**Implementation: Curriculum Narrative**

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| ***Subject: Geography*** | ***Year:*** *11* | ***Author: Bertie*** |

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| Key Knowledge  *Pupils will know* | Key Skills  *Pupils will be able to* |
| Key Threshold Concepts:  Users and Abusers  No nation, person or system is perfect. All of us are custodians of the Earth, and our actions use and abuse the Earth to various degrees.  Places are dynamic  Even within small ecosystems and areas there is a great degree of diversity and change. Each factor may require different treatment or management to ensure its future survival.  Inequality Exists  People’s quality of life matters and is influenced by a range of factors. Quality of life is not even across the World, but inequality can be challenged and tackled.  Exemplars  Some parts of the World are good examples or case studies or specific events, features, processes or schemes. These can be compared with other events places and schemes.  Physical Processes  The planet is made up of physical processes that work together to create features and experiences.  Human Management  Humans manage physical processes and environments, sometimes for the better, sometimes for worse.  Small Changes have Big Impacts  Small actions on the part of human can have large repercussions. These changes can be detrimental, but small changes can also make the world a better place.  Models and Theories  Some Geographical theories produce models of best fit, and these can be applied to certain situations. Models need to be used but should be critically analysed to ensure that they are representative.  Interconnectedness of place  Places change because of their interconnections with other places. These relationships may not be equally beneficial, or permeant.  Interest Groups  Geographical issues often have a range of viewpoints, and these can cause conflict and need careful management to resolve them. | **Subject Skills:**  **Ranking of Importance:**  Some events, decisions and actions are more influential than others. The degrees of influence may change over time. We can address and weigh up different factors and rank them in terms of importance.  **Decision Making**  Geographical issues can be investigated in detail, and we can use our understanding to conclude and decide. However, there may be winners and losers as a result of these decisions.  **Graphing**  We can represent data in graphs, maps charts and diagrams. Graphs can be analysed to reach conclusions and look for trends and relationships.  **Developing Ideas**  Although initial ideas can be discussed, these have further ramifications. These should be explored in detail and developed further.  **Positives and Negatives**  Actions do not exist in isolation, with change comes positive and negative effects. Some of these may be more significant than others or influence different numbers of people or areas.  **Reaching Conclusions**  Although all Geographical issue shave different viewpoints, positive and negatives, advantages and disadvantages, we can weigh up situations and form appropriate conclusions, based on evidence and examples.  **Evaluation**  Ideas, systems, processes and techniques can be evaluated, and suggestions offered as to the accuracy and reliability to them. Future suggestions can be made based the evaluation process.  **Geographical Diagrams**  Visual representations of places and things can be useful in our understanding of the world. These visual representations ay be idealised and may need labels and annotations to explain them. |

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| **Subject Specific Knowledge and Sequencing:**  **Hazards**   * Types of Hazard * Tectonics and the Structure of the Earth * Plate Boundaries * Volcanoes * LIC Volcanic Case-Study * HIC Volcanic Case-Study * Solutions to, and benefits of volcanic hazards * Cyclone formation and effects * Case study of Hurricane * Extreme UK weather * Natural and Human Climate Change * Mitigation and Adaption to climate change   **Living World**   * Ecosystems Processes * Food Chains and Disruptions * Case study of a small-Scale ecosystem in the UK * Location and character of a tropical Rainforest * Animal Adaptions * Human Uses of Rainforests * Exploitation and Protection of Rainforests * Eco Tourism * Location and character of deserts * Animal Adaption * Human uses of deserts * Threats and protection of deserts.   **Economic World**   * Development Statistics * The Demographic Transition Model * Reasons for and solutions to poverty * Tourism Case study * Mauritius – Location and change * The Mauritius Economy * Industry and changing relationships * Aid and Development * UK Economy and Change * Sectors, Industry and Services * Business and Research Parks * Transport and Political Links | **Prerequisites and Spiral Teaching:**  **Reoccurring Concepts**  Users and Abusers  Places are Dynamic  Inequality Exists  Exemplars  Physical Processes  Human Management  Small Changes have Big Impacts  Models and Theories  Interconnectedness of Place  Interest Groups  **Reoccurring Skills**  Ranking of Importance (all)  Decision Making (all)  Graphing (all)  Developing Ideas (all)  Positives and Negatives (all)  Reaching Conclusions (all)  Geographical Diagrams (all)  Evaluation (all)  **Reoccurring Specific Content**  Calculations (Year 7, Year 9)  Resources (Year 9)  Water Cycle (Year 7, Year 9)  Coasts (Year 9, Year 10)  Rivers (Year 9, Year 10)  OS Mapping (Year 7 and Year 9)  Urbanisation and Slums (Year 8, Year 10)  Fieldwork (All years) |
| **Cross-Curricular Knowledge Links:**  *Biology: Adaption and Design*  *Business Studies – Industries and Services.*  *Design and Technology: Sustainability*  *Mathematics: Statistics* | |
| **Reading Lists / Sources / Reading around the subject recommendations:** | |