GEOGRAPHY CURRICULUM MAP – LONG TERM PLAN

Subject sentence – What do we do?

From the GA Manifesto for Geography (2009) 'Geography underpins a lifelong 'conversation' about the Earth as the home of humankind.' Geography enables pupils to understand the complex and interconnected nature of the physical and human world we live in and to become informed citizens.

How does geography equip students with powerful knowledge?

The discipline of geography includes the fundamental principles of how the world works, both in a physical sense and for the human society that is sustains. This knowledge is essential to being an educated citizen and is transformative in enriching pupils' understanding and provides a framework for future knowledge. Pupils can live, work and succeed all over the world. We are also mindful of the backgrounds of a minority of our students and consider how influential world events have impacted on our world, for example the Berlin Conference in 1884 and how that has affected the development of African countries.

What skills and cultural capital do students gain in geography?

The curriculum exposes pupils to differing cultures, busts misconceptions and invites pupils to think about real world problems, from the impacts of climate change to the involvement of new world superpowers in the development of lower income countries. We also study a variety of theorists and how their achievements have influenced our geographical thinking in a variety of fields e.g. Hess, Wegener, Lee's migration model.

What are the important threshold concepts in geography?

We strongly believe that some concepts should not be encountered for the first time in KS4 and must therefore be assessed rigorously at KS3. This includes high and low pressure so that pupils can understand the global atmospheric model and the processes of erosion so that students can explain the formation of a waterfall. An understanding of countries at contrasting levels of development is essential, along with the common disciplinary acronyms: LIC, NEE, HIC.

How is the geography curriculum designed?

We are unapologetic about the spiral nature of our geography curriculum. Pupils learn the key concepts and processes identified in the national curriculum and then engage with them at a deeper level of understanding at KS4. To ensure the breadth and depth of our curriculum, we study the geographical ideas in relation to a greater range of place-specific examples at KS3 and do not repeat these examples at KS4. We deliver a combination of human and physical geography topics and update lessons annually to reflect significant world events e.g. current hurricane activity and US politics.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lessons using 'Do Now' activities to secure the retention of core knowledge. Questions are often selected from Carousel to strengthen the connection between homework and the geography lessons. Carousel is used across the key stages. Teachers use the data to inform the Do Now questions and decide if content needs re-teaching in the subsequent weeks. 'Do Now' questions also includes knowledge from previous years that needs to be reactivated in order to access new learning.

What content do you cover and how is this delivered over time?

Topics are broadly either human or physical geography-related, with some interleaving of the two realms e.g. through the study of extreme environments. We have to make the assumption that all of our students should be able to continue their studies at A Level, hence the inclusion of a topic on global superpowers and geopolitics, which is a topic taught in greater depth at KS5. There is conscious spaced practice within the curriculum. An example would be urban issues in year 9 and then year 11 as well as tectonics in year 9 and then in year 10.

What content do you not cover (that others might) and why?

Our geography curriculum is largely compliant with, and mapped against, the national curriculum. We do not teach glaciation at either key stage as we did not have any glaciated landscapes in the southwest on the UK, yet our region *is* shaped by the river and coastal processes. Rather than a whole region of Africa in KS3, we explore the influence of colonialism, past and present, on African nations. The KS2 curriculum has a significant local focus, so we tend to use our local area for fieldwork studies and focus classroom-based learning on our study of places elsewhere in the UK and the wider world.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Using the AQA specification list of geographical, graphical and mathematical skills, we have ensured that each skill is taught and practised at least once across the KS3 curriculum. These are denoted in our lesson by orange slides with the skill named e.g. drawing climate graphs, calculating averages. Opportunities for students to develop their literacy fluency through extended writing are provided at both throughout topics, but typically at summative assessment points. This is often modelled using the 'I – We – You' modelling structure. We set lessons in context by asking 'where have we seen this before?' as a way of supporting students to make the connections between prior, new and future learning.

Year 11

Spring Term
Challenge of resource management
Food, energy and water in the UK.
Food option – global distribution, factors affecting supply ,impacts of food insecurity, strategies to increase food supply, sustainability.

Summer Term
Issues evaluation & geographical skills practice
Revision and GCSE exams

Autumn Term
Changing economic world
Economic development
Reducing the development gap
NEE/LIC – Nigeria
UK economy

Summer Term
Physical landscapes of the UK
Rivers & coasts options – processes, landforms and management

Spring Term
The living world
Ecosystems
Tropical rainforests
Cold environments

Urban Issues & challenges
Factors affecting urbanisation
Consequences of urbanisation
City in a NEE/LIC (Rio de Janeiro) and a city in the UK (Bristol)

Year 10

Spring Term
Tectonic hazards
Structure of Earth, plate boundaries, tsunamis and wealth, types of volcano, risk management
Extreme Environments
Hot deserts, desertification, cold environments, Everest and tourism, Mariana Trench.

Summer Term
The Middle East
Sykes-Picot Agreement, physical geography, population distribution, Bedouin, oil, Yemen vs UAE

Autumn Term
Natural hazards
Tectonics
Impacts & responses
Tropical storms
Hazard management
Climate change

Year 9

Autumn Term
Globalisation and Superpowers
Causes of globalisation, rise of BRIC/MINT, environmental impacts, neo-colonialism

Summer Term
Coasts
Processes, landforms, hard & soft engineering.
Africa is not a Country
Colonialism, cobalt mining, 'single story', Morocco energy

Spring Term
Climate Change
Evidence, natural & human causes, effects, mitigation & adaptation

Urban World
Megacities, informal settlements, London, sustainable cities, Masdar City.

Year 8

Spring Term
Tropical rainforests
Climate, plants, animals, deforestation, sustainable management
Population
Distribution, DTM, population pyramids, ageing and youthful populations, migration.

Summer Term
Rivers
Processes, landforms, flooding, river management
Oceans
Plastic waste, coral reefs, carbon sink, overfishing

Autumn Term
Weather
High & low pressure, air masses, hurricanes
Thailand
Phy & hum geog, tourism, festivals

Year 7

Autumn Term
Geographical Skills
Direction, distance, grid references, latitude
Development
Factfulness, factors affecting development, measures, SDGs

Future careers in geography

Climatologist; meteorologist; urban planner; National Park ranger; international aid worker; environmental scientist; demographer; cartographer; teacher; politician

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Fieldwork opportunities

Year 7 – Eden Project, Little Dart river investigation, Dartmoor Discovery
Year 8 – microclimate study on the school site
Year 10 – human geography fieldwork in Exeter regeneration project / Iceland option
Year 11 – physical geography fieldwork in Dawlish Warren: coastal management / Iceland option

Key concepts