the use of low-stakes testing and retrieval exercises to raise confidence, as well as memory and consolidation activities for homework. Geography trips for students are also partly financed by the Pupil Premium grant.

**Year 10**

**Substantive Knowledge**

As Key Stage 3 Geography opens the door to our dynamic world around us for all of our students, then Year 10 provides the gateway and the path forward to exploring the wondrous physical environments of our planet: how man uses the Earth, manages it, and finds sustainable solutions to its problems and issues. Geography in Year 10 puts the understanding of natural processes within the context of location and place – recognising geomorphological, atmospheric and biological environments across the world, and exploring the links between them. Throughout

Year 10 the bigger picture is one of how these systems affect man and how we can manage them to ensure that their resources are available for the future generations.

Students are introduced to the broader physical topics of landscapes, coasts and rivers at the start Year 10, gaining a clear understanding of the difference between process and landform and the factors affecting both. Located case studies in Dorset (Swanage Bay) and Cheshire (the River Dee) offer an insight into coastal and river systems that operate in contrasting environments. Both of these topics draw on the foundations laid in Year 9, when coastal zones and drainage basins are investigated for the first time. After gaining insight into Britain's climate and the atmospheric processes affecting it, substantive knowledge then focusses on global physical issues, considering the causes and evidence of both natural and anthropogenic climate change, and how the latter may impact on the frequency and severity of extreme weather events - in particular tropical storms and droughts. Management of these events, both with regards to Hurricane Katrina in the USA and droughts in the Sahel zone of Africa, emphasises the interdependency of physical and human issues in the modern world, as humans face the challenges of mitigating against such natural disasters.

The final phase of Year 10 links retrospectively to biological and ecological features of the Earth first featured in Key Stage 3, then follows on from the climate module earlier in Year 10, when the impact of climatology and the hydrosphere on the Earth are introduced. In this final phase of the Year 10 physical course students link the study of ecology at different scales by investigating a global biome in a region – Madagascar's rainforests, and a local ecosystem – the deciduous woodlands of the North Downs, and understanding the geographical similarities, differences and links between these areas.

After the AP1 exams in November, the whole year group will spend December filling gaps in their knowledge. These gaps are ascertained through Question by Question analysis that all staff are familiar with. The gaps in December 2023 were global atmospheric systems and Britain's climate. In geography, we support our students with exam-tailored learning mats per unit of study. These are scaffolded to enable students to access key terminology and exam technique. Simultaneously, they also allow higher ability students to extended questions.

**Disciplinary Knowledge**

The Year 10 Geography curriculum continues to use the skills and disciplinary knowledge introduced in Key Stage 3 to allow students to gain the confidence to access all aspects of the substantive curriculum - in particular, Ordnance Survey maps (1:25,000), locational maps, aerial photographs, graphs, and the use of Geographical Information Systems. For example, geological landscapes, coasts and rivers are investigated with the use of cross sections, online British Geological Survey maps and storm hydrograph readings, based on Met Office rainfall statistics. The climate modules and extreme weather events such as tropical storms and droughts make use of primary data from the Federal Emergency Management Agency (for Hurricane Katrina)

and the United Nations Framework Convention on Climate Change (for drought in the Sahel). Skills such as the analysis of climate graphs and global biome maps are used for both the climate model and the biome model, investigating the link between temperature, precipitation and ecosystem growth. For all the three main modules for Year 10, mapwork and statistical skills are used in conjunction with written analysis to investigate the impact of natural events, processes and changes on humans at a local, national and global scale, together with our stewardship and management of the physical world around us.

**Year 11**

**Substantive Knowledge**

Year 11 continues to provide the route forward to exploring the environments of our planet: however, this year it is the human environment rather than the physical one - how man uses the urban and economic environment, manages it, and finds sustainable solutions to its problems and issues. Geography in Year 11 puts the understanding of human processes within the context of location and place: recognising the challenges of where we live; how we strive to improve our standard of living and quality of life; how the Earth's resources are distributed equitably; and exploring the links between stakeholders and communities along the way. Throughout Year 11 the bigger picture is one of how urban and economic systems affect man and how we can manage them to ensure people of all communities and nationalities can succeed regardless of their background and starting point in life.

Students are introduced to the broader human topics of urban structure and change at the start of Year 11, gaining a clear understanding of the difference between site and situation and the relationship between cities and the surrounding area both within a national (rural to urban migration) and global (international migration) context. They investigate in detail the impacts of employment structure change, and globalisation, on the cities we live in and the communities who live alongside each other. Located case studies at differing stages of development – Birmingham within an MEDC and Mexico City from an Emerging Economy, offer an insight into how the cityscapes operate in contrasting economic and cultural environments. After gaining insight into global issues and the economic processes affecting them, substantive knowledge then focusses on the issue of development, considering the causes and effects of variations in economic production, employment opportunities, trade, and education. Strategic management of these issues, focusing on India as an Emerging Economy, gives an insight into the wider location, economic and cultural issues of what the most appropriate developmental route is for all the countries of the world, being particularly mindful that despite its rapid development, India remains one of the most unequal societies in the global family of nations.

After the AP1 mock exams in November, the whole year group will spend December filling gaps in their knowledge. These gaps are ascertained through Question by Question analysis that all staff are familiar with. The gaps in December 2023 were: coastal landforms and erosion; river

valleys and erosional processes; wind cells; inequalities and global development; food, water and energy supply and challenges relating to these. In the final two weeks of the first term all students are given personalised learning opportunities where their own unique learning needs are addressed through the creation and completion of a personalised learning booklet.

The final phase of Year 11 links all aspects of the curriculum together in a synoptic study, offering the opportunity for students to gain an overview of the links between: cause and effect, management and sustainable economic and environmental growth, and giving consideration to the views of different stakeholders along the way. These issues are investigated with reference to the challenges and opportunities facing Britain today. Coastal and urban environments are also studied through the lens of fieldwork visits and primary data collection at the Dorset coast and in Luton, ensuring students gain wider cultural capital by interacting with the world around them and experiencing at first hand the issues that are faced by communities in contrasting locations.

Topic based learning mats support and extend students with additional needs. The mats used throughout year 11 include paper 1 (physical geography) and after AP1, paper 2 (human geography).

**Disciplinary Knowledge**

The Year 11 Geography curriculum continues to use the skills and disciplinary knowledge introduced in both Year 10 and Key Stage 3 to allow students to gain the confidence to access all aspects of the substantive curriculum - in particular, Ordnance Survey maps (1:25,000), locational maps, aerial photographs, graphs, and the use of Geographical Information Systems. For example, urban environments use satellite images to identify differing land use zones in both Birmingham and Mexico City, as well as population pyramids, choropleth maps and qualitative accounts to investigate how these cityscapes are changing, particularly with reference to the shift in industrial output, and migratory and population flows. The development module uses statistical composite measures to look at rates of economic growth and change in MEDCs, Emerging Economies and LEDC, lending greater detail to the India case study with the use of socio-economic data to both compare it with other countries, and to analyse the levels of economic inequality that exist between its regions. For both of these main modules for Year 11, together with the synoptic summary at the end of the key stage 4 curriculum, mapwork and statistical skills are used in conjunction with written analysis to investigate the impact of urban and economic processes and changes on man at a local, national and global scale. Disciplinary knowledge is also gained in the field study investigations, with the collection and analysis of primary data, research of secondary information, and range of quantitative and qualitative analyses that empowers students to draw valid conclusions about the geographical world around them.