



# 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 Geography 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 understanding 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.



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Y7 topics	Y8 topics	Y9 topics
<ul style="list-style-type: none"> <li>• Introduction to Geographical skills</li> <li>• Introduction to Global Climate</li> <li>• Development</li> <li>• Water and rivers</li> <li>• World of work</li> <li>• Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Population</li> <li>• Coasts</li> <li>• Ecosystems</li> <li>• Tectonics</li> <li>• Weather systems</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Energy</li> <li>• Life in an Emerging economy</li> <li>• Glaciation</li> <li>• Issues of urbanisation</li> <li>• Fieldwork</li> </ul>
Y10 topics	Y11 topics	
<ul style="list-style-type: none"> <li>• Issues of Urbanisation</li> <li>• UK Physical Landscape (Electives = Rivers, Coasts)</li> <li>• Natural Hazards</li> <li>• The Changing Economic World (India)</li> <li>• Fieldwork (trip and write up)</li> </ul>	<ul style="list-style-type: none"> <li>• The Changing Economic World (UK)</li> <li>• Living world (Elective = Hot deserts)</li> <li>• Resources (Elective = Water)</li> <li>• Pre-release</li> </ul>	

### 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.



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**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).



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## ANNEX 1 - The United Learning KS3 Geography core and elective outcomes

	Curriculum topic and content	
Year	Topic/Overarching Theme	Content/Knowledge
7	Introduction to geographical skills	<ul style="list-style-type: none"> <li>• Maps and symbols</li> <li>• Using grid references</li> <li>• Relief</li> <li>• Continents and oceans</li> <li>• Longitude and latitude</li> </ul>
7	Introduction to Global Climate	<ul style="list-style-type: none"> <li>• Climate zones and biomes</li> <li>• The greenhouse effect</li> <li>• Causes of climate change</li> <li>• Effects of climate change</li> <li>• My role as a geographer</li> </ul>
7	Development	<ul style="list-style-type: none"> <li>• Features of developed, developing and emerging countries</li> <li>• The distribution of development</li> <li>• Measuring development</li> <li>• Becoming more developed</li> <li>• Development in Asia (Nepal)</li> <li>• Causes of uneven development (Nepal)</li> <li>• Development through economic growth (tourism in Nepal)</li> <li>• Development in Africa (DRC)</li> <li>• Development through top-down projects (DRC)</li> <li>• Development through bottom-up projects in (DRC)</li> </ul>
7	Water and rivers	<ul style="list-style-type: none"> <li>• Water Cycle</li> <li>• Features of the Drainage Basin</li> <li>• Drainage Basin System</li> <li>• Using Grid References to Locate River Features</li> <li>• Relief of the Drainage Basin</li> <li>• Long Profile of a River</li> </ul>

	Curriculum topic and content	
Year	Topic/Overarching Theme	Content/Knowledge
		<ul style="list-style-type: none"> <li>• River Processes</li> <li>• Formation of a Waterfall</li> <li>• Formation of a Meander</li> <li>• Formation of a Floodplain and Levee</li> <li>• Causes of Flooding</li> <li>• Managing Flood Risk</li> <li>• Flooding in Somerset Levels</li> <li>• Flooding in Bangladesh</li> </ul>
7	World of work	<ul style="list-style-type: none"> <li>• Employment industries</li> <li>• Changes in employment structures in the UK over time</li> <li>• Factors influencing employment structures in the UK</li> <li>• DME locating quaternary industries</li> <li>• Impacts of industries</li> <li>• Employment structures around the world</li> <li>• Trade</li> <li>• The world of work in Russia</li> <li>• Factors affecting Russia's trading relationships</li> <li>• Interconnections in the world of work</li> </ul>
7	Fieldwork	<ul style="list-style-type: none"> <li>• Selecting an appropriate hypothesis</li> <li>• Measuring and recording data</li> <li>• Collecting data in the field</li> <li>• Presenting data</li> <li>• Fieldwork results</li> <li>• Forming conclusions</li> <li>• Evaluating fieldwork</li> </ul>
8	Population	<ul style="list-style-type: none"> <li>• TBC Sept 25</li> </ul>
8	Coasts	<ul style="list-style-type: none"> <li>• TBC Sept 25</li> </ul>
8	Ecosystems	<ul style="list-style-type: none"> <li>• TBC Sept 25</li> </ul>
8	Tectonics	<ul style="list-style-type: none"> <li>• TBC Sept 25</li> </ul>

	Curriculum topic and content	
Year	Topic/Overarching Theme	Content/Knowledge
8	Weather systems	<ul style="list-style-type: none"> <li>• TBC Sept 25</li> </ul>
9	Climate Change	<ul style="list-style-type: none"> <li>• Climate change the evidence</li> <li>• Natural causes of climate change</li> <li>• The enhanced greenhouse effect</li> <li>• Human or natural climate change debate</li> <li>• Responding to climate change</li> <li>• Evaluating the response methods to climate change</li> </ul>
9	Energy	<ul style="list-style-type: none"> <li>• Energy distribution, consumption and poverty</li> <li>• The changing energy mix</li> <li>• Non-renewables</li> <li>• Renewable energy</li> <li>• Energy DME</li> <li>• Fracking</li> </ul>
9	Life in an Emerging Economy	<ul style="list-style-type: none"> <li>• Emerging countries</li> <li>• Development indicators</li> <li>• Emerging countries employment structure change</li> <li>• The reasons for China's success</li> <li>• Rural to urban migration</li> <li>• Rio opportunities and challenges</li> <li>• Evaluating the opportunities and challenges in Rio</li> <li>• The impact of TNCs in South Korea</li> <li>• TNCs</li> <li>• Evaluating the impact of TNC investment in emerging countries</li> </ul>
9	Glaciation	<ul style="list-style-type: none"> <li>• What are glaciers and how do they form?</li> <li>• Glacial erosion and the formation of corrie</li> <li>• The formation of aretes and pyramidal peaks</li> <li>• Glacial transportation and depositional landforms</li> <li>• The possible impacts caused by melting glaciers</li> </ul>



	Curriculum topic and content	
Year	Topic/Overarching Theme	Content/Knowledge
		<ul style="list-style-type: none"> <li>• Human use of glacial landscape</li> <li>• Managing challenges in glacial landscape (The Lake District)</li> </ul>
9	Urbanisation	<ul style="list-style-type: none"> <li>• The population distribution and location of major cities in the UK</li> <li>• Land-use zones within urban areas</li> <li>• Urban change</li> <li>• Urban change, opportunities and challenges</li> <li>• Liverpool (urban sprawl and impacts)</li> <li>• Liverpool (Aughton, counter-urbanisation)</li> <li>• Sustainable urban living</li> <li>• Decision making activity</li> <li>• Urban regeneration (Stratford)</li> <li>• Evaluating the success of an urban regeneration project</li> </ul>