

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

## Curriculum Intent

**Each stage of the Geography curriculum prepares students for the next step and beyond through the exploration of a range of key Geographical content and the application of a breadth of case study examples. Students are encouraged to explore and apply a range of skills within the Geographical context, and the curriculum is built to encourage students to ‘Think like Geographers’ through tasks and discussions. As pupils progress through the curriculum from EYFS to KS5 their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes. Each key stage will support students to widen their knowledge and understanding of the varying scales of Geography that affects both them and the rest of the world.**

### **1. How do you ensure consistent delivery of the subject across all key stages?**

- The curriculum map ensures that skills are revisited and build on in each key stage.
- Collaboration between primary and secondary ensures any common misconceptions are avoided.
- Consistent language encouraged across Key Stages.
- Meetings take place between primary and secondary staff to encourage support.
- Opportunities for learning walks to take place to support delivery and ensure consistency.

### **2. How does the curriculum cater for disadvantaged, SEND and other minority group students?**

- All students are taught the same content across all key stages but with differing levels of support through differentiation, scaffolding and adult intervention (in primary).
- In secondary there is an element of intervention through targeted underachieving students and setting in Year 9 groups.

### **3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?**

- Sequencing of skills and revisited content from EYFS to KS5.
- Majority of units studied in secondary (KS3-5) have been studied at some level in Primary (EYFS- KS2).
- Interleaving of units happens in KS3-5 where do it now tasks focus on prior learning. Year 10 have ‘interleaved fortnights’ in T2 and T4 to support retention of knowledge.
- Knowledge quizzes happen at the start and the end of topics in Primary (EYFS – KS5).
- End of unit tests, mid year tests and knowledge tests happen each term in Secondary (KS3-5).

## PRIMARY

In the Primary phase of the academy Geography is taught in alternate terms with History.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>		<i>Countries and climates around the world</i>		<i>Animals and habitats around the World</i>		<i>Our effect on the environment</i>
<b>1</b>		Here I am <i>Exploring key human and physical features in the UK and introducing fieldwork</i>		There you are <i>Comparing the human and physical features of the UK with a non-European country</i>		Where we are <i>Locating countries, continents and oceans and exploring some human and physical features</i>
<b>2</b>		Mini mappers <i>Studying the geography of the local area</i>		Hot and cold deserts <i>Comparing the features of the Sahara and Antarctica</i>		Investigating Rivers <i>Understanding key features of rivers, and the opportunities and challenges that settlements near rivers face</i>
<b>3</b>		United Kingdom <i>Understanding the key geographical features of the United Kingdom</i>		Investigating mountains and volcanoes <i>Understanding how volcanoes are formed and the human and physical impacts they can have</i>		Looking at Europe <i>Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism</i>
<b>4</b>		A village in Brazil <i>Understanding the physical features and climate of Brazil, and the human settlements and economy</i>		Rainforest <i>Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face</i>		Earthquakes and Human Settlements <i>Understanding why earthquakes take place and what affects they can have on human settlements</i>
<b>5</b>		Investigating World Trade <i>Investigating the process by which food is grown, traded and transported to our supermarkets</i>		Investigating water <i>Understanding the water cycle and the features of rivers.</i>		Climate across the world <i>Understanding time zones, climate zones and biomes, and the effects of global warming</i>
<b>6</b>		Improving the environment <i>Understanding the need to reduce waste and the use of non-renewable energy</i>		Living on the edge <i>Comparing a European refugee camp to an Indian slum, and understanding push and pull factors for each?</i>		I am a geographer <i>Posing questions, completing fieldwork and presenting a geographical investigation</i>

## KEY STAGE 3

Geography	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
7	<ul style="list-style-type: none"> <li>• <b>Geographical Skills</b> <ul style="list-style-type: none"> <li>○ This unit focuses on map and atlas skills; locating specific continents, countries and cities; and application of skills to Geographical enquiries.</li> </ul> </li> <li>• <b>Development</b> <ul style="list-style-type: none"> <li>○ This unit focuses on how and why countries develop. It looks at areas of development globally, and how to measure development in these areas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rivers</b> <ul style="list-style-type: none"> <li>○ This unit begins with an introduction to key geological theory linked to uplands and lowlands. It then focuses on key physical profiles and processes, and how rivers and flooding are managed.</li> </ul> </li> <li>• <b>World of Work</b> <ul style="list-style-type: none"> <li>○ This unit focuses on the industrial change in the world, the causes for this, and the consequences of globalisation.</li> </ul> </li> <li>• <b>Litter enquiry (2 weeks)</b> <ul style="list-style-type: none"> <li>○ A fieldwork based unit that brings together skills that students have learnt over the year.</li> </ul> </li> </ul>
	<b>Mid-Year Assessment: Geographical Skills &amp; Development</b>	<b>Geographical Skills, Development &amp; Rivers</b>
8	<ul style="list-style-type: none"> <li>• <b>Coasts</b> <ul style="list-style-type: none"> <li>○ This unit focuses on the processes that act on the coast and the features that are formed. There is time spent looking at erosion and management of the coast and case study examples.</li> </ul> </li> <li>• <b>Unstable Earth</b> <ul style="list-style-type: none"> <li>○ This unit focuses on the physical processes leading to tectonic hazards. There is a focus on case study examples of earthquakes and how to protect against the impacts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Population and Settlement</b> <ul style="list-style-type: none"> <li>○ A focus on where people are and why they are there. There is also an investigation into migration and movement of populations.</li> </ul> </li> <li>• <b>Weather and Climate</b> <ul style="list-style-type: none"> <li>○ This unit looks at global and UK weather and climate, along with the challenges of living in extreme climates. This will be integrated with links to major biomes.</li> </ul> </li> <li>• <b>Micro-climate enquiry (2 weeks)</b> <ul style="list-style-type: none"> <li>○ A focus on small scale, localised climate. This will draw on knowledge learnt in the weather and climate unit.</li> </ul> </li> </ul>
	<b>Mid-Year Assessment: Coasts and Unstable Earth</b>	<b>End of Year Assessment : Coasts, Unstable Earth, Population.</b>
9	<ul style="list-style-type: none"> <li>• <b>Life in an Emerging Economy.</b> <ul style="list-style-type: none"> <li>○ This unit looks directly at the growth of developing nations globally; focusing on India as a case study example.</li> </ul> </li> <li>• <b>Climate Change and the future.</b> <ul style="list-style-type: none"> <li>○ This unit explores the contemporary issue of Climate Change. It looks directly at causes, impacts and responses on a range of scales.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Climate change continued.</b></li> <li>• <b>Resource Management</b> <ul style="list-style-type: none"> <li>○ This unit looks at the challenges of key resources (water, energy, food) in the UK and beyond. It explores methods used to reduce the challenges, and considers the sustainability of these solutions.</li> </ul> </li> </ul>
	<b>Mid-Year Assessment: Life in an Emerging Economy; Climate Change and the Future</b>	<b>End of Year Assessment: Climate Change and the future; Life in an Emerging Economy.</b>

## KEY STAGE 4

Geography	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
10	<ul style="list-style-type: none"> <li>• <b>Changing Economic World.</b> <ul style="list-style-type: none"> <li>○ A focus on the measurement and mapping of the global development gap, identifying causes and solutions to this. A focus is given to looking at the development of India and the UK over time, identifying both the challenges and solutions to contemporary issues associated with economic development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Urban Issues and Challenges</b> <ul style="list-style-type: none"> <li>○ A focus on the urban population explosion across the world, with particular focus given to the opportunities and challenges in two major cities (London and Rio de Janeiro).</li> </ul> </li> <li>• <b>Rivers and Coasts</b> <ul style="list-style-type: none"> <li>○ A focus on the key processes and features found in both physical environments, with the application of examples to look at impacts of erosion and flooding, and the management of these processes.</li> </ul> </li> <li>• <b>Fieldwork.</b> <ul style="list-style-type: none"> <li>○ This unit includes a field visit to the East Coast – focusing on the collection of data for both a human and a physical enquiry which is assessed in Paper 3.</li> </ul> </li> </ul>
	<p><b>Mid-Year Assessment: Changing Economic World; Resource Management.</b></p>	<p><b>End of Year Assessment: Changing Economic World; Resource Management; Urban Issues and Challenges; Rivers and Coasts.</b></p>
11	<ul style="list-style-type: none"> <li>• <b>Review of remote learning content – Climate change and extreme weather in the UK</b></li> <li>• <b>Coasts</b> <ul style="list-style-type: none"> <li>○ A focus on the key processes and features at the coast. An exploration on the impacts and management of erosion at the coast with specific focus given to Dorset.</li> </ul> </li> <li>• <b>Hazards:</b> <ul style="list-style-type: none"> <li>○ A focus on the causes, impacts and responses of tectonic and atmospheric hazards (with focus on Nepal, Italy and the Philippines).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hazards continued</b> <ul style="list-style-type: none"> <li>○ A focus on the causes, impacts and responses of tectonic and atmospheric hazards (with focus on Nepal, Italy and the Philippines).</li> </ul> </li> <li>• <b>Revision of all key units of study.</b></li> </ul>
	<p><b>November Mock Exams: Paper 1: Changing Economic World; Urban Issues and Challenges; Resource Management Paper 2: Rivers and Coasts, Living World, Hazards.</b></p>	<p><b>March Mock Exams: Paper 1: Changing Economic World; Urban Issues and Challenges; Resource Management. Paper 2: Rivers and Coasts, Living World, Hazards.</b></p> <ul style="list-style-type: none"> <li>• <b>Revision of all key units of study.</b></li> <li>• <b>Introduction to, and analysis of, the Pre-release booklet (sent by AQA in March 2020).</b></li> </ul>
		<p><b>ACTUAL GCSE EXAMS.</b></p>

## KEY STAGE 5

<b>Geography</b>	<b>September – November</b>	<b>December – March</b>	<b>March - June</b>
<b>12</b>	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>• Contemporary urban environments               <ul style="list-style-type: none"> <li>○ A focus on the modern issues and challenges associated with continued urban expansion. Content taught through London and Rio de Janeiro.</li> </ul> </li> </ul> <p><b>Physical Geography (GHG)</b></p> <ul style="list-style-type: none"> <li>• India &amp; Philippines Topic covering               <ul style="list-style-type: none"> <li>○ Natural Hazards</li> <li>○ Coasts</li> <li>○ Water and Carbon Cycles</li> </ul> </li> </ul>	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>• Contemporary Urban Environments continued.               <ul style="list-style-type: none"> <li>○ A focus on the modern issues and challenges associated with continued urban expansion. Content taught through London and Rio de Janeiro.</li> </ul> </li> <li>• Changing Places.               <ul style="list-style-type: none"> <li>○ An exploration of the contemporary theory of ‘place’. Understanding the characteristics that create places and the influences on their change. Taught through Corby and Blackpool.</li> </ul> </li> </ul> <p><b>Physical Geography (GHG)</b></p> <ul style="list-style-type: none"> <li>• Philippines topic continued and Brazil topic covering               <ul style="list-style-type: none"> <li>○ Natural Hazards</li> <li>○ Coasts</li> <li>○ Water and Carbon Cycles</li> </ul> </li> </ul>	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>• Changing Places:               <ul style="list-style-type: none"> <li>○ An exploration of the contemporary theory of ‘place’. Understanding the characteristics that create places and the influences on their change. Taught through Corby and Blackpool.</li> <li>○ NEA preparation</li> </ul> </li> </ul> <p><b>Physical Geography (GHG)</b></p> <ul style="list-style-type: none"> <li>• UK topic covering natural hazards, coasts &amp; rivers               <ul style="list-style-type: none"> <li>○ Skills &amp; NEA, collection of data, analysis.</li> </ul> </li> </ul>
	<b>November Mock Exam: Paper 2: Contemporary Urban Environments</b>	<b>March Mock Exam: Paper 2: Contemporary Urban Environments and Changing Places.</b>	<b>End of Year Exam: Paper 2: Contemporary Urban Environments and Changing places. Coasts; Hazards.</b>
<b>13</b>	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>• Contemporary Urban Environments continued.               <ul style="list-style-type: none"> <li>○ A focus on the modern issues and challenges associated with continued urban expansion. Content taught through London and Rio de Janeiro.</li> </ul> </li> </ul> <p><b>Physical Geography (GHG)</b> Water and Carbon Cycles.</p>	<p><b>Human &amp; Physical Geography (VLG &amp; GHG):</b> NEA work – collection of data, analysis and write up.</p>	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>○ Revision of all units.</li> </ul> <p><b>Physical Geography (GHG)</b></p> <ul style="list-style-type: none"> <li>○ Revision of all units.</li> </ul>
	<b>November Mock Exam: Contemporary Urban Environments, Changing places, Global Systems and Governance. Coasts; Hazards.</b>	<b>March Mock Exam: Global systems and Governance; Changing places; Contemporary Urban Environments. Coasts; Hazards; Water and Carbon.</b>	<b>ACTUAL A LEVEL EXAMINATION</b>