



GEOGRAPHY DEPARTMENT



CURRICULUM INFORMATION

Geography:

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Humanities:
Understand your place
in time and space!





Our Vision

Our core aim is to allow students to appreciate the wonder of the world in which they live and understand the role they play within it. Students have awareness of where places are, how the world functions and the impact of human being on our planet- as well as the impact of nature on human beings! They recognise that we live in a time of challenging circumstances, but that their attitudes and actions can make a difference. Cross-curricular links are interwoven, allowing pupils to develop their contextual knowledge and enrich their cultural capital.



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Geography



Our Core Concepts

Locational
knowledge

Place knowledge

Navigation & map
skills

Fieldwork

Human
geography

Physical features
& processes

Our curriculum is driven by these core concepts, which underpin everything we do and which are regularly assessed. Elements of each core concept can be found in each of our units from Year 5 to Year 8.



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Intent

Geography is, quite simply, the study of everything- where places are, how they can be found, how the world works, how features are formed, how humans and animals exist and enjoy themselves, and the current circumstances in which we find ourselves. At Walton Priory Middle School, our intent is to guide pupils through this fascinating subject and encourage an understanding of these key questions.

Every pupil is challenged and supported to learn about space, place and scale, through studies of continents, countries and areas. Physical processes and the human impact are studied, with a very real emphasis on the current challenges facing the earth, such as climate change. Students are aware of causation and consequence, as well as potential solutions and the significance of our actions moving forwards. Core concepts and core content are revisited and interwoven to embed learning.

We believe that all pupils can achieve, and so our curriculum is adaptive, whilst at the same time challenging deeper thinking and evaluation. We learn theoretically (for examples, why do Volcanoes erupt) and then with specific case studies (for example, what was the impact of Eyjafjallajokull) to provide the context and real-life examples.

By using a mastery approach, with recapping, revisiting and reteaching, using worked examples and backwards-fading, as well as introducing scholarship and up-to-date pedagogical approaches, our intention is that pupils leave Walton Priory Middle School with an appreciation of the wonder of our world.



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Implementation

At Walton Priory Middle School, Geography is taught in mixed ability classes with one more able class in each year group. At KS3, the majority of lessons are delivered by the Head of Department and regular CPD is provided for the other staff delivering Humanities, at both key stages, to ensure the pupils are making expected or accelerated progress. All pupils receive one double lesson (90 minutes) of Geography each week. Every lesson follows a structure of recap and AFL, with reteaching elements where necessary, key terminology, direct instruction of core content, relevant tasks to embed knowledge, and a self-reflection at the end.

Our curriculum is carefully planned to cover and go beyond key fundamentals of the National Curriculum, with pupils making progress being the rationale for everything we do. We use our mastery approach to ensure all students learn key content (substantive knowledge) that is core to our curriculum. We introduce our core concepts in Year 5 and revisit these regularly to embed understanding. Interleaving plays a huge part in this, recapping prior knowledge at the beginning of and during each lesson, with links to past, current and future learning clearly signposted.

Our core concepts underpin our learning and are revisited constantly. To take physical processes as an example, we introduce certain threads at the beginning of Year 5 by discussing the difference between human and physical features in North America. We revisit this with a focus on the Nile in our North Africa unit, followed by glaciers and rainforests in Y5. In Y6 we recap physical and human in our local study, follow a specific study of mountains, then look at coastal processes. In Y7, we link back to some of this content but develop it with more depth and detail, looking at tectonic plates and Indian physical geography. In Y8 we complete an in-depth study of rivers and seas and end by studying the physical geography of some of the most extreme places on the planet. By layering and revisiting threads of content, we develop cultural capital.


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Impact



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At KS2, our curriculum is broad and allows for pupils to progress. By the end of the key stage, pupils should be secure in their understanding of **place, space, map skills, physical processes and human geography**. Pupils will have studied key locations, such as North America, North Africa, the Polar regions and the Amazonian Rainforest, and will understand where these places are, how they can be found in an Atlas and on a globe, what they are like in terms of climate, population, economic activity and culture, how people and wildlife exist there, and the key physical features. Pupils specifically study physical geography such as mountain ranges and coasts. Our local study brings many of these strands together as well. **Fieldwork**, whether research and data skills, or visiting sites, is interwoven. Pupils will be able to recall substantive knowledge, present their research, describe key processes and data, and evaluate their own opinion, using key terminology and demonstrating how their Geographical learning has enriched their cultural capital.

At KS3 we build on the excellent foundations of KS2, with the curriculum being the progression model. We revisit the core concepts and content, but add depth and breadth through the increased detail and level of challenge. Pupils should end KS3 secure in those same key areas, but demonstrating more sophistication. For example, pupils begin by studying our challenging world, looking at plate tectonics, earthquakes and volcanoes, which they will have been introduced to in their mountains units. They also study glaciers, building on foundations from the extreme conditions unit in Y5. We move onto sustainability, which has been studied as part of our India unit. Pupils progress, therefore, through both substantive and disciplinary knowledge.



How we assess Geography

Summative assessment

Summative assessments take place near the end of each module. These assessments are written by the Head of Department and assess both substantive and disciplinary knowledge. There are three main assessment points throughout the year that use discrete data.

Formative assessment

Each lesson has recap, learning checks (via AFL cards, whiteboards and questioning) and a self-reflection.

Other core assessment focuses in on key disciplinary knowledge, such as place knowledge, with an improvement phase in the following lesson to address misconceptions and re-teach core concepts via model answers.



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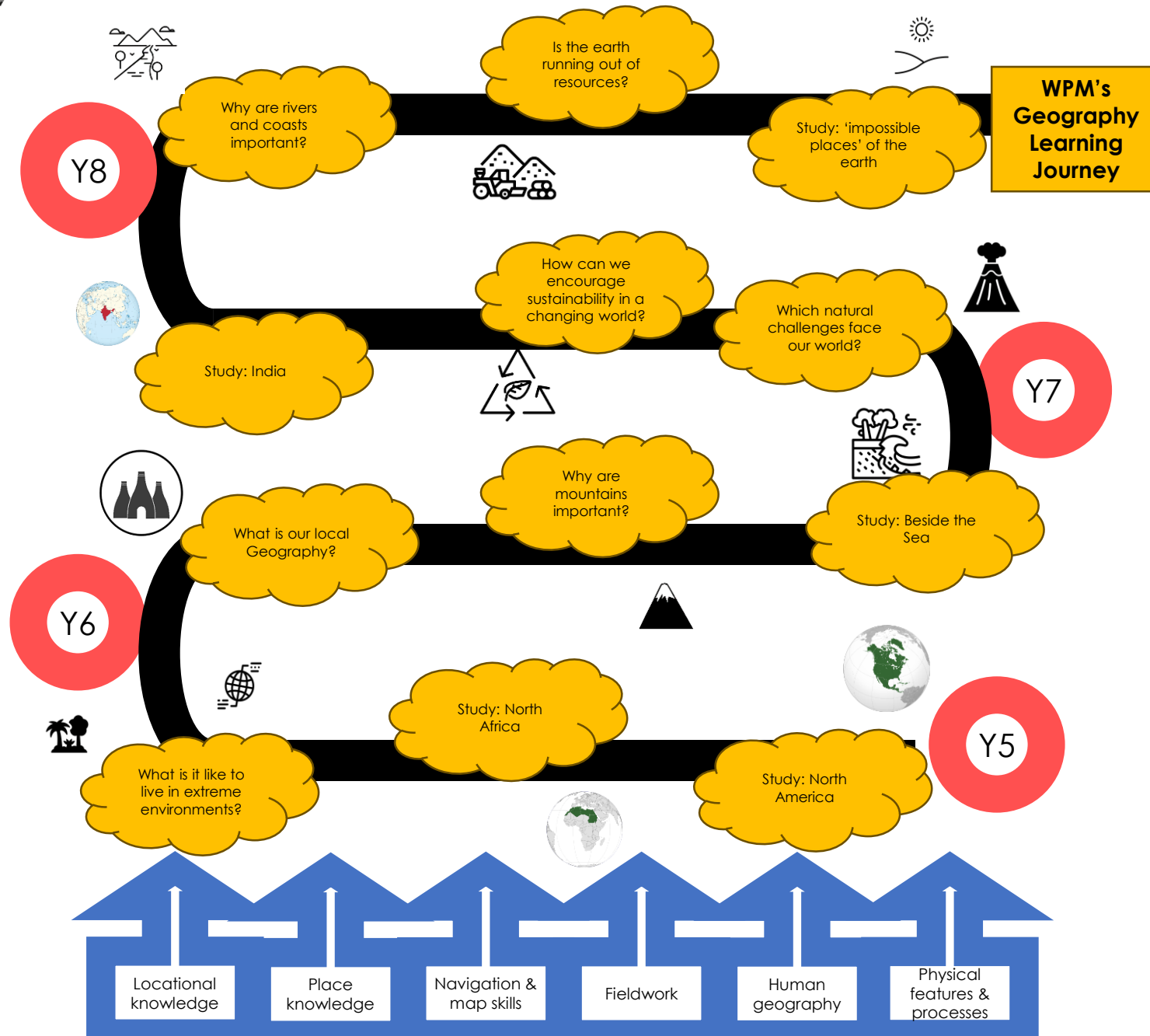




"Everything has to do with geography" ~ Judy Martz, 22nd Governor of Montana.



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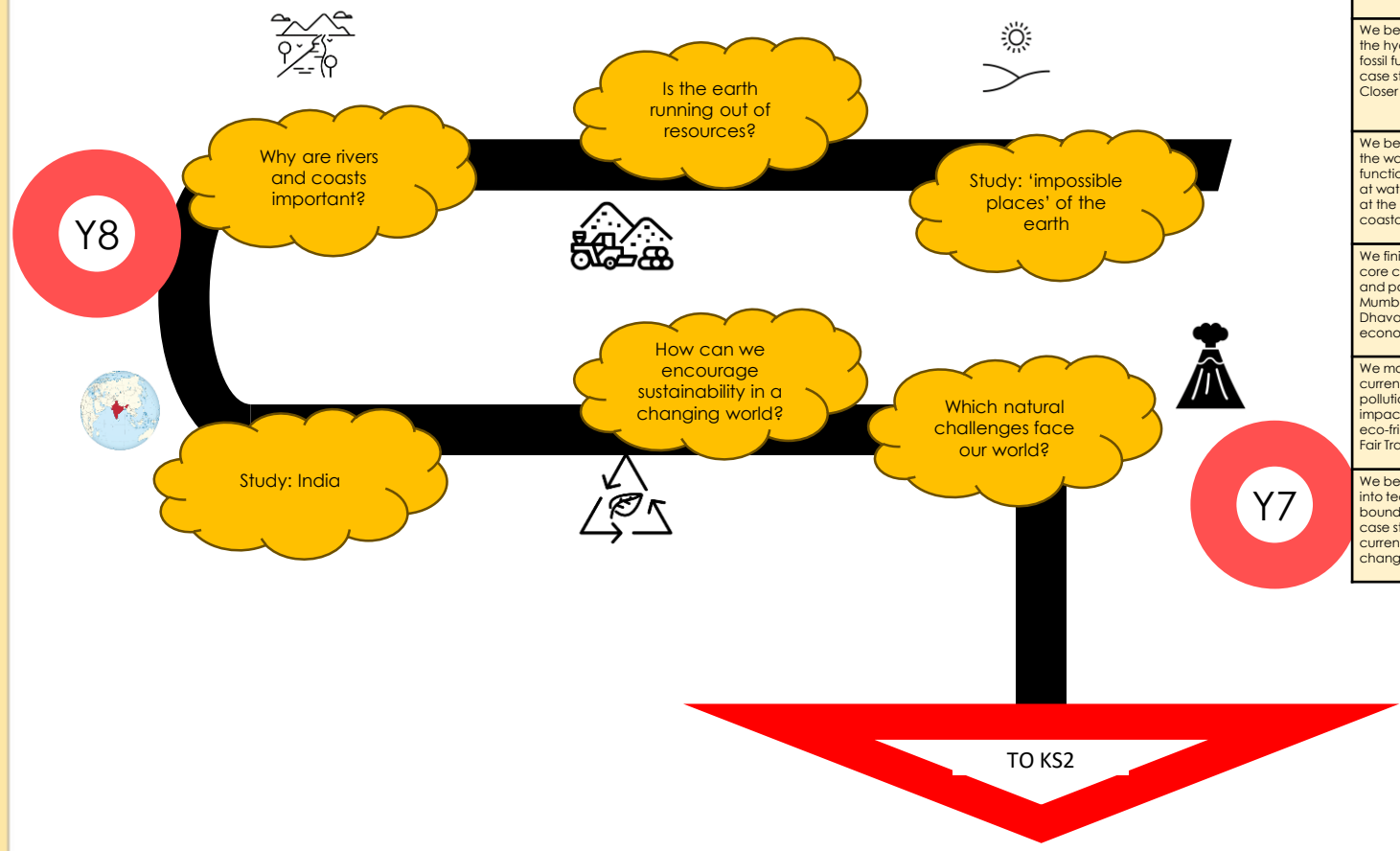


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WPM's Geography Learning Journey

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After Walton Priory Middle School, our Geographers are equipped to finish their KS3 journey where they study The Living World, Urban Issues and Physical Landscapes

Many of them will choose AQA Geography as part of their Ebacc component at GCSE.

We end Year 8 by studying and comparing the most impossible places on earth. We will revisit biomes to begin with and then focus on key places: Las Vegas and Death Valley (driest); Oymyakon (coldest inhabited place); Mawsynrām (wettest) and the Danakil Depression (hottest). This study allows all core concepts to be refined.

We begin with natural resources of rock, soil, the biosphere and the hydrosphere. Pupils then look at energy and our reliance on fossil fuels, as well as alternative forms. We dig deeper through case studies, on oil in Russia and diamonds in Sierra Leone. Closer to home, we look at the fishing industry.

We begin Year 8 with a focus on physical processes, looking at the water cycle, and the role and journey of a river. We study functions such as erosion, transportation and deposition, looking at waterfalls, meanders and flooding. We then move to looking at the coast, seeing the same functions at work and studying coastal defences.

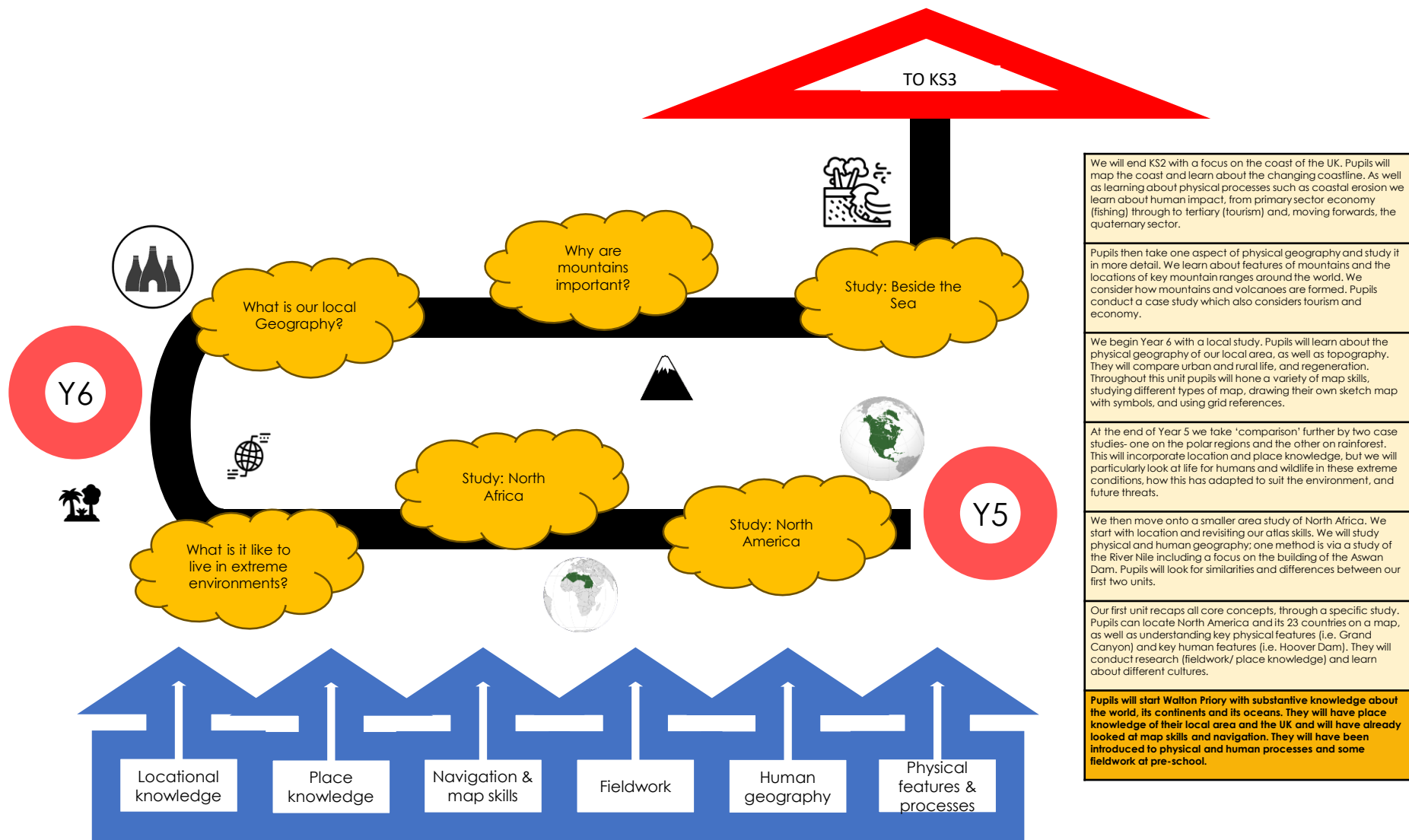
We finish Year 7 with a country study of India, which revisits our core concepts. We locate key places in India and study climate and population. We will look at physical and human features of Mumbai and Bangalore, then conduct a case study on the Dhavari Slum, as well as the role of the sweatshop in India's economy.

We move on to a study of sustainability; what this is and the current challenges we face. We will focus on issues such as pollution and plastic, considering the physical and human impact. We will then consider potential solutions, looking at eco-friendly tourism, sustainable towns and the links between Fair Trade and sustainability.

We begin Year 7 by studying the structure of the earth, leading into tectonic plates and the 'challenges' caused by boundaries. We focus on earthquakes and volcanoes, with a case study of each. We then finish with a study of a specific current 'challenge' facing our planet with glaciers and climate change



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We will end KS2 with a focus on the coast of the UK. Pupils will map the coast and learn about the changing coastline. As well as learning about physical processes such as coastal erosion we learn about human impact, from primary sector economy (fishing) through to tertiary (tourism) and, moving forwards, the quaternary sector.

Pupils then take one aspect of physical geography and study it in more detail. We learn about features of mountains and the locations of key mountain ranges around the world. We consider how mountains and volcanoes are formed. Pupils conduct a case study which also considers tourism and economy.

We begin Year 6 with a local study. Pupils will learn about the physical geography of our local area, as well as topography. They will compare urban and rural life, and regeneration. Throughout this unit pupils will have a variety of map skills, studying different types of map, drawing their own sketch map with symbols, and using grid references.

At the end of Year 5 we take 'comparison' further by two case studies- one on the polar regions and the other on rainforest. This will incorporate location and place knowledge, but we will particularly look at life for humans and wildlife in these extreme conditions, how this has adapted to suit the environment, and future threats.

We then move onto a smaller area study of North Africa. We start with location and revisiting our atlas skills. We will study physical and human geography; one method is via a study of the River Nile including a focus on the building of the Aswan Dam. Pupils will look for similarities and differences between our first two units.

Our first unit recaps all core concepts, through a specific study. Pupils can locate North America and its 23 countries on a map, as well as understanding key physical features (i.e. Grand Canyon) and key human features (i.e. Hoover Dam). They will conduct research (fieldwork/ place knowledge) and learn about different cultures.

Pupils will start Walton Priory with substantive knowledge about the world, its continents and its oceans. They will have place knowledge of their local area and the UK and will have already looked at map skills and navigation. They will have been introduced to physical and human processes and some fieldwork at pre-school.



Our core concepts underpin every unit of study in Geography at Walton Priory Middle School.





End points

The aim is for all pupils to achieve at least secure at the end of each year group.

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| Concept/ discipline | Year 5 secure | Year 6 secure | Year 7 secure | Year 8 secure |
|------------------------|--|--|---|---|
| Locational Knowledge | <ul style="list-style-type: none"> - I can locate countries locally and globally using a map and atlas. - I can locate the equator, hemispheres and the tropics. - I can describe the location of a place studied. - I can identify how some places have changed over time. | <ul style="list-style-type: none"> - I can with some confidence explain where places are in the UK. - I can locate a variety of countries around the world. - I can identify the position and significance of the equator, the hemispheres, the tropics, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones - I can use longitude and latitude. - I can describe how some places have changed over time, and I am beginning to use specific examples. | <ul style="list-style-type: none"> - I can use my knowledge and understanding to describe characteristics of contrasting areas studied. | <ul style="list-style-type: none"> - I can accurately and with confidence locate places in the world are using a range of map skills and vocabulary and characteristics |
| Place Knowledge | <ul style="list-style-type: none"> - I can use the correct geographical terms to describe places. - I can describe differences between places. - I can describe similarities between places. | <ul style="list-style-type: none"> - I can use the correct geographical terms to explain what places are like and why. - I can describe and explain similarities and differences between places. | <ul style="list-style-type: none"> - I can describe the physical and human features of different locations and state their key features | <ul style="list-style-type: none"> - I can confidently explain what places are like from a range of evidence and use the correct vocabulary in my assessment |
| Human Geography | <ul style="list-style-type: none"> - I can describe some human impacts on different places. - I can describe human features of a place studied. - I can identify some factors affecting human geography. | <ul style="list-style-type: none"> - I can explain some impacts linked with human geography, such as economic and environmental. - I can describe factors affecting human geography. - I can describe a variety of human features of a place studied. | <ul style="list-style-type: none"> - I can identify how humans' impact on places and suggest both negative and positive points | <ul style="list-style-type: none"> - I can confidently explain how humans' impact on our world and select a range of examples to support my answer |
| Physical Geography | <ul style="list-style-type: none"> - I can describe physical features of a place studied. - I can describe a factor affecting physical geography. | <ul style="list-style-type: none"> - I can describe the differences between human and physical geography including examples. - I can describe physical features of a place studied. - I can describe and begin to explain factors affecting physical geography. | <ul style="list-style-type: none"> - I can identify how physical geography impacts on places and suggest both negative and positive points | <ul style="list-style-type: none"> - I can confidently explain how physical geography impacts on our world and select a range of examples to support my answer |
| Geography Skills | <ul style="list-style-type: none"> - I can correctly identify where places are located on a map. - I can label maps correctly, including continents and key countries. - I can identify and begin to use the 8 compass directions. - I can describe what a graph or source is showing. - I can locate countries locally and globally using a map and atlas. | <ul style="list-style-type: none"> - I can reference places in an atlas. - I can use the 8 compass directions accurately. - I can use maps and an atlas to locate places and countries quickly and effectively. - I can use 4 and 6 figure grid references. - I can understand and create effective map symbols. | <ul style="list-style-type: none"> - I can use my knowledge of maps/graphs/data to explain key features/placement of a location | <ul style="list-style-type: none"> - I can confidently use a wide range of map/graph/data skills to explain places around the world (longitude/latitude, hemispheres, tropics) |
| Communication | <ul style="list-style-type: none"> - I can present findings using a graph. - I can present simple data effectively. - I can write in some detail about a topic being studied. | <ul style="list-style-type: none"> - I can present geographical findings in a number of ways, such as graphs, tables and charts. - I can write in detail about a topic being studied. | <ul style="list-style-type: none"> - I can include a range of factual details to support my answers | <ul style="list-style-type: none"> - I can include accurate and factual details to support my answers |