Ted Wragg Trust Curriculum Map: GEOGRAPHY

Subject sentence – What do we do?

From the GA Manifesto for Geography (2009) 'Geography underpins a lifelong 'conversation' about the Earth as the home of humankind.' Geography enables students to understand the complex and interconnected nature of the physical and human world we live in and to become informed citizens.

How does geography equip students with powerful knowledge?

The discipline of geography includes the fundamental principles of how the world works, both in a physical sense and for the human society that is sustains. This knowledge is essential to being an educated citizen and is transformative in enriching students understanding and provides a framework for future knowledge. Student can live, work and succeed all over the world. We are also mindful of the backgrounds of our students and consider how influential world events have influenced our world, for example the Berlin Conference in 1884 and how that has affected the development of African countries.

What skills and cultural capital do students gain in geography?

The curriculum exposes students to differing cultures, busts misconceptions and invites students to think about real world problems, from the impacts of climate change to the involvement of new world superpowers in the development of lower income countries. We also study a variety of theorists and how their achievements have influenced our geographical thinking in a variety of fields e.g. Hess, Wegener, Boserup and Malthus.

What are the important threshold concepts in geography?

We strongly believe that some concepts should not be encountered for the first time in KS4 and must therefore be assessed rigorously at KS3. This includes, high and low pressure so that students can understand the global atmospheric model and the processes of erosion so that students can explain the formation of a waterfall. An understanding of countries at contrasting levels of development is essential, along with the common disciplinary acronyms: LIC, NEE, HIC.

How is the geography curriculum designed?

We are unapologetic about the spiral nature of our geography curriculum. Students learn the key concepts and processes identified in the national curriculum and then engage with them at a deeper level of understanding at KS4. To ensure the breadth and depth of our curriculum, we study the geographical ideas in relation to a greater range of place-specific examples at KS3 and do not repeat these examples at KS4. We deliver a combination of human and physical geography topics and update lessons annual to reflect significant world events e.g. the Suez Canal blockage affecting world trade.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lessons through the use of Do Now activities to secure the retention of core knowledge. Questions are often selected from the knowledge organiser to strengthen the connection between homework and the geography lessons. KS4 geography students use Educake for their homework. Teachers use the data to inform the Do Now questions and re-teaching for the subsequent week.

What content do you cover and how is this delivered over time?

Topics are broadly either human or physical geography-related, with some interleaving of the two realms e.g. through the study of extreme environments. We have to make the assumption that all of our students should be able to continue their studies at A Level, hence the inclusion of a topic on global superpowers and geopolitics, which is a topic taught in greater depth at KS5. There is conscious spaced practice within the curriculum. An example would be urban issues in year 9 and then year 11 as well as tectonics in year 7 and then in year 10.

What content do you not cover (that others might) and why?

Our geography curriculum is largely compliant, and mapped against, with the national curriculum. We do not teach glaciation at either key stage as we did not have a glaciated landscape in the south west, yet our region *is* shaped by the river and coastal processes. Rather than a whole region of Africa in KS3, we generate greater depth through a study of one particular country (Ethiopia); drawing on concepts that have been taught before e.g. tectonics, population, migration, development thus supporting the development of student's schema. The KS2 curriculum has a significant local focus, so we tend to use our local area for fieldwork studies and focus classroom-based learning on our study of places elsewhere in the UK and the wider world.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Using the AQA specification list of geographical, graphical and mathematical skills, we have ensured that each skill is taught in practised at least once across the KS3 curriculum. These are denoted in our lesson by orange slides with the skill named e.g. drawing climate graphs, calculating averages. Opportunities for students to develop their literacy fluency through extended writing are provided at both the mid-cycle and summative assessment points. This is modelled using the 'I – We – You' modelling structure. In lessons, we set lessons in context by asking 'where have been seen this before?' as a way of supporting students to make the connections between prior, new and future learning.

Year 11

CYCLE 1
The living world
Tropical rainforests
Hot deserts
Desertification
Resource management
Food, water and energy in the UK

CYCLE 2
Demand and supply of energy
Strategies to increase energy supply
Urban Issues & challenges
Factors affecting urbanisation
Consequences of urbanisation
Study of a city in a NEE/LIC (Nigeria) and a city in the UK (London)

CYCLE 3
Issues evaluation & geographical skills practice
Revision and GCSE exams

CYCLE 3
Physical landscapes of the UK
Rivers & coasts option – processes, landforms and management

CYCLE 2
Changing economic world
Economic development and quality of life
Reducing the development gap
Case study of rapid economic development – Nigeria
Economic futures in the UK
Environmental and social change

Year 10

CYCLE 2
Extreme environments
Tourism on Everest
Antarctica
Glaciation
Hot deserts – location, ecosystem, challenges & opportunities
Great Garbage Patch
Formation of Mariana trench

CYCLE 3
Urbanisation and megacities
Rural-urban migration
Informal housing
City in the UK – challenges & opportunities
Sustainable cities

CYCLE 1
Natural hazards
Tectonics
Impacts & responses
Tropical storms
Hazard management
Climate change

Year 9

CYCLE 1
Globalisation
Role of TNCs
Superpowers & emerging powers
Neo-colonialism
Environmental damage

Synoptic country study of **Ethiopia**

CYCLE 3
River processes
River landforms
Hydrographs
Causes and management of flooding

CYCLE 2
Factors affecting development
Sustainable development
Top-down/ bottom-up
Natural resources
Types of energy – renewable vs non-renewable
Food supply and population growth – Boserup vs Malthus

Year 8

CYCLE 2
Population change & pyramids
Population increase and decrease
Managing population
Migration patterns
Types of migration

CYCLE 3
Tectonic hazards
Earthquakes, volcanoes and tsunamis
Effects and responses
Managing risk

CYCLE 1
Weather systems
Extreme weather
Tropical storms
Climate change causes, consequences & management

Year 7

CYCLE 1
What is geography?
Continents/Oceans
Biomes of the world and the UK
Deforestation
Coral reefs

Future careers in geography

Climatologist; meteorologist; urban planner; National Park ranger; international aid worker; environmental scientist; demographer; cartographer; teacher; politician

Fieldwork opportunities

Year 7 – urban fieldwork in our local environment
Year 8 – microclimate study on the school site
Year 10 – human geography fieldwork in Exeter/Plymouth: regeneration project
Year 11 – physical geography fieldwork in Dawlish Warren: coastal management and processes

Key concepts