# CURRICULUM MAP – GEOGRAPHY

| Intent |
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| Geography at Charnwood College School follows an ambitious, knowledge rich curriculum which teaches substantive knowledge with the aim of understanding Geography as a discipline- understanding the disciplinary knowledge of how facts and theories can be debated, argued and formulated. Geography is also dynamic and is constantly changing. The aim is to not just teach the national curriculum but go beyond it.<br><br>Research and evidence are considered within our lessons helping scholars to understand Geography as a discipline whilst developing cultural capital and taking scholars beyond their everyday. This is achieved through geographical scholarship and this is embedded within Geography lessons. Geography also links to school wide PHSE teaching the importance of sustainability and how to become a citizen of the world.<br><br>Breadth and depth are crucial to our curriculum. Breadth is covered by looking at a range of topics considering a range of scales-local, regional, national and international. Topics are interlinked with physical, human and environmental geography whilst discussing key themes such as the emergence of geopolitics that offers a layer of complexity that helps to strengthen sense of place and space. Depth is covered within topics and particularly within our regional case studies such as Russia and Asia giving us the chance to investigate and retrieve core knowledge but applying it to an important location around the world. Depth is also covered within topics when giving examples of locations to exemplify processes or features. |
| **Implementation** |
| Geography teaches a curriculum which is ambitious and knowledge rich. Within all three key stages, topics have been placed in a sequence which maximises learning with constant opportunity to retrieve and embed core knowledge and tier 3 terminology. This helps to build up schemata. The 6 core concepts that underpin our KS3 curriculum area threaded throughout the topics aiding our scholars to think synoptically "like a geographer". Ultimately all lessons and lesson content have a proximal function that leads to the ultimate function of being a knowledgeable, skilled and enthusiastic member of the community armed with knowledge that will aid them in later life.<br><br>Geography is unique in that it is constantly being shaped. Every day, new research into changes to our world, for example climate change, emerges and we can use this to make our curriculum more rigorous whilst not detracting from the core content we want our scholars to know. There is also scope for other literary works to be used within the curriculum such as the texts by Tim Marshall and scientists such as Johan Rockstom. Additionally, responsive teaching allows us to iron out misconceptions as they happen either verbally or by using the visualiser to check student written responses.<br><br>The visualiser is used to also model expectations and responses helping SEND scholars who may need extra scaffolding, bringing them up with the rest of the class. Finally, teaching beyond the National Curriculum at KS3 and beyond the specification for KS4, increases cultural capital and unlocks additional knowledge which will be useful in their lives beyond CWC.<br><br>Essentially, all geography lessons implement the Charnwood lesson routine. Starting with a do now task, these are designed to check and test core knowledge that will be built upon in the coming lesson, but also to test knowledge and retrieve from an extended time ago to ensure retention. All lessons will have student engage with current geographical theories and research and frequently complete extended writing based around a larger question whereby they are expected to use their "5* facts" from lessons to explain and justify their opinions. |

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| Supporting students whose learning is vulnerable |
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| All teachers have their "class on a page" which are directly linked to our SEN drives, with student IEPS, needs and preferences. As a consequence, we aim to know our students extremely well, which allows us to meet their needs and help break down any potential barriers to their learning. Across the school we hold the viewpoint that "good teaching for those with SEN is good teaching for all" we can ensure all students have the opportunity and ability to engage. Within lessons, a range of support strategies are utilised, including teacher-led reading, scaffolding and live modeling (where students whose learning is vulnerable are central to this work) as well as using chunked successful and weaker exemplar models.<br><br>All lessons begin with low stakes retrieval assessment designed to reinforce and embed knowledge. Regular mini-whiteboard tasks are structured into lessons to ensure learning and reflection before moving forward in our lesson routines. Questioning is used frequently at all times within all lessons, targeting students who may struggle with longer term focus and retention to ensure they are able to grasp the core concepts before building on with more complex tasks. |

| Measuring Impact | |
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| **Medium Stakes Assessment (MSM)** | **Key Performance Indicators (KPIs)** |
| MSM takes place half termly within KS3. The assessments focus on 5 key skills that are used to check students' understanding of geographical concepts as well as how successfully they can apply that knowledge to a range of geographical scenarios. The 5 skills are: Knowledge, Map skills, Graph skills, Numeracy, Extended writing<br><br>By separating the assessment into these skills it makes success visible to both students' and teachers', whilst also helping to identify areas of weakness and misconceptions so that these can be addressed as soon as possible through effective intervention and adaptive teaching.<br><br>At KS4 MSM are based more around exam style practice, and topic tests. By giving students early exposure to exam style questions this helps prepare them for their final assessment as they become more familiar with exam techniques and language. All MSM are followed up with an improvement lesson to help guide students to correct their mistakes and give them an opportunity to reflect on their work.<br><br>Any misconceptions identified are then used to inform later retrieval tasks as well as short low stakes testing based around homework tasks. | KPIs take place across the year at crucial points. Years 7, 8, 10, face two per year, whereas year 9 have 3, enabling them to use this data to support in options choices. These assess core knowledge and disciplinary knowledge practiced in lessons. These are fed back and acted upon in lessons by tailoring 'Do Nows' to tackle misconceptions that emerged, and secondary tasks in lessons around weaker skills. As Wiliam and Black (2004) made clear, all assessments, if utilized properly, are formative to inform teaching; therefore, summative assessments are used to guide and direct how lessons are tackled in the future following them.<br><br>Year 11, also have 2 KPIs but these take the form of mock exams, as full past papers. Our approach to the reflection of these remains the same as with KS3. Grade boundaries are always in line with the year of the papers, (with some marks added to allow for changing thresholds); The use of comprehensive rubrics ensures consistent marking across teaching staff. |

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| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---|---|---|---|---|---|---|
| **7** | **Foundations of Geography**<br>What is Physical, human & environmental geography?<br>Evolution of maps<br>Hemispheres<br>Compass Points | **Foundations of Geography Part 2**<br>Map skills<br>Different climate types and characteristics around the world<br><br>**Weather & Climate**<br>Difference between weather and climate<br>Causes of weather systems | **Weather & Climate**<br>UK Weather Impact<br>Causation of global climate zones<br><br>**Natural Resources**<br>Four spheres of the Earth<br>Impact of Human Activity on Spheres | **Natural Resources**<br>Landscapes<br>Water Sources and usage of water as a resource.<br>Biomes<br>Rainforests | **Russia**<br>Russian landscape characteristics & formation<br>Geopolitics role<br>Evolution of borders<br>Influence of geopolitics<br>Resources & trade links<br>Demographics | **Coasts**<br>Uses for human activity<br>Geomorphic processes<br>Landforms of erosion and deposition<br>Coastal management strategies - hard & soft engineering |
| **ASSESS** | MSM: Core Geography skills | KPI1: Covers all HT 1 + 2 Content | MSM: Weather & climate | MSM: Natural resources | MSM: Russia | KPI 2: All Year 7 Content. |
| **8** | **Tectonics**<br>Earth Structure<br>Evolution of Tectonic theory<br>Formation and landforms<br>Tectonic hazards<br>Constructive, Destructive, Collision & Conservative plate boundaries<br>Limiting the impact of tectonic events<br>Benefits of tectonically active areas | **Development**<br>Development indicators<br>Impact of colonisation<br>Influence of poverty<br>Social change<br>Impact of Millenium Development Goals & Sustainable Development Goals<br>Uses and impact of Aid<br>Sustainable development in Bolivia<br>Environmental Justice | **Migration**<br>Types of migration (internal, international, forced & voluntary).<br>Migration theories<br>Migration Routes and trends over time.<br>The impact of migration & migration stories | **West Africa (Nigeria)**<br>Key physical human & physical characteristics of West Africa.<br>Climatic & environmental regions of Nigeria & mangrove biome<br>Historical context.<br>The economy of Nigeria & global links with China's investment<br>Importance & changing culture of Nigeria | **Sustainability:**<br>The 3 pillars of sustainability.<br>Natural & human causes of climate change.<br>Consequences of climate change.<br>Feedback Loops<br><br>**Geographical Investigations**<br>Fieldwork based on theoretical learning in the year. | **Sustainability:**<br>Sustainable ways of living & cities.<br>Depth Studies of Freiberg, Bhutan and Curitiba.<br>Sustainable ways of living<br>Global management<br>Climate change solutions<br>Local solutions within the community & school environment |
| **ASSESS** | MSM: Tectonics | MSM: Development | KPI 1: All of Y8 content and key Y7 content | MSM: Nigeria Case Study | MSM: Sustainability and Climate Change | KP2: All year 8 content. |

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| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---|---|---|---|---|---|---|
| **9** | **Globalisation**<br>Process of globalisation<br>Changing patterns of economic development<br>Regional Economic activity<br>Impact of TNCs on people & work environments<br>Case Focus on China and TNCs.<br>Exploitation of natural resources<br>Impact of increasing globalisation on Earth's climate<br>Patterns of connectivity<br>Globalisation networks, nodes & hubs | **Rivers P1**<br>Importance of rivers for development & spiritual importance<br>Hydrological cycle<br>Drainage basins<br>River processes; erosion, transportation, & deposition<br>Changing long & cross profile of a generalised river system<br>The Bradshaw Model | **Rivers P2**<br>Location, and characteristics, of fluvial landforms & their evolution in a river's upper course & lower course<br>Management of rivers<br>Hard & soft engineering<br>River flooding: human & physical causes, impacts & management<br><br>**Geographical Investigations – River Soar.**<br>Fieldwork based on theoretical learning in the year. | **Middle East & North Africa**<br>Human & physical characteristics of the MENA region<br>NEOM and The Line, Saudi Arabian<br>Climate, ecosystems and geology (oil reserves)<br>Arabian and Ottoman Empires<br><br>Resources and economic development and changing economic activity.<br>International and Global influences<br>Climate change – drought, extreme weather events, sea level rise | **Asia (India focus)**<br>Regions and culture changes across Asia.<br>Different climates and impacts across the continent.<br><br>Distribution of ecosystems across India and Asia<br><br>Understanding of the impact of development on species within India<br><br>Megacities: development and growth<br><br>Impacts of urbanisation | **Urbanisation:**<br>What is Urbanisation?<br>Why are cities Growing.<br>Opportunities in cities.<br>Making cities sustainable.<br>Urban Regeneration.<br>Future of cities.<br>Megacities.<br>Impact of urbanisation on LIC/NEE/HICs.<br>Case Studies: Mumbai, London, Lagos. |
| **ASSESS** | MSM: Globalisation | KP1: River landscapes of the UK and key Y7-8 Content<br>MSM: the characteristics of rivers and role of geomorphic processes | KPI2: All Year 9 Content | MSM: MENA. NEOM Case Study | MSM: India and Megacities Case Study | KPI 3: All Year 9 Content |

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| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| **10** | **Physical landscapes of the UK**<br>Overview of UK's physical landscape<br>Study of UK coastal landscapes | **Physical landscapes of the UK**<br>Study of UK river landscapes<br>**Urban issues and challenges**<br>Overview of the distribution of population & major cities in the UK<br>Case study of a major UK city | **Urban issues and challenges**<br>Case study of a major UK city<br>**Urban sustainability**<br>Features of sustainable urban living<br>An example of an urban transport strategy<br>**The living world**<br>An example of a small-scale UK ecosystem | **The challenge of natural hazards**<br>Introduction to natural hazards<br>Extreme UK weather<br>Climate change | **Changing economic world**<br>UK Economic futures<br>**The challenge of resource management**<br>Overview of UK resources – Food, water & energy<br>**Fieldwork**<br>Planning & preparation | **Fieldwork**<br>Planning, preparation, visit & write up<br>**The challenge of resource management on a global scale**<br>Global insecurity & conflict<br>Increasing water supply strategies |
| **ASSESS** | MSM: Mid unit test | MSM: Full landscapes topic assessment | KPI1: Two topics based on past paper (1hour)<br>MSM: UK urban issues | MSM: Challenge of natural hazards & climate change | KPI2: Paper 1 & 2 Combined<br>Paper 3 Section A (pre-release) & Section B (fieldwork) | MSM: Fieldwork section of Paper 3 |
| **11** | **The challenge of natural hazards**<br>Tectonic hazards<br>Tropical storms<br><br>**The living world**<br>Global Atmospheric Circulation<br>Distribution of large scale biomes | **The living world**<br>Tropical rainforests<br>Hot deserts | **Urban issues and challenges**<br>World population growth<br>Urbanisation<br>Case study of a major city in a LIC or NEE | **The changing economic world**<br>Global variation in economic development<br>Strategies for reducing the development gap<br>Case study of one LIC or NEE | **The changing economic world**<br>Case study of one LIC or NEE<br><br>**DME**<br>Work post pre-release<br><br>**Revision** | |
| **ASSESS** | MSM: Full hazards topic assessment | KPI1: Mock Exam 2: 2 combined papers 1 and 2 – 90 minutes each | MSM: living world | KPI2: Mock Exam 2: Full past papers 1, 2 and 3 | **GCSE Examinations** | **GCSE Examinations** |