

Our curriculum in Geography

What is the purpose of insert subject?	Department information
<p>The purpose of Geography is to study places and the relationships between people and their environments.</p> <p>Geography seeks to explore both the physical properties of Earth’s surface and the human societies spread across it.</p> <p>Geography also examines how human culture interacts with the natural environment and the way that locations and places can have an impact on people.</p> <p>Ultimately, Geography seeks to understand where things are found, why they are there, and how they develop and change over time.</p> <p>At The Arthur Terry School, Geography’s curriculum intent is to introduce all our students to a broad and balanced range of physical, human, and environmental topics and issues.</p> <p>We encourage our students to be curious, to think creatively and independently, to develop their cultural capital, and to prepare them to make a positive contribution to society and the wider world.</p> <p>We allow our students to have fun and enjoy studying Geography even as the</p>	<p>Core Leader: Vicky Cooper and Amy Wright</p> <p>Subject Leader: Dave Napper</p> <p>Exam board: GCSE – AQA, A Level - OCR</p>



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topics and issues studied become more complex and interconnected.

We place our vulnerable students, including those with SEND and those who are socially disadvantaged, first in our curriculum design and classroom practice.

How do we develop Arthur Terry Learners?

We develop Arthur Terry Learners by ensuring our curriculum and lessons give time and opportunity to develop the foundations of the Arthur Terry Learner skills.

We support students in building resilience and help them to develop preparation both inside the classroom by using a variety of resources including knowledge organisers, and outside of the classroom using fieldwork.

We encourage students to take an active approach in lessons by allowing time for discussion and by using creative tasks.

Our lessons encourage and reward good learning values, as well as teaching British values.

Finally, we allow time for students to develop meta-cognition and crucially, build time in to lessons for students to apply their new learning and skills.

	Topics/Units	Summary of key content
7	Hazardous World	Earthquakes, volcanoes and tsunamis, climate change and tropical storms.



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	<p>Unequal World</p> <p>Concrete World</p>	<p>Global development issues.</p> <p>Urbanisation and the opportunities and challenges of living in urban areas in HICs, NEE, and LICs.</p>
<p>8</p>	<p>Concrete world (for 2022-2023 only)</p> <p>Africa's place in the world</p> <p>Sustainable World</p>	<p>Urbanisation and the opportunities and challenges of living in urban areas in HICs, NEE, and LICs.</p> <p>Exploring the physical, human, and environmental geography of the African continent.</p> <p>Studying how the concept of sustainable development can be applied to natural and human systems.</p>
<p>9</p>	<p>Water world</p> <p>Fragile world</p> <p>Resilient world</p>	<p>Studying the physical, human, and environmental geography of the global ocean.</p> <p>Investigating how human activities can have a negative impact on local and global ecosystems.</p> <p>Exploring how sustainable management can reduce or reverse the negative environmental impacts of human activities.</p>



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<p>10</p>	<p>Urban issues and challenges</p> <p>The Changing Economic World</p> <p>Brindleyplace urban redevelopment fieldwork investigation</p> <p>Physical landscapes in the UK</p> <p>Local microclimate fieldwork investigation</p>	<p>How urban growth creates opportunities and challenges in Rio de Janeiro in Brazil, and Birmingham in the UK, and urban sustainability.</p> <p>Global development issues, Nigeria as a newly emerging economy, and the UK's changing economy.</p> <p>Investigating whether the Brindleyplace urban regeneration scheme has been successful.</p> <p>Coasts and glaciated landscapes.</p> <p>Investigating differences in air temperature and wind speed in natural and built environments.</p>
<p>11</p>	<p>Changing economic world (for 11-GG-31 and 11-GG-32 and only in 2022-23)</p>	<p>The UK's changing economy.</p> <p>Tectonic hazards, weather hazards in the UK, tropical revolving storms, climate</p>



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	<p>The challenge of natural hazards</p> <p>Brindleyplace urban redevelopment fieldwork investigation (for 2022-23 only)</p> <p>Issue evaluation</p>	<p>change.</p> <p>Investigating whether the Brindleyplace urban regeneration scheme has been successful.</p> <p>Activities to prepare students for an exam which consists partly of questions based on a pre-release booklet produced by AQA, inspired by any compulsory part of the specification.</p>
<p>12</p>	<p>Coastal landscapes</p> <p>Earth's Life Support Systems</p> <p>Global connections – migration and human rights options</p>	<p>The integrated study of Earth surface processes, landforms and resultant coastal landscapes within the conceptual framework of a systems approach.</p> <p>The stores and transfers of the water and carbon cycles and how they are affected by factors that operate over different timescales, and case studies of the Tropical Rainforest and the Arctic tundra.</p> <p>The processes and flows that occur at the global level, and the ways in which these influence people, places and institutions are studied using the overarching themes</p>



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	<p>Changing spaces; making places</p>	<p>of global systems and global governance.</p> <p>Investigates how shifting flows of people, money, and resources are shaping places, and the exploration of the relationships and connections between people, the economy, and society and how these contribute to creating places.</p>
<p>13</p>	<p>Hazardous Earth</p> <p>Disease Dilemmas</p> <p>NEA (non-examined assessment)</p>	<p>Communicable and noncommunicable diseases and the physical and human factors that affect an individual's and a community's susceptibility to the risk.</p> <p>Opportunities to combat diseases.</p> <p>Tectonic hazards and their impact on people and landscapes. Strategies to mitigate hazard risk and to develop resilience.</p> <p>An independent investigation requiring students to collect fieldwork data relating to any aspect of the specification.</p>