

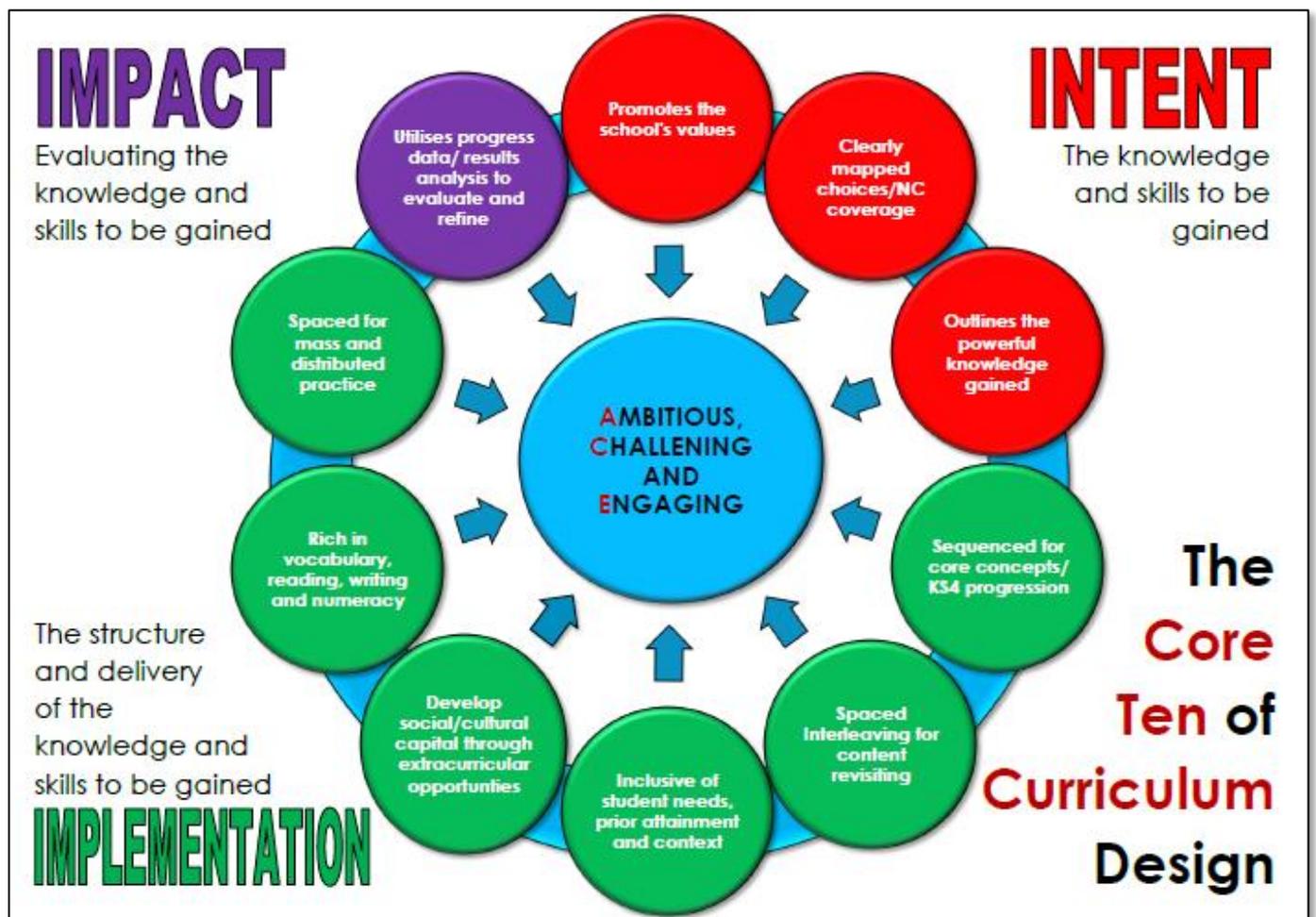
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

At Landau Forte Amington we aim to create a culture of excitement about the ever changing world around us. Using the national curriculum as a guideline and the current content of our KS4 curriculum we have selected a range of themes which promote locational and place knowledge throughout both Human and Physical Geography. Each topic forms a sequence of lessons which link together and create a basis for study at KS4 and beyond. At each stage of learning Geographical skills are practiced and revisited. Our homework policy links in with each topic enabling students to practice skills developed previously or extended their understanding of the current theme. At least one homework per topic also links to Geography in the news promoting outside reading and a greater engagement in the world round us.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

Locational knowledge

Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, **Russia**, Asia (including China and **India**), and the **Middle East**, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. Note – We are currently in the process of designing a series on lessons to support the delivery of the NC themes; Russia, India and Middle East.

Place knowledge

Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia

Human and physical geography

Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- Physical geography relating to: 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
- 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
- Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

Geographical skills and fieldwork

- Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field
- 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 Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

SOW aim to encourage students to take an interest in the world around us. Topics aim to promote discussion about current (and future) events impacting on people in the UK and around the world. We want students to take an interest in how physical features have been created so that they engage with the world around us, and how these features will change in the future. We want students to show empathy towards those in different economic situations and understand the power that individuals have to change their own situations and that of others. We want students to develop a love of the world and want to travel and explore new places outside of their comfort zones. Essentially we want to students to care about the world around them and appreciate that they have the power to change it for the better. We have developed SOW which challenge students, and increase in degree of challenge throughout the key stage. For example in Year 7 students learn about air pressure, in Y8 students apply this to the location of ecosystems e.g. deserts, in Year 9 students take the weather topic to the next level by studying the causes of hurricanes, then in KS4 this is increased in challenge again by linking each stage to the Global Circulation System. Geographical skills are taught and then spiralled throughout the curriculum – In each year we add to the number of skills being taught – so that by KS4 all required skills have been practiced. We have worked with the Maths department to integrate Geographical Skills into the appropriate stage of learning to ensure suitable challenge e.g. introduce interquartile range isn't taught in Maths until Y10 – so teaching it in Year 7 wouldn't be age appropriate.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geographical Skills	Local Area (Tamworth)	Africa	Weather	North/Central America	Rivers/ Flooding
7	KS3 NC covered Location knowledge OS Maps Geographical Skills GIS opportunity <u>Fieldwork opportunity</u>	Location knowledge OS Maps Geographical Skills <u>Fieldwork opportunity</u> GIS opportunity	Location knowledge Focus Kenya, (plus Sudan, Egypt). Physical Geography: plate tectonics, geology, hydrology. Human Geography: population, urbanisation Geographical skills GIS opportunity	Location knowledge Focus UK Physical Geography: hydrology Geographical skills, Extreme weather UK, tornadoes, heatwave World: Hurricanes, changing climate. Geographical skills. <u>Fieldwork opportunity</u> GIS opportunity	Location knowledge Focus Mexico, USA. Contrasting regions, Physical Geography: plate tectonics, geology, hydrology. Human Geography: population, urbanisation, Geographical skills GIS opportunity	Location knowledge. Focus UK and Bangladesh. Physical Geography: Hydrology, weather, soils, geology. Human Geography: urbanisation, population. Geographical skills. <u>Fieldwork opportunity</u> GIS opportunity

Sequencing. Geographical Skills are the foundation running through every topic from Y7-Y11. Therefore we have chosen to teach this first as a discrete theme. Geographical Skill will then be integrated with increasing level of challenge throughout each topic and revisited. Fieldwork is a required skill at KS4 as well as an opportunity to challenge students. As Of 2020 we will be providing optional fieldwork outside of school. The following opportunities are available to us to support topic 2 – Our Local Area – Tamworth Town centre study (walking distance) and topic 6 Rivers and Flooding – Middleton Lakes/ Cardingmill (depending on uptake). We also complete a micro climate weather study within the school grounds. Fieldwork ideally requires nice weather so we have picked terms for these topics which give us in general the nicest weather. We have tried to space fieldwork throughout the year avoiding winter months. It makes sense to take students out for a river study in Spring/ Summer when water levels are lower.

Topics have been chosen to cover Local, National and Global elements of the NC

Each theme last approximately 12 lessons – but timings are flexible to allow scope to allow for revision time around assessment points or if something topical can be taught.

Students complete 3-4 homework activities per topic. One of these will be a key word sheet, one will be a Geography in the news comprehension task, and the final two are flexible depending on the topic. Homework is designed to be challenging and engage students in the current topic. Homework such as key words will be used in lessons.

	Unit/Topic	China	Hot deserts	Cold Deserts	Development	Coasts	South America
8	KS3 NC covered	Location knowledge plate tectonics, geology, hydrology. Human Geography: population, urbanisation, economy. Geographical skills	Location knowledge Focus Northern Africa and USA. Physical geography: weather, hydrology, ecology. Human Geography: population, urbanisation, economy. Geographical skills	Location knowledge Focus on Antarctica and Arctic. Physical geography: weather, hydrology, ecology. Human Geography: population, urbanisation, economy. Geographical skills	Location knowledge Focus Nigeria Human Geography: population, urbanisation, economy. Geographical skills	Location knowledge Focus UK Physical geography: weather, hydrology, geology. Human Geography: population, urbanisation, economy. Geographical skills <u>Fieldwork opportunity</u>	Location knowledge Focus Brazil, Columbia, Ecuador, Chile. Physical geography: weather, hydrology. Human Geography: urbanisation, economy. Geographical skills

Sequencing – Coasts offers a fieldwork opportunity for the students so we have placed this during term 4. It also means it doesn't overlap with fieldwork for Year 7 (October and June), Y9 (October) and Y10 (July). Country studies are flexible units where lessons can easily be added or removed without too much impacts so we have placed these are the start and end of the academic year. Hot and Cold Deserts are studied in term 3 and 4. We generally end term 4 with 2/3 lessons with a Christmas theme – so this links with lessons on the Arctic.

9	Unit/Topic	National Parks	Natural Hazards	Rainforests	Geography of conflict	Fantastic Places	Climate Change
	KS3 NC covered	Location knowledge Focus UK Physical geography: Human Geography: population, urbanisation, economy. Geographical skills Fieldwork opportunity	Location knowledge Focus Philippines, Nepal, Japan. Physical geography: weather, Geology Human Geography: population, urbanisation, economy. Geographical skills GIS opportunity	Location knowledge Focus Brazil Physical geography: weather, hydrology, ecology, climate change. Human Geography: population, economy. Geographical skills Hands on experience opportunity	Location knowledge Focus – DRC, Middle East, Sierra Leone Physical geography: weather, hydrology, ecology. Human Geography: population, urbanisation, economy. Geographical skills	Location knowledge Focus, Nepal, Thailand, Bermuda triangle, Northern lights (polar), Easter Island, Death Valley. India, Russia (new for 2020)	Location knowledge Focus – UK, Tuvalu (Pacific) Physical geography: weather, hydrology, climate change, Glaciation. Human Geography: urbanisation, economy. Geographical skills GIS opportunity

Sequencing - National Parks/ UK tourism is taught in Term 1. The weather is warm and mostly reliable so we run a field visit to the Peak District. We are able to run this over two days and doesn't impact on KS4 – this is also a shorter unit lasting 4-5 weeks. We run the second unit Natural Hazards over term 1 and 2. For topic 3 we hire Animals in Hands – this engages students after the Christmas break and provides a hook for our unit. Unit 2 and 3 are foundation units in preparation for the GCSE – we teach the basic skills and knowledge needed allowing a deeper understanding further on. Geography of Conflict is taught after Easter. This is a short unit lasting around 5 weeks. Students have a greater level of maturity at this stage of learning. Fantastic places is taught next – this topic falls after Y9 options have been chosen. This unit runs until May half term. This is a flexible unit where we can easily increase the level of challenge depending on the lessons. There is also the flexibility to add lessons depending on what is happening in the world at the time or based on student's interest in specific places. The final unit is the first GCSE unit – Changing climate. This is a short unit – students have already studied climate change in Science – this is the simplest of the GCSE units and is taught using a workbook which can then be given to students for revision if they have chosen GCSE as an option. We revisit this unit again in April of Y11.

National Curriculum content missing from this PoS and why?

Middle East, Russia and India are integrated into current units. Possibility to create independent units/ independent learning options.

Content taught in addition to the National Curriculum and why?

Fantastic places unit is flexible and can easily be adapted to suite the interests of the students.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
7	Powerful Knowledge	Geographical Skills Interpretation of maps Giving directions	Local Area (Tamworth) Local and regional history - Canals	Africa Differing levels of development and reasons for it Inequality within continents/ countries and cities Misconceptions Basic country knowledge	Weather Interpreting weather maps Understanding how different weather is created	North/Central America Understanding of different geological features. Tourism opportunities	Rivers/ Flooding Interactions between humans and the physical environment. Understanding why places can still flood after the rain stops Life choices – e.g. Living in a flood zone
	Why it is important to know	Adults use maps all the time - Tourist information centres give out maps – need to be able to read and use Following Sat Nav/ using Google maps to choose best routes, other maps e.g. bus maps, tube maps etc Days out in the countryside where OS maps are often used. GIS is a rapidly growing industry. A lot of businesses now use GIS in some way. Students may need to have a working knowledge of GIS in the future.	Local history Purpose of canals in the past/ now, reasons why towns and cities expanded, changing use of towns and cities	Cities in Africa are developing rapidly. Global companies are creating business opportunities in emerging economies. Students may work for one of these global countries in the future e.g. Orange. Africa is a popular tourist destination e.g. Egypt and Kenya. It is also important to understand how tourist money isn't always used to improve the local economy	Important to understand what we are seeing on TV. Synoptic weather maps are common on weather reports. Enables students to understand what the TV reports mean and why the UK (or elsewhere) has various weather. Enables adults to plan ahead – e.g. Wales is going to be colder and wetter because its mountainous which affects the weather. Showing an understanding of a synoptic weather map and being to explain it is far more impressive than looking at a weather report on google weather.	USA is a popular tourist destination and somewhere that students may visit in the future. Important to understand how the climate varies across this vast continent. Adults often like to visit several places rather than just stay in one – this topic aims to show students that there is more to the USA than just Florida. To be able to discuss country specific information with other tourists e.g. talking about hurricane season in Florida.	Tamworth is often flooded. It is important that students understand how weather and flooding and urbanisation are linked. Being able to discuss with other people why some towns are prone of flooding. Important when buying houses – knowing the best places to buy and where to avoid. Students may work for companies such as the Environment Agency in the future.

8	Powerful Knowledge	China Population issues, being able to discuss how the UK economy links to China, knowing where products come from and the production process e.g. Apple.	Hot deserts Desert climates and animals unique to these ecosystems. Indigenous people and their lifestyles e.g. Taureg in Northern Africa.	Cold Deserts Climate change and being able to link it to the environment and people living there	Development Inequality between countries and what this means in real life Inequality within countries and what this means in real life Helping people out of poverty	Coasts Interaction between geology and coastlines Coastlines and the economy How coastlines change over time	South America Basic country knowledge How climate/ physical features impacts on ecosystems. E.g. Andes. Economy of South American nations.
	Why it is important to know	China is on of the fastest growing economies in the world. Mandarin is the second most spoken language in the world. There are lots of jobs in China – students may work for one of these companies in the future. China is a popular tourist destination. Students may want to visit in the future. Being able to discuss population issues, being able to discuss how the UK economy links to China, being able to discuss where products come from and the production process e.g. Apple	Students often visit hot deserts such as Egypt on family holidays. It is important to understand why deserts are located where they are and what causes the climate. It is also important to understand about the lifestyle and culture of people in these countries as well as the challenges they face by living in a desert climate. Being able to discuss desert climates and animals unique to these ecosystems. Being able to talk about indigenous people and their lifestyles e.g. Taureg in Northern Africa. To be able to talk to people about their lifestyles if visiting on tourist trips.	Climate change and cold deserts are a popular news feature at present. It is important that students understand how humans and the environment are linked. By educating students we encourage them to act in response to climate change. It is also important for students to learn about careers in Arctic regions – this could be as a scientist working in Antarctica or a Geologist surveying for oil in Alaska. To be able to discuss climate change and link it to the environment and people living there. To visit places such as Iceland and explain to people why there are no trees or on an Alaskan cruise and talking to people about whaling or the impact sea level rise is having on the polar bears	It is important that students learn how countries have developed over time. It is important that students can make connections between level of development and what that means for people living there – including inequalities within cities.	Adults visit the coast with their children. Different coastlines have different features and coastal defences. Having a basic understanding of the formation of different coastal features is interesting to discuss. Students may also want to move to the coast in the future and having an understanding of coastal processes/ defences used to protect certain areas might have an impact on their decision.	Students learn Spanish at school which is spoken in most of Central and South America. Students may visit countries such as Brazil in the future. By teaching South America students develop an interest in a variety of countries.

9	Powerful Knowledge	National Parks Why are some parts of the world protected? Human activities in national parks. Visiting national parks	Natural Hazards Causes of a variety of national hazards. How countries prepare for natural hazards. How level of development is linked to impacts.	Rainforests Development vs conservation Endangered species Controversial developments e.g. palm oil	Geography of conflict Types of conflict. Where most conflict happens. Understand that terrorism isn't just something that affects advanced countries. Understand that conflicts happen for a variety of reasons e.g. resources such as charcoal, diamonds or political conflicts etc. Understand that physical geography plays a role in conflict	Fantastic Places Causes of Aurora borealis, unique tribes/ cultures around the world, conspiracy theories e.g. Bermuda triangle	Climate Change How our climate has changed/ cycles between ice age/ interglacial. How climate change will impact the UK/ rest of the world
	Why it is important to know	Adults often take their children to national parks e.g. the Peak district. By learning about NP students can lead discussions into conflicts withing national parks, and why certain areas have been designated as a NP. Students might get a job working in a national park in the future.	Enables students to participate in discussions surrounding natural hazards on the news. Students are able to talking about differing impacts depending on location and specific ways to reduce the impact e.g. early warning systems. Important to have an awareness of different natural hazards when we are on holidays e.g. tsunami instructions in Japan.	Important for students to be able to take part in conversations regarding conservation vs development. Important to be able to discuss topics such as the impact palm oil production has on species like the orangutan. Important to understand how developing areas of the rainforest has a global impact on our climate and future.	Students often know relatives, neighbours etc deployed to the Middle East. Provides a modern day talking point if students have a basic knowledge of the Geography. Also important for students to understand why conflict minerals are illegal and why basic resources such as charcoal lead to conflict in some less developed countries.	Students gain an appreciation of some of the more interesting tourist places/ phenomenon around the world. Hopefully to inspire them to visits some of them in the future.	Currently in the news a lot – e.g. Greta Thunberg. Important for students to be able to discuss the climate crisis and show an understanding of the causes as well as ways countries can mitigate against the effects. Need to appreciate that some places will not be here in the future e.g. Tuvalu, Maldives etc. Students need to be able to show empathy for these islanders.

How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	We cover all of the NC requirements enabling us to deliver a course which is diverse and broad. We teach students about countries which are familiar to them but also ones which they might not have thought would be interesting to learn about.
Challenging	Lessons are varied and differentiated. Students are required to develop literacy and numeracy skills. Each assessment required students to recall information from previous topics. Homework is designed to be challenging yet engaging. Each years group includes options fieldwork. Geographical skills increase in level of challenge – to an extent reflect skills taught in Maths. As student progress throughout the year groups subject content increases in level of challenge e.g students in Y7 complete simple GIS tasks using OS GIS mapskills whereas Y9 are asked to

	complete GIS activities using software such as ArcGIS. Decision making is an important skill at GCSE we are in the process of creating DME style tasks to increase challenge across topics in KS3. Content of each unit is challenging and encourages students to think in depth. Each lesson is being reviewed to support the P1x1 model where students are given a 'big question' and the lesson leads to students being able to answer the question by the end of the lesson. Questions will aim to become more challenging as the topic progresses enabling students to use prior knowledge. Y9 lessons will develop a deeper understanding of theme compared with Y7 - this will be achieved through interleaving key concepts and skills throughout the topics.
Engaging	Each topic last approx. 12 lessons. This gives students the opportunity to learn about the topic in detail without getting bored. In the past we have offered fieldwork opportunities in Y7 – Rivers – and will be looking into developing a town study. In Y8 we are looking into the possibility of running a coastal field day. In Year 9 students can visit the Peak Districts national Park and take part in a hands on animal experience.

What are the current strengths of the Curriculum Intent?

Variety of topics studied
Each year group introduces at least 2 GCSE themes
Each year group studies at least 1 country/ continent in detail
Students are encouraged to complete a challenge question each lesson
Develops GCSE skills throughout
Skills are interleaved throughout
Students choose Geography as an option showing engagement in KS3 lessons

What specific actions have to be taken in response to the above? Please consider:

- KS3 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

Topics need reviewing to reflect current events/ issues
Powerful knowledge needs to be explicit in lesson planning
What/ How/ Why needs to be explicit in lesson planning
Increase level of challenge in some lessons
Review ways learning is assessed – and create mid unit assessments to develop recall
Develop more DME style tasks
Integrate more GIS
Include more fieldwork opportunities