

Mulberry Academy Woodside (Geography) Curriculum Overview 2023 - 2024

Curriculum intent statement:

“The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” Barack Obama

Geographers at MAW will:

1. Study a curriculum that promotes a love of learning whilst celebrating the diversity of the school and wider community.
2. Young people will develop skills that enable them to enquire about the world around them and understand that we all share the same Earth regardless of our race, religion, ethnicity, gender or political views.
3. An appreciation of how many humans are dependent on the Earth and how we can all live a sustainable future to protect and preserve our planet for generations to come.

KS4 (EXAM BOARD)		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 10	KNOWLEDGE	<p>Global Hazards</p> <p>How do plate tectonics shape our world? How can weather be hazardous?</p>	<p>Changing Climate</p> <p>What evidence is there to suggest climate change is a natural process? Why is climate change a global issue?</p>	<p>Distinctive Landscapes</p> <p>What makes a landscape distinctive? What influence the landscape of the UK?</p>	<p>Sustaining Ecosystems.</p> <p>Why are natural ecosystems important? Why should tropical rainforests matter to us? Is there more to polar environments than ice?</p>	<p>Urban Futures</p> <p>How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities?</p>	<p>Urban futures</p> <p>Physical field work - Walton on the Naze</p>
	SKILLS	<p>Investigating and analysing a range of data to justify the impacts of tectonic hazards.</p> <p>Analysis of climate graphs.</p> <p>Interpretation of satellite images.</p>	<p>Interpretation of past climate data and projected climate change data.</p> <p>Analysis of data to suggest reasons for patterns and trends.</p> <p>Analysing impacts of climate change on a national and global scale.</p>	<p>Interpretation of photos, maps, graphs and diagrams.</p> <p>Investigation of physical and human processes that influence the shape of the landscape.</p>	<p>Interpretation of a variety of resources.</p> <p>Investigating the characteristics of the UK.</p> <p>Calculating percentage changes.</p> <p>Developing research and analysis skills to</p>	<p>Interpretation of maps and graphs.</p> <p>Investigating the consequences of urbanisation on two countries at different stages of development.</p>	

		Investigating the impacts of climate on a variety of scales.			reach valid and justified conclusions. Interpretation and analysis of resources. Investigating global impacts on vulnerable ecosystems.		
YEAR 11	KNOWLEDGE	<p>Dynamic Development</p> <p>Why are some countries richer than others?</p> <p>Are LIDCs likely to stay poor?</p>	<p>UK in the 21st Century</p> <p>How is the UK changing in the 21st Century?</p> <p>Is the UK losing its global significance?</p>	<p>Resource Reliance</p> <p>Will we run out of natural resources?</p> <p>Can we feed nine billion people by 2050?</p>	<p>Geographical Exploration</p> <p>Exam practice</p> <p>Urban fieldwork</p>	Revision: All papers	Final Exams
	SKILLS	<p>Analysis of maps to describe patterns of development.</p> <p>Locational knowledge of one LIDC – Ethiopia.</p> <p>Interpretation of a variety of resources.</p>	<p>Analysis</p> <p>Evaluate</p> <p>Interpretation of graphs, pie charts, maps, photographs, diagrams.</p> <p>Extended writing.</p> <p>Reaching justified and valid conclusions.</p>	<p>Interpretation and analysis of resources, including maps, diagrams, graphs, photographs.</p> <p>Investigating the impacts of increase demand for resources.</p> <p>Reaching valid conclusions.</p>			

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Interpretation and analysis of resources.

Investigating global impacts on vulnerable ecosystems.