CURRICULUM ROAD MAP

Subject	Geography	Year / KS	Year 7

INTENT

The main aim of the Year 7 Geography curriculum is to foster a climate in which students enjoy and engage with the subject and appreciate the relevance it has in their everyday lives, developing a passion for the subject, which extends beyond the classroom. Students will develop a desire to ask questions about the human and physical environment and understand how different processes and concepts have shaped the world around them. The curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. This will be done through a study of social, economic and environmental geography within a range of differing contexts. Students will develop their understanding and use of key geographical skills such as cartographic literacy, fieldwork, literacy and numeracy. Homework is differentiated and targeted according to the needs and ability of the classes and is used to consolidate learning completed in the classroom, help develop contextual knowledge or prepare them for future learning. Teachers are given the autonomy to set tasks based on their knowledge of the students, through teacher assessment.

IMPLEMENTATION

- Through the teaching of a cross-trust unit based around the Royal Geographical Society competition, students are introduced to a range of skills and concepts linked to the 9 key learning indicators. This acts as a bridge to their first Year 7 unit and encourages student to 'think like geographers' and apply some basic geographical skills.
- 'Being a great geographer' develops the students understanding of what geography is and what the big themes are. This unit also begins to equip students to become expert geographers, including how to carry out a fieldwork enquiry.
- 'Marvellous Map Skills' introduces students to a range of essential map skills and techniques that will be used and developed throughout their time in secondary school.
- 'Raging Rivers' focuses on the physical processes of rivers, why rivers are so important and the causes and impacts of flooding. Students will use local case studies to consolidate their learning.
- 'Super Rocks and Soils' will explore the building blocks of the Earth by studying geology and soil, and by considering the importance of both.

IMPACT

- Students will be assessed throughout the year against the Key Learning Indicators
- Students enjoy the subject and engage within lessons, whilst completing a range of learning experiences in and outside of the classroom, which enhances their learning.
- Students actively ask questions about the subject and have a thirst for knowledge and a desire to learn more about the geography around them.
- Students see the relevance of geography as they gain a deeper understanding of how it affects their everyday lives.
- Students understand broad concepts such as British values and make links between these and a study of geography.
- Students use specific knowledge to explain the causes and consequences of specific events, actions and changes to the physical and human environment and their significance.
- Students become independent learners and are able to tackle challenging tasks.

- ‘Amazing Africa’ will investigate what a fantastic continent Africa is, both by studying the human and physical aspects. Students will focus on Kenya as a case study.
- ‘Glorious Glaciers’ will introduce the wonders of glaciation processes and landforms, and the impacts they have had on our landscape. We will use the Lake District as a case study.
- Key geographical skills will be used throughout the year.

Assessment

- Students are assessed on the 9 key learning indicators over the course of the year. The development of these skills from KS2 to KS3 is through the increase in knowledge retention and the development of more extended written answers. In addition, the use of maps and graphs becomes more challenging, as students are expected to use more advanced skills.
- Assessment will take the form of written assessments, verbal responses, group work, knowledge-based quizzes, project work and presentations.
- Students consolidate their understanding of key geographical skills, concepts and processes through homework, revision and recall activities.
- Assessments are embedded throughout the curriculum in the form of formative assessments and summative assessments.

- Students think critically, challenge differing views, analysing evidence and presenting alternative arguments about events that have shaped the world that they live in.
- Students develop their reading, analytical and extended-writing skills using a range of case studies, data and sources.
- Students make links between the skills a study of geography enables to develop in future careers.

KEY KNOWLEDGE & SKILLS CROSS CURRICULAR

- Literacy - through extended writing, use of case studies, command words and subject specific terminology. Use of newspaper and online articles when studying topical issues and case studies.
- Numeracy – use of graphs, data, grid-references, averages.
- Science – rocks and soils, climate change, processes, enquiry.
- RE/PD – quality of life, importance of the physical environment (soils, rivers, glaciers), inequality in Kenya.
- Drama – role play.
- Art – sketching.
- IT – independent research skills, GIS, presentational skills.
- History – geographical change in Whitehaven.

CONTENT MAP

Topics covered throughout the term

Autumn Term	**RGS Poster** **Being a Great Geographer**	**Marvellous Map Skills**
Spring Term	**Raging Rivers**	**Super Rocks and Soils**
Summer Term	**Amazing Africa**	**Glorious Glaciers**

Current Scheme of Work

Areas of National Curriculum that will be covered:

Fieldwork Opportunities, Africa (and environmental region, key physical and human geography, countries and major cities), Geological timescales, Plate Tectonics, Rocks, Weathering and Soils, Climate Change from the Ice Age to the present, Glaciation, Hydrology.

Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?

KEY LEARNING INDICATORS		Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1	Geographical Knowledge of concepts and processes	✓ Students can identify key human and physical processes ✓ Identify the impacts of these on people and places.	✓ Students can describe key human and physical processes ✓ Describe the impacts of these on people and places.	✓ Students can explain key human and physical processes ✓ Explain the impacts of these on people and places.
2	Geographical Literacy	✓ Students can produce correct points. ✓ Students can identify key terms. ✓ Students spell, punctuate and use the rules of grammar with reasonable accuracy	✓ Students can explain their points ✓ Students can define and use key terms ✓ Students spell, punctuate and use the rules of grammar with considerable accuracy	✓ Students can fully explain and evidence a range of points ✓ Students use a range of all key terms ✓ Students spell, punctuate and use the rules of grammar with consistent accuracy

3	Cartographic Literacy	✓ Students can begin to identify features using 4 figure grid references. ✓ Students can identify different information on a map. ✓ Students can find locations using an Atlas with support ✓ Students can name some geographical entities (e.g. continents, countries and parts of the British Isles)	✓ Students can easily identify features using 4 figure grid references ✓ Students can use a range of methods to identify symbols, height, distances and direction on a map. ✓ Students can use an Atlas to locate and describe global human and physical features with support ✓ Students can locate some Geographical entities such as continents, major countries and parts of the British Isles.	✓ Students can use 4 and 6 figure grid references ✓ Students can use a range of methods to identify and describe symbols, height, distances and direction on a map ✓ Students can use an Atlas to describe human and physical features around the world independently ✓ Students can locate Geographical entities (e.g. all continents, oceans, major countries and parts of the British Isles)
4	Case Study Knowledge, understanding & application	✓ Students can name simple facts about a specific location.	✓ Students can name and apply some facts about a specific location	✓ Students can name and apply a range of facts about specific locations
5	Fieldwork Skills	✓ Students can identify a hypothesis and methods of data collection. ✓ Students can complete basic data presentation techniques and can identify general trends. ✓ Students can make basic conclusions	✓ Students can justify their hypothesis and describe their methods step by step. ✓ Students can produce multiple methods of data presentation and can analyse these using data extraction. ✓ Students can explain their conclusion ✓ Students can describe strengths and weaknesses of their fieldwork.	✓ Students can explain their hypothesis in detail and evaluate their methods ✓ Students can produce a range of higher order data presentation methods and can analyse graphs using data manipulation. ✓ Students can explain their conclusions ✓ Students can begin to explain strengths and weaknesses of their fieldwork.
6	Graphical Literacy	✓ Students can produce a small number of data presentation techniques with support ✓ Students can identify the key trends.	✓ Students can produce a range of data presentation techniques with minimal support ✓ Students can describe general trends using data extraction	✓ Students can produce a range of high order data presentation techniques with some support ✓ Students can describe general trends using data manipulation
7	Geographical Numeracy	✓ Students can complete basic addition and subtraction.	✓ Students can calculate the mean mode and median	✓ Students can calculate the mean mode and median and range ✓ Students can compare data sets
8	Application of Geography in the world around us	✓ Students can identify some geographical issues and events that are current in the world around them.	✓ Students can connect their classroom-based learning to current geographical issues and events in the world around them.	✓ Students can explain how their classroom-based learning connects to current geographical issues and events in the world around them.
9				

	Geographical interpretations	✓ Students can identify different points of view on Geographical events and issues.	✓ Students can describe different points of view on Geographical events and issues. Students can give their own opinion.	✓ Students can explain different points of view on Geographical events and issues and justify their own position.

Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description	When	Format
5, 6, 7, 8		RGS Poster Being a Great Geographer Autumn Term 1	Poster Fieldwork and Write UP
3		Marvellous Map Skills Autumn Term 2	Map Skills Test
1, 2, 4, 9		Raging Rivers Spring Term 1	Extended Writing
1, 2, 8		Super Rocks and Soils Spring Term 1	Knowledge and Understanding Test
1, 2, 8, 9		Amazing Africa Summer Term 1	Presentation – Positive and Negative Aspects of Tourism in Kenya
1, 2, 3, 4		Glorious Glaciers Summer Term 2	Glaciated Landscape Booklet

CURRICULUM ROADMAP

Subject	Geography	Year Group / Key Stage	8

Intent

The main aim of the Year 8 Geography curriculum is to foster a climate in which students enjoy and engage with the subject and appreciate the relevance it has in their everyday lives, developing a passion for the subject, which extends beyond the classroom. Students will develop a desire to ask questions about the human and physical environment and understand how different processes and concepts have shaped the world around them. The curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. This will be done through a study of social, economic and environmental geography within a range of differing contexts. Students will develop their understanding and use of key geographical skills such as cartographic literacy, fieldwork, literacy and numeracy. Homework is differentiated and targeted according to the needs and ability of the classes and is used to consolidate learning completed in the classroom, help develop contextual knowledge or prepare them for future learning. Teachers are given the autonomy to set tasks based on their knowledge of the students, through teacher assessment.

Implementation

- Students begin by studying population and looking at how it has changed over time and continues to change. They will consider the impact that this has had on our planet and people.
- Students will then study the weather. They will look at different types of weather and climates and learn what drives them. They will learn about how the weather and climate can impact people, the economy and the environment. Local case studies will be used.
- A mini weather enquiry will be carried out around the school, investigating micro climates. This will help to embed the enquiry process, skills and techniques that were introduced in Year 7.

Impact

- Students enjoy the subject and engage within lessons, whilst completing a range of learning experiences in and outside of the classroom, which enhances their learning.
- Students actively ask questions about the subject and have a thirst for knowledge and a desire to learn more about the geography around them.
- Students see the relevance of geography as they gain a deeper understanding of how it affects their everyday lives.
- Students understand broad concepts such as British values and make links between these and a study of geography.

• Following this, students will learn about the causes of urbanisation and the impacts of growing towns and cities. Students will be made aware of why both of these topics are relevant to current world issues and perhaps to them. Case studies and examples will be used, including local ones. • Energy and climate change will be taught and highlighted as a very important global issue. Students will be encouraged to consider how they and future generations might be affected by global warming and how we are all responsible for trying to combat the problem. • To broaden the students' knowledge of the wider world, students will study the continent of Asia, considering some of the human and physical processes of Geography. There will be an in-depth study of China. • Students will learn about coasts and coastal erosion and management. They will look at case studies from across the UK. **Assessment:** • Formative and summative assessments on knowledge and skills through mid and end-of-unit tests. Strengths and weaknesses are identified. Improvements are made to ensure progress.	• Students use specific knowledge to explain the causes and consequences of specific events, actions and changes to the physical and human environment and their significance. • Students become independent learners and are able to tackle challenging tasks. • Students think critically, challenge differing views, analysing evidence and presenting alternative arguments about events that have shaped the world that they live in. • Students develop their reading, analytical and extended-writing skills using a range of case studies, data and sources. • Students make links between the skills a study of geography enables to develop in future careers.

Key Knowledge and Skills Cross Curricular

	Links to Science when we study the weather, global warming and plate tectonics. **Links to Maths when we use and study geographical data.** **Links to History when we study population and urbanisation (including the industrial revolution).** **Links to English when we develop structured writing.**	

Subject	Geography	Year Group / Key Stage	3

CURRICULUM ROADMAP

Year 9

Cumbria Education Trust

Intent

The main aim of the Year 9 Geography curriculum is to foster a climate in which students enjoy and engage with the subject and appreciate the relevance it has in their everyday lives, developing a passion for the subject, which extends beyond the classroom. Students will develop a desire to ask questions about the human and physical environment and understand how different processes and concepts have shaped the world around them. The curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. This will be done through a study of social, economic and environmental geography within a range of differing contexts. Students will develop their understanding and use of key geographical skills such as cartographic literacy, fieldwork, literacy and numeracy. Homework is differentiated and targeted according to the needs and ability of the classes and is used to consolidate learning completed in the classroom, help develop contextual knowledge or prepare them for future learning.

Implementation

- Firstly, students will study the topic 'International development', where they will learn how the worlds wealth and resources are unevenly shared around the world. This includes how to measure development (development indicators) and comparing levels of development in different countries. Then we look into globalisation and the role of Transnational Corporations (TNCs) in developing countries. Later in the topic we look at how COVID-19 has had an effect on development and vaccine inequality.
- Students will learn about plate tectonics, including earthquakes and volcanoes. They will look at case studies from around the world.
- In the 'Making money' topic, students will learn how people earn a living across the world. It looks at the different types of jobs and the sectors of employment and how the types of job have changed throughout the world. Then we look into the reasons why employment patterns change and how this effects globalisation. Later in the topic we look at how COVID-19 has had an influence on employment and the future of how people earn a living.
- To broaden the students' knowledge of the wider world, students will study some 'amazing places', considering some of the human and physical processes of Geography. There will be an in-depth study of India, the Middle East and Russia.
- In the final term of Year 9, students will cover the topic of Ecosystems, biodiversity and management, including an enquiry on the deciduous woodlands around the school. This is a topic from the GCSE course which we also believe is important to have covered at Key Stage Three for all students.

Impact

- Students enjoy the subject and engage within lessons, whilst completing a range of learning experiences in and outside of the classroom, which enhances their learning.
- Students actively ask questions about the subject and have a thirst for knowledge and a desire to learn more about the geography around them.
- Students see the relevance of geography as they gain a deeper understanding of how it affects their everyday lives.
- Students understand broad concepts such as British values and make links between these and a study of geography.
- Students use specific knowledge to explain the causes and consequences of specific events, actions and changes to the physical and human environment and their significance.
- Students become independent learners and are able to tackle challenging tasks.
- Students think critically, challenge differing views, analysing evidence and presenting alternative arguments about events that have shaped the world that they live in.
- Students develop their reading, analytical and extended-writing skills using a range of case studies, data and sources.
- Students make links between the skills a study of geography enables to develop in future careers.

• Covering these topics will enable students to develop the use of all the key skills of Geography mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of geographical learning, as well as analysing and drawing conclusions from data of an increasingly complex nature. • Since this final topic is aiming towards the GCSE examinations, students will cover the relevant question types that they will need to tackle in each of the topics. However, lessons will be taught in a way where students develop these skills even if there is no explicit reference to the examinations – the first aim is to foster a love of the subject. • Students will also develop their reading skills through reading texts and analysing and evaluating source material and data. • We also aim to give students whatever opportunities we can to experience Geography outside the classroom; this may be through trips (fieldwork), involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend. • **Assessments** • Formative and summative assessments on knowledge and skills through mid and end-of-unit tests. Strengths and weaknesses are identified. Improvements are made to ensure progress. • For the final topic, will always be exam questions relevant to the topic being studied. • Will occur as per the assessment calendar and feedback and marking policy.	

CURRICULUM ROADMAP

Year 10

Subject	Geography	Year Group / Key Stage	4

Intent	
Our overarching aim when teaching Geography is to foster a love for and enjoyment of the subject. The Key Stage Four Geography curriculum intends to build on and extend the knowledge and understanding of Geography gained at Key Stage Three, whilst continuing to engage and enthuse students with Geography that is most relevant to them and their lives. We therefore aim to develop students' reading comprehension and written accuracy, as well as developing locational knowledge, place knowledge, knowledge of human and physical geography, geographical skills (such as map skills, graph skills, GIS and data analysis) and fieldwork, thus enabling them to communicate their thoughts accurately and effectively.	
Implementation	**Impact**

•In Year 10, students will cover the topics of the changing landscape of the UK, resource management, energy management, weather hazards and climate change and Changing Cities. They will also complete one of their fieldwork enquiries at the end of this year. This is taking the topics in the order in which they appear in the examinations, as this will make the most sense to students. •Covering these topics will enable students to develop the use of all the key skills of Geography mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of geographical learning, as well as analysing and drawing conclusions from data of an increasingly complex nature. •Since these topics are aiming towards the GCSE examinations, students will cover the relevant question types that they will need to tackle in each of the topics. However, lessons will be taught in a way where students develop these skills even if there is no explicit reference to the examinations – the first aim is to foster a love of the subject. •Students will also develop their reading skills through reading texts and analysing and evaluating source material and data. •We also aim to give students whatever opportunities we can to experience Geography outside the classroom; this may be through trips (fieldwork), involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend. **Assessments** •Will always be exam questions relevant to the topic being studied. •Will occur as per the assessment calendar and feedback and marking policy.	• Students enjoy reading and learning about a range of geographical topics and themes. • Students improve their ability to write a coherently in Geography, which includes accurate spelling, punctuation and grammar. • Students improve their skills in analysing and drawing conclusions from data. • Students are able to explain the significance of data in questions they are expected to answer. • Students develop an increased interest in the world around them and how it works, especially the local area, which is a geographer's dream. • Students build on their cultural capital by experiencing Geography outside of school and by increasing their geographical knowledge and understanding.

Key Knowledge and Skills Cross Curricular		
	Links to Science when we study energy resource management, weather hazards and climate change. **Links to Maths when we use and study geographical skills.** **Links to History when we study global development and changing cities.**	

	Links to English and History when we develop structured writing.	

CURRICULUM ROADMAP

Year 11

Intent	
Our overarching aim when teaching Geography is to foster a love for and enjoyment of the subject. The Key Stage Four Geography curriculum intends to build on and extend the knowledge and understanding of Geography gained at Key Stage Three, whilst continuing to engage and enthuse students with Geography that is most relevant to them and their lives. We therefore aim to develop students' reading comprehension and written accuracy, as well as developing locational knowledge, place knowledge, knowledge of human and physical geography, geographical skills (such as map skills, graph skills, GIS and data analysis) and fieldwork, thus enabling them to communicate their thoughts accurately and effectively.	
Implementation	**Impact**

•In Year 11, students will study the topics of Global development, UK Challenges and also complete all remaining fieldwork relating to all components. This will also leave ample time in lessons for revision. •This is taking the topics in the order in which they appear in the examinations, as this will make the most sense to students. •Covering these topics will enable students to develop the use of all the key skills of Geography mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of geographical learning, as well as analysing and drawing conclusions from data of an increasingly complex nature. •Since these topics are aiming towards the GCSE examinations, students will cover the relevant question types that they will need to tackle in each of the topics. However, lessons will be taught in a way where students develop these skills even if there is no explicit reference to the examinations – the first aim is to foster a love of the subject. •Students will also develop their reading skills through reading texts and analysing and evaluating source material and data. •We also aim to give students whatever opportunities we can to experience Geography outside the classroom; this may be through trips (fieldwork), involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend.	• Students enjoy reading and learning about a range of geographical topics and themes. • Students improve their ability to write a coherently in Geography, which includes accurate spelling, punctuation and grammar. • Students improve their skills in analysing and drawing conclusions from data. • Students are able to explain the significance of data in questions they are expected to answer. • Additionally in Year 11, students will carry out fieldwork, and so will develop their skills in this area as well as being able to analyse and interpret their own collected data. • Students develop an increased interest in the world around them and how it works, especially the local area, which is a geographer's dream. • Students build on their cultural capital by experiencing Geography outside of school and by increasing their geographical knowledge and understanding.
<u>Assessments</u> • Will always be exam questions relevant to the topic being studied. • Will occur as per the assessment calendar and feedback and marking policy	

Key Knowledge and Skills Cross Curricular		
	Links to Science when we study energy resource management, weather hazards and climate change. **Links to Maths when we use and study geographical skills.** **Links to History when we study global development and changing cities.** **Links to English and History when we develop structured writing.**	