

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)
<b>7</b>	<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. It considers the impact of development on the employment structure of countries, which later feeds into the Changing Economic World unit of GCSE Geography.</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>The Middle East</b> <ul style="list-style-type: none"> <li>○ This is a unit which focuses on a specific region of the world. This region has become important globally for urban growth, economic development and resources, and this unit will explore key concepts linked to these geographical themes.</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>
<b>8</b>	<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>Population and Migration</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> </ul>	<ul style="list-style-type: none"> <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> <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 and climatic hazards. This will be integrated with links to major biomes.</li> </ul> </li> <li>• <b>The Geography of Africa</b> <ul style="list-style-type: none"> <li>○ This unit focuses on the continent of Africa to bring together several key themes studied across Year 8 – this includes both physical geography (biomes, resources, climates) and human geography (development, settlements, migration).</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>

<b>9</b>	<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>Issues of urbanisation</b> <ul style="list-style-type: none"> <li>○ This unit considers the challenges and opportunities associated with urbanisation globally. There will be a focus on both LIC/NEE and HIC urban areas to consider how the causes and impacts of urbanisation may differ globally.</li> </ul> </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. The main focus will be given to water resources globally.</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)
<b>10</b>	<ul style="list-style-type: none"> <li>• <b>Living World</b> <ul style="list-style-type: none"> <li>○ This unit focuses on major global biomes with a specific focus on the tropical rainforest and the hot desert. Case study content looks at the Amazon Rainforest and the Sahara desert, and opportunities and challenges for development are considered within both specific biome.</li> </ul> </li> <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>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>
	<b>Mid-Year Assessment: Changing Economic World; Resource Management.</b>	<b>End of Year Assessment: Changing Economic World; Resource Management; Urban Issues and Challenges; Rivers and Coasts.</b>
	<ul style="list-style-type: none"> <li>• <b>Coasts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hazards continued</b></li> </ul>

<b>11</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> <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>○ A focus on the causes, impacts and responses of tectonic and atmospheric hazards (with focus on Nepal, Italy and the Philippines).</li> <li>• <b>Revision of all key units of study.</b></li> </ul>
		<b>March Mock Exams: Paper 1: Changing Economic World; Urban Issues and Challenges; Resource Management. Paper 2: Rivers and Coasts, Living World, Hazards.</b>
		<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>
	<b>November Mock Exams: Paper 1: Changing Economic World; Urban Issues and Challenges; Resource Management Paper 2: Rivers and Coasts, Living World, Hazards.</b>	<b>ACTUAL GCSE EXAMS.</b>

## 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 (GBC)</b></p> <ul style="list-style-type: none"> <li>• Water and Carbon <ul style="list-style-type: none"> <li>○ This unit of study focuses on key processes and cycles within Physical Geography which underpin the functions of several other key Physical Geography theories and topics. There will be a focus on carbon and water stores and cycles, contemporary threats to carbon stores, and a</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 (GBC)</b></p> <ul style="list-style-type: none"> <li>• Coasts <ul style="list-style-type: none"> <li>○ This unit will focus on the key processes and management methods used to protect the</li> </ul> </li> </ul>	<p><b>NEA preparation</b> – students will be given time to explore theories, fieldwork methods and key data collection skills that will be used to write their NEA.</p>

	consideration of management methods.	coasts both within the UK and further afield. Case study examples will be applied to further the understanding of processes and theories.	
	<b>November Mock Exam: Paper 2: Contemporary Urban Environments &amp; Water and Carbon.</b>	<b>March Mock Exam: Paper 2: Contemporary Urban Environments and Changing Places; Water &amp; Carbon and Coasts.</b>	<b>End of Year Exam: Paper 2: Contemporary Urban Environments and Changing places. Coasts; Water &amp; Carbon.</b>
13	<p><b>NEA continuation.</b></p> <p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>• Global Systems and Governance. <ul style="list-style-type: none"> <li>○ This unit focuses on the contemporary global systems linked to the economy, society and the environment. There will be an exploration of trans-national corporations, food products and the global commons of Antarctica, alongside looking at global institutions such as the United Nations.</li> </ul> </li> </ul> <p><b>Physical Geography (GHG)</b></p> <ul style="list-style-type: none"> <li>• Hazards <ul style="list-style-type: none"> <li>○ This unit explores the complex risk associated with a variety of natural hazards (tectonic and atmospheric). Time will be spent exploring theories and linking these to key case study examples.</li> </ul> </li> </ul>	Revision of key topics.	<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>