

Swindon Academy Geography Curriculum Map 2020-21

Intent:

In Geography we aim to provide students with knowledge of the world, including globally significant physical and human features and places.

By the end of KS3 students would have developed a detailed schema relating a wide range of places, environments and features at a variety of appropriate spatial scales extending from local to global. They will have developed knowledge of where places are, what characterises them and 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 and a core geographical vocabulary enabling them to communicate their knowledge in familiar and unfamiliar contexts. Students will develop spatial awareness and will be able to use a range of maps effectively to investigate places. They will be able to carry out small-scale geographical enquiries, ask their own relevant questions, makes sense of geographical data, think critically and justify their own views in reaching conclusions.

By end of KS4 students will develop their knowledge of the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. They will develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

They will develop knowledge of human processes, systems and outcomes and how this changes both spatially and temporally. These are studied in a variety of places and at a range of scales and include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). Students will develop knowledge of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Students will deepen their knowledge and demonstrate their breadth of knowledge and think like a geographer by drawing together knowledge, understanding and skills across the full course of study. They will demonstrate an evaluative appreciation of the interrelationships between different aspects of geographical study and be able to form their own conclusions. They will be able to carry out small-scale geographical enquiries in both a human and physical context think critically and justifying their own views in reaching conclusions.

By the end of KS5 deepen their knowledge of the dynamic nature both physical and human processes and systems in a variety of places and at a range of scales. They will be able to think synoptically across topics at a global scale and be able to carry-out their own independent geographical investigation.

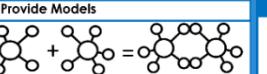
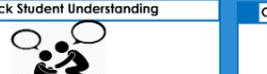
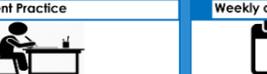
We aim for Geography students at Swindon Academy to finish as well-rounded, conscientious and skilful learners with a solid understanding of the world and key skills for application in all aspects of daily and working life.

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 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	Support- Based on the Oxford International Primary Curriculum					
Knowledge	Our world: Major continents of the world, characteristics of places; villages, towns and cities, jobs people do, how cities change, location of cities, characteristics of Swindon (CS-L). Human Processes	At the seaside: Characteristics of seaside environments, jobs people do at the seaside, what food we get from the seaside, characteristics of Weston-Super Mare (CS-R). Physical and Human Processes	Weather around the world: What is the weather, the location of hot and cold places, why weather varies, weather in the UK (UK-N), weather in the Amazon Rainforest and Sahara Desert (CS-G)? Physical Processes	People and the environment: What the environment is, how we use our environment, the impact we have on our environment, oil extraction and impacts, recycling. Physical and Human Processes Cause, Effect, Management	Tectonics: Tectonic plates, plate margins, earthquakes, volcanoes, how we manage the effects of an earthquake (CS-G). Physical and Human Processes Cause, Effect, Management	Water: It's importance, where it comes from, how water is managed in a hot environment, the impacts of drought, Management of water in Egypt (CS-G). Physical and Human Processes Cause, Effect, Management
Skills	Point	Point	Point	Point	Point	Point
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. OS Maps, Fieldwork (L)		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, Physical and Human Processes Cause, Effect, Response HIC vs LIC	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). Human Processes Cause, Effect and Response	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). Physical and Human Processes Sequencing Effects	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). Human Processes Change overtime
Skills	Draw informed conclusions from numerical data		Point—Development Sequencing Explanation Comparison	Point—Development Explanation Analysis Evaluation	Point—Development Sequencing Explanation	Point—Development Explanation
Year 8	Support- Based on the Oxford International Primary Curriculum					
Knowledge	Transport: How people move, how roads have changed, problems caused by traffic, solutions to traffic problems, traffic problems in Swindon (CS-L). Human Processes, Fieldwork (L)	Coasts: Characteristics of the coast, the formation of waves and their impact on the coastline, how we use the coast, how they are under threat. Physical and Human Processes Effect of natural processes Management	Rivers: Where our water comes from, how a river changes as it runs downstream, how rivers shape the land, the uses of rivers, pollution of rivers. Physical and Human Processes Effect of natural processes Causes of pollution	Mountains: Characteristics of mountain environments, how mountains are made, what the weather is like on the top of a mountain, Himalayan mountain range, the uses of mountainous landscapes (CS-G) Physical and Human Processes	Cities: The characteristics of a city, how cities grow and change overtime, why people move to cities, how Rio and Tokyo have changed overtime (CS-G). Human Processes Change overtime	Food and famine: Where our food comes from, the global distribution of food, the causes of famine' physical and human, how we can help people suffering from famine. Physical and Human Processes Cause, Effects, Solution
Skills	Point Draw informed conclusions from numerical data.	Point	Point	Point	Point	Point

Term	1	2	3	4	5	6
Year 8	Core- United Learning Curriculum					
Knowledge	<p>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.</p> <p>Physical and Human Processes Effects and Responses</p>	<p>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.</p> <p>Human Processes</p>	<p>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).</p> <p>Physical and Human Processes</p>	<p>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.</p> <p>Physical Processes, Fieldwork (L)</p>	<p>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).</p> <p>Physical and Human Processes</p>	<p>Structured revision for end of year exams.</p>
Skills	<p>Point—Development Explanation Comparison</p>	<p>Point—Development Description Understanding of number Draw informed conclusions from numerical data Explanation</p>	<p>Point—Development Sequencing Explanation Evaluation</p>	<p>Point—Development Draw informed conclusions from numerical data</p>	<p>Point—Development Explanation Evaluation</p>	
Year 9	Support- United Learning Curriculum					
Knowledge	<p>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.</p> <p>OS Maps, Fieldwork (L)</p>		<p>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,</p> <p>Physical and Human Processes Cause, Effect</p>	<p>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).</p> <p>Physical and Human Processes</p>	<p>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.</p> <p>Must teach the development gap here</p> <p>Human Processes</p>	<p>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.</p> <p>Physical and Human Processes Effects and Responses</p>
Skills	<p>Draw informed conclusions from numerical data</p>		<p>Point—Development Sequencing Explanation Comparison</p>	<p>Point—Development Sequencing Explanation Evaluation</p>	<p>Point—Development Description Understanding of number Draw informed conclusions from numerical data. Explanation</p>	<p>Point—Development Explanation Comparison</p>

Term	1	2	3	4	5	6
Year 9	Core –Based on the United Learning Curriculum and AQA GCSE Geography- 8035 Specification					
Knowledge	UL Nigeria	AQA- GCSE- Paper 1- Section A-Tectonic Hazards (P)	AQA-GCSE-Paper 2-Section A-Urban Issues- Rio de Janeiro (H)	UL 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	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)	Assessment 2
Progress 8 (AQA- 8035)		AQA- GCSE- Paper 2- Section A- Sustainable Urban Living (H)	Review and reteach				AQA- GCSE- Paper 3-Section C-Physical Fieldwork Investigation- LSD in Swanage. (FW)	
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	OCR GCSE Geography A- The world around us (02) (core): People 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).	<i>Revision and past paper practice to embed knowledge and apply skills. Exam practice</i>
Progress 8 (AQA- 8035)	Mock 1	AQA- GCSE- Paper 3-Section C-Human Fieldwork Investigation- Housing Inequality in Swindon. (FW)	<i>Revision and past paper practice to embed knowledge and apply skills. Exam practice</i>	<i>Revision and past paper practice to embed knowledge and apply skills. Exam practice</i>	
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	

Term	1	2	3	4	5	6
Year 12	AQA- 7037					
Component 1- Physical Geography	Optional-AQA A-Level Geography- Section B- Coastal Systems and Landscapes.	Optional-AQA A-Level Geography- Section B- Coastal Systems and Landscapes.	Optional-AQA A-Level Geography- Section B- Coastal Systems and Landscapes Core: AQA A-Level Geography- Section A- Water and Carbon Cycles	Core: AQA A-Level Geography- Section A- Water and Carbon Cycles	Core: AQA A-Level Geography- Section A- Water and Carbon Cycles Component 3: Geographical fieldwork investigation 3000-4000 words 60 marks 20% of A-level Marked by teachers Moderated by AQA	
Component 2- Human Geography	Optional- AQA A-Level Geography- Human Geography- Section C- Contemporary Urban Environments.	Optional- AQA A-Level Geography- Human Geography- Section C- Contemporary Urban Environments.	Optional- AQA A-Level Geography- Human Geography- Section C- Contemporary Urban Environments. Core: AQA A-Level Geography- Human Geography- Section B- Changing Places (core)	Core: AQA A-Level Geography- Human Geography- Section B- Changing Places.	Core: AQA A-Level Geography- Human Geography- Section B- Changing Places. Component 3: Geographical fieldwork investigation 3000-4000 words 60 marks 20% of A-level Marked by teachers Moderated by AQA	
	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	
Component 1- Physical Geography	Component 3: Geographical fieldwork investigation	Component 3: Geographical fieldwork investigation		Structured revision to embed knowledge and aid with retention. Exam Practice.	
Component 2- Human Geography	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 3: Geographical fieldwork investigation	Component 3: Geographical fieldwork investigation			
	Mock 1	Mock 2	Mock 3	Mock 4	

Impact

The Geography Curriculum is tailored to ensure all learners are provided with a challenging but rewarding experience. Pupils are challenged across the curriculum with 'Further Thinking' tasks that stretch to them to apply their knowledge in the wider context of Geography as well as drawing their own conclusions that draw on a range of factors including; social, economic and environmental and stakeholders. Pupils who enter KS3 with well-below age-related expectations have a bespoke KS3 pathway into geography that is centred around providing the core skills and knowledge necessary to access our differentiated GCSE curriculum.

The curriculum supports memory retention as students' progress through the curriculum through low stakes quizzing that re-test core knowledge. In addition, students are provided with knowledge organisers and revision guides that provide both key content from the topic and structured revision lessons to prepare them for assessments. Lesson and scheme of work are sequentially, beginning with basic knowledge and building towards key pieces of writing that enable students to demonstrate and apply their knowledge across topics.

Outcomes at GCSE were 0.0 progress

Currently a small number of students continue with geography at A-level, but uptake has grown significantly in the last 2 years. We are predicted to have around 7 taking A-level Geography in the 2019-2020 academic year.