

Ursuline College Curriculum Implementation: Geography



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. In delivering our Geography curriculum, the school sets a clear intent that is ambitious and designed to provide all pupils with a deep and broad understanding of the subject. The geography curriculum is carefully sequenced to ensure progression and coherence from year 7 to year 13, with a focus on developing key geographical knowledge, skills, and understanding. The intent is not only to meet the National Curriculum requirements but to inspire a lifelong interest and appreciation for the world around us. The intent also includes promoting cultural awareness and global citizenship among pupils. This involves exploring a wide range of geographical contexts, issues, and perspectives to engender a respect for diversity and a sense of responsibility towards environmental and social challenges facing our planet today. Respecting each other, helping each other and bearing with each other: Getting better never stops.	
Year 11 Intent	The intent of GCSE Geography is to provide a rich and varied curriculum that inspires a love for the subject, fosters critical thinking skills, and equips students with the knowledge and skills necessary for success in their examinations and beyond. We aim to develop geographically literate individuals who are aware of global issues, appreciative of diverse cultures and environments, and equipped to be responsible global citizens. The curriculum aims to instil a deep-rooted passion for geography, encouraging students to explore the interconnectedness of the world and nurture a curiosity that extends beyond the classroom. By fostering a sense of wonder and exploration, the intent is to create geographers who are not only academically adept but also socially conscious, environmentally aware, and culturally sensitive individuals ready to tackle the challenges of an ever-changing world.	
	Cycle 1	
	Term 1: Changing Economic World 7 weeks	Term 2: The Challenge of Resource Management
Focus & Skills	In this unit students study global patterns of economic development, focusing on disparities between countries and regions. Topics include factors influencing development such as industrialization, trade, and global inequalities. Students examine case studies to understand economic sectors like agriculture, industry, and services, and how these contribute to national economies. They also explore strategies for	In this unit, students explore the distribution and management of vital resources such as food, water, and energy. They examine global and national patterns of resource consumption and the challenges of ensuring sustainable and equitable resource use. The unit covers the impacts of resource shortages, strategies for sustainable management, and the role of technology in resource conservation. Key skills developed

	development, including international aid, trade agreements, and sustainable development goals. Skills emphasized include data interpretation, analysing economic trends, evaluating development policies, and understanding the social and environmental impacts of economic change on different scales. Key learning for this unit: - Global variations in economic development and quality of life. - Strategies to reduce the development gap - Rapid economic development of a NEE which has led to significant social, environmental and cultural change. - How major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	include data analysis, evaluating case studies, understanding resource management strategies, and interpreting maps and graphs to assess resource distribution and sustainability efforts. Key learning for this unit: - How food, water and energy are fundamental to human development. - How the demand and provision of resources in the UK create opportunities and challenges. - How the demand for water resources is rising globally but supply can be insecure, which may lead to conflict. - Different strategies can be used to increase water supply
Links to CST	The Changing Economic World relates to Catholic Social Teaching (CST) through key principles: Human Dignity and Rights: Understanding economic development and its impacts on communities and individuals, including issues such as labour rights, fair trade, and access to resources, aligns with CST's emphasis on upholding human dignity and promoting justice. Preferential Option for the Poor: Examining economic inequalities within and between countries and considering policies that address poverty and promote inclusive growth reflects CST's call to prioritize the needs of the poor and marginalized. Common Good: Analysing the social, economic, and environmental impacts of economic activities and policies contributes to understanding how these factors can promote or hinder the common good, central to CST's principles. Solidarity: Studying global economic interdependencies, trade relations, and international development efforts fosters solidarity by recognizing shared responsibilities and promoting cooperation among nations to address economic disparities.	This unit can be linked to Catholic Social Teaching (CST) through several key principles: Stewardship and Care for Creation: Emphasising sustainable management of resources such as water, food, and energy reflects CST's call for responsible stewardship of the Earth. Preferential Option for the Poor: Addressing disparities in resource distribution ensures that marginalised communities have access to essential resources, aligning with CST's focus on prioritising the needs of the poor and vulnerable. Human Dignity and Rights: Ensuring that everyone has access to clean water, nutritious food, and reliable energy upholds the dignity and rights of all individuals. Common Good: Promoting sustainable resource management practices benefits society as a whole and supports the common good, a core principle of CST. Solidarity: Encouraging international collaboration to manage and distribute resources fairly fosters solidarity among nations and communities.

	Stewardship: Considering sustainable economic practices and the responsible use of resources, including environmental sustainability and ethical business practices, aligns with CST's principles of stewardship and care for creation.	
Explicit Skill Content	• Data collection and analysis in economic geography • Map reading and interpretation of economic activity maps • Graphical skills in analysing economic patterns and trends • Case study analysis of specific economic activities or regions • Evaluation of development strategies and economic policies • Geographical writing on economic issues and trends • Critical thinking in assessing the impacts of economic activities	• Data collection and analysis in resource management • Map reading and interpretation of resource distribution maps • Graphical skills in analysing resource use and trends • Case study analysis of specific resource management issues • Evaluation of resource management strategies and policies • Geographical writing • Critical thinking in assessing the sustainability of resource use
Homework	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - In class practice exam questions - Cycle 2 assessment - Case study analysis	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - In class practice exam questions - Cycle 2 assessment - Case study analysis

Disciplinary Literacy Vocab	• Birth rate • Commonwealth • Death rate • De-industrialisation • Demographic Transition Model • Development • Development gap • European Union • Fairtrade • Globalisation • Gross National Income (GNI) • Human Development Index (HDI) • Industrial structure • Infant mortality • Information technologies • Intermediate technology • International aid • Life expectancy • Literacy rate • Microfinance loans • North-south divide (UK) • Post-industrial economy • Science and business parks • Service industries (tertiary industries) • Trade • Transnational Corporation (TNC)	• Agribusiness • Carbon footprint • Energy mix • Food miles • Fossil fuel • Local food sourcing • Organic produce • Resource Management • Waste recycling • Grey' water • Groundwater management • Over-abstraction • Sustainable development • Sustainable water supply • Waterborne diseases • Water conflict • Water conservation • • Water deficit • Water insecurity • Water quality • Water security • Water stress • Water surplus • Water transfer
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Exam questions from past papers Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Exam questions from past papers Google Earth Worksheets Atlases/maps Relevant newspaper articles
Revision Material/Sources	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography
	Cycle 2	
	Term 3: Pre-release and skills practice linked to unseen fieldwork.	Term 4: Revision 5 weeks
Focus & Skills	Pre-release The pre-release for AQA GCSE Geography consists of a booklet of information, including maps, graphs, articles, and case studies, provided to students several weeks before the exam. It focuses on a specific	Revision for AQA GCSE Geography involves consolidating knowledge of key concepts like ecosystems, climate change, economic development, and resource management. Effective strategies include creating concise notes, using flashcards for terms, practicing exam questions, and

	geographical issue or area, which students analyse in preparation for related exam questions. The pre-release material allows students to familiarise themselves with the content, develop their analytical skills, and practice applying their geographical knowledge to real-world scenarios. In the exam, students will answer questions based on the pre-release booklet, demonstrating their understanding and ability to interpret and evaluate the provided information. Key learning for this unit: - This will depend on the geographical issue provided Fieldwork/unseen fieldwork Fieldwork is an essential aspect of geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Students would have undertaken two different fieldworks, one in Margate and one in Herne Bay. This they will be assessed on, in paper 3. Unseen fieldwork, on the other hand, involves students applying their geographical skills and knowledge to unfamiliar locations or scenarios, often based on simulated data or case studies provided during the exam. This component assesses students' ability to apply geographical concepts and methodologies in real-world contexts, demonstrating their understanding of geographical processes and their impact on the environment and society. Key learning in this unit: - Suitable question for geographical enquiry - Selecting, measuring and recording data appropriate to the chosen enquiry - Selecting appropriate ways of processing and presenting fieldwork data - Describing, analysing and explaining fieldwork data - Reaching conclusions - Evaluation of geographical enquiry	reviewing case studies and fieldwork. It also hones skills in data interpretation, map analysis, and critical evaluation to prepare students thoroughly for the exam. Key learning for this unit: - Consolidating knowledge of ecosystems, climate change, economic development, and resource management. - Creating concise notes and using flashcards for key terms. - Practicing exam-style questions to improve application skills. - Reviewing case studies and fieldwork findings. - Developing skills in data interpretation and map analysis. - Honing critical evaluation abilities to assess geographical issues and solutions effectively.
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Links to CST	The pre-release can be linked to Catholic Social Teaching (CST) through several key principles: Stewardship and Care for Creation: Encouraging sustainable development and responsible management of natural resources aligns with CST's call for stewardship of the Earth. Preferential Option for the Poor: Addressing how geographical issues impact vulnerable and marginalized communities reflects CST's emphasis on prioritizing the needs of the poor and ensuring social justice. Human Dignity and Rights: Analysing issues that affect human well-being, such as access to clean water, housing, and education, supports the CST principle of upholding the dignity and rights of every individual. Common Good: Promoting solutions that benefit society as a whole and ensure the well-being of all members aligns with CST's principle of the common good. Solidarity: Understanding global interconnections and the importance of international collaboration to address issues like climate change and resource management fosters solidarity among nations and communities. Ethical Decision-Making: Evaluating the ethical implications of geographical decisions and policies encourages students to consider their moral responsibilities in addressing global challenges. The fieldwork can be linked to Catholic Social Teaching (CST) through several key principles: Stewardship: Promoting environmental care and conservation awareness. Preferential Option for the Poor: Understanding impacts on vulnerable communities. Human Dignity: Considering effects on human well-being and rights. Solidarity: Collaborating with communities for mutual understanding. Ethical Reflection: Encouraging ethical decision-making on environmental and social justice issues.	Revision can be linked to Catholic Social Teaching (CST) through several key principles: Education and Knowledge: Revision enhances understanding of geographical issues and social inequalities, aligning with CST's emphasis on education for informed decision-making. Ethical Reflection: It encourages consideration of ethical implications like environmental stewardship and social justice, in line with CST's principles of human dignity and the common good. Social Responsibility: Through revision, students deepen awareness of global interconnectedness, sustainable development, and their role in promoting justice and solidarity, key aspects of CST.
Explicit Skill Content	Pre-release: • Critical reading and interpretation • Data analysis	• Organisational Skills • Note-taking

	• Map skills • Application of knowledge • Synthesis of information • Evaluation and decision making • Critical thinking Fieldwork: • Data collection • Data analysis • Map skills • Field sketching • Environmental assessment • Risk assessment • Teamwork • Communication • Problem solving • Reflective practice	• Active reading • Memory techniques • Exam technique • Self-assessment • Critical thinking • Prioritisation • Revision strategies Resilience
Homework	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including mind maps, knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - In class practice exam questions	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - In class practice exam questions - Year 11 exams - Case study analysis
Disciplinary Literacy Vocab	• This will depend on the issue that is provided. • Data collection • Hypothesis • Methodology • Sampling • Accuracy • Reliability	• All key vocab from the course • Command words

	• Bias • Quantitative data • Qualitative data • Field sketch • Primary data • Secondary data • Fieldwork report • Geographical enquiry	
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Exam questions from past papers Google Earth Worksheets Atlases/maps	- Video clips – e.g. YouTube, BBC Teach - Variety of geography/topic specific websites - Knowledge tests - Exam questions from past papers - Google Earth - Worksheets - Atlases/maps
Revision materials/sources	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography
	Cycle 3	
Focus & Skills		
Links to CST		
Explicit Skill Content		
Homework		
Assessment		

**Disciplinary
Literacy Vocab**

Texts/ Resources

**Revision
materials/sources**