

	Curriculum Mapping Document <i>Ercall Wood Geography Team</i>	
Our whole School curriculum intent believes: At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values. The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five year curriculum overviews which specify the intent, implementation and impact of each individual subject. Our curriculum is challenging and designed to help to address social injustice by providing our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values: Empower Respect Aspire • Our curriculum is designed to help to address social injustice by providing all our students with the essential knowledge and skills that are commonly possessed by successful citizens which will <u>empower</u> them to positively contribute to their community and the wider world. • Our curriculum aims to engender equality and mutual <u>respect</u> in our students, their community, and the environment in which they are an integral part. • We believe in the potential of all our students and have high aspirations for each individual. Through our curriculum we will instil a drive in them to <u>aspire</u> to excellence, to become the very best that they can be, preparing them for success in life. The key priorities within our challenging and broad curriculum are: • To provide an ambitious curriculum for all students which contains the necessary range of essential knowledge, skills and experience that prospective employers demand from their candidates. • To create an inclusive environment based on the core values of equality and respect. • To explore and clarify student beliefs and values and empower them to learn to think and speak for themselves by developing critical and evaluative skills which enables them to be more socially mobile. • To ensure that our curriculum develops skills for learning, life and work by making learning relevant and helping students apply lessons to their life beyond the classroom. • To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development. • To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community and the environment in which they are an integral part. Enrichment Opportunities We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.		
<i>Our intention for our curriculum is:</i> Geography at Ercall Wood is a contemporary and engaging subject. Our aim is to ensure that all our students have an awareness and appreciation of the world around them, to encourage a sense of wonder and curiosity and that students leave school understanding their place as a global citizen. Geography is a multi-faceted discipline combining environmental issues and processes, social challenges, and real-world solutions to issues that people face across the world at a range of scales, from local to global. Our department aims to broaden our pupil’s knowledge of the world beyond their immediate experiences using modern-day, real-world examples and fosters a culture of empathy and understanding for those who live in vastly different circumstances than their own. Throughout the geography curriculum students will develop skills that will benefit them in later life. One of our key focuses is to broaden and develop the academic language of students to enable them to aspire and support them on their journey through to further education. Geography promotes the skills needed for students to be lifelong learners such as cartographic skills and the understanding of place, the handling and calculation of data in a range of contexts, to articulate their understanding and show reasoning and analytical skills, encouraging students to think critically and the develop skills		

in decision making, all of which are skills that are valued by employers in later life. Our team wants students to think big, foster a sense of curiosity and be empowered to question, challenge, and understand that they shape the world that we share, both in the present and in their future.

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

- Telford- Urban regeneration of The Southwater
- The Wrekin/Snowdonia and its geological past
- Carding Mill Valley- River investigations
- Apley Wood/ Ercall Wood- Ecosystems study and management
- Birmingham- Changing land use at the Longbridge Car Plant
- Residential visits abroad to the Azores to study tectonics and tourism in action.
- The development of sustainable business at the Jaguar Land Rover i54 site
- Within our school grounds and community.

Implementation

Sequences of learning

Through a broad and ambitious curriculum in KS3 our students will learn about the highly diverse systems that have shaped our planet. In Year 7 students will build upon their knowledge of geographical skills from KS2 and learn what it takes to be a successful geographer. Our first unit on ‘Tectonic Processes’ presents students with the knowledge of how our Earth was created, its geological timespans and how the land we live on was formed. Students then progress to learn about volcanoes and earthquakes, why people live in dangerous locations. Embedded as part of this unit, staff build a solid knowledge of place on a global scale and begin to strengthen students cross curricular linked skills such as maths and graphs. From there, they will continue to build a deeper understanding as students learn about the Earth’s geology and how the hydrological processes of coasts, rivers and glaciers have shaped the landscape. Student will also study the human elements of these topics, looking at how these places are opportunities for people and the challenges that living with these processes can create.

As students’ progress into Year 8, students will then study wider global issues as they develop and understanding of global development in the ‘Global Development’ unit. This offers a good grounding to begin to develop and explore their knowledge of human influences and challenges, as they expand their knowledge, it will be grounded in real world examples of how life differs in areas with varying levels of development in different locations around the world forced migration in the Middle East. This unit acts as a foundation as they take their new knowledge and apply this to subsequent units. Students will look at the opportunities and challenges across Africa and focus on how Nigeria is rapidly developing as an NEE and the challenges that it faces as it develops. Next students will build upon their knowledge of development and apply this to our unit on ‘Population and Urbanisation’. This unit will focus on India and China have grown to be our worlds largest populations and how this is being managed. They will also look at the positives and challenges faced by countries with large populations. Finally, students will study our unit on ‘Urban Issues’ which focuses on how food, water, energy and sustainable living will be key as our population continually grows, looking at how places such as Russia and the Middle East are managing these resources even in extreme environments.

As students progress into Year 9 they will focus on ‘Climatic System’. They will learn about our climate’s history, evidence of changes in climate over time and how people and other physical factors have changed the world’s climate. Students will then focus on how the climate at different locations has influences the ecosystems that occur in each place. Students will look at the climatic influence on the rainforest, the desert, on the UK and in polar regions. With a solid foundation of the key ecosystems and their climatic features, students will learn about benefits and threats to these areas looking at Malaysia, India and Russia in our ‘Managing Ecosystems’ units. Building on their knowledge of climate and how it has changed over time, students will look at ‘Climate Change’ and how people can adapt and limit their impact on global warming. Finally, students will link their knowledge of climate to looking at ‘Managing Water Resources’. This will link together knowledge of climate and the influence of people to discuss how water security can be improved to provide people will a good quality of life.

With a solid grounding at KS3, students who progress onto GCSE Geography are ready to broaden their knowledge base and compare the opportunities and challenges in NEE countries to those within the UK. Students will look at the economy of Brazil and study how they are developing both nationally and on a local scale. Students will study Rio de Janeiro and consider how well the government is managing the challenges of a growing population, a difficult landscape and balancing this with a booming tourist economy. Closer to home, students will study the economy of the UK in the 21st century and how this has influenced our development to the status of a HIC. Students will look at the challenges and opportunities for the UK government such as trade, the North-South divide and sustainable living. Students will focus on the city of Birmingham and understand how it has developed over time and the reasons as to why it is the most significant city outside of London. They will also consider the challenges that a post-industrial economy poses for Birmingham and how local government have aimed to find solution to these challenges. As students head towards the end of their journey through GCSE geography they will revisit concepts from KS3 such as ‘tectonics’ and put theory into practise to challenge what they have learnt through the undertaking of fieldwork. They will look at how the UK’s landscape has been shaped by ‘Rivers’ and ‘Coasts’ and look for evidence in the field of these processes. They will also build upon their knowledge of the urban environment and complete human fieldwork on the redevelopment of our local area and its benefits to their community.

Day to day classroom practises

Following many of Rosenshine's Principles, the department has built a structure to our curriculum that is constantly building on student's prior knowledge. Building students' knowledge of basic concepts is key to ensuring that students can apply this to higher order tasks. To do this retrieval, recall and 'overlearning' is key to ensuring that this happens for students to ensure long term retention. Most lessons will begin with a retrieval task of vocab and concepts that will directly feed into the learning for that lesson. As tasks become more complex, modelling from staff is key. Staff in geography spend time teaching structure to extended writing and practise this with students, engaging them in the process. As student's skills develop, staff will offer written prompts to support independent writing and finally encouraging independent writing with minimal prompts in preparation for summative assessment.

Year 7 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Geological timeframes With the knowledge that they have gained in our unit on tectonics, students will now consider how old our Earth is. Students will look at how the timeline of the Earth links to its geological past. Tectonic Processes In the Autumn term, students will begin their journey in geography discovering how and why the world is as we see it today. Students will build upon prior knowledge at key stage 2 of how the Earth and its land was created and investigate how our landscape has been created. Students will look at the composition of the Earth and how the continents were created, how and why they have changed over time and learning about the geographical theory laid out by Alfred Wegener of plate tectonics. Students will learn about the different plate boundary movements, their links to earthquake activity and how these movements lead to volcanic eruptions that have shaped the landscape that we see today. Students will consider the hazards associated with tectonic activity and consider why people have always chosen to live in areas at risk from these hazards. Geology With the knowledge that they have gained in our unit on tectonics, students will now consider how old our Earth is. Students will look at how the timeline of the Earth links to its geological past. Students will use their knowledge of tectonics and build on this, learning about how volcanoes are a critical part of the rock cycle. They will investigate the different types of rocks and their characteristics which is an important concept for our next unit			Dynamic water processes In the Spring term, students will have built a solid foundational knowledge of how the landscape around us was created and the types of geology within the landscape of the UK and now we can apply this knowledge to better understand how landscapes are further shaped into distinctive features by water. Coasts Students will study the key processes at the coast which shapes our coastline and creates the dynamic features that we see along our coasts. Students will focus on erosional landforms and will understand how both stacks and stumps, as well as bays and headlands are formed. Students will now look at the significance of coastal areas for people. They will look at the value of the coastline and the conflict that erosion in these areas can cause. They will learn about how people have tried to manage high value areas of coastline through modern engineering and look at how effective this is. Students will look at the key processes of erosion, transportation and deposition as a common thread running through all three, the distinctive landforms created and consider the issues they create. Students will look at how these areas are used by people and how people often must manage these areas. Students will look at areas within the local area such as Barmouth and Snowdonia. In this unit students will continue to build on their maps skills and be able to apply their knowledge to OS maps to identify key features with the landscape.			Development In the Summer term students will delve into the complex reasons as to why some countries have developed and others have fallen behind. Students will learn about how GNI is generated and look at the different job sectors and how they can reflect economic development. Students will know some of the reasons why some countries have not all developed at the same rate which has led to uneven development and the consequences of this for people. This unit will prompt students to consider how privileged they are to live in a high-income country and give them insight into how people live in other areas of the world.		

Additionally, we look at the local geology of our local area such as Snowdonia and The Wrekin to explain some of the physical landscape that students frequently see around them.

Year 8 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Focus on Africa Students will bring together their learning from economic development, to look at Africa and consider the key opportunities and challenges the continents faces as it moves towards the future. Students will look at the physical geography of the continent, the history of colonialism, resources and potential challenges that may affect its development. Students will also look at Nigeria and the opportunities and challenges that Africa's most populous and affluent nation still faces on the road to the status of HIC. Population and Urbanisation Linking to the concepts taught in year 7, in the Spring term, students are going to be looking at where people have chosen to live. Students will start by looking at what physical features within the landscape people have sought and the choices that they made in deciding where to build settlements. They will look at why people in the UK moved from rural to urban areas and then looking wider to the largest cities globally, looking at push and pull factors and studying the Burgess model and its relevance to cities today.			Rivers As students progress to understanding how river processes shape and influence the landscape, they will apply their knowledge from the unit on coasts into this new context. Students will learn about erosional river features such as waterfalls and meanders, build on their knowledge of the water cycle from KS2 and apply this to new knowledge of flooding and how this can be managed. Students will also use their skill of OS map reading and apply this to local examples in Carding Mill Valley. Focus on Asia In this unit students will look at the geography of Asia and look at the reason why Asia is the most populous continents on Earth and some of the history of the continent. They will look at the opportunities and challenges of megacities focusing on Mumbai and life for both the rich and poor in Dharavi. They will also look at how population has been a challenge for China and link their knowledge of economic development to look at the inequalities for people living in different regions of China.			Urban issues In this final unit students will study some of the real-world issues associated with managing large populations globally as well as the environmental challenges of resource management in extreme environments such as Russia, the Middle East and look at the innovations that are helping to change the way that we look at the resources we have. Students will look at how resources are distributed globally and the implication of this for people. Students will learn how countries in the Middle East may have had to diversity their resources due to non-renewables being finite, and how they are now turning to renewable energy sources (UAE, Dubai). They will also consider how the battle for energy resources has led to Russia putting their flag on the seabed in the Arctic. Students will consider how food is grown in desert climates and the innovations in growing food. Finally, students will look at how people have adapted to living in a cold desert environment in Russia (urban population and the Nenets) and the growth of high-tech cities in the Middle East and looking into the idealistic future city of ‘The Line’ in Saudi Arabia.		

Year 9 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Global climate In year 9 all students will focus on the theme of the climatic systems of Earth. In the Autumn term we set the foundations for the study of climate by looking at the greenhouse effects, Earth's climate over time, looking at changes in climate from the Ice Age to the present, the physical and human causes of these changes and the evidence and reliability of climate change data. Students will then look at how climates vary at different latitudes looking at the cell systems and why there are different climate zones distributed across the world. At each location students will focus on the different biomes that have been created by the climate and how the climate has led to distinctive characteristics in weather patterns, soils, vegetation, and animals in each of these areas.			Managing Ecosystems With a solid knowledge of how different biomes have been created, in the Spring term students will look at why the rainforest is a valuable resource. They will explore the issue of deforestation in the region and how the rainforest can be managed to ensure that it is preserved for the future. Next, they will look at the most populated Desert in the World and the opportunities and challenges of this region in Asia and look at the threat of desertification in Africa in the Sahel. Finally, they will look at the biomes of Russia and why melting permafrost is a challenge facing Russia because of threat of climate change.			Climate Change Combining all that students have learnt over this year so far; they will consider how we can adapt to the changing climate of today. Students will look at how climate influences our resources such as water and food as well as consider mitigation strategies such as renewable energy and carbon capture to consider how this would help to limit our influence on the climatic systems. Managing Resource Linking to students' knowledge of climate, students will about how and why places globally have different levels of water available for them to use. We will consider, why the demand on water has increased and what can be done to increase water supplies to ensure that people in these areas continue to develop their quality of life.		

Year 10 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
<u>The Unequal World</u> Progressing towards GCSE students will build upon their knowledge from key stage 3 to deepen their understanding of development. Students will look at the ways that the development of countries can be shown through data and consider how reliable this is. Students will look at how birth and death rates can reflect the development of countries and consider how intermediate technology, tourism and aid can help to reduce the development gap. <u>Development of Brazil in an Unequal World</u> Appling what they have learnt in the previous unit and their wider knowledge from year 9, students will be focusing on the development and economy of Brazil. They will investigate how transnational corporations have influenced the economy and natural environment and if they have what it takes to become a high-income country.			<u>Tectonic Processes</u> Students will revisit their knowledge from key stage 3 of tectonics and develop a deeper understanding of the processes that shape and change our world. Students will focus on earthquakes in contrasting locations with varying levels of development. They will consider how well equip these places are to deal with these devastating events and if wealth is key to saving lives in tectonic areas. <u>Climatic Hazards</u> Students will link their knowledge of climate to the formation and effects of tropical storms. Students will contextualise this knowledge as they learn about Typhoon Haiyan, its effects, and the response to the event in the Philippines. Additionally, students will learn about extreme weather in the UK and look at an extreme weather event and how this impacted the UK. <u>Processes in the UK Landscape</u> In this unit students will revisit and continue to build on their knowledge of rivers. They will look at the river valley systems and the key landforms created by rivers such as meanders, waterfalls and flood plains. As the unit progresses, students will begin to link their knowledge of the water cycle to the physical and human causes of flooding. With a knowledge of how rivers can flood, students will then study how human intervention can aid in the prevision of flooding as population pressure increases the demand for building on flood plains. Finally, students look at the real-life application of this knowledge to understand the causes, effects and flood defences put in place to protect our case study location. Fieldwork – River characteristics at Carding Mill Valley			<u>Global Urbanisation</u> Zooming in from a national level to a more local scale, students will look at Rio de Janeiro. They will discover how the local economy has developed, look at the influence of the Olympics and investigate the reasons for the significant level of internal migration to the areas. They will look at the opportunities in the city and the significant challenges that they still face such as slum housing and drugs trafficking. <u>Modern Development in the UK</u> Moving closer to home, students will contrast how the UK’s economy has developed over time and why we are seen globally as a high-income country. We will look at how cities have developed and how and why rural living is changing. Students will also look at how UK businesses are becoming more sustainable focusing on a local business of Jaguar Land Rover at the i54 site. <u>Resource Management</u> This unit will focus on the challenge of sustainable resource management in the UK. Students will look at the dependency on energy and how the future of energy may change in the future. Students will also look at water sacristy and the production of food within the UK and how we may be able to reduce our food miles and carbon footprint by buying local.		

Year 11 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Urban regeneration in the UK- Birmingham In this topic students are to focus on a UK and what better than our closest city: Birmingham Students will look at the history of the development of Birmingham and look at the diversity and culture that makes it unique. Students will also consider the challenges that the city has faced due to the decline of industry and how areas such as the Longbridge have been sustainably re-developed.			Urban regeneration in the UK- Birmingham In this topic students are to focus on a UK and what better than our closest city: Birmingham Students will look at the history of the development of Birmingham and look at the diversity and culture that makes it unique. Students will also consider the challenges that the city has faced due to the decline of industry and how areas such as the Longbridge have been sustainably re-developed			Fieldwork and DME Prep To embed their understanding of the concepts that they have learnt about through the course, students will undertake fieldwork revision in preparation for Paper 3. Once this is complete students will be focusing on the DME pre-release paper. Revision In the summer term students will be undertaking guided revision focusing on the practise of past papers to ensure		

<u>Processes in the UK Landscape</u> Students will now look at how coastal landscapes have been created across the UK. Students will link to their existing knowledge of water processes that they have built in year 10 and apply this to coasts, looking at the key processes and comparing them to those learnt in the unit on rivers. Students will learn about the different coastal landforms including erosional features such as stacks and depositional features such as spits. Students will study how coastlines are protected to prevent the impacts of erosion in these locations and contextualise this knowledge as they learn about how Lyme Regis is protecting its local economy and at what cost. <u>Modern Development in the UK</u> Moving closer to home, students will contrast how the UK's economy has developed over time and why we are seen globally as a high-income country. We will look at how cities have developed and how and why rural living is changing. Students will also look at how UK businesses are becoming more sustainable focusing on a local business of Jaguar Land Rover at the i54 site. Fieldwork – Regeneration at Trentham Gardens	<u>Resource Management</u> This unit will focus on the challenge of sustainable resource management in the UK. Students will look at the dependency on energy and how the future of energy may change in the future. Students will also look at water sacristy and the production of food within the UK and how we may be able to reduce our food miles and carbon footprint by buying local.	that they are familiar with the content for each paper and the styles of questions that can be asked. <u>Exam Season</u> Students will undertake their GCSE Geography exams. The papers will run as follows: Paper 1: Living with the physical environment Paper 2: Challenges in the human environment Paper 3: Geographical Applications
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Impact of our curriculum: The impact of the curriculum delivery and the instilling of knowledge is measured in a variety of ways within geography. In lessons students will constantly review their learning and develop their work where needed in green pen. Instant and continuous feedback is vital in ensuring that students are on track with their learning throughout their lessons and this allows staff to adaptively teach and respond to student learning. Feedback throughout the lesson gives the teacher vital incite to the depth of understanding, pace and challenge that is needed in subsequent lessons. <u>Day to day</u> Long term memory of geography knowledge is key to allowing students to make connections within units and wider within the GCSE specification. Our team are developing this skill with all students to ensure that they are successful learners. In lessons, retrieval practice is used to review student knowledge and to embed their learning of essential knowledge. These activities are completed at the start of most lessons and focus on the use of quizzes and other retrieval activities to activate prior learning, to embed this further into long term memory and build student’s schema. These activities are repeated, and key vocab and concepts are at the heart of each activity. These are pupil/peer marked tasks to give instant feedback and to allow students to assess where their strengths in weaknesses in knowledge are. The tasks are often linked to learning homework where vocab and concept practise are set via SMHW to further embed pupil knowledge. Building a solid foundation of knowledge empowers students and allows them to become confident students who can articulate their understanding using academic language. This gives students the confidence to apply their knowledge in unfamiliar applications which is not only essential for the exams but also in later life and in the workplace. Staff support their students with extended writing task in lessons. Students are led by the teacher through modelled examples and given guidance as to good practise reviewing WAGOLL answers provided by teachers and then engaging in structured planning opportunities to support students to express and show their knowledge. New knowledge and extended writing tasks are then retested as part of our formative assessment strategy using our ‘Pit Stop Activities’ to ensure that students have time to process their knowledge and apply this independently. <u>Summative Assessment</u> Through the planning of schemes of learning key vocabulary, knowledge and skills are identified and are tested through summative assessment. Each summative assessment is made up of a vocab test, knowledge of key concepts (shorter questions) and higher tier concepts tested through extended writing. As students’ progress through the year, they will be tested on new topics, but they will also be retested on concepts from the previous units to ensure that students continue to build on their long-term memory and schema.
