Jamie Tape

Southchurch High School

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.   
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – Geography

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| **Intent**   * Southchurch students will explore new ideas and opportunities from the world around them. They will navigate a wide range of skills and knowledge to that allows them to engage in the wider world. |
| **Implementation**   * Sequencing of the curriculum. * Adaptive teaching (to take into account of what the learners know and don’t). * Extending opportunities for extracurricular. |
| **Impact**   * All students will achieve their potential with altered trajectories. |

# KS2 Links

[KS2 National Curriculum Geography](https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

**Locational knowledge**

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

**Place knowledge**

* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**

describe and understand key aspects of:

* physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

# CURRICULUM MAP

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| **Year Group** | **Topic 1** | **Topic 2** | **Topic 3** | **Topic 4** | **Topic 5** | **Topic 6** |
| **Year 7** | **In the beginning**  **Key Enquiry 1: What are the origins of our earth?**  **Key enquiry 1 assessment**  **Key enquiry 2: Are maps true representations of the Earth?**  **Key enquiry 2 assessment** | **Human and physical geography of the UK**  **Key enquiry 1:**  **How does the UK landscape differ?**  **Key enquiry 1 assessment**  **Key Enquiry 2:**  **How is Britain’s population changing, and why does it matter where people live?**  **Key enquiry 2 assessment** | **Natural resources**  **Key enquiry 1:Where do the UK’s resources come from?**  **Key enquiry 1 assessment**  **Key Enquiry 2: How sustainable is our use of resources?**  **Key enquiry 2 assessment** | **Weather and climate**  **Key enquiry 1:  How and why does the weather change?**  **Key enquiry 1 assessment**  **Key Enquiry 2: Is the UK’s weather becoming more dangerous?**  **Key enquiry 2 assessment** | **Africa**  **Key enquiry 1: Why do you not find deserts at the equator?**  **Key enquiry 1 assessment**  **Key Enquiry 2: How has Africa’s progress changed over time?**  **Key enquiry 2 assessment** | |
| **Year 8** | **Frozen world**  **Key enquiry 1: How are we still in an ice age?!**  **Key enquiry 1 assessment**  **Key Enquiry 2: How does Ice shape the landscape?**  **Key enquiry 2 assessment** | **Rivers**  **Key enquiry 1: How do rivers shape the landscape?**  **Key enquiry 1 assessment**  **Key Enquiry 2: How far is the UK flood risk increasing**  **Key enquiry 2 assessment** | **Climate change**  **Key enquiry 1: Tipping point, have we reached it?**  **Key enquiry 1 assessment**  **Key enquiry 2:  Can we prevent climate change?**  **Key enquiry 2 assessment** | **The Arctic**  **Key Enquiry 1 : How are living things in the Arctic interdependent?**  **Key enquiry 1 assessment**  **Key enquiry 2: How does the Arctic effect regional/global stability?**  **Key enquiry 2 assessment** | **Conflict**  **Key enquiry 1: Is the Middle east becoming resource scarce?**  **Key enquiry 1 assessment**  **Key Enquiry 2: Border wars or water wars?**  **Key enquiry 2 assessment** | |
| **Year 9** | **China and India**  **Key enquiry 1: Is China as rich and powerful as we think?**  **Key enquiry 1 assessment**  **Key enquiry 2: How do natural events affect an urbanised India?**  **Key enquiry 2 assessment** | **Oceania**  **Key enquiry: What factors make parts of Oceania more vulnerable than others.**  **Key enquiry 1 assessment** | **Globalisation**  **Key enquiry: Do TNC’s help or hinder an economy?**  **Key enquiry 1 assessment** | **North America**  **Key enquiry 1: Is extreme weather America’s greatest threat?**  **Key enquiry 1 assessment**  **Key enquiry 2: Is the USA still a beacon of hope?**  **Key enquiry 2 assessment** | **Extreme environments– Tropical Rainforest**  **Key Enquiry:**  **How does human activity impact the tropical rainforest**  **Key enquiry 1 assessment** | **Extreme environments – hot deserts**  **Key Enquiry:**  **What are the challenge and opportunities of living in a desert.**  **Key enquiry 1 assessment** |
| **Year 10** | **Urban Issues and challenges**  **(Paper 2)**  **FEED FORWARD ASSESSMENT 1** – exam practice Lagos (skills/writing)  **FEED FORWARD ASSESSMENT 2** – exam practice London (skills/writing)  **FEED FORWARD ASSESSMENT 3 – end of unit assessment** | **The challenge of natural hazards – Tectonic hazards (Paper 1)**  **FEED FORWARD ASSESSMENT 1** – exam practice earthquake causes  **FEED FORWARD ASSESSMENT 2** – exam practice earthquake responses  **FEED FORWARD ASSESSMENT 3 –** knowledge check | **The challenge of natural hazards – Tropical storms and extreme weather in the UK (Paper 1)**  **FEED FORWARD ASSESSMENT 1** – exam practice tropical storms  **FEED FORWARD ASSESSMENT 2** – exam practice evidence of extreme weather  **FEED FORWARD ASSESSMENT 3 –** knowledge check | **Climate Change (Paper 1)**  **FEED FORWARD ASSESSMENT 1** – exam practice causes of climate change  **FEED FORWARD ASSESSMENT 2** – exam practice managing climate change  **FEED FORWARD ASSESSMENT 3 – End of unit assessment** | **Changing UK Landscapes – Coasts and Fieldwork– Paper 1**  **FEED FORWARD ASSESSMENT 1** – exam practice coastal landforms  **FEED FORWARD ASSESSMENT 2** – exam practice managing the coastline  **FEED FORWARD ASSESSMENT 3 –** knowledge check | **Changing UK landscapes – Rivers Landscapes**  **FEED FORWARD ASSESSMENT 1** – exam practice river landforms  **FEED FORWARD ASSESSMENT 2** – exam practice managing flood risk  **FEED FORWARD ASSESSMENT 3 – End of unit assessment** |
| **Year 11** | **The living world**  **Paper 1**  **FEED FORWARD ASSESSMENT 1 - TRF**  **FEED FORWARD ASSESSMENT 2** – Hot deserts  **FEED FORWARD ASSESSMENT 3 –**  **End of unit assessment** | **The Changing Economic World (Paper 2)**  **FEED FORWARD ASSESSMENT 1** – exam practice earthquake Nigeria  **FEED FORWARD ASSESSMENT 2** – exam practice UK  **FEED FORWARD ASSESSMENT 3 –** knowledge check | **The Challenge of resource management (Paper 2)**  **FEED FORWARD ASSESSMENT 1** – exam practice resources  **FEED FORWARD ASSESSMENT 2** – exam practice  **FEED FORWARD ASSESSMENT 3 –** knowledge check | **Geographical Applications – Issues Evaluation and Human Fieldwork**  **FEED FORWARD ASSESSMENT 1** – exam practice  human fieldwork  **FEED FORWARD ASSESSMENT 2** – exam practice  issues evaluation | **Revision** | **Exams** |

# KS5 Links

# [KS5 Curriculum](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/5a7cf7f6e5274a2af0ae2927/GCE_AS_and_A_level_subject_content_for_geography.pdf)

* To develop their knowledge of locations, places, processes and environments (local to global).
* To develop an understanding of human and physical geography spatially.
* Students can analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today.
* Explore place, space and scale and environments.
* Gain an understanding of specialised concepts inequality, globalisation, interdependence, mitigation and adaptation, sustainability.
* Engage, as citizens, with the questions and issues arising.
* Using and evaluating a range of quantitative and qualitative skills and approaches.
* Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
* Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues.
* Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

# NATIONAL CURRICULUM LINKS

[KS3 National Curriculum Geography](https://assets.publishing.service.gov.uk/media/5a7b8699ed915d131105fd16/SECONDARY_national_curriculum_-_Geography.pdf)

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| **Purpose of study**  A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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.  As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.  Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. |
| **Aims**  The national curriculum for geography a KS3 aims to ensure that all pupils:   * Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. * Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical   Processes.   * Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). * Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |

[**KS4/ GCSE National Curriculum Geography**](https://assets.publishing.service.gov.uk/media/5a7d5754e5274a33be64898e/GCSE_geography.pdf)

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| **Purpose of study**  GCSE specifications for the discipline of geography should provide the opportunity for students to understand more about the world, the challenges it faces and their place  within it.  The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students’ competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. |
| **Aims**  The national curriculum for geography at KS4/GCSE aims to ensure that all pupils:   * Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). * Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer). * Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). * Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography). |

# KS4 END OF COURSE EXPECTATIONS

Students studying the AQA GCSE Geography specification should:

* develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
* gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).
* develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
* apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Their assessment objectives are:

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| **Assessment objective:** | **Statement** | **Percentage of qualification** |
| AO1 | Demonstrate knowledge of locations, places, processes, environments and different scales | 15% |
| AO2 | Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes | 25% |
| AO3 | Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements | 35% |
| AO4 | Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings | 25% |

[AQA GCSE Geography Specification](https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/scheme-of-assessment)

# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**  The geography curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;   * **Equality and Diversity** * **Cultural Capital** * **Community and Wellbeing** * **Careers and Employability** * **Character Development.** |
| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.   * **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions. * **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops. * **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lessons to learn and take control over their own personal development. |
| **Equality & Diversity:** The geography curriculum aims to develop an understanding of equality and diversity through learning deeply about the world around us, showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.   * Students will explore how social, economic and environmental factors impact people around the world, taking into consideration the cultural, ethical, and religious issues that may influence these factors. |
| **Wellbeing & Community** – The geography department recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience as they find their place within the wider world. |
| **Cultural Capital** – The geography department supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum, that allows them to gain a fuller understanding of how the world around them works.   * **British Values:** * **Individual Liberty:** Students are taught to understand that our values include the right to believe, act and express themselves freely, whilst remembering our shared values of mutual respect and tolerance of others. This is particularly encouraged in class discussions of current global issues that also affect us here in the UK. * **Mutual Respect**: Students are respectful when listening to the opinions and views of other students when discussing issues that affect both at home in the UK and the issues affecting the wider world. * **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where opinions and each other’s feelings are respected. * The classroom rules ensure students are all responsible for the learning environment. * **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study. This particularly where students are learning about sensitive topics to varying members of our school community. * **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and can make choices on how they develop their own independent form of learning too. |
| **Careers & Employability –** The geography curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the geography curriculum, our students are supported to develop the following skills:   * Communication. * Confidence. * Expression and justification of opinions. * Teamwork and Leadership. * Listening and responding. * Creativity. * Critical thinking and problem solving. * Knowledge of current UK and world affairs. * Map skills and directional skills. * Time management. * Independent and paired research. * Group discussions. * Applying new learning to   **Events**   * Links to the annual world culture/Heritage Day usually carried out by Personal Development towards the end of the summer term. * Webinars on careers and further education opportunities in geography/related to the subject. |

# SMSC CURRICULUM LINKS

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| **Spiritual development**  Through the topics we offer and the curriculum we deliver at both key stages, the pupils are taught how to investigate and understand better the world around them. This includes issues such as climate, social issues that affect people here in the UK and wider world and the analysis of issues in geography that affect the quality of our daily lives. Pupils are encouraged to develop their thinking skills and explore the wider physical and human world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both workable and innovative. |
| **Moral development**  Students are guided to reflect about various moral issues facing our planet such as the disproportionate impact of climate change on Low Income Countries or the environmental impacts of using national parks. They are guided to weigh up the cost or benefit of various moral issues and will be guided to reflect upon their own opinion and values in relation to these. |
| **Social development**  Students work as members of a team to discuss key issues facing people around the world who live with various standards of living and qualities of life. They discuss how their standards of living impact upon their well-being and work together to discuss solutions or strategies to improve the social development of people around the world. |
| **Cultural development**  Students explore various cultural differences that exist around the world, from their local context to national and international. They reflect upon identity and place. This is seen in topics such as The United Kingdom and Russia's changing influence, conflict in the Middle East. |

# Equality, Diversity and Inclusivity Links

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| **Aims**  Within each lesson, teachers of geography plan carefully to ensure that there is a focus on equality, diversity and inclusivity. Each lesson, students are expected to treat one another with respect as well as to consider carefully the thoughts and feelings of others. This is embedded when students are provided with the opportunity to work together within pairs, groups and teams. They are able to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them. |