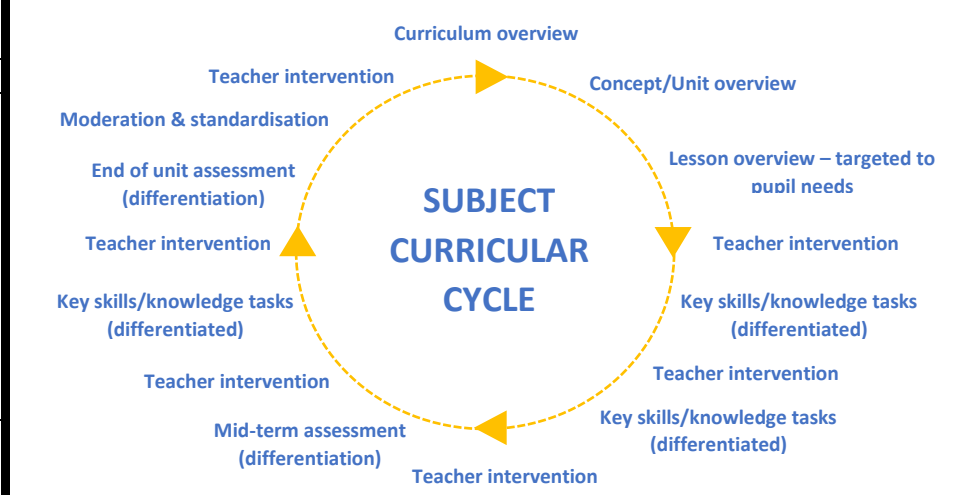


Ian Ramsey CE Academy: GEOGRAPHY Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.				How we teach the curriculum	What we expect from the curriculum
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the intent is the curriculum. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p>In Geography, our intent is to promote a curiosity about the world and the people within it for all learners. We believe that if you truly want to change the world then you must understand it. The curriculum enables learners to be confident, understand and ask questions about the world around them: locally, regionally, and internationally. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge, and skills. We promote young people's interest and understanding of diverse places, people, resources and both natural and human environments together with a deep understanding of the Earth's key physical and human processes. Pupils will become global citizens and agents of change who are inquisitive and informed and who can make sense of a complex and ever-changing world.</p>				How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?
	Setting	Designing	Planning	Delivering		
YEAR 7	What: Making Connections What: Link key the understanding of key geographical concepts to the Geography of Stockton and within Ian Ramsey itself. This topic also allows for a fieldwork opportunity at a local scale. Key question: How does Geography relate to my world? Why now: Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils (map skills due to missed learning).	What: Fantastic Places What: Develop pupils' awareness of the uniqueness of the world in which they live and how the human and physical world link together. It also opens the study of Geography from a local level to a global level. Key question: What makes our world so fantastic? Why now: Having studied local Geography, this topic enhances pupils' curiosities of the wider world.	What: Exploring Ecosystems What: Pupils develop an understanding of the importance of our natural world, why different ecosystems exist where they do and the impact that our actions can have on their future, linking to environmental sustainability. Key question: How does the world change from pole to pole? Why now: Having explored the fantastic places around our world, this topic highlights the fragility of our planet.	What: The Almighty Dollar What: Pupils explore why different countries are at different stages of development as well as addressing any misconceptions (based on the book 'Factfulness' by Hans Rosling and 'The Almighty Dollar' by Dharshini David). Key question: Can the dollar help global development? Why now: Before progressing further, pupils need an understanding of the inequalities which exist in the world.	<p>The Geography curriculum has been designed around the key concepts of location and scale, place and space, processes, and geographical skills and fieldwork. These concepts are embedded throughout the curriculum and are each explicitly assessed twelve times across Years 7 to 9 to allow all pupils to build upon their conceptual understanding as they move up the school. These assessments vary in style in order to allow for the development of different skills. Each topic studied also allows for some fieldwork opportunities. Pupils are encouraged to make links between, and within, the topics, with the use of 'Why this, why now?' and progress checkers.</p> <p>Delivery of Geography lessons is underpinned by an enquiry-based approach to support deep thinking, knowledge and understanding. Each topic has an overarching enquiry question, with every lesson title a sub-question of this enquiry. This helps to embed knowledge and skills as well as developing metacognition and resilience within the more complex topics.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p>Formative Assessment This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment <p>Summative Assessment Retrieval practice is embedded within every lesson. Summative assessment is used once per topic to track pupils' progress against the key concepts of:</p> <ul style="list-style-type: none"> • Location and scale • Place and space • Processes • Geographical skills and fieldwork
	What: Changing Cities What: Following on from the study of development to provide pupils with an understanding of how the world's population has changed over time and the challenges that this can cause for cities in both LICs and HICs. The topic will also consider whether sustainable cities are achievable for all countries. Key question: Why do cities need to be sustainable? Why now: Following on from the study of development and misconceptions and link forward to the impact we can have on our planet.	What: Disaster by Choice What: Pupils explore the impact of the natural world on humans considering the physical processes behind natural disasters and the effects and responses to these, but also whether the impact of these disasters has been further enhanced by human activity (based on the book 'Disaster by Choice' by Ilan Kelman). Key question: Are natural disasters always 'natural'? Why now: Having explored the impact humans can have on the physical world, pupils can now consider the impact the physical world can have on humans.	What: The Power of Water What: Allow pupils the opportunity to continue with their studies into the Earth's physical processes in a study of how water (coasts) and ice (glaciers) have shaped the landscape of the UK. This topic also allows for a fieldwork opportunity at regional level. Key question: Is water always a good thing? Why now: Continuing from the impact the physical world can have on humans, but also linking into the causes of global health inequalities.	What: Geographies of Health What: Drawing together studies of the physical and human world by encouraging pupils to engage with ongoing issues relating to global health and the management of disease in response to their experience of Covid-19. This topic focuses on being able to challenge misconceptions about health. Key question: Is it only the poor who suffer? Why now: To engage pupils in their ongoing appreciation of how Geography links directly to the world around them.		
What: A Global Power Struggle What: Readdressing the concept of globalisation this time with a focus on global politics and the growth of superpowers. This topic also allows pupils to consider whether power brings more advantages or disadvantages. Key question: Is 'power' always positive? Why now: To introduce how social, economic, environmental, and political reasons can affect a country's power.	What: Crisis of Conflict What: Providing pupils with an in-depth study of the global issue of the varying reasons for conflict at different scales across the world, and explore the concept of modern-day genocide, linking to past conflicts (the Holocaust). Key question: Why is the world at war? Why now: Cross-curricular development focused on the theme of global issues within Year 9 and to link with Holocaust studies in History and RE.	What: Priorities for Our Planet What: Developing pupils' learning to current global issues, engaging them in higher level deeper thinking to conclude whether we have passed the point of no return for our planet and what responsibilities we have for the future. Key question: Is it too late to save Planet Earth? Why now: To encourage pupils to consider how they can make a difference and provide a direct link to the GCSE.	What: Resource Management What: Explore how food, water and energy are fundamental to human development and the potential conflicts resulting from these, to embed those studied at the start of the year. Why now: This unit revisits the learning introduced at the beginning of the year. Pupils can then contextualise prior learning through deeper understanding.			



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	Setting	Designing	Planning	Delivering		
Year 10 and Year 11	What: The Challenge of Resource Management What: <ul style="list-style-type: none"> Explore how food, water and energy are fundamental to human development and how the changing demand and provision of resources in the UK creates opportunities and challenges. Explore how the demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Explore how different strategies can be used to increase energy supply. <p>The option of energy has been selected to further broaden the curriculum, as access to food and water is explored in prior learning.</p>	What: The Living World What: <ul style="list-style-type: none"> Explore how ecosystems exist at a range of different scales and involve the interaction between biotic and abiotic components. Explore the characteristics, adaptations, uses and management of tropical rainforests (Malaysia). Explore the characteristics, adaptations, uses and management of hot deserts (Thar). <p>The option of hot deserts has been selected as pupils have studied a variety of aspects relating to cold environments previously.</p>	What: The Changing Economic World What: <ul style="list-style-type: none"> Explore global variations in economic development and quality of life. Explore the strategies that exist for reducing the development gap. Explore how LICs and NEEs experience rapid economic development, leading to significant social, environmental, and cultural change (Nigeria). Explore how major cities in the UK affect, and will continue to affect, employment patterns and regional growth (local case studies). <p>Local case studies have been selected where possible to provide pupils with a relevance to their ongoing studies.</p>	What: The Challenge of Natural Hazards What: <ul style="list-style-type: none"> Explore how natural hazards pose major risks to people and property because of physical processes. Explore how the effects of natural hazards vary between areas of contrasting levels of wealth and the significant effects on people and the environment. Explore how monitoring, prediction, protection, and planning can reduce the effects of natural hazards. <p>Provide a local study of the UK to exemplify increases in extreme weather events and explore the causes, effects and management of climate change.</p>	<p>The GCSE course alternates between human and physical geography to allow for interleaving and to embed key concepts throughout and allow pupils to develop synoptic links between all the different units.</p> <p>All geographical concepts from the first three years of the curriculum continue to be addressed across each unit, in line with the requirements of the GCSE specification and key skills and will be embedded within lessons as part of the learning process: cartographic, graphical, numerical, statistical, qualitative and quantitative data.</p> <p>Lessons are structured in the form of enquiry questions, allowing pupils to see the progression in their learning both within and throughout different units. Pupils are taught in mixed-ability groups and, whilst common resources are available to ensure consistency in content, delivery is tailored by class teachers meet the needs of individuals. Fieldwork opportunities are embedded within all GCSE topics, despite the fieldwork taking place towards the end of Year 11.</p> <p>Retrieval resources are used as homework tasks as low stakes testing to ensure that pupils continuously recall and embed prior knowledge across the two-year GCSE course; self-assessed within class to highlight gaps in knowledge which are then addressed immediately for maximum impact.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p>Formative Assessment This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> Questioning Short answer GCSE questions Effective teacher feedback (written and verbal) Peer feedback Pupil self-assessment <p>Summative Assessment Retrieval practice is embedded within every lesson. Summative assessment is also used frequently within lessons, with three key tasks and one end of unit test per topic. Each end of unit test also addresses one previously studied topic. These end of unit tests also provide a holistic view of pupils' performance and support the identification of areas requiring additional focus to improve learning overall. Alternating human and physical aspects of the course also allows for an ongoing progress check across both papers.</p>
	Why now: Establish the course with reflecting how different places have different access to resources and how this directly impacts on levels of development as well as highlighting the importance of interrelationships between the human and physical world.	Why now: With an understanding of the pressures put on the planet, pupils can then explore the impact that humans are having on the natural world and how we can manage this effectively, as well as the reasons for why environmental exploitation may be more prevalent in certain areas.	Why now: Building on the concepts studied within the first two topics and underpin further study across the course with a recap of the issue of uneven development across the world studied lower down the school.	Why now: Following on from a recap of the concept of uneven development between different countries, pupils will be able to access why LICs and HICs have differing experiences of natural hazard events.		
	What: Urban Issues and Challenges What: <ul style="list-style-type: none"> Explore why a growing percentage of the world's population lives in urban areas. Explore how urban growth creates opportunities and challenges for cities within LICs and NEEs (Mumbai). Explore how urban change creates opportunities and challenges within a city in the UK (Newcastle). Explore how urban sustainability requires management of resources and transport. <p>Case studies have been selected to further broaden pupils' knowledge and understanding from prior learning.</p>	What: Physical Landscapes of the UK What: <ul style="list-style-type: none"> Explore the diverse physical landscapes within the UK, how coasts are shaped by physical processes and the distinctive landforms created as a result. Explore the different management strategies used to protect coastlines. Explore how river valleys change downstream and why different landforms result of these processes. Explore how different management strategies can be used to protect river landscapes from flooding. <p>Coasts has been selected due to pupils' greater familiarity with these landscapes compared to glacial landscapes.</p>	What: Fieldwork What: <ul style="list-style-type: none"> Pupils are required to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of the fieldwork exercise. Enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. <p>In at least one of the enquiries, pupils are expected to show an understanding about the interaction between physical and human geography.</p>	What: Issue Evaluation and Revision What: <ul style="list-style-type: none"> Pupils will draw together knowledge, understanding and skills from the full course of study, providing an opportunity to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical studies. <p>This aspect of the course contributes a critical thinking and problem-solving element, with pupils analysing a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p>		
	Why now: To link to Resource Management and Changing Economic World allowing key concepts to be embedded via a study of the need for sustainability in LICs/HICs.	Why now: To provide the necessary knowledge and understanding required to link directly into the fieldwork aspect of the GCSE course which follows this unit.	Why now: Pupils will have covered all key concepts required for fieldwork. Timing should also help to ensure the suitability of weather conditions.	Why now: Pre-release material is issued in mid-March and will be studied in class at this point. Any remaining lesson time will be used for focused taught revision.		