



Geography curriculum plan 2021-22

Intent statement Geography

Geography education at the Cedars academy equips all our students to be successful global citizens by understanding the world's diversity of environments, peoples, cultures and economies. This allows our students to better understand the world they find themselves in today and the events that shape our world, both now and in the future. This will be seen in lessons through up to date examples and arguments to ensure an evidence base for any argument or opinion put forward.

Rationale:

Geography at Cedars Academy helps pupils to: Develop a strong interest in, and help them identify with their own environment and have an understanding of the wider world and their place within it. Throughout the key stages students appreciate the physical and human conditions on the earth's surface and recognise the interaction between them and how one affects the other. This can be seen in Cedars lessons through the interleaving nature of the assessments carried out in each term as well as the Retrieval practice and Cold Calling questioning to ensure a crystallisation of the knowledge students have been taught. Through this curriculum students are encouraged to develop an understanding of societies different to their own and the value this difference and what it brings to the world. Students should therefore develop a respect for the natural world and physical environment and build an enquiry approach towards their work, allowing them to extend their intellectual skills through problem solving and fieldwork. This can be seen in Cedars classrooms through the use of Field work and the relevant data that this produces as well as exploratory questioning to seek to get pupils to enquire what might be the situation before the evidence is analysed.

The curriculum from Key Stage 3 to 4 is knowledge rich and skills based allowing students to really understand the complexities of the modern world. This can be seen through the approach to curriculum planning and delivery with spaced retrieval practice, formative, low-stakes testing and plenty of repeated practice. The curriculum covers 5 broad themes:

Physical environment

Understanding geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. This can be seen in Year 9 with Glaciers and Weather and Climate in Years 7 and 8.

Human development

Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. This can be seen with Africa in Year 9.

Skills and fieldwork

Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Visits in KS4 such as urban in Leicester and Rivers in the Peak District.

Place knowledge

Students explore the continents of Africa and Asia and gain an appreciation for landscapes different to their own and how these affect populations. This can be seen in lessons in Year 9 and Year 8 with India.

Locational knowledge

Case studies with students exploring the diverse landscapes and cultures of Russia, India and China and the continent of Asia and Africa. This can be seen throughout KS3 that is also returned to as examples through the KS4 curriculum.

Curriculum Overview

<u>Year</u>	<u>Topic 1</u>	<u>Topic 2</u>	<u>Topic 3</u>	<u>Topic 4</u>
<u>7</u>	Why is the UK important?	How important is Climate?	Russia	Is the Earth running out of resources?
<u>8</u>	Weather and Climate	What is development?	How are populations changing	How is Asia being transformed?
<u>9</u>	Will we ever know enough about Earthquakes/Volcanoes to live safely?	What are the opportunities and challenges facing Africa?	How does ice change the world?	What is the future for the planet?
<u>10</u>	Distinctive Landscapes	Global Hazards	Changing Climate	Sustaining Ecosystems
<u>11</u>	Global Hazards	Urban Fieldwork	Changing Climate	Rivers Fieldwork and Paper 3.



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Timetabling

At **Key Stage 3** students have 4 x 1 hour lessons every two weeks in Years 7 and 8.
3 x 1 hour lessons in Year 9.

At **Key Stage 4** students have 6 x 1 hour lessons every two weeks.

Key Stage 3

Our curriculum starts with topics based around the UK and different skills of a geographer, this gives pupils in Year 7 a real grounding in what it is to be a Geographer and these skills are returned to through more challenging topics, such as the economy and how this influences choices made in daily life and assessing Russia's landscape and its influence on populations living there, thus developing student's ability to view geography from different perspectives. This then allows them to better understand the topic of development in Year 8 and opportunities and challenges facing Africa in Year 9. Topics are taught in order to give students the chance to experience each aspect of Geography and to prepare them for study at KS4, where they will be required to analyse key case studies and evaluate the wider impact of natural and human events. The curriculum is mapped against the National curriculum for Geography and this forms the basis of our offer. All students have the opportunity to complete fieldwork at KS3 giving them the vital experience outside the classroom with microclimates.

Assessment

Students experience a range of formative and summative assessments in the classroom. Students complete regular assessments in the classroom, which can be seen in books through Purple Paper, where pupils have also spent DIRT time improving them and developing their knowledge by completing a similar task. At KS3 they sit synoptic assessments, which cover content covered up until that point in the curriculum. These deep pieces of marking (involving the Purple Paper) are a combination of low stakes questions and GCSE style questions which give the students a chance to demonstrate their progress. The low stakes questions measure how much knowledge has been retained whilst the longer questions allow students to illustrate second order concepts such as the key themes highlighted above.

Throughout the year, students will be assessed in a variety of ways with longer GCSE style questions being tackled in each unit. What is more, students are regularly assessed on their knowledge and understanding via Retrieval Practice at the start of lessons and Cold Calling questioning, this may well involve the white boards that pupils have use of in lessons.

Key Stage 4

Our GCSE Curriculum follows the OCR B specification that gives our students a broad knowledge of geography that goes beyond just the physical aspects, but looks at how people interact with their landscape and also develops geographical skills. Furthermore, a lot of skills are transferable, and we seek to illustrate this as much as possible via assessment preparation lessons. This will include exam technique lessons, to ensure



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that pupils are taught the technique not just the content of questions. A conscious effort is made to ensure all testing covers all material covered so that by the end of KS4 students are confident in all three papers. This again will appear in books on Purple Paper Assessments along with improvements and then DIRT answering a similar Task using knowledge learnt.

Assessment – KS4

Students complete regular written assessments that assess knowledge as well as skills. This allows for misinterpretations to be corrected and all the exam skills to be covered and students to build a strong portfolio of skills via assessments. For example in topic 1 (Urban Futures) students address skills of describing the problems/successes of differing futures for places such as Birmingham, and chart change and continuity. In topic 2 as well (Dynamic Development), students contend with developments and consequences of a specific event such as the Ethiopian Famine. During the year, students undertake a Mock Exam which is cumulative and focuses on extended writing. This as above will be seen in books at Cedars Academy with the use of the purple paper and the improvements annotated in Green as well as DIRT

Literacy

The development of literacy is a key part of building Geographical understanding. In our lessons we highlight key words from the topic and the command words that will appear in their GCSE assessments. In KS4 marks are given for SPAG as they would be in GCSE exams. Errors are highlighted and corrected as part of the feedback process on the Purple Paper.

Oracy skills also play a vital part within our curriculum with a focus on developing descriptive language in our physical topics and a focus on argument and counter argument in our human studies. When giving oral responses students are encouraged to develop and go further in their explanation, this will be seen by not accepting one word answers and looking to always answer the question of 'why' within the lesson as well as justification for a judgement that is made, such as why has Birmingham changed so much in the last 20 years, with explanation of the reason they have chosen, this will support them in their written work.

Beyond the classroom

Geography students have many opportunities to learn beyond the classroom. For example, we run our annual visits to Leicester and the Peak District for KS4 students so they can complete their compulsory fieldwork for the OCR B GCSE. We also offer many after school and holiday intervention sessions to aid the development of our KS4 learners.

Over many years our partner schools have run successful trips to both Italy and Iceland and it is our aim that we will collaborate closely to offer these ourselves in the future.

Differentiation

All Key Stages



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As a department, we differentiate by process e.g. high order questions, teaching to the top and scaffolding for some students where needed, not allowing for 'dead time' and the use of high level Geographical language and challenging tasks. Moreover, we work to the ethos that students of all abilities can learn geography and have a respectable understanding of Geographical methods and skills. Furthermore, we feel we can achieve more if students are supported and travel along the same learning journey, with appropriate support for LAP's e.g. modelling, sentence/paragraph structures and one-on-one support and pertinent stretch and challenge, whether it is via questioning or a more challenging task.

Pupil Premium (PP) students are deliberately focused on in lessons for targeted questions to ensure engagement, progress and recall of knowledge. Additionally, we provide all PP students with knowledge organisers which have been made in house and OCR approved revision guides are made available, which embed knowledge around skills and approved practice questions. Their books are also the first to be marked.

We plan for progress for all our students and we meet the individual needs of our SEND students appropriately. We differentiate by need of resources, questioning and time. We promote an inclusive approach to SEND in our department and we believe inclusion means that an individualised approach can be realised within the classroom via challenging the additional barriers these students face and thus, maintain a high standard of quality first teaching via this approach.

Marking and Feedback

The marking and feedback policy is the same for all Humanities subjects. Teachers' mark pupils' work in Purple and pupils respond in Green. You will see in books that pupils will respond to teachers marking on a regular basis. This will be on Purple Paper which contains the WWW and EBI response from the teacher and improvements from pupils.

Pupils will also complete DIRT tasks following feedback on a particular piece of work. This will allow them to improve an aspect of their work or complete the task again following guidance from the teacher. DIRT is pupil focussed and is often individual to their specific needs. Teacher feedback will often focus on misunderstanding in knowledge and developing pupil's critical thinking which is a core aspect of our rationale.

CPD (Please see individualised Learning Plans)