



---

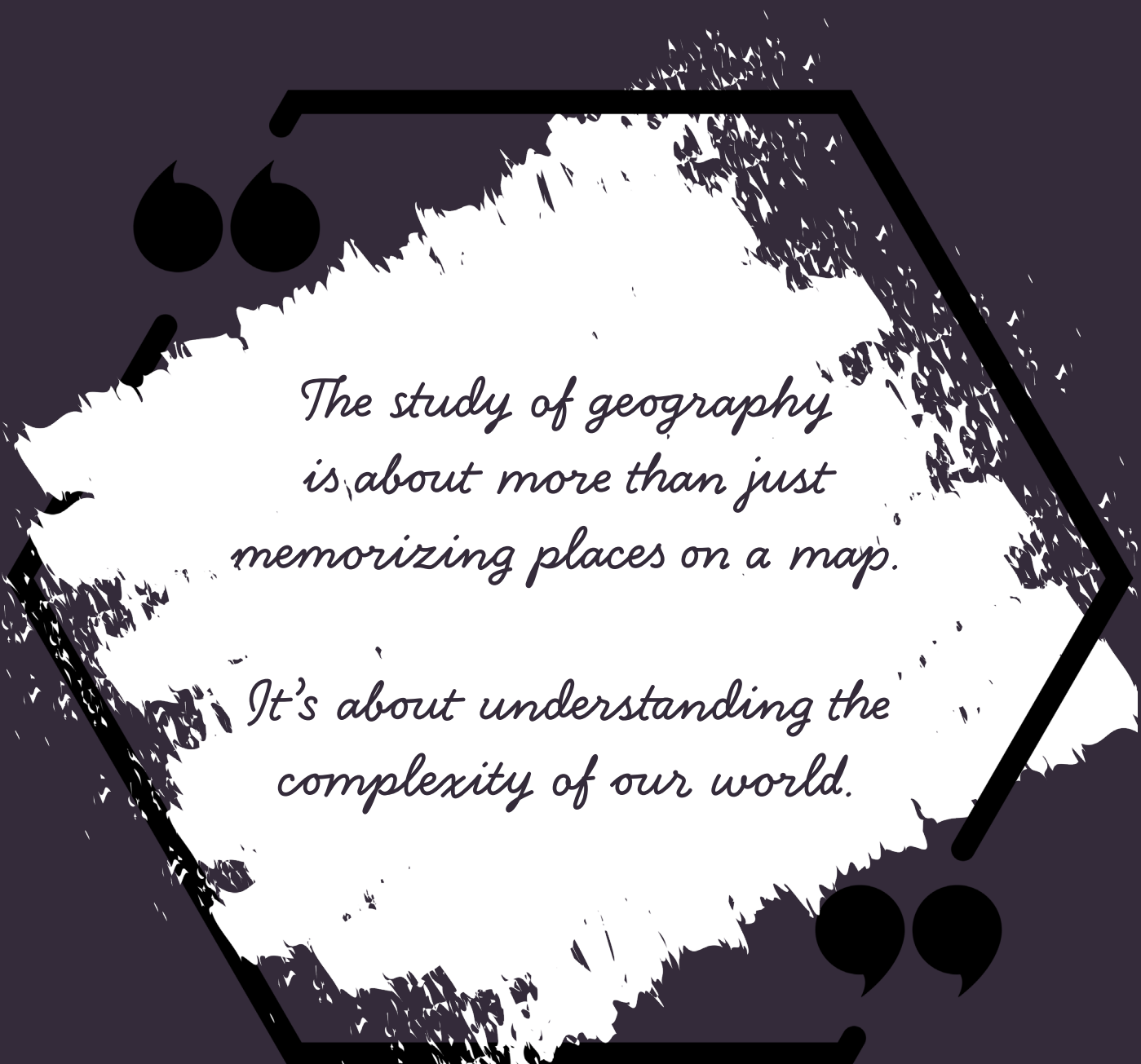
# OUR CURRICULUM



# GEOGRAPHY

---

PHILOSOPHY & NARRATIVE



*The study of geography  
is about more than just  
memorizing places on a map.*

*It's about understanding the  
complexity of our world.*

*Barack Obama*

# OUR PHILOSOPHY

---

Understanding people and processes through pattern and place.

Geography is a journey towards an understanding of our diverse, amazing and complex planet: Earth. Some 2,220 years ago, Greek scientist, librarian, poet and inventor Eratosthenes of Cyrene wrote a three-volume study of the known world. He called this work Geographika and the oldest of the sciences was born. Since that day, many more people have striven to understand, describe and explain the world in which they live. In doing so they have used the title of Eratosthenes book to categorize their efforts: Geography.

Geography utilises the natural sciences - biology, chemistry, geology and physics - and locates these disciplines within a dynamic and spatial understanding of both natural processes and of human societies. Whilst physical geography concerns the understanding of the dynamics of landscapes and the environment, human geography is concerned with an understanding of cultures, societies and economies.

Geographers place our understanding of social and physical processes within the context of place; recognising differences in cultures, political systems, economies, landscapes and environments across the world. While geography celebrates differences it also seeks to explore the many links and shared patterns we observe. Geography is about people and processes, understood through the patterns found in our environments, and expressed within a sense and recognition of place.

Geography brings together the best of human knowledge with a recognition of the complexities of human societies. Like society itself, and the landscapes in which we live, geographical ideas are constantly evolving, developing and adapting to fit an ever-changing world, and help us all to be more socially and environmentally sensitive, better informed and more responsible citizens.

Geography is learnt best by visiting the places that we are learning about. To that end, students are offered the opportunity to take part in geographical visits and fieldwork. Year Seven students visit the dramatic waterfalls of Ingleton and go deep underground into the limestone caves of the Yorkshire Dales. Year Eight students take part in a residential visit to the Lake District to further their understanding of how people utilise and shape the glaciated landscapes of the Lake District. Year Nine students deepen their understanding of the human and physical processes that have shaped limestone landscapes with a trip to Malham Cove and Gordale Scar.

Year 10 students visit some places associated with their UK case studies, bringing the human and physical processes operating at Salford Quays, along the North Wales Coast and in the Ogwen river valley to life. Here students take part in both human and physical fieldwork, as well as experience the majesty of Snowdonia's mountains.

Year 12 students visit the stunning Isle of Arran in south west Scotland for an intense week of fieldwork in a place that, for many, will change the way they view the world.

# KEY STAGE THREE

---

Turton's journey through Geography and around our planet starts as most explorers do with a map.

Maps are a fundamental part of Geography for they allow us to see the patterns made by physical and human processes across the surface of the planet.

Whether in an atlas or produced by the Ordnance Survey, maps are an essential geographical tool.

Beginning in the UK and moving progressively further afield our geographical journey looks at the many geomorphic processes that shape our landscapes, creating the patterns we see in river and glaciated valleys and along our coastlines.

We look at how biological processes interact with the physical to create the diverse biomes of Africa and ecologically-rich coral reef systems.

We investigate how people have interacted with the natural world whether in choosing original sites for our settlements or coping with the impacts of river flooding.

We investigate how physical factors of climate, geology and ecology create the global pattern of successful economies alongside regions struggling with poverty and underdevelopment. These themes are understood through a variety of scales in a range of places, from the towns and cities of the United Kingdom to the villages and megacities of Africa.

Through these journeys we celebrate the success of people in utilising the natural world from farming to energy use. At the same time we investigate the environmental damage which has often accompanied these advances, be it in the damage to ecosystems or the threat of climate change. By the end of Year Nine our students will have gained the foundational knowledge to become thoughtful and engaged global citizens.



# KEY STAGE FOUR

---

For those who choose to continue their geographical travels with us, we aim to build on the foundations by introducing increasing levels of interest through an understanding of the planet's complexities. The relative and changing importance of human activity and geomorphic processes is studied to recognise how a wide variety of factors have contributed to the UK's many and diverse landscapes.

The UK's relationship with people from the rest of the world is analysed and studied at both a national level and in relation to the city of Manchester. The rise and fall and rise again of the Manchester Docks, now Salford Quays, stands as an example of how economic processes can have both positive and negative effects on different places. We study how processes of urbanisation and counter-urbanisation can change, creating cities and their suburbs, then contrast this with the urban processes operating in less-developed regions of the world. We investigate the challenges for people in our cities and discuss the ways that urban life can become more sustainable.

This route takes us towards recognition that people have impacted the functioning of places and ecosystems in the UK. Investigating our country's energy mix allows us to discuss the patterns of energy use and production and discuss the positives and negatives associated with renewable and non-renewable energy.

Our study of African biomes in Year 8 lays the foundations for an examination of patterns of global ecosystems in Year 11, with a particular focus on the threats to tropical rainforests and coral reefs and sustainable management of them. We return to the pattern of urbanisation as we study the economic and social forces shaping the Nigerian megacity of Lagos. Uneven development is revisited as we delve into the physical and human geography of Indonesia, a nation of 265 million people, stretching across 13,000 islands and 1.9 million square kilometres.

We look afresh at sustainability, seeking to understand both the natural and people-driven causes of climate change and discover the impacts and responses to extreme weather events such as hurricanes. We explain the causes and investigate people's responses to global droughts induced by El Nino events in the Pacific Ocean, embedding the understanding of how place influences the environmental challenges each area faces.

# KEY STAGE FIVE

---

As our students move onto our A Level course, we revisit the concept of place by looking at the way our personal view of places and spaces is shaped, not just by our own lived experience, but also through contrasting media from art and literature through television and film, as well as through the lived experiences of other, different people.

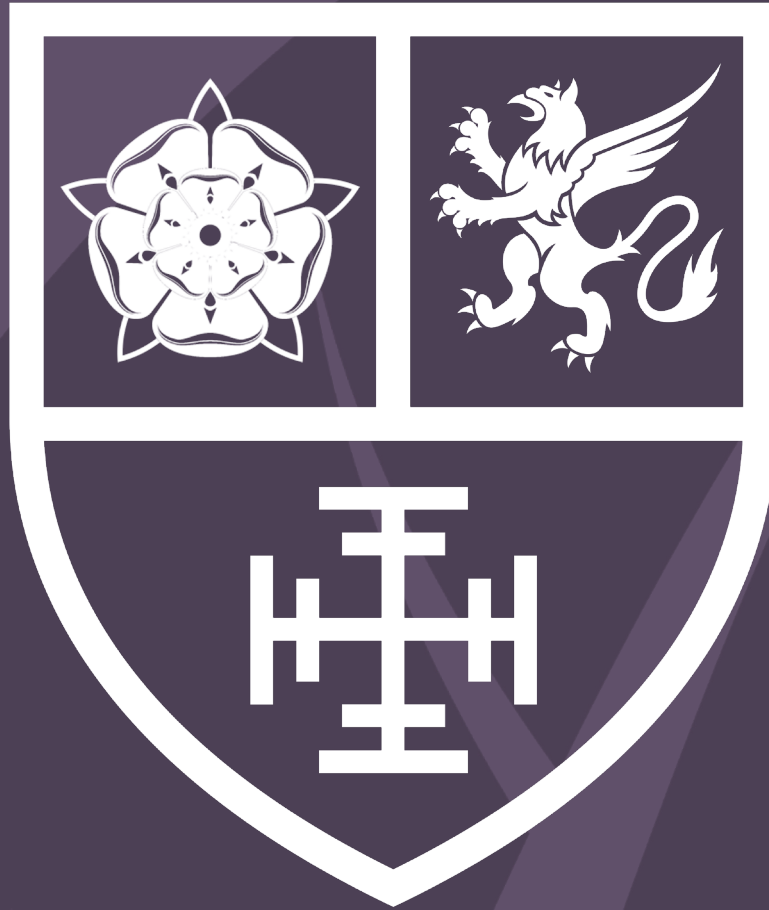
Geomorphic processes in cold landscapes build upon the work done previously, whilst Earth's 'life support systems' are understood through a study of both water and carbon cycles.

Our students' understanding of people and places develops further as we study modern patterns of migration and how invention, conflict and exploitation interplay with the natural world to disrupt, destroy and then recreate new routes and destinations for the movement of people.

We look at one of the newest features of human society, the nation state, and how this is being simultaneously undermined and reinforced by the global conflicts, alongside the rise of transnational corporations and supranational bodies.

Our geographical journey concludes with an investigation into how tectonic plate movement helps create some of the central features of our planet, at the same time as posing significant hazards to people. Further, we look at processes which shape our oceans, which themselves help shape our climate and how the oceans provide the environment for dynamic ecosystems and carbon sinks.

These complex processes allow people to utilise the oceans in a myriad of positive and negative ways.



BUILDING ON THE KNOWLEDGE OF THE PAST  
TO HELP THE CHILDREN OF TODAY  
MEET THE CHALLENGES OF TOMORROW