What will I learn in Geography at Broughton High School?

BROUGHTON HIGH SCHOOL

YEAR 11

- What are the opportunities and challenges of deindustrialisation in the UK?
- How can the development gap be reduced?
- Why does development vary?
- What are the opportunities and challenges in cold environment?
- What are the characteristics of cold environments?
- **FIELDWORK**: *The regeneration of Liverpool ONE has had a positive impact on the locality.*
- What are the opportunities and challenges in the TRF?
- What are the characteristics of the TRF?
- **Typhoon Haiyan**- What are the lessons from this tragedy?
- What are positives and negatives of Nigeria's rapid development?
- What factors influence Nigeria's development?
- What is Nigeria like?
- **FIELDWORK**: *The cross profile of the River Wyre changes over time.*
- How are humans adapting to climate change?
- Will climate change make tropical storms more frequent?
- **Haiti and Japan earthquakes**- Does economic development limit the effects of an earthquake?

YEAR 10

- **FIELDWORK:** *Is Broughton a sustainable school?*
- What factors have caused rapid changes to Rio de Janeiro?
- How are the challenges being managed in Rio de Janeiro?
- How can urban life be made more sustainable?
- Where do we find natural resources?
- How does the world move under our feet?
- Is Africa a continent or a country?
- What is the danger of the single story?
- Why has The Holderness Coastline lost 3 miles of land since Roman times?
- What opportunities and challenges has Liverpool faced due to urban change?
- Why do rivers flood?
- How can food be sustainably managed at different scales?
- How can a bicycle change someone's life in rural Mozambique?
- Should we build on the flood plain?
- What processes shape river landscapes?
- **Globalisation**- How are we connected to Asia?
- **DEMOGRAPHIC TRANSITION MODEL**- How does population change over time?
- How can we measure development?

YEAR 9

- **FACTULNESS:** Is our understanding of the world wrong?
- How do these processes interact to create distinctive landforms?
- **Global India:** *How has globalisation impacted the city of Bangalore?*
- How successful was the China One Child Policy?
- What are the problems caused by China's relief?
- Which countries make up Asia?
- What are impacts of earthquakes?
- GIS- How can I add layers of information to a map?
- How does physical geography control people's lives in Russia?
- Where are the world's earthquakes and volcanoes?
- What is inside a volcano?
- Why is Iceland know as the *Land of Fire and Ice*?
- What is the structure of the Earth?
- Why is there conflict over land use in the Lake District National Park?
- How has glaciation shaped the UK?
- Will the Maldives be the first country to disappear?
- Which 'bucket list' destinations may soon disappear?
- How successful is coastal management?
- What processes shape coastal landscapes?
- Why does the UK have upland and lowland landscapes?
- Are glaciers nature's bulldozers?
- What is causing climate change?
- What is climate change?
- How do these processes interact to create distinctive landforms?

YEAR 8

- What is a biome?
- What are the threats to biomes?
- Is the TRF more valuable left intact or destroyed?
- Why are people leaving NE Brazil?
- What is the Middle East?
- Is Qatar a suitable venue for the World Cup in 2022?
- *Was the high death toll of Hurricane Katrina caused by poverty?*
- How does latitude affect the distribution of biomes?
- How have plants and animals adapted to biomes?
- What is Brazil like?
- What is life like in the Brazilian favelas?
- Why is the Middle East called the Middle East?
- How do tropical storms form?
- What is the difference between weather & climate?
- How can we present geographical data?
- How do we know where we are- **atlas skills**?
- What are the major features in Europe?
- What is Geography?
- **FIELDWORK:** *Does everyone in the Broughton area get the same amount of rainfall?*
- Why does it rain?
- What is air pressure?
- How do we know where we are- **4 figure & 6 figure grid references**?
- How do we know where we are- **latitude & longitude**?
- What are the main features in the world?
- What are the major features in the British Isles?

YEAR 7

"Geography is the subject which holds the key to our future." MICHAEL PALIN

KS3 Geography Curriculum at Broughton High School- updated Summer 2023

Year 7- *Why is latitude so important?* (72)	**BASELINE (1)** **What is geography? (1)** *Human and physical geography* **Where are we? (10)** ✓ *Locational knowledge* ✓ *Unusual maps* ✓ *Peter's projection v Mercator map*	**Map skills- Zombie Apocalypse (12)** ✓ ***Latitude and longitude*** ✓ ***OS maps*** ✓ ***4 and 6 figure grid references*** ✓ ***Choropleth maps*** ✓ ***Measuring distances***	**Weather and climate- Was the high death toll of Hurricane Katrina caused by poverty? (16)** ✓ *Weather v climate* ✓ *High and low air pressure* ✓ *3 types of rainfall* ✓ ***FIELDWORK- rainfall measurement*** ✓ *Tropical storm formation and tracking* ✓ ***Case study of Hurricane Katrina***	**Biomes- Is the TRF more valuable left intact or destroyed? (15)** ✓ *Biomes* ✓ *Climates* ✓ *Adaptations* ✓ *TRF- economic activity* ✓ *TRF- sustainable management* ✓ ***Photograph interpretation*** ✓ ***Case study of the Malaysian TRF***	**Migration- Why is Rio de Janeiro Brazil's second city? (12)** ✓ *Urbanisation* ✓ *Push and Pull* ✓ *Migration* ✓ *Climate* ✓ *Favelas*	**Middle East- Was the Qatar World Cup in 2022 sustainable? (5)** ✓ ***Locational knowledge*** ✓ *Biomes* ✓ *Climate* ***(climate graph)*** ✓ *Sustainability*
Year 8-*Can humans control nature or does nature control us?* (53)	**Coasts- How do waves shape the UK? (19)** ✓ *Rocks (UK overview)* ✓ *Erosion and weathering* ✓ *Waves* ✓ *Landforms of erosion- headland* ✓ *Landforms of deposition- L.S.D Spit* ✓ *Hard management strategies- recurved sea wall, rock armour, groynes and gabions* ✓ ***Holderness Coast*** ✓ ***OS maps*** ✓ ***4 and 6 figure grid references***	**Climate Change- Will the Maldives be the first country to disappear? (10)** ✓ *Definition of climate change* ✓ *Evidence of climate change* ✓ *Causes- HUMAN and PHYSICAL* ✓ *Effects- PEOPLE and ENVIRONMENT* ✓ ***Case study of the effects on the Maldives.*** ✓ *Adaptation and management*	**Glaciation- How has ice shaped the UK? (9)** ✓ *What is glaciation?* ✓ *When was the last ice age and what was its extent?* ✓ *Tundra biome- challenges for humans* ✓ *Glacial erosion* ✓ *V-shape to U-shape valley* ✓ ***OS maps*** ✓ ***4 and 6 figure grid references*** ✓ ***GIS*** ✓ *Conflict over land use in an upland glaciated area-* ***Lake District National Park (case study) and FIELDWORK IN BOWNESS***	**Tectonics- Why is Iceland known as the *'Land of Fire and Ice'? (10)*** ✓ *Tectonics* ✓ *Earthquake proof buildings* ✓ ***Case study of Iceland*** ✓ *Development* ✓ ***GIS***	**Russia- How does physical geography control people's lives? (5)** ✓ ***Case study of Russia*** ✓ *Population distribution and density linked to relief* ✓ *Tundra and polar biomes- challenges for humans*
Year 9- Have we got development wrong? (53)	**China's population woes- Was Malthus correct- do we need war, famine and drought to limit the Earth's population? (19)** ✓ ***Locational knowledge of Asia*** ✓ *Population distribution and density linked to relief* ✓ *Employment/ industry sectors* ✓ *DTM and population pyramids* ✓ ***Case study- China One Child policy*** ✓ ***Case study- Kerala, India***	**Global India- Evaluate the impacts of globalisation on Bangalore, India (6)** ✓ ***Locational knowledge of Asia*** ✓ *Globalisation* ✓ *Urbanisation* ✓ ***Case study- Bangalore, India***	**Rivers- Is it a good idea to build homes on the flood plain? (12)** ✓ *Transport* ✓ *Erosion* ✓ *Long profile* ✓ *Landforms of erosion- waterfall* ✓ *Landforms of erosion and deposition-meanders and ox-bow, flood plain* ✓ *Soft management- wetlands, land use zoning, afforestation* ✓ ***FIELDWORK- Infiltration rates***	**Development- FACTFULNESS-Is our understanding of the world wrong? (10)** ✓ What is development? ✓ Development indicators ✓ Human Development Index (HDI) ✓ **Mean, mode and median values** ✓ Employment/ industry sectors	**Fieldwork- Hypothesis-** ***Broughton is a sustainable school*****. (6)** ✓ ***Fieldwork investigation*** ✓ ***Data collection*** ✓ ***EQS of the school grounds*** ✓ ***Data presentation*** ✓ ***Data analysis*** ✓ ***Conclusions*** ✓ ***Evaluation***

https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography

KS3 Geography 2014 National Curriculum programme of study- Broughton High School- Updated Summer 2023

Topic title	**Locational knowledge** and spatial awareness					**Place Knowledge** similarities, differences, links		**Physical geography** - key processes in…				**Human geography** – key processes in…				**Physical and human interaction**		**Geographical skills and fieldwork**			
	World countries using maps	**Regions, characteristics, countries and cities of…** **Africa**	**Russia**	**Asia incl. India China,**	**Middle East**	**Region within Africa**	**Region within Asia**	Geological timescales and plate tectonics	Rocks, weathering and soils	Weather and climate, incl. climate change	Glaciation, hydrology and coasts	Population and urbanisation	International development	Economic activity	Use of natural resources	Landscape, environment and climate change	Natural systems and human activity	Globe, map and atlas knowledge	OS, topo, thematic maps, aerial and satellite photos	GIS to view, analyse and interpret	Fieldwork to collect, analyse and draw conclusions
7:1- MAP WORK- *Where are we?*																				*	
7:2- MAP SKILLS- *How do we know where we are?*																*				*	
7:3- WEATHER & CLIMATE- *Was the high death toll in Hurricane Katrina due to poverty?*	*											*	*				*	*		*	
7:4- BIOMES- *Is the TRF more valuable left intact or destroyed?*	*								*	*		*	*					*		*	
7:5- MIGRATION- *Why is Rio de Janeiro Brazil's second city?*	*															*	*	*		*	
7:6- MIDDLE EAST- *Was Qatar a suitable venue for 2022's World Cup?*	*					*	*			*		*				*	*	*		*	
8:1- COASTS- *How do waves shape the UK?*																*	*				
8:2- CLIMATE CHANGE- *Will the Maldives be the first country to disappear?*												*	*				*		*		
8:3- GLACIATION- *How did ice shape the UK?*	*							*		*										*	
8:4- TECTONICS- *Why is Iceland known as the Land of Fire and Ice?*														*				*	*		
8:5- RUSSIA- *How does physical geography control people's lives?*	*																	*			

KS3 Geography 2014 National Curriculum programme of study- Broughton High School- Updated Summer 2023

Topic title	**Locational knowledge** and spatial awareness					**Place Knowledge** similarities, differences, links		**Physical geography** - key processes in…				**Human geography** – key processes in…				**Physical and human interaction**		**Geographical skills and fieldwork**			
	World countries using maps	**Regions, characteristics, countries and cities of…**				**Region within Africa**	**Region within Asia**	Geological timescales and plate tectonics	Rocks, weathering and soils	Weather and climate, incl. climate change	Glaciation, hydrology and coasts	Population and urbanisation	International development	Economic activity	Use of natural resources	Landscape, environment and climate change	Natural systems and human activity	Globe, map and atlas knowledge	OS, topo, thematic maps, aerial and satellite photos	GIS to view, analyse and interpret	Fieldwork to collect, analyse and draw conclusions
		Africa	**Russia**	**Asia incl. India China,**	**Middle East**																
9:1- POPULATION- *Was Malthus correct? Do we need war, famine and drought to limit the Earth's population?*															*					*	
9:2- GLOBAL INDIA- *What impacts has globalisation had on the city of Bangalore?*															*					*	
9:3- RIVERS- *Is it a good idea to build homes on the flood plain?*										*		*			*					*	
9:4- DEVELOPMENT- *Factfulness- Is our understanding of the world wrong?*																*	*	*			
9:5- FIELDWORK- Hypothesis- *Broughton is a sustainable school.*															*					*	

KEY: shaded box = major focus/ fully developed * = additional aspect

Year 7 Geography- *Why is latitude so important?* (72 lessons) 1/2

Once pupils recognise that **latitude is not just a line running east-west on a map but can link it to climate and biomes** then a whole new level of understanding and application of knowledge can be reached. Pupils will then understand that the global distribution of biomes is not accidental and dependent on climate which is dependent on latitude amongst other factors.

Fertile Question	No. of lessons	Links to curriculum intent (KS3)	Rationale	Threshold concepts
BASELINE/What is geography?	2	• Locational knowledge • Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.	The Y7 baseline clearly shows a lack of general geographical knowledge across the year group and it is apparent across the school. The whole purpose of this unit is to make sure all of the basics such as- *What is our own country called? What is a continent?* are covered and are practised.	✓ The world is a three-dimensional sphere. The Prime Meridian is not in the "centre".
7:1- Where are we?	10	• Locational knowledge (latitude and longitude). • Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.	• Introduction to basic map skills such as latitude and longitude, OS maps, 4 and 6 figure grid references, scale and measuring distance. • Y7 pupils are able to demonstrate mastery 4 figure grid references on arrival to Broughton High School. The purpose of this unit is to make sure these skills are consolidated and expanded through the study of skills such as – Latitude and Longitude and 6 figure references.	✓ 4 Figure references ✓ Compass points
7:2- Map skills- Zombie Apocalypse	12	• Rainfall Measurement mini Fieldwork - allows pupils to collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes. • Communicate geographical information through maps and extended writing. • Case study allows pupils to gain a ***curiosity*** and ***fascination*** in the topic. • **Tackling misconceptions-** "Low pressure means it is cold and high pressure means that it is hot." • **Tackling misconceptions-** "All deserts are hot."	• The first obvious link with latitude is the distribution of biomes. However, to understand biomes fully, weather and climate needs to be understood first. • Gives pupils the knowledge of the 'typical British weather'. • First opportunity to study how economic development can have varied impacts.	✓ Difference between weather and climate ✓ Water cycle ✓ Air pressure ✓ Wind ✓ Latitude
7:3- Weather and climate- Was the high death toll of Hurricane Katrina caused by poverty?	16	• Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. *E.g. The use of Palm Oil in everyday products.* • Case study allows pupils to gain a ***curiosity*** and ***fascination*** in the topic. • Pupils to make informed evaluations based on their acquired knowledge. • **Tackling misconceptions-** "All deserts are hot." • **Tackling misconceptions- "**The soil in the TRF is very fertile."	• Builds on weather and climate. • Pupils understand that global distribution of biomes is not accidental and dependant on climate associated with latitude. • How the climate of the the TRF has an impact on the levels of biodiversity and their adaptations. • First obvious opportunity to look at sustainability of our "use" of the TRF. • **Fieldwork opportunity to gather primary data.**	✓ Latitude ✓ Climate controls biome ✓ Latosol soil is of poor quality

Year 7 Geography- *Why is latitude so important?* (72 lessons) 2/2

Once pupils recognise that **latitude is not just a line running east-west on a map but can link it to climate and biomes** then a whole new level of understanding and application of knowledge can be reached. Pupils will then understand that the global distribution of biomes is not accidental and dependent on climate which is dependent on latitude amongst other factors.

• Fertile Question	No. of lessons	• Links to curriculum intent (KS3)	• Rationale	• Threshold concepts
7:4- Biomes- Is the TRF more valuable left intact or destroyed?	15	• Unit provides the opportunity to inspire pupil's curiosity and fascination of the favela and the patterns of migration. • Communicate geographical information through maps and extended writing. • Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. • **Tackling misconceptions- "**Migration is driven by the climate or by tourist attractions." • **Tackling misconceptions- "**People in LICs are able to just move and build homes closer to the water supply."	• Explores the links between climates and biomes of Brazil.	✓ Latitude ✓ Sustainability
7:5- Migration- Why is Rio de Janeiro Brazil's second city?	12	• Unit provides the opportunity to inspire pupil's curiosity and fascination of the favela and the patterns of migration. • Communicate geographical information through maps and extended writing. • Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. • **Tackling misconceptions- "**Migration is driven by the climate or by tourist attractions." • **Tackling misconceptions- "**People in LICs are able to just move and build homes closer to the water supply."	• Explores the links between climates and biomes of Brazil. • A further opportunity to revisit the idea of economic division within a city. • Explores the concept of migration and how both economic and environmental factors create push and pull factors.	✓ Latitude ✓ Migration is always a choice
7:6- Middle East- Was the Qatar World Cup in 2022 sustainable?	5	• Locational knowledge • Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.	• Explores the links between Qatar's latitude and its climate. • Begins to lead into Y8's over-arching question- Can we control nature or does it control us?	✓ Latitude ✓ Sustainability

Year 8 Geography- *Can humans control nature or does nature control us?* (53 lessons) 1/2

Once pupils recognise that **money affects how people are able to respond to an issue** then they can start to understand why HICs might deal with an issue in different way than a LIC. **Pupils need to understand how the world's governments acquire money and how their choices are then limited by it.**

Fertile Question	No. of lessons	Links to curriculum intent (KS3)	Rationale	Threshold concepts
8:1- Coasts-How do waves shape the UK?	19	• Key Vocabulary – 22 key terms. • Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs. • Processes give rise to the key physical and human geographical features of the world, how these are interdependent. • Develop skills in Geographical Information Systems (GIS) • Pupils to make informed evaluation/choices based on their acquired knowledge. • Case study allows pupils to gain a ***curiosity*** and ***fascination*** of their own landscapes in the UK.	• Opportunity to revisit the UK and its diverse landscapes of the coastal lowlands, but provides the opportunity to ***explain*** *the UK's landscape.* • As we are located close to the Fylde coastline, the topic allows pupil to make sense of the content from their personal experiences. The sequencing allows pupils to make potential connections from summer holidays. *However we acknowledge that not all pupils have these experiences and allow for this with a range of image and video content, which allows us all to* ***achieve together****.* • Visit some of the cornerstones of physical geography in weathering, erosion and deposition and how these physical processes impact on the coastline and the impact on the UK population. • Opportunity in Y8 to recognise that money affects the ability to respond to an issue – *Holderness Coast DME* • NC requires coverage of coasts.	✓ Weathering ✓ Erosion ✓ Deposition ✓ Transportation (LSD)
8:2- Climate Change- Will the Maldives be the first country to disappear?	10	• Key Vocabulary – 10 key terms • Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. • Linked to make informed choices based on acquired knowledge. • Allows pupils to understand their role as o *global citizens, understand what is going on around them and understand how they can choose to make a difference.* • Case study allows pupils to gain a ***curiosity*** and ***fascination*** in the topic. • **Tackling misconceptions**- "Rising sea levels are caused by the melting of sea ice." • **Tackling misconceptions**- "Holes in the ozone layer cause climate change."	• Climate change is a subject that dominates political and media agenda. Therefore this unit presents the opportunity to tackles some common misconceptions that pupils often hold on the subject. • There is an opportunity for pupils to understand how climate change has varied impacts and its those on the lowest incomes who suffer the most. • Allows pupils to develop an understanding of how income can have varied levels of response. • Links to weather and climate in Y7. e.g. *The impact of CC on the formation of tropical storms* • Links to coastal flooding – *e.g. Coastal defence techniques Sea Walls used in Malé.*	✓ Greenhouse effect ✓ Long term change in climate ✓ Causes of climate change ✓ Effects of climate change ✓ Mitigation ✓ Adaptation
8:3- Glaciation- How has ice shaped the UK?	9	• Key Vocabulary – 10 key terms • Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs of glaciated environments. • Processes give rise to the key physical and human geographical features of the world, how these are interdependent. • Pupils to make informed evaluations based on their acquired knowledge. • Case study allows pupils to gain a ***curiosity*** and ***fascination*** of their own landscapes in the UK.	• Opportunity to revisit the UK and its diverse landscapes of the glacial uplands, but provides the opportunity to ***explain*** why the UK is shaped as it is. • Revisit some of the cornerstones of physical geography in weathering, erosion and deposition and how these physical processes create the glaciated uplands of the Lake District. • The use of media creates a ***curiosity*** of the landscapes of a national park on the pupil's doorstep. • Links to how the physical landscape influences human activity.	✓ Weathering ✓ Erosion ✓ Deposition ✓ Land use ✓ Conflict

Year 8 Geography- *Can humans control nature or does nature control us?* (53 lessons) 2/2

Once pupils recognise that **money affects how people are able to respond to an issue** then they can start to understand why HICs might deal with an issue in different way than a LIC. **Pupils need to understand how the world's governments acquire money and how their choices are then limited by it.**

Fertile Question	No. of lessons	Links to curriculum intent (KS3)	Rationale	Threshold concepts
8:4- Tectonics- Why is Iceland known as the *'Land of Fire and Ice'?* ?	10	• Key Vocabulary • Develop skills in Geographical Information Systems (GIS) • Processes give rise to the key physical and human geographical features of the world, how these are interdependent – *Tectonic Theory* • Use and interpret a wide range of sources of geographical information, including maps, GIS data and academic text. • Case study allows pupils to gain a ***curiosity*** and ***fascination*** in the topic. • **Tackling misconceptions-** "Climate change will cause more earthquakes."	• Introduction to plate tectonic theory. • Pupils gain a perspective on why people continue to live in areas of tectonic activity – with many links to income and economy. • Links to energy generation (*geothermal*), which links to both mitigation of Climate Change and Energy Security units. • Links to latitude- *Iceland known as the land of fire and ice.* • Opportunity in to recognise that money affects the ability to respond to an issue – *why people live near areas of volcanic activity.*	✓ Tectonic Theory ✓ Geological Timeline ✓ Plate Boundaries
8:5- Russia- How does physical geography control people's lives?	5	• Key Vocabulary • Linking the human to the physical. • Case study allows pupils to gain a **curiosity** and **fascination** in the country.	• Pupils should be able to link latitude, climate and relief. • Good preparation to 9:1 China's population woes looking where and why people live where they do.	

Year 9 Geography- *Have we got development wrong?* (53 lessons)

Building on from Year 8, once pupils understand the **concept of intermediate or appropriate technology** they will begin to understand that development is rarely successful when vast amounts of money are thrown at issues. **Frequently, it is the low-tech, cheaper solution which may not look very impressive, that is ultimately more effective.**

Fertile Question	No. of lessons	Links to curriculum intent	Rationale	Threshold concepts
9:1- China's population woes- Was Malthus correct- do we need war, famine and drought to limit the Earth's population?	19	• Key Vocabulary • Develop a ***curiosity*** in a theme that dominates the political and media outlets. • Use and interpret a wide range of sources of geographical information, including political and relief maps of Asia and China.	• This topic has been created to cover many themes with the overarching thread of population running through. • NC requires coverage of Asia, so China and the state of Kerala in India covers this. We offer an academic knowledge-rich curriculum so looking at the views of Malthus and Boserup fulfils our intent. • It has been an extremely popular topic over the years which evokes curiosity in pupils.	
9:2- Global India- Evaluate the impacts of globalisation on Bangalore, India	6	• Key Vocabulary • Develop a ***curiosity*** in a theme that dominates the political and media outlets. • Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. *CO2 emissions*	• NC requires coverage of India. • Pupils have learnt about a number of different locations so far in the KS3 curriculum. • Pupils need to evaluate the impacts of globalisation on different groups at varying different scales e.g. the people of Bangalore, the British public.	
9:3- Rivers- Is it a good idea to build homes on the flood plain?	12	• Key Vocabulary • **Tackling misconceptions**- "Rivers start at the sea." • Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs. • Processes give rise to the key physical and human geographical features of the world, how these are interdependent. • Develop skills in Geographical Information Systems (GIS) • Pupils to make informed evaluation/choices based on their acquired knowledge. • Case study allows pupils to gain a ***curiosity*** and ***fascination*** of their own landscapes in the UK.	• NC requires coverage of hydrology. • This unit will build on pupils' knowledge of coastal and glacial knowledge of sub-aerial process (weathering and erosion) covered in Y8. • Pupils need to experience development both with regards the UK and the wider world. • This topic also links to the population elements taught in the first unit of Y9 to explain just why the UK needs to build so many more homes- split families and an ageing population.	✓ Weathering ✓ Erosion ✓ Deposition ✓ Land use ✓ Conflict

Year 9 Geography- *Have we got development wrong?* (53 lessons)

Building on from Year 8, once pupils understand the **concept of intermediate or appropriate technology** they will begin to understand that development is rarely successful when vast amounts of money are thrown at issues. **Frequently, it is the low-tech, cheaper solution which may not look very impressive, that is ultimately more effective.**

Fertile Question	No. of lessons	Links to curriculum intent	Rationale	Threshold concepts
9:4- Development- FACTFULNESS-Is our understanding of the world wrong?	10	• **Tackling misconceptions**- "Printing more money will make countries wealthier." • Preparing pupils for life in Modern Day Britain and the world- **pupils must have an up-to-date world view.** • Pupils to make informed evaluation/choices based on their acquired knowledge.	• NC requires coverage of international development • Pupils have explored development strategies in contrasting locations and in different forms- 1. 7:4- Is the TRF more valuable left intact or destroyed? 2. 7:6- Was the Qatar World Cup in 2022 sustainable? 3. 8:1- Strategies to stop coastal erosion in the UK 4. 8:2- Strategies to stop/adapt to sea level rise in the Maldives. 5. 9:1- Reducing birth rate to develop- China and Kerala, India. 6. 9:3- Where to build homes in Garstang, Lancashire.	✓ The development continuum ✓ Sustainability
9:5- FIELDWORK- Hypothesis- *Broughton is a sustainable school.*	6	• Pupils to make informed evaluation/choices based on their acquired knowledge. • Develop skills in Geographical Information Systems (GIS)	• **Fieldwork opportunity to gather primary data.** • To draw on pupils' own experiences and concerns to make the subject more relevant for them. • Synoptic element drawing on many themes that pupils have studied throughout KS3 e.g. sustainability.	✓ Land use ✓ Conflict ✓ Regeneration

GCSE Geography Curriculum at Broughton High School- updated Summer 2023

GCSE Year 10 (3 hr per week)	**3.1.3.2 Coastal landscapes in the UK** ✓ *The UK has a range of diverse landscapes.* ✓ *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.*	**3.2.1 Urban issues and Challenges** ✓ *Global pattern of urban change* ✓ *Factors affecting the rate of urbanisation* ✓ ***Case study of a major city in a LIC or NEE- Rio*** ✓ ***Case study of a major city in the UK- Liverpool*** ✓ *Urban sustainability- Freiburg and Singapore*	**3.1.3.3 River landscapes in the UK** ✓ *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.*	**3.2.3 The challenge of resource management** ✓ *Food, water and energy are fundamental to human development.* ✓ *The changing demand and provision of resources in the UK create opportunities and challenges.* ✓ ***FOOD-** Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.* ✓ *Different strategies can be used to increase food supply.*	**3.1.1. The challenge of natural hazards** ✓ Natural hazards pose major risks to people and property. ✓ Earthquake 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. Global atmospheric circulation helps to determine patterns of weather and climate. ✓ Tropical storms develop as a result of particular physical conditions. ✓ Tropical storms have significant effects on the people and the environment.	**3.3.2 Human fieldwork** *HYPOTHESIS- The regeneration of the Paradise Street area of Liverpool has had a positive impact on the locality.*
GCSE Year 11 (2 hr per week)	**3.3.2 Physical fieldwork** *HYPOTHESIS- The cross profile of the R. Wyre changes over distance.*	**3.1.1. The challenge of natural hazards continued …** ✓ The UK is affected by a number of weather hazards. ✓ Extreme weather events in the UK have impacts on human activity. ✓ 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 9responding to change).	**3.1.2. The living world** ✓ *Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.* ✓ *TRF have a range of distinctive characteristics.* ✓ *Deforestation has economic and environmental impacts.* ✓ *TRF need to be managed to be sustainable.* ✓ ***COLD ENVIRONMENTS-** have a range of distinctive characteristics.* ✓ *Development of cold environments creates opportunities and challenges.* ✓ *Cold environments are at risk from economic development.*	**3.2.2 The changing economic world (UK)** ✓ *Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional.*	**Pre-release and unfamiliar fieldwork**	

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GCSE Year 10 (2 hr per week)	**3.1.3.2 Coastal landscapes in the UK** ✓ *The UK has a range of diverse landscapes.* ✓ *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.*	**3.2.1 Urban issues and Challenges** ✓ *Global pattern of urban change* ✓ *Factors affecting the rate of urbanisation* ✓ ***Case study of a major city in a LIC or NEE- Rio*** ✓ ***Case study of a major city in the UK- Liverpool*** ✓ *Urban sustainability- Freiburg and Singapore*	**3.1.3.3 River landscapes in the UK** ✓ *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.*	**3.2.3 The challenge of resource management** ✓ *Food, water and energy are fundamental to human development.* ✓ *The changing demand and provision of resources in the UK create opportunities and challenges.* ✓ ***FOOD-** Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.* ✓ *Different strategies can be used to increase food supply.*	**3.3.2 Human fieldwork** *HYPOTHESIS- The regeneration of the Paradise Street area of Liverpool has had a positive impact on the locality.*
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Geography fieldwork provision at Broughton High School- 2023-24				
	KS3 Geography Fieldwork Offer			
When?	**Y7** **7:3- Weather & climate**	**Y7 Humanities** **Sense of place**	**Y8** **8:3- Glaciation**	**Y9**
Date	**Jan/Feb 2024**	**NEW for 2023/24**	**March 2024**	**July 2024**
Hypothesis	***Everyone in the Broughton area gets the same amount of rain.***	***Lancaster Castle is in the perfect location for both defence and trade.***	***There is conflict in the Lake District National Park.***	***Broughton is a sustainable school.***
Data collection techniques	✓ Rainfall totals	✓ Slope gradient ✓ Field sketch	✓ EQS (1-5) ✓ Land use survey ✓ Field sketch ✓ Photographs	✓ EQS (1-10)
Data presentation techniques	✓ Choropleth map ✓ GIS	✓ Cross section ✓ Annotated field sketch	✓ Radar graphs ✓ Categorised and shaded land use map ✓ Annotated field sketch	✓ GIS
Rationale	1. NC requirement- ***Pupils should be taught to: use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.***			
	2. Allows pupils to improve their sense of place and develop their locational knowledge of the UK.			
	3. First opportunity for our pupils to gather primary data.	3. A chance to carry out real life measurements and to practise map skills learnt in 7:2, e.g. cross sections.	3. Links to our glaciation topic which explores how the UK was shaped by ice.	3. To draw on pupils' own experiences and concerns to make the subject more relevant for them.
	4. Links to our weather topic.	4. Cross curricular links between geography, history and RS.	4. Introduces the idea of conflict and conservation- a regular theme throughout our curriculum.	4. Synoptic element drawing on many themes that pupils have studied throughout KS3 e.g. sustainability.

Geography fieldwork provision at Broughton High School- 2023-24		
	GCSE Geography Fieldwork Offer	
When?	**HUMAN** **(July Y10)**	**PHYSICAL** **(September Y11)**
Date	**June/July 2024**	**Group 1- 13th September 2023** **Group 2- 19th September 2023** **Group 3- 20th September 2023**
Hypothesis	***The regeneration of the Paradise Street area of Liverpool (Liverpool One) has had a positive impact on the locality.***	***The cross profile of the River Wyre changes over distance.***
Data collection techniques	✓ EQS (-2 - +2) ✓ Questionnaires	✓ Width ✓ Depth ✓ Velocity ✓ Rock measurements ✓ Power's Index (rock smoothness)
Data presentation techniques	✓ Radar graphs (EQS)	✓ Scatter graph (velocity against distance from source)
Rationale	1. To meet the requirements of GCSE AQA Geography.	
	2. To allow our pupils to see their UK city case study- Liverpool and to see the impacts of deindustrialisation on the city.	2. To allow our pupils to see the theory they have learnt in the unit- *River landscapes in the UK* in action.