The Cornerstone Academy

Geography Curriculum

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The Cornerstone Academy Curriculum for Years 7-11

The Cornerstone Academy Geography Curriculum is studied by all students at The Cornerstone Academy in Key stage 3.

At Key Stage 4 students who choose the subject as an option, study the AQA specification.

1. Intent of the Geography curriculum

The Cornerstone Academy Curriculum for Geography provides a high-quality geography education that inspires pupils nurturing a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The ambition is for all students to achieve the expectations which are outlined in the curriculum. That is, that all pupils are taught the full content of the curriculum by the end of key stage 3. Mastery means that pupils will be able to recall and apply what they have learnt at another point in the future rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year. Re-visiting a key performance indicator can provide opportunities to:

- demonstrate mastery
- address any gaps in learning
- widen and deepen learning as pupils apply their knowledge in a different context or tackle more complex concepts within Geography

At KS4 students will follow the AQA scheme of learning and the curriculum knowledge from Key stage 3 will be built upon. At KS4 students are assessed using knowledge tests (self-quizzing) and summative assessments based on GCSE past papers and specimen papers.

2. Implementation of the Geography Curriculum

KS3 Geography teaching takes 1 x 100 minute lesson per week for three years across years 7, 8 and 9. Geography is an option GCSE and students have 1 x 100 minute lesson per week and 1 x 50 minute lesson per week taught by subject specialists.

The Geography curriculum at Cornerstone is implemented according to the teaching and learning policy of the school. Rosenshine and *'Teach Like a Champion'* techniques are the basis of the academy's teaching and learning practice. Staff will follow dedicated schemes of work to ensure that all students get the best possible, consistent, experience from the Cornerstone Gepography curriculum.

All lessons at each key stage use quizzing to promote recall, retention, application and mastery of content. Students will have knowledge organisers with key subject content and key vocabulary which will be set for homework. This low stakes assessment for learning will be used by staff to inform their planning and class interventions.

Modelling is used frequently with the aid of visualisers to guide student practice and improve the quality of student response.

Formative assessment, such as questioning and mini whiteboards are used every lesson to check for student undetstanding and to link back to previous learning along with KO quiz starter activities and half-termly long quizzes. These different forms of assessment allow quick whole class feedback which can be reacted to in the moment. Summative assessment in KS3 uses 'key performance indicator' (KPI) assessments. These assessments are completed independently at the end of a topic to assess key knowledge or a skill. The KPI assessments are used to inform planning and intervention by the class teacher to address gaps in knowledge and to ensure students master the KPI's leaving them well prepared for the next stage of their education.

The curriculum follows a spiral format with key concepts learnt in year 7 re-visited and developed further in later years with an increase in demand and complexity of content, concepts and resources.

The Cornerstone Academy Geography assessment outcomes (KPIs) can be found at Annex 1.

Y7 topics	Y8 topics	Y9 topics
• Introduction to Geographical skills • Introduction to Global Climate • Development • Water and rivers • World of work • Fieldwork	• Tectonics • Population • Coasts • Ecosystems	• Life in an Emerging economy • Climate Change • Urbanisation • Energy • Fieldwork
Y10 topics	**Y11 topics**	

• Issues of Urbanisation • UK Physical Landscape (Electives = Rivers, Coasts) • Natural Hazards • Living world (Elective = Hot deserts) • Fieldwork (trip and write up)	• The Changing Economic Worlds • Resources (Elective = Water) • Pre-release	

3. Impact of the Geography Curriculum

By the end of Key Stage 3 students will have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. They will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Over the three-year course students will have developed a knowledge about the world and deepened their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They will also begin to explore skills related to fieldwork and GIS.

Students will have an understanding of geographical frameworks, and the approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

By the end of Key Stage 4 students will have developed and extended their knowledge of location, places, environments and processes, and of different scales including global, and of social, political and cultural contexts.

Students will have gained an understanding of interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (Think like a Geographer).

Students will develop and extend their competence in a range of skills that were introduced as part of KS3 geography, including those used in fieldwork, in using maps and Global Imaging Systems (GIS) in using secondary evidence and in researching secondary evidence, including digital sources and develop their confidence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a Geographer.)

Finally, students will develop geographical knowledge, understanding, skills and approaches to appropriately and creatively to real world contexts including fieldwork and to contemporary situations and issues; and develop well evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

ANNEX 1 - The United Learning KS3 Geography core and elective and elective outcomes (KPIs)

	Curriculum topic and content		Key performance indicators
Year	*Topic/Overarching Theme*	*Content/Knowledge*	*The student can… (code and statetment)*
7	**Introduction to geographical skills**	• Maps and symbols • Using grid references • Relief • Continents and oceans • Longitude and latitude	• Use eight-point compass directions. • Use a key to identify map symbols. • Use map symbols on OS maps to locate features. • Use OS maps to show characteristics of different places. • Locate and describe the location of features using four-figure grid references. • Identify areas of different height on maps using contour patterns, colour shading and spot heights. • Draw cross sections of land using contour lines. • Locate continents and countries using an atlas. • Identify the location of the equator and prime meridian. • Identify the location of the Arctic and Antarctic Circles.
7	**Introduction to Global Climate**	• Climate zones and biomes • The greenhouse effect • Causes of climate change • Effects of climate change • My role as a geographer	• Using compass directions to describe the distribution of climate zones and biomes • Interpreting photographs at regional, national and global scales • Interpreting pie charts showing greenhouse gas emissions by sector • Interpreting line graphs and compound line graphs showing greenhouse gas emissions by fossil fuel type over time • Interpreting graphs of temperature and carbon dioxide changes over time • Interpreting a simple scatter graph showing the distribution of the hottest days on record in the UK • Using maps at a range of scales
7	**Development**	• What is Development? • My development methods • Development indicators and quality of life	• Describe the distribution of developed, developing and newly emerging countries

	Curriculum topic and content		Key performance indicators
Year	***Topic/Overarching Theme***	***Content/Knowledge***	***The student can… (code and statetment)***
		• Aid • Aid decision maker activity • Fairtrade • Tree aid case study	• Identify how development is measured through single development indicators and HDI • Explain the factors that affect development • Assess a strategy that can be used to improve quality of life in a developing country / or region
7	**Water and rivers**	• Water Cycle • Features of the Drainage Basin • Drainage Basin System • Using Grid References to Locate River Features • Relief of the Drainage Basin • Long Profile of a River • River Processes • Formation of a Waterfall • Formation of a Meander • Formation of a Floodplain and Levee • Causes of Flooding • Managing Flood Risk • Flooding in Somerset Levels • Flooding in Bangladesh	• The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. • The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates, and the cycle begins again. • The drainage basin is an area of land drained by a river and its tributaries. • Features of a drainage basin include the watershed, tributaries, confluences, mouth, source and channel. • The drainage basin is an area of land drained by a river and its tributaries. • Features of a drainage basin include the watershed, tributaries, confluences, mouth, source and channel. • The Somerset Levels are an area of low-lying land in South West England. This area is vulnerable to flooding as there are four rivers flowing through the area. • In 2014 the Rivers Tone and Parrett flooded, made worse because they join at a confluence flowing through the town of Bridgewater. This caused social, economic and environmental damage to the local area. • Responses to flooding events include may include evacuation in the short term and the introduction of a flood warning system in the long term.

	Curriculum topic and content		Key performance indicators
Year	***Topic/Overarching Theme***	***Content/Knowledge***	***The student can… (code and statetment)***
			• Bangladesh is a developing country in Southeast Asia. Most of the country is below sea level and is located on the flat fertile floodplains of the Ganges and Brahmaputra rivers. • The effects and responses related to flooding events can vary depending upon a country's/ region's level of development.
7	**World of work**	• TBC	• TBC
7	**Fieldwork**	• TBC	• TBC
8	**Tectonics**	• Structure of the Earth • Plate tectonics • Plate tectonics continued • Different types of volcanoes • Monitoring and predicting volcanic hazards • Living close to volcanoes • Earthquake prediction and planning • Earthquake protection • Decision making activity • Earthquake case studies	8.2.1 Describe the global distribution of plate boundaries and tectonic hazards. 8.2.2 Explain how the movement at constructive, destructive, collision and conservative margins creates different tectonic events and landforms. 8.2.3 Explain how tectonic hazards can be monitored, predicted and prepared for. 8.2.4 Compare the causes, effects and responses to a tectonic hazard in a developed and developing country
8	**Population**	• Population distribution • The population explosion • The demographic transition model • Population structure • Ageing population	8.2.1 Describe and explain the factors that influence the distribution of population at a variety of scales. 8.2.2 To explain the factors affecting population growth and structures within countries.

	Curriculum topic and content		Key performance indicators
Year	***Topic/Overarching Theme***	***Content/Knowledge***	***The student can… (code and statetment)***
		• Migration • The impact of migration • Migration – extended writing	8.2.3 Describe and explain the factors which people consider when migrating. 8.2.4 Assess the impacts of migration using a case study
8	**Coasts**	• The changing coastal landscape • Different types of coastal erosion • The formation of headlands and bays • The formation of wave cut platforms • The formation of caves, arches and stacks • Longshore drift and the formation of beaches • The formation of a spit • Coastal management • Coastal decision making exercise • The Holderness coast case study	8.1.1 Explain the processes that lead to the formation of erosional landforms and the resulting features. 8.1.2 Explain the processes that lead to the formation of depositional landforms and the resulting features. 8.1.3 To be able to explain the causes and impacts of coastal erosion. 8.1.4 To assess the effectiveness of coastal management strategies along a specific stretch of coastline.
8	**Ecosystems**	• TBC	• TBC
9	**Life in an Emerging Economy**	• Emerging countries • Development indicators • Emerging countries employment structure change • The reasons for China's success • Rural to urban migration • Rio opportunities and challenges • Evaluating the opportunities and challenges in Rio • The impact of TNCs in South Korea • TNCs • Evaluating the impact of TNC investment in emerging countries	9.3.1 Describe the location of the newly emerging countries and the characteristics of them. 9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries. 9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country. 9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.

	Curriculum topic and content		Key performance indicators
Year	***Topic/Overarching Theme***	***Content/Knowledge***	***The student can… (code and statetment)***
9	**Climate Change**	• Climate change the evidence • Natural causes of climate change • The enhanced greenhouse effect • Human or natural climate change debate • Responding to climate change • Evaluating the response methods to climate change	9.3.1 Describe the location of the newly emerging countries and characteristics of them. 9.3.2 Explain why rural to urban migration is a key feature of emerging countries. 9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging countries. 9.3.4 Evaluate the social, environmental, economic and political impacts of life in an emerging country.
9	**Urbanisation**	• The population distribution and location of major cities in the Uk • Land-use zones within urban areas • Urban change • Urban change, opportunities and challenges • Liverpool (urban sprawl and impacts) • Liverpool (Aughton, counter-urbanisation) • Sustainable urban living • Decision making activity • Urban regeneration (Stratford) • Evaluating the success of an urban regeneration project	9.4.1 Describe factors which led to the growth of cities in the UK and the land use patterns within these. 9.4.2 Explain the causes of urban change and dereliction in the UK. 9.4.3 Explain the ways in which urban areas can be made more sustainable. 9.4.4 Assess the effectiveness of a regeneration project in improving life within a city.

	Curriculum topic and content		Key performance indicators
Year	***Topic/Overarching Theme***	***Content/Knowledge***	***The student can…*** ***(code and statetment)***
9	**Energy**	• TBC	• TBC