

Swindon Academy Geography Curriculum Map

Intent:

The purpose of the geography curriculum is to inspire curiosity in pupils, and a fascination about the world and its people. Our curriculum provides pupils with knowledge of diverse places, people, resources, and natural and human environments, and offers a deep understanding of the Earth's physical and human processes. The geography curriculum prepares pupils for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them.

By the end of KS3 students would have developed a detailed schema relating to a wide range of places, environments, and features at a variety of scales extending from local to global. They will have developed knowledge of where places are and their characteristics to provide a more holistic understanding of the ways in which places are interdependent and interconnected. Students will have developed a knowledge of how human and physical environments are interrelated as well as a confidence in using geographical vocabulary to communicate their knowledge in familiar and unfamiliar contexts. By end of KS4, students will develop a more complex understanding of the dynamic nature of physical processes and systems, as well as how human interaction can change and influence these natural processes. Students will develop knowledge on the factors that create these dynamic environments how they change over time. They will also study the impact of global events, such as the climate crisis, and the rationale for why sustainable management approaches are needed to conserve and protect the world for future generations.

Students will demonstrate an evaluative appreciation for geography by undertaking small-scale geographical enquiries in both a human and physical context which forces students to think critically and justify their conclusions based on evidence. Ultimately, we aim for Geography students at Swindon Academy to finish as well-rounded, conscientious, and skilful learners with a solid understanding of the world around them and an arsenal of key skills which will empower them in their lives beyond the geography classroom.




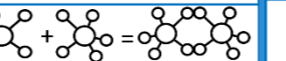






We run a variety of trips to enhance student learning in Geography. In year 7 we will be taking them to Wookey Hole. Year 8 the living rain forest. Year 9 the natural history museum. Year 10 the Bristol urban investigation and Swanage field work. Year 11 Swindon field trip and 12 and 13 will have the opportunity to go on a residential to Dorset.

The following is a key for the information that follows.

Knowledge – locations, places, processes, environments and different scales, geographical concepts and interrelationships.

Skills- Interpretation, analysis and evaluation of geographical information and issues in order to make judgements and draw well-evidence and informed conclusions about geographical questions and issues,

Implementation – Rosenshine principles of instruction

	Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
	 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
	<ul style="list-style-type: none"> United quizzing- 10 questions quiz on prior learning at the start of every lessons. 	<ul style="list-style-type: none"> Knowledge and theory taught in small steps. Key words introduced at the start of the every lesson with definitions. 	<ul style="list-style-type: none"> Cold call and use of hands down questioning. Use of turn and talk to up participation and think ratio. Teacher questioning- open, closed and targeted in each phase of learning. 	<ul style="list-style-type: none"> Use of visualisers Walking talking questions Analysis of model written responses Use of show me and show call. 	<ul style="list-style-type: none"> Use of visualisers. Modelling written responses using I do, We do, You do approach. Sentence stems, key words and phrases to support development of written responses. 	<ul style="list-style-type: none"> Teacher questioning- open, closed and targeted. Use of mini-whiteboards. Tracking not watching Own and track Showcall and show me 	<ul style="list-style-type: none"> Re-testing questions that are not mastered using QLA Use of knowledge organisers and revision materials. Use of united quizzing as part of prep. Use of tracking not watching. Teaching new material in small steps. 	<ul style="list-style-type: none"> Sentence starters, paragraph prompts, key words. Whole-class questioning with high PR. Key word lists Structure strips. Use of PD, PDD and KUA acronyms. 	<p>Extended writing opportunities at the end of each learning cycle including exam practice.</p>	<ul style="list-style-type: none"> United Quizzing Practice exam questions A3 revision sheets to prepare pupils for assessments Revision guides
Term	1	2	3	4	5	6				

Year 7 Core- United Learning Curriculum						
Knowledge	Geographical Skills: Continents and oceans, locating places on a world map and 1:25,000 OS maps, Physical characteristics of the UK, height, relief and distance represented on a map, fieldwork to investigate the Geography of the school grounds.	Rivers: The water cycle, features of a river and the processes and sequence in their formation, causes of flooding, UK and Bangladesh floods (CS), why LICs suffer more as a result of flooding, reducing the effects of flooding,	Development: Classification of countries, measures of development, relationship between wealth and infant mortality, causes of the development gap, aid as a strategy to reduce the development gap; goat aid (CS).	Geology: Geology of the UK the rock cycle; formation of different rock types, processes of weathering, features formed by weathering; karst scenery, the importance of rocks, the impacts of quarrying (CS).	World of work: Employment structures; primary, secondary, tertiary and quaternary, factors influencing location of different industries, high-tech industry, global tourism and change over time, the Butler tourist resort model, impacts of tourism (CS).	Structured revision for end of year exams.
		Physical and Human Processes Cause, Effect, Response HIC vs LIC	Human Processes Cause, Effect and Response	Physical and Human Processes Sequencing Effects	Human Processes Change overtime	
Skills	Draw informed conclusions from numerical data OS Maps, Fieldwork (L)		Point—Development Sequencing Explanation Comparison	Point—Development Explanation Analysis Evaluation	Point—Development Sequencing Explanation	Point—Development Explanation
Year 8 Core- United Learning Curriculum						
Knowledge	Tectonics: The distribution of volcanoes and earthquakes, the causes of volcanoes and earthquakes, associated landforms at different plate margins, hazards are associated with volcanic eruptions and how can they be reduced, effects and responses to earthquakes vary in contrasting areas of wealth (CS-G), how earthquake danger be reduced.	Population and migration: Where everyone in the world is, how and why world population is changing, the DTM and population structures, implications of different population structures, why people migrate, the impacts of migration.	Coasts: Factors that shape the coastline, coastal processes, coastal features of erosion, deposition and transportation, the process of longshore drift, the impacts of coastal erosion and how this can be managed, the success of management strategies along a chosen stretch of coastline (CS-N).	Weather and climate: The impact of the weather on people, different types of rain, air pressure and impact on the weather, factors affecting temperature, how we measure, record and present the weather, climate graphs, how and why weather varies around the world.	Ecosystems: Global distribution of biomes, factors affecting distribution, the physical characteristics of tropical rainforests and hot desert environments, how plants and animals are adapted to survive in tropical rainforest hot desert environments, the challenges and opportunities arising from human exploitation of tropical rainforests and hot desert areas (CS-G).	Structured revision for end of year exams.
		Physical and Human Processes Effects and Responses	Human Processes	Physical and Human Processes	Physical Processes, Fieldwork (L)	
Skills	Point—Development Explanation Comparison	Point—Development Description Understanding of number Draw informed conclusions from numerical data Explanation	Point—Development Sequencing Explanation Evaluation	Point—Development Draw informed conclusions from numerical data	Point—Development Explanation Evaluation	
Year 9 Core –Based on the United Learning Curriculum and AQA GCSE Geography- 8035 Specification						

Knowledge	United Learning: Life in an emerging economy	AQA- GCSE- Paper 1- Section A- Tectonic Hazards (P)	AQA-GCSE-Paper 2-Section A- Urban Issues- Rio de Janeiro (H)	United Learning: Climate change	AQA- GCSE- Paper 1-Section C- UK Landscapes and River Landscapes in the UK (P)	Coral reefs and Oceans Revise and review/assessment
Skills	Point—Development-Double Development Explaining Evaluation	Point—Development-Double Development. Place Specific Info (PSI) Describing Explaining, Sequencing Evaluation	Point—Development-Double Development Describing Explaining, Evaluation	P Point—Development-Double Development Describing Explaining, Evaluation Assess	Point—Development-Double Development Describing Sequencing Explaining, Evaluation	Point—Development-Double Development Explaining, Evaluation Assess

Term	1	2	3	3	4	5	6	6	
Year 10	AQA- GCSE- Paper 2- Section B- Life in an Emerging Economy (H)	AQA- GCSE- Paper 2- Section A- Urban change in the UK (H) (FW)	AQA- GCSE- Paper 1- Section A- Weather Hazards (P) Climate Change (P)	Assessment 1	Review and reteach	AQA- GCSE- Paper 1- Section B- Ecosystems and Hot Deserts and tropical rainforests (P)	AQA- GCSE- Paper 2- Section B- The Development Gap (H)	AQA- GCSE- Paper 1- Section C- Coastal Landscapes (P)	
Progress 8 (AQA- 8035)	AQA- GCSE- Paper 2- Section A- Sustainable Urban Living (H)						AQA- GCSE- Paper 3- Section C- Physical Fieldwork Investigation- LSD in Swanage. (FW)	Assessment 2	Review and reteach
Progress 8+ (OCR A- J383)	OCR GCSE Geography A- Living in the UK today (01) (core): Landscapes of the UK	OCR GCSE Geography A- Living in the UK today (01) (core): People of the UK				OCR GCSE Geography A- Living in the UK today (01) (core): UK environmental Challenges	OCR GCSE Geography A- The world around us (02) (core): Ecosystems of the Planet		

Term	1		2		3		4		5	
Year 11	AQA- GCSE- Paper 2-Section B- Changing UK Economy UK (H) (FW)		AQA – GCSE Paper 2- Section C Resource management (water)		AQA- GCSE- Paper 3-Section B-Responding to unfamiliar fieldwork questions (S)		AQA- GCSE- Paper 3-Section A- Issues Evaluation (not released by exam board until March. (S).		Revision and past paper practice to embed knowledge and apply skills. Exam practice	
Progress 8 (AQA- 8035)	Mock 1		AQA- GCSE- Paper 3-Section C-Human Fieldwork Investigation- Housing Inequality in Swindon. (FW)		Mock 2		Revision and past paper practice to embed knowledge and apply skills. Exam practice		Mock 3	
Progress 8+ (OCR A=J383)	OCR GCSE Geography A- The world around us (02) (core): Environmental threats to the Planet		OCR GCSE Geography A- Geographical Skills (03) (core): Geographical Skills		OCR GCSE Geography A- Geographical Skills (03) (core): Fieldwork Assessment		Revision and past paper practice to embed knowledge and apply skills. Exam practice		Revision and past paper practice to embed knowledge and apply skills. Exam practice	

Term	1		2		2		3		3		4		4		5		6		6	
Year 12	AQA- 7037																			
Component 1- Physical Geography	Mock 1		Review and reteach		Mock 2		Review and reteach		Mock 3		Review and reteach		Mock 4		Review and reteach		Mock 5		Review and reteach	
Component 2- Human Geography	Mock 1		Review and reteach		Mock 2		Review and reteach		Mock 3		Review and reteach		Mock 4		Review and reteach		Mock 5		Review and reteach	

Term	1		2		3		4		5	
Year 13	Optional-AQA A-Level Geography- Section C- Hazards		Optional-AQA A-Level Geography- Section C- Hazards		Optional-AQA A-Level Geography- Section C- Hazards		Structured revision to embed knowledge and aid with retention. Exam practice		Structured revision to embed knowledge and aid with retention. Exam Practice.	
Component 1-Physical Geography	Component 3: Geographical fieldwork investigation		Component 3: Geographical fieldwork investigation		Component 3: Geographical fieldwork investigation					
	Core-AQA A-Level Geography- Human Geography-Section A-Global systems and global governance		Core-AQA A-Level Geography- Human Geography-Section A-Global systems and global governance		Core-AQA A-Level Geography- Human Geography-Section A-Global systems and global governance					
Component 2-Human Geography	Component 3: Geographical fieldwork investigation		Component 3: Geographical fieldwork investigation		Component 3: Geographical fieldwork investigation					