

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

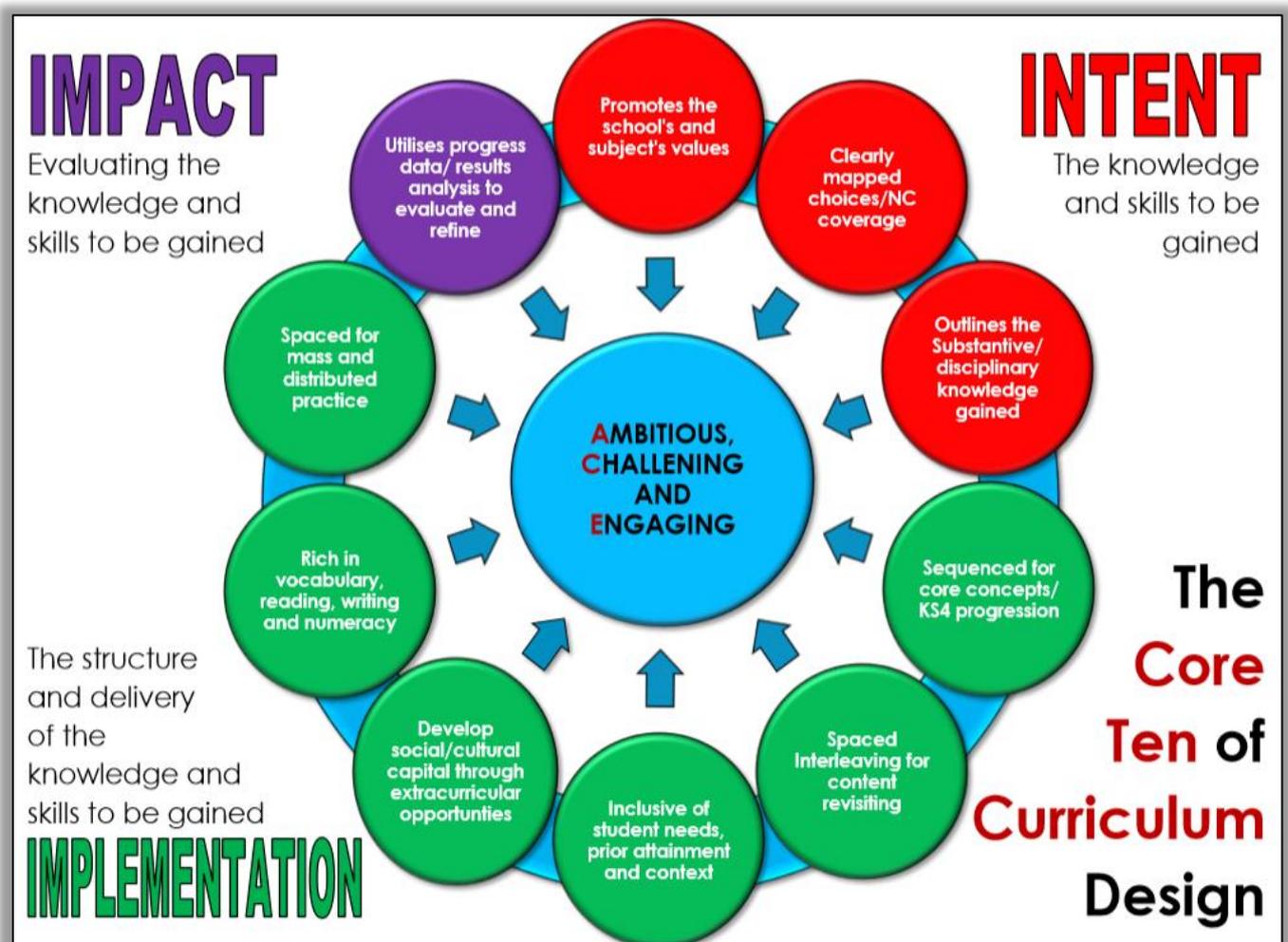
Key Stage 3

Subject: Geography

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
7	Unit/Topic	What skills do I need to be an excellent Geographer?	Local Area (Tamworth, UK AC)	Why are some countries more developed than others? (Development)	How do weather patterns affect the UK (and the rest of the world)? (Weather and climate)	A journey through South America (EDC)	How does a river change from source to mouth? - Rivers/ Flooding (UK AC) (Rivers and Flooding)
	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 Nigeria Human Geography: population, urbanisation, economy. Geographical skills	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 Brazil, Columbia, Ecuador, Chile. Physical geography: weather, hydrology. Human Geography: urbanisation, economy. Geographical skills	Location knowledge. Focus UK and Bangladesh. Physical Geography: Hydrology, weather, soils, geology. Human Geography: urbanisation, population. Geographical skills. <u>Fieldwork opportunity</u> GIS opportunity

Powerful Knowledge	Geographical Skills Interpretation of maps Giving directions	Local Area (Tamworth) Local and regional history - Canals	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	Weather Interpreting weather maps Understanding how different weather is created	South America Basic country knowledge How climate/ physical features impacts on ecosystems. E.g. Andes. Economy of South American nations.	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
Mass Practice	At present x 2 assessment points. AP Geographical Skills. AP2 Geographical Skills, Settlement, Africa and Weather. Will be developing other forms of assessment e.g. academic style posters. Will create end of topic assessments for each unit or a piece of extended writing depending on what is the most appropriate - and a prior knowledge test. To be developed					
Distributed Practice	Throughout each topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, exam style questions at least once every 4 lessons, using knowledge organisers (based quizzes), retrieval tasks and revision games. To be developed					

Sequencing

Year 7 **Introduces** core physical and human geographical themes through local contexts **building** an understanding of geographical processes fundamental for further study of the subject. A discrete geographical skills unit is included so students complete the year able to interpret geographical data, maps and accurately describe location.

Each year group will start with a UK based topic either (local, regional, or national).

Skills Term 1:

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 skills will then be integrated with increasing level of challenge/ different skills integrated throughout. throughout each topic and revisited. We have tried to incorporate an element of GIS into each topic. **Skills will be mapped on a separate document (to be completed).**

Fieldwork:

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. have tried to space fieldwork throughout the year avoiding winter months/ assessment periods. It makes sense to take students out for a river study in Spring/ Summer when water levels are lower.

Progression - Changes to the curriculum plan from previous years –

We have moved Africa into Year 8 and moved Development into Year 7 to make sequencing more logical.

In Year 7 we have 4 units which **underpin** the synoptic units. The underpinning units in Year 7 are Geographical skills, Development, Weather and climate and Rivers. We have moved South America into Year 7 because it links well with the Development unit – the development unit providing a foundation.

Development underpins synoptic units in some way. For example students are introduced to the terms AC, EDC and LIDC in Year 7. We teach ACs (Europe - UK and North America- USA) EDC (Asia and South America) LIDC (Nigeria, DRC, Kenya). **Development forms part of the Dynamic Development unit at KS4.**

Weather and Climate underpins synoptic units in some way. For example hot and cold deserts (students need to know pressure systems before, locating biomes, they need to know about rainfall before learning about drainage basins), natural hazards (progression from air currents to tectonic). We teach this at both national (1) and international levels (2). **Weather and climate form part of the Global Hazards unit at KS4.**

Rivers and Flooding underpins synoptic units (e.g. Mississippi and Grand Canyon in USA Y7 and Yellow River in Y8 Asia) and links into the Coasts unit. We teach rivers at national (1) and international levels (2). **Rivers forms part of the Distinctive Landscapes unit at KS4.**

South America is taught as a synoptic unit – incorporating elements of development, rivers and weather and climate which have been taught previously.

What are the key concepts to be covered?

Taken from DFE website . There are a number of key concepts that underpin the study of geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Place

- a. Understanding the physical and human characteristics of real places. E.g. Tamworth, Kenya, River Severn
- b. Developing 'geographical imaginations' of places. E.g. Y7 we study places in the UK, S. America, parts of Africa through images video etc.

1.2 Space

- a. Understanding the interactions between places and the networks created by flows of information, people and goods. E.g Development – globalisation, movement of money through trade. 'Almighty Dollar'
- b. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. Taught every time we introduce a new case study or place example.

1.3 Scale

- a. Appreciating different scales – from personal and local to national, international and global. In Year 7 we study Tamworth (local), River Severn (national), elements of Africa (Global) elements of South America (global)
- b. Making links between scales to develop understanding of geographical ideas. Developed throughout – but will be made explicit in planning e.g. teaching about NGOs in Kibera, Kenya links with NGOs and development in the UK.

1.4 Interdependence

- a. Exploring the social, economic, environmental and political connections between places. Taught throughout synoptic units e.g. deforestation in South America and the need for economic development.
- b. Understanding the significance of interdependence in change, at all scales.

1.5 Physical and human processes

- a. Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies. Taught through synoptic units and thematic units e.g. interaction between humans and the river environment and the impacts.

1.6 Environmental interaction and sustainable development

- a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. Taught through synoptic units e.g. deforestation in South America or implications

	<p>of building on a flood plane in the UK rivers unit.</p> <p>b. Exploring sustainable development and its impact on environmental interaction and climate change. E.g. flood mitigation and development along the River Severn Floodplain.</p> <p>1.7 Cultural understanding and diversity</p> <p>a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. E.g. Aspects of China's ethnic groups.</p> <p>b. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues. Encouraged throughout but mostly linked to students learning about other countries e.g Han ethnic group in China</p>
<p>What prior knowledge, at KS2, are you assuming they have?</p>	<p>At KS2 students should have been taught the following based on the NC requirements. We can potentially get curriculum maps from feeder primary schools once these have been created and finalised.</p> <p>Locational knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography ♣ describe and understand key aspects of: ♣</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p>What knowledge do they need to have a successful start to Year 8?</p>	<p>A range of Geographical skills – though we build on these thought KS3. Place knowledge e.g location of continents and oceans. Basic graphical skills e.g. Bar charts or pie charts. Basic ICT skills. Basic enquiry skills e.g. writing a methodology. Basic numeracy skills. Tier 3 vocab as taught in Y7. Specifically students need to have a basic understanding of climate to study future units and develop more in depth understanding e.g location of deserts in Year 8 or a basic understanding of flooding in order to progress and build their understanding of water transfer schemes e.g Three Gorges Dam in Year 8.</p>

How are topics spaced between unrelated topics?	Each topic includes the same key concepts (as above) so interleaving is naturally planned in to the sequence of lessons forming the learning journey. Each year group has at least one 'synoptic topics' based on a continent so that content can be revisited but in a different context . E.g. Weather and Climate is a discrete topic in Year 7 but elements such as climate graphs or climate belts are revisited in the South America topic and Geographical Skills is covered throughout where appropriate. This will deepen the students understanding of the core themes.						
Unit/Topic	A journey through Asia (EDC)	How can deserts provide both challenges and opportunities? (Hot deserts - tropics) (Cold Deserts - polar)		A journey through Africa (EDC + LIDC)	How is the UK Coastline changing? (UK)	A journey through North/Central America (AC)	
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 Kenya, (plus Sudan, Egypt). Physical Geography: plate tectonics, geology, hydrology. Human Geography: population, urbanisation Geographical skills GIS opportunity	Location knowledge Focus UK Physical geography: weather, hydrology, geology. Human Geography: population, urbanisation, economy. Geographical skills <u>Fieldwork opportunity</u>	Location knowledge Focus Mexico, USA. Contrasting regions, Physical Geography: plate tectonics, geology, hydrology. Human Geography: population, urbanisation, Geographical skills GIS opportunity	
8	Powerful Knowledge	China/ Russia/ India Population issues, being able to discuss how the UK economy links to China/ Russia/ India, 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	Africa Differing levels of development and reasons for it Inequality within continents/ countries and cities Misconceptions Basic country knowledge	Coasts Interaction between geology and coastlines Coastlines and the economy How coastlines change over time	North/Central America Understanding of different geological features. Tourism opportunities
Mass Practice	At present x 2 assessment points. AP1 All of Y7 topics plus China. AP2 All of Y7 plus China, Deserts, Development and Coasts. Will be developing other forms of assessment e.g. academic style posters. Will create end of topic assessments for each unit or a piece of extended writing depending on what is the most appropriate - and a prior knowledge test. To be finalised.						
Distributed Practice	Throughout each topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, Kahoot (when signal allows), exam style questions at least once every 4 lessons, using knowledge organisers (based quizzes), retrieval tasks and revision games, re-cap key word quizzes. To be finalised.						

Sequencing

Builds on previous learning with the study of further core human and physical Geographical topics but begins to introduce synopticity between the physical and human elements of the course and how they interact

In Year 7 students have studied Geographical Skills, Development, Weather and climate and Rivers and flooding as 'underpinning units' Students completed their first synoptic unit – South America (which linked closely with development.

In Year 8 it is logical to build on these 'underpinning units' and apply this knowledge to new synoptic units therefore reinforcing the knowledge and skills gain in Year 7 but developing students knowledge, understanding and appreciation of other continents.

In Year 8 students will study one AC continent (North America), one EDC continent (Asia – specifically China, Russia and India) and one mostly LIDC continent (Africa) – but studying all three levels of development students will be able to compare levels of development (tier 3 vocab and a GCSE skill) between continents and countries.

Students have studied River processes and landscapes in Year 7 so in Year 8 they **progress** to learning about UK coastal processes and landscapes. Students will be able to apply tier 3 vocabulary and concepts learnt in the rivers unit to the coastal unit (but in a different context).

Putting coastal landscapes in Year 8 also allowed students to develop their fieldwork skills beyond those developed in Y7. For example students will use ranging poles as part of the river study to measure river gradient and will **progress** to using ranging poles to measure beach gradient. **Coastal landscapes forms part of the Distinctive Landscapes unit in KS4.**

What are the key concepts to be covered?

Taken from DFE website . There are a number of key concepts that underpin the study of geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Place

- a. Understanding the physical and human characteristics of real places. E.g. China, Russia, India e.g. Mumbai.
- b. Developing 'geographical imaginations' of places. E.g. Y8 we study china through images, video, reading activities, homework tasks e.g diorama.

1.2 Space

- a. Understanding the interactions between places and the networks created by flows of information, people and goods. E.g Russia's North Sea Route, China's trade links
- b. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. Taught every time we introduce a new case study or place example.

1.3 Scale

- a. Appreciating different scales – from personal and local to national, international and global. UK unit – Coastal environments (National), Global – Asia – Russia, China and India) Africa (DRC, Nigeria), Central and North America (USA, Mexico)
- b. Making links between scales to develop understanding of geographical ideas. Developed throughout – but will be made explicit in planning. E.g. Impact of secondary sector industries in China (global) on the UK (National)

1.4 Interdependence

- a. Exploring the social, economic, environmental and political connections between places. Taught throughout synoptic units e.g. pollution along the Yellow River (China) and the need for economic development.
- b. Understanding the significance of interdependence in change, at all scales.

1.5 Physical and human processes

- a. Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies. Taught through synoptic units and thematic units e.g. interaction between humans and the river environment and the impacts (e.g. Three Gorges Dam).

		<p>1.6 Environmental interaction and sustainable development</p> <p>a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. Taught through synoptic units e.g. impact of coastal defence's on the coastal landscape (UK)</p> <p>b. Exploring sustainable development and its impact on environmental interaction and climate change. E.g. Three Gorges Dam</p> <p>1.7 Cultural understanding and diversity</p> <p>a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. E.g. Taureg in Northern Africa or Inuit's in Northern Canada</p> <p>b. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues. Encouraged throughout but mostly linked to students learning about other countries e.g oil pipelines in the Arctic affecting Inuit hunting grounds/ migration routes</p>					
<p>What knowledge do they need to have a successful start to Year 9?</p>		<p>A range of Geographical skills – though we build on these thought KS3. Place knowledge e.g location of continents and oceans. A wider range of Geographical skills e.g. Bar charts or pie charts, More advanced GIS skills than expected in year 7. Tier 3 vocab as taught in Y7 and Year 8. At this point students have practiced a range of GIS activities enabling them to progress to more challenging tasks in Year 9. In Year 7 and 8 we focused on using Digimaps and in Year 9 we will also incorporate ArcGIS. At this point students have also completed at least 2 fieldwork activities close to school so in Year 9 we can progress to designing fieldwork.</p>					
<p>How are topics spaced between unrelated topics?</p>		<p>Each topic includes the same key concepts (as above outlined by the DFE) so interleaving is naturally planned in to the sequence of lessons forming the learning journey. Each year group has two 'hybrid topics' based on a continent so that content can be revisited but in a different context. E.g. Rivers and flooding is taught discreetly in Year 7 and water transfer schemes is taught in Year 8 as part of the China group of lessons, Geographical Skills is covered throughout where appropriate.</p>					
9	Unit/Topic	How can National parks provide both opportunities and challenges? (National Parks) (UK)	Why are some natural hazards more deadly than others? (Natural Hazards)	Should we preserve the Amazon Rainforests? (Rainforest)	How does Geography affect conflict? (Conflict)	What makes the world a fantastic place? (Fantastic Places)	Changing Climate (GCSE topic)

<p>KS3 NC covered</p>	<p>Location knowledge Focus UK Physical geography: Human Geography: population, urbanisation, economy. Geographical skills Fieldwork opportunity</p>	<p>Location knowledge Focus Philippines, Nepal, Japan. Physical geography: weather, Geology Human Geography: population, urbanisation, economy. Geographical skills GIS opportunity</p>	<p>Location knowledge Focus Brazil Physical geography: weather, hydrology, ecology, climate change. Human Geography: population, economy. Geographical skills Hands on experience opportunity</p>	<p>Location knowledge Focus – DRC, Middle East, Sierra Leone Physical geography: weather, hydrology, ecology. Human Geography: population, urbanisation, economy. Geographical skills</p>	<p>Location knowledge Focus, Nepal, Thailand, Bermuda triangle, Northern lights (polar), Easter Island, Death Valley. India, Russia (new for 2020)</p>	<p>Location knowledge Focus – UK, Tuvalu (Pacific) Physical geography: weather, hydrology, climate change, Glaciation. Human Geography: urbanisation, economy. Geographical skills GIS opportunity</p>
<p>Powerful Knowledge</p>	<p>National Parks Why are some parts of the world protected? Human activities in national parks. Visiting national parks</p>	<p>Natural Hazards Causes of a variety of national hazards. How countries prepare for natural hazards. How level of development is linked to impacts.</p>	<p>Rainforests Development vs conservation Endangered species Controversial developments e.g. palm oil</p>	<p>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</p>	<p>Fantastic Places Causes of Aurora borealis, unique tribes/ cultures around the world, conspiracy theories e.g. Bermuda triangle</p>	<p>Climate Change How our climate has changed/ cycles between ice age/ interglacial. How climate change will impact the UK/ rest of the world</p>
<p>Mass Practice</p>	<p>At present x 2 assessment points. AP1 All of Y7 topics plus China. AP2 All of Y7 plus China, Deserts, Development and Coasts. Will be developing other forms of assessment e.g. academic style posters. Will create end of topic assessments for each unit or a piece of extended writing depending on what is the most appropriate - and a prior knowledge test. To be developed</p>					

**Distributed
Practice**

Throughout each topic DNA each lesson is based on prior learning. Lessons contain variety of distributed practice tasks e.g. multiple choice, skills (re-cap and new) tasks, Kahoot (when signal allows), exam style questions at least once every 4 lessons, using knowledge organisers (based quizzes), retrieval tasks and revision games, re-cap key word quizzes. **To be developed**

Sequencing

Completes the study of the core physical and human world Geographical topics laying a foundation for the study of GCSE and giving students the breadth of mastery skills required to be an outstanding Geographer. Synopticity, interactions and complexity within and across topics are explored in depth in Year 9 to create analytical and holistically aware Geographers ready for GCSE.

In Year 7 students have completed the 'underpinning units' Geographical Skills, Development, Weather and climate, Rivers and flooding. In Year 8 students completed the 'underpinning unit' coastal environments – (which linked to river environments). So far the underpinning units have been revisited through the synoptic units – South America (Y7), North America, Asia, Africa (Y8).

In Year 9 we start with a UK unit in which students have the opportunity to **further develop** fieldwork skills, this time developing their human fieldwork skills. In Year 7 students were given the opportunity to complete a town study **locally**. In Year 9 students will be given the opportunity to develop fieldwork skills in a **national** setting (Peak district national park).

In year 7 and Year 8 students studied air currents (Weather and climate) and fluvial currents (rivers and coasts). In Year 9 students **progress a step further** and study magmatic currents. In Y7 students studied development and linked this theme into the synoptic units. This is taken **a step further** in Year 9 where students **progress** in their understanding of 'levels of development' by comparing different natural hazards.

In the next synoptic unit students focus on the Amazon. We briefly studied the Amazon within the South America Unit. In this units students will bring together what they have learnt so far from River processes (Y7), Weather and climate (Y7 – air currents, location of biomes, water cycle), development – (we progress to looking in detail about the Amazons role in Brazil as an emerging country and living in the Amazon Rainforest). In this unit students **progress** in their understanding of sustainable development goals in particular e.g. looking at development projects vs protecting the environment. **Sustaining Ecosystems is a core unit in KS4** – so we feel this is an important unit to **underpin work in KS4** so that key concepts can be revisited in detail in KS4 (Sustaining Ecosystems. Note in KS4 we study Malaysia and not Brazil)

The next synoptic unit requires a good understanding of all of the underpinning units (including Ecosystems). Therefore we have placed this after all of the 'underpinning' units and continent based 'synoptic' units. Logically in terms of students progressing in their understanding of Geography this should be one of the last units we study as it brings together everything we have studied previously. The unit is loosely based about the book 'Prisoners of Geography'. At this stage students should have a good underlying knowledge of Geographical concepts which shape different countries. In this unit we focus on 'conflict' integrating the idea that conflict is constrained and influenced by the 'Geography' of a country both physically and politically. We develop students understanding of the Democratic Republic of Congo – charcoal trade, Sierra Leone - diamond trade, (links with the Africa unit Y8), conflict in the Middle East and conflict in Russia and the Crimea (links to Asia unit Y8)

We follow on this unit with another synoptic unit – Fantastic Places – students will have chosen their options by this point so we wanted a unit which brought all of the continents together. We created this unit so that students could have a 'Geographical tour' of places which inspire a sense of 'awe' and fascination in the world around them especially focusing on places and tribes which students may not have heard of previously e.g the Kayan Tribe of Malaysia. We have focused this unit on counties we did not study as part of KS3 but still have Geographical significance or cultural importance.

The final unit of Year Y9 is also the first unit of the GCSE. Students have studied elements of Changing Climate previously as part of other KS3 units so will be familiar with some of the tier 3 vocabulary.

What are the key concepts to be covered?

Taken from DFE website . There are a number of key concepts that underpin the study of geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Place

- a. Understanding the physical and human characteristics of real places. E.g. Peak District National Park (UK), Brazil, Iraq.
- b. Developing 'geographical imaginations' of places. E.g. We study Fantastic through images, video, reading activities.

1.2 Space

- a. Understanding the interactions between places and the networks created by flows of information, people and goods. E.g Rainforest alliance in the Amazon – links with PG.
- b. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. Taught every time we introduce a new case study or place example.

1.3 Scale

- a. Appreciating different scales – from personal and local to national, international and global. UK unit – National Parks – focus Peak District, Natural Hazards (e.g. Japan AC, Haiti LIDC)
- b. Making links between scales to develop understanding of geographical ideas. Developed throughout – but will be made explicit in planning. E.g. the Enhanced Greenhouse Effect

1.4 Interdependence

- a. Exploring the social, economic, environmental and political connections between places. E.g. Impact of human activities in ACs on low lying islands (e.g. Tuvalu).
- b. Understanding the significance of interdependence in change, at all scales.

1.5 Physical and human processes

- a. Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies. Taught through synoptic units and thematic units e.g. impact of human activities on tribes in the Amazon

	<p>1.6 Environmental interaction and sustainable development</p> <p>a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. Taught through synoptic units e.g. quarrying in national parks</p> <p>b. Exploring sustainable development and its impact on environmental interaction and climate change. E.g. sustainable development goals in the Amazon e.g. Central Amazonian Conservation Complex</p> <p>1.7 Cultural understanding and diversity</p> <p>a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. E.g. Kayapo in Brazil or Kayan in Indonesia</p> <p>b. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues. Encouraged throughout but mostly linked to students learning about other countries e.g development in the Amazon</p>
<p>What knowledge do they need to have a successful start to Year 10?</p>	<p>By the end of Year 9 students will have practiced all of the Geographical skills required to be successful in Year 10. In Year 10 students study; Development (covered in a variety of forms in Y7-9), Ecosystems (Y7 Africa, Year 8 cold deserts, Y9 Rainforests), Urban Futures (we have covered various countries e.g. Nigeria in Year 8 which provides a basic understanding for this topic), Global Hazards (Y7 Weather, Year 9 Hazards), Distinctive Landscapes (Y7 Rivers, Year 8 coasts), Climate Change (taught as a GCSE topic in Y9)</p>
<p>How are topics spaced between unrelated topics?</p>	<p>Each topic includes the same key concepts (as above outlined by the DFE) so interleaving is naturally planned in to the sequence of lessons forming the learning journey. Each year group has two 'hybrid topics' in Year 9 these are Geography of Conflict and Fantastic Places.</p>

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
7	Social/Cultural Capital	Personal Geography	Optional field visits e.g. Tamworth. GIS work e.g mapping my daily mile. aspirational careers e.g. town planner	Virtual trips using Google GIS, aspirational careers e.g. conservationist	Fieldwork in school GIS, Live lesson through FSC (virtual fieldwork), aspirational careers e.g. meteorologist	GIS Virtual trips e.g. Machu Picchu, aspirational careers e.g. tour guide	Optional fieldwork Middleton Lakes Live Lesson (virtual fieldwork) FSC, aspirational careers e.g. environment agency
	Tier 2/3 Vocabulary	Aerial photo, bearing, contour, cross section, GIS, latitude , longitude, ordnance survey, relief, scale, sketch map, spot height	AC, urbanisation, settlement hierarchy, dormitory village, hinterland, site, situation, amenity, brownfield site, greenfield site	Continent, LIDC, EDC, AC, Rostows model, Brandt line.	AC, Anemometer, air pressure, anticyclone, climate, depression, meteorologist, octa, precipitation, thermometer, weather	EDC, Continent, physical feature, human features, natural hazard.	AC, Tributary, confluence, drainage basin, flood, levee, flood defence.
	Reading	Literacy is embedded throughout.	Literacy embedded throughout. E.g. differentiated reading task about Tamworth	Literacy embedded throughout. E.g. differentiated reading task e.g. Nat Geo.	Literacy embedded throughout. Differentiated reading task – heatwave UK (Geog in the news)	Literacy embedded throughout. Differentiated reading task – e.g Fog Catchers in the Andes	Literacy embedded throughout. Differentiate reading task – flooding UK (Geog in the news)
	Writing	Skills based unit. Most work is short answer questions. Extended writing opportunity – treasure island lesson	Written tasks embedded throughout. E.g. extended writing based on canals. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on shanty settlements. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on extreme weather. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on natural features. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on a flood event. Each lesson contains some element of written work.

	Numeracy	Numeracy is embedded throughout as this is a skills unit	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills
	How does the PoS support students with SEND needs?	Work is differentiated. E.g. 6 figure grid references will be appropriate to teach some SEND students but not necessarily all. Student passports are used to inform planning. All external visits are accessible to SEND students. Will liaise with SENDCO when planning individual lessons					
	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	Lessons are differentiated. Some activities have a choice of activities. All lesson include challenge questions. Lessons often have scaffolded slides to support LA students e.g. structure strips.					
	How does the PoS offer contextual content appropriate to Amington students?	PoS is divided into local, national and global. In Year 7 students focus on ort local areas by learning about Tamworth and the surrounding environment. We ensure that there are opportunities for out of comfort zone learning e.g by offering trips to locations students may not have visited or might have the opportunity to visit with their parents/ carers. We take advantage of PPG funding to support these visits where appropriate. Aspirations are sometimes limited within the Amington catchment so we aim to develop students knowledge of a range of careers and opportunities available post KS5.					
8	Social/Cultural Capital	Study of other cultures (Asia), people, politics, globalisation, barriers within countries, aspirational careers e.g. journalist	Study of other, countries and cultures (Taureg), tourism e.g. Egypt aspirational careers e.g. renewable energy	Study of other countries, aspirational careers e.g researcher, FSC Live Lesson Arctic	Study of other, countries and cultures, development gap, employment structures, impacts of aid. aspirational careers e.g. aid worker	Optional fieldwork (Rhyll? TBC) Live Lesson FSC (Virtual fieldwork), aspirational careers e.g. engineer	Study of other, countries and cultures, aspirational tourism e.g. USA
	Tier 2/3 Vocabulary	EDC, communism, globalisation, censorship, biomes, continent, pollution, population control, sustainability, super power	Desert, precipitation, drought, adaptation, extreme environment, climate, Taureg	Desert, precipitation, drought, adaptation, extreme environment, climate, Innuit	Development, shanty settlement, LIDC, development indicator, HDI, Literacy, death rate, birth rate, Rostow model	Coast, waves, fetch, hydraulic action, abrasion, attrition, back wash, swash, erosion, deposition, weathering.	Continent, sustainable, fog catcher, desert, rain shadow, eco tourism

Reading	Literacy embedded throughout. Differentiated reading task – consumerism Black Friday (Geog in the news)	Literacy embedded throughout. Differentiated reading task E.g. NatGeo Sahara.	Literacy embedded throughout. Differentiated reading E.g. Nat Geo Arctic	Literacy embedded throughout. Differentiated reading task food security Lesotho. (Geog in the news)	Literacy embedded throughout. E.g. Sea meadows UK (Geog in the news)	Literacy embedded throughout. Differentiated throughout e.g. Tornadoes USA. (Geog in the news)
Writing	Written tasks embedded throughout. E.g. extended writing based on One Child Policy. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on surviving the in desert. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on Antarctic Treaty. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on aid. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on coastal defences. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on USA geographical features. Each lesson contains some element of written work.
Numeracy	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills
How does the PoS support students with SEND needs?	Work is differentiated. Student passports are used to inform planning. All external visits are accessible to SEND students.					
How does the PoS support students with low prior attainment/challenge those with high prior attainment?	Lessons are differentiated. Some activities have a choice of activities. All lesson include challenge questions. Lessons often have scaffolded slides to support LA students.					
How does the PoS offer contextual content appropriate to Amington students?	PoS is divided into local, national and global. We ensure that there are opportunities for out of comfort zone learning e.g by offering trips to locations students may not have visited or might have the opportunity to visit with their parents/ carers. We take advantage of PPG funding to support these visits where appropriate.					

9	Social/ Cultural Capital	Visit to Peak district NP. Human impacts on a landscape, stewardship	Virtual fieldtrip – Hawaii. Aspirational tourism ,Study of other countries, aspirational careers e.g seismologist	Virtual fieldtrip – Amazon, Study of other countries, aspirational tourism e.g. Brail, aspirational careers e.g Rainforest Alliance	Study of other countries, difference causes and consequences of conflict, Geography of conflict aspirational careers e.g Army	Study of other, countries and cultures (Kayan), aspirational tourism e.g Indonesia.	Globalisation, environmental politics, Development gap, impacts of climate change, mitigation vs adaptation
	Tier 2/3 Vocabulary	National Park, Sustainability, tourism, conflict, stewardship,	Natural Hazard, plate tectonics, Earths structure, Pangea, levels of development, mitigation, risk, management	Rainforest, biome, adaptation, tropical climate	Terrain, climate, level of development, civil war, rebel soldiers, environment	Bermuda triangle, indigenous groups, scientific evidence, culture	Climate change, quaternary, Milankovitch, glacial interglacial, AC, LIDC, EDC, development, mitigation, adaptation.
	Reading	Literacy embedded throughout.	Literacy embedded throughout.	Literacy embedded throughout.	Literacy embedded throughout.	Literacy embedded throughout.	Literacy embedded throughout.
	Writing	Written tasks embedded throughout. E.g. extended writing based on uses of national parks. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on Tsunami. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on development in the Amazon. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on Gorillas in the DRC. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on an indigenous tribe of the students choice. Each lesson contains some element of written work.	Written tasks embedded throughout. E.g. extended writing based on impacts of climate change. Each lesson contains some element of written work.
	Numeracy	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills	Numeracy is embedded throughout. Each lesson contains some element of numeracy/ geographical skills
	How does the PoS support students with SEND needs?	Work is differentiated. Student passports are used to inform planning. All external visits are accessible to SEND students. Work is differentiated. Student passports are used to inform planning. All external visits are accessible to SEND students. Will liaise with SENDCO when planning individual lessons					

<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</p>	<p>Lessons are differentiated. Some activities have a choice of activities. All lesson include challenge questions. Lessons often have scaffolded slides to support LA students. Work is differentiated. E.g. through scaffolding or additional challenge. Student passports are used to inform planning. All external visits are accessible to SEND students. Will liaise with SENDCO when planning individual lessons</p>
<p>How does the PoS offer contextual content appropriate to Amington students?</p>	<p>PoS is divided into local, national and global. We ensure that there are opportunities for out of comfort zone learning e.g by offering trips to locations students may not have visited or might have the opportunity to visit with their parents/ carers. We take advantage of PPG funding to support these visits where appropriate. As much as possible career information is included to raise aspirations.</p>

How does the Implementation Plan meet the ACE curriculum design?

<p>Ambitious</p>	<p>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.</p>
<p>Challenging</p>	<p>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.</p>
<p>Engaging</p>	<p>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.</p>

What are the current strengths of the Implementation Plan?

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
All aspects of the NC are covered either thematically or as composite units.
We have incorporated external visits where possible and virtual visits where not possible

Cultural Capital - SOW are currently in the process of being re-written to increase cultural capital. We aim to improve 'personal development' by incorporating a geographically linked career into each series of lessons – thereby raising career aspirations, we develop confidence through group work and presentation and we develop an awareness of the students role as a global citizen. We develop cultural capital by encouraging 'social develop and moral development' linked to voluntary groups, aid agencies and NGOs which operate around the world and encourage students to participate in the DofE award. Our new SOW aim to develop students cultural knowledge by exposing them to a range of countries and continents different to the UK.

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

- Core concept changes;
- Space interleaving 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.

Revising and updating of SOW is in progress. Topics will be interleaved – this will be planned in over time.

Topics are in a process of reviewing and updating to reflect current events/ issues - this has been completed for several units already

Powerful knowledge needs to be explicit in lesson planning

What/ How/ Why needs to be explicit in lesson planning – this has been completed for several units already

Increase level of challenge in some lessons - this has been completed for several units already

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