CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 7

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning	Year 7 focuses on the UK to draw and build on KS2 understanding of maps, human and physical characteristics of the UK, climate, natural resources and economic activities.
Conscious curriculum links	**Science links:** In science students will be introduced to the main sources of renewable and non-renewable energy. Students will build on this in geography by understanding the social, economic and environmental positives and negatives of these energy sources. In geography students will be introduced to the three different rock types and how they influence the landscape. Students will build on this in science by understanding the rock cycle. **Maths links:** In geography students will describe line graphs and bar charts to explain human processes. In maths students will build on this to understand discrete and continuous data.
Fieldwork opportunities	Environmental quality research of our school site including a survey and field sketch and researching the weather using different equipment.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
TOPIC/KNOWLEDGE	**INTRODUCTION TO THE UK** **All students will know:** •The difference between physical and human geography. •The difference between rural and urban areas and how we can describe them. •Why the population of the UK is increasing. •Why people migrate to the UK.	**PHYSICAL LANDSCPES OF THE UK** **All students will know:** •Different rock types and how they influence the UK landscape. •The different types of weathering, erosion and transportation and how these processes influence the landscape. •The components of the water cycle and a drainage basin. •How waterfalls and meanders form. •How a river changes downstream. •The different types of coastal waves. •How stacks and spits form. •What a glacier is and how they have formed our UK landscapes.	**LIVING IN WOLVERHAMPTON** **All students will know:** •The stages of a fieldwork investigation and how to carry them out. •The reasons people migrate to Wolverhampton. •Why Wolverhampton is diverse and how we celebrate this. •The different factors that indicate what quality of life is like in an area. •The five economic sectors and how they change overtime. •How deindustrialisation has impacted Wolverhampton. •What regeneration has taken place in Wolverhampton.	**WEATHER AND CLIMATE IN THE UK** **All students will know:** •The difference between weather and climate. •The link between air pressure and climate. •How the UK climate has changed in the past and how it will change in the future. •UK weather and case studies for events including flooding, heatwaves and cold periods.	**CHALLENGES AND OPPORTUNITIES IN THE UK** **All students will know:** •What the north-south divide is, the impacts and solutions. •What urban decline is and the impacts and solutions of this. •The difference types of poverty and solutions to this. •The different types of renewable and non-renewable energy and the advantages and disadvantages of these. •How much household waste we create in the UK, where this goes and the risks of landfill. •The importance of recycling. •What a national park is, why they are important and how they contribute to the protection
SKILLS	•Identifying and locating features on an OS map. •Using choropleth maps to describe distribution. •Using line graphs and bar charts to describe trends. •Using population pyramids to describe the population structure of an area. •Writing PEEL paragraphs. •Using diagrams as evidence within an answer. •Using census data to describe different areas. •Drawing an interpreting climate graphs. •Complete a field sketch and environmental quality survey. •Using different equipment to measure thr weather.				
ASSESSMENT	Each topic will be assessed through: **Mid -topic test** which will be self-assessed to inform both students and the teacher about progress made and ensuring misconceptions are addressed early before moving through the rest of the topic. Students will complete individual tasks based on their scores in each section. **SILVER** (end of topic) assessment will include previous knowledge and extended writing and will be teacher marked with meaningful feedback that include clear next steps in students learning through dedicated improvement time. In addition, students will complete **GOLD** (mid-year) assessment and **PLATINUM** (end-of-year) assessment. Both cumulative assessments will cover the curriculum taught to date and provide percentage outcomes for each student. Students will be assessed in the three key strands: **Knowledge:** recalling meanings of vocabulary and demonstrating essential knowledge about human and physical features of globally significant places. **Understanding:** explaining human and physical processes shaping landscapes that change over time, vary spatially and are interdependent. **Application:** using geographical knowledge and skills to interpret different data sources and communicate geographical information. Students will also be formatively assessed using questioning, mini whiteboards, RAG cards, verbal feedback and live marking within each lesson.				
	Mid-topic test SILVER assessment 1	Mid-topic test SILVER assessment 2	GOLD assessment SILVER assessment 3	Mid-topic test SILVER assessment 4	Mid-topic test PLATINUM assessment
VOCAB	•Aging population •Continent •Contour line •Country •Densely populated •Human geography •Landscape •Physical geography •Population density •Pull factor •Push factor •Relief •Rural •Sparsely populated	•Biological weathering •Chemical weathering •Constructive wave •Deposition •Destructive wave •Erosion •Geology •Glacier •Igneous •Meander •Mechanical weathering •Metamorphic •Physical landscapes •Plucking •Undercutting •Sedimentary •Sediment transportation •Weathering	•Diverse •Economic •Emigration •Fieldwork •Investigation •Inequality •Immigration •Migrant •Population •Primary data •Primary sector •Pull factor •Push factor •Qualitative •Quantitative •Quinary •Regeneration •Secondary sector •Secondary data •Tertiary •Urban	•Atmosphere •Climate •Climate change •Economic •Environmental •Forecast •Flood •Glacial period •Heatwave •High pressure •Interglacial period •Low pressure •Precipitation •Prevailing wind •Relief rainfall •Social impact •Thermometer •Weather	•Absolute poverty •Deindustrialisation •Economic •Environmental •Fossil fuels •Fracking •Greenhouse gas •Groundwater •Habitats •Inequalities •Leaching •Life expectancy •Minimum wage •North-South divide •Pollution •Poverty cycle •Quality of life •Recycling •Relative poverty •Renewable energy •Social •Urban decline

READING SKILLS

In geography we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and descriptions of human and physical processes; after reading we complete comprehension questions and discuss and challenge ideas.

A book year 7 students could read is 'No one is too small to make a difference' by Greta Thunberg. This books explores how young people can tackle challenges, including climate change.

PERSONAL DEVELOPMENT

CAREERS – Land surveyor, Apprentice conservation officer, Equality, diversity and inclusion manager, Civil engineer, Management consultant Regeneration officer, Flood risk manager.
CORE - Celebrating culture and diversity in our local area.

SUPPORTING STUDENT'S AT HOME

Students will have a homework booklet to complete for each topic. Students can also be supported to revise and be tested on the content on their knowledge organisers.

CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 8

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning

Year 8 allows students to build on their UK knowledge from year 7 and apply this to countries around the world. Students will have explored earthquakes and volcanoes at KS2. They will build on this by learning about the physical processes in more depth and comparing events around the world. Students will know what climate is, here they will apply this to ecosystems. Students will have looked at the north-south divide and inequality in the UK and will apply this to a global scale.

Conscious curriculum links

PRE links: In PRE students will have learnt about Buddhism. This is the official religion of Bhutan and in geography students will link this to happiness and how the government protect this.

Science links: In geography students will learn about the layers of the earth focusing on the mantle and the crust to understand tectonic plates. In science, students will build on this physical knowledge to understanding to composition of earth of the atmosphere.

In Science students will have related the energy efficiency of electrical appliances to their cost. In geography students will apply the idea of cost vs energy use to sustainability and how individuals and communities can become more sustainable.

In science students will have learnt about food chains and webs, as well as exploring plant and animal adaptations. In geography students will link this knowledge to the location and climate of different ecosystems as well as how we can mange human impact in them.

Art links: In geography students will learn about what a favela is and why they are built. In art students will look at the structure of favelas and what they look like.

In art students will create a 'cotton monster' from upcycled clothing. In geography students will build on this and learn how it contributes to a circular economy.

Fieldwork opportunities

Students to complete a fast fashion questionnaire.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
TOPIC/KNOWLEDGE	**OUR UNEQUAL WORLD** **All students will know:** •What development is and how it can be measured. •What Gross National Happiness is and why Bhutan use this as a measure of development. •What globalisation is and how it is leading to the idea of a shrinking world. •How trade can create inequalities. •What Fair Trade is and the pros and cons of this. •What a sweatshop is and the events that occurred in Bangladesh when a factor collapsed. •What sanitation is and why this differs around the world. •What food inequality is, including under and over nutrition around the world. •Why and how healthcare differs in India and Japan.	**OUR HAZARDOUS WORLD** **All students will know:** •The four layers of earth and the processes that move tectonic plates. •The four types of tectonic plate boundary. •The impacts and responses of earthquakes, volcanic eruptions and tsunamis in developed and developing countries and how they differ. •How different countries can prepare for tectonic events.	**OUR URBAN WORLD** **All students will know:** •What is happening to the global population and the population in urban areas. •Why the population in urban areas is growing. •What a megacity is and why China has so many. •Wy most of the population in China live in the east. •What an informal settlement is and why they develop. •The opportunities and challenges of informal settlements. •What sustainability is and how a city can be sustainable economically, socially and environmentally. •Why Tokyo is a global economic hub.	**OUR LIVING WORLD** **All students will know:** •What a biome is and where our global biomes are located. •How nutrients are moved around different ecosystems. •Why tropical rainforests, deserts and tundra are located where they are by linking to solar radiation and global atmospheric circulation. •The climate and characteristics of tropical rainforests, deserts and tundra. •The layers of a tropical rainforest. •How plants and animals are adapted to both tropical rainforests and deserts. •Why tropical rainforests are at threat and how we can protect them •Wat desertification is and why it is a problem for global populations. •The importance of coral reefs and what coral bleaching is.	**GLOBAL ISSUES** **All students will know:** •What plastic pollution is, the causes, impacts and solutions. •The natural and human causes of climate change, the impacts and solutions. •What security and how desalination can be a solution in many developed countries. •What fast fashion is and why it is growing. •Where disposed fashion goes to and how the making of growth influences water supplies around the world. •What companies are doing to address fast fashion. •The impact of tourism on the environment. •What animal exploitation is and why education is important. •What ecotourism is and why it could protect Thailand.
SKILLS	•Using choropleth maps to compare development around the world. •Use of photographs to describe quality of life and global events. •Using flow line maps to describe global connections and trade. •Using development indicators to compare countries. •Presentation and teamwork skills. •Calculating the range from graphs.				
ASSESSMENT	Students will be assessed through: **Mid -topic test** which will be self-assessed to inform both students and the teacher about progress made and ensuring misconceptions are addressed early before moving through the rest of the topic. Students will complete individual tasks based on their scores in each section. **SILVER** (end of topic) assessment will include previous knowledge and extended writing and will be teacher marked with meaningful feedback that include clear next steps in students learning through dedicated improvement time. In addition, students will complete **GOLD** (mid-year) assessment and **PLATINUM** (end-of-year) assessment. Both cumulative assessments will cover the curriculum taught to date and provide percentage outcomes for each student. Students will be assessed in the three key strands: **Knowledge:** recalling meanings of vocabulary and demonstrating essential knowledge about human and physical features of globally significant places. **Understanding:** explaining human and physical processes shaping landscapes that change over time, vary spatially and are interdependent. **Application:** using geographical knowledge and skills to interpret different data sources and communicate geographical information. Students will also be formatively assessed using questioning, mini whiteboards, RAG cards, verbal feedback and live marking within each lesson.				
	Mid-topic test SILVER assessment 1	Mid-topic test Earthquakes Mid-topic test Volcanos	GOLD assessment Mid topic test SILVER assessment 2	Mid topic test SILVER assessment 3	Mid-topic test PLATINUM assessment
VOCAB	•Developed •Developing •Development •Distribution •Emerging •Fair trade •Globalisation •Indicator •Inequality •Malnutrition •Over-nutrition •Sanitation •Sweatshop •Trade	•Active volcano •Convection current •Developed •Developing •Disaster •Lava •Hazard •Magma •Plate boundary •Primary effects •Secondary effects •Seismic waves •Slap pull •Subduction •Tectonic	•Economic •Environmental •Informal settlement •Megacity •Migration •Quality of life •Rural •Social •Sustainability •Unequal •Urban •Urbanisation	•Adaptation •Biodiversity •Biomes •Biomass •Buttress root •Climate •Coral bleaching •Decomposition •Ecosystem •Hadley cell •Leaching •Litter •Nutrient •Solar radiation	•Agriculture •Anthropogenic •Biodegradable •Climate change •Ecotourism •Exploitation •Fast fashion •Glacial •Global warming •Greenhouse gas •Interglacial •Micro plastics •Single use plastic •Sustainable •Tourism

READING SKILLS

In geography we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and descriptions of human and physical processes; after reading we complete comprehension questions and discuss and challenge ideas.

A book year 8 students could read is 'Factfulness' by Hans Rosling.

PERSONAL DEVELOPMENT

CAREERS – Disaster management officer, Environmental manager, Town planner, Transport planner, Volcano vlogger and guide, Environmental policy maker

CORE – Students will visit the coast and see coastal processes identified in year 7. Students will upcycle clothes in a CORE and link this to fast fashion.

SUPPORTING STUDENT'S AT HOME

Students will have a homework booklet to complete for each topic. Students can also be supported to revise and be tested on the content on their knowledge organisers.

CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 9

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning

Students will already have knowledge on the different resources found around the world, they will now connect this to investment, power and management. Students will have looked at national park tourism and ecotourism, here they will explore the idea of dark tourism. Students have looked at weather and climate in the UK, they will now apply this to extreme weather around the world, linking the idea of developing to this too.

Conscious curriculum links

Science links: In science students will have used the periodic table. In geography, we will understand why minerals are important and why they would encourage development.

Maths links: In maths students will have used both line graphs and bar charts. In geography students will need to put this knowledge together to interpret and draw climate graphs.

In maths students will have looked at quantitative and qualitative data as well as the idea of frequency, hypothesise and bias. In geography we will build on this by giving students the opportunity to collect this data themselves before presenting and analysing it.

History links: Students in geography will learn about the physical features of Russia and why it is more powerful because of this. Students will build on this knowledge in History by applying it to the Cold War.

Students will have knowledge of past events including the D-Day landings and the Holocaust. In geography students will learn why people visit these places today.

PRE links: In PRE students will build on their knowledge of connections to Auschwitz from geography and apply this to the connections to religious beliefs and practices.

Fieldwork opportunities

Students to complete a dark tourism questionnaire and present this data. A sustainable school investigation.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
TOPIC/KNOWLEDGE	**MISREPRESRNTED PLACES** **All students will know:** •How the climate differs across Africa and Russia. •How different countries can be represented and how representations can lead to misconceptions. •The resources available in African countries and Russia. •Why China are investing in African countries and the opportunities and challenges of this. •How quality of life differs across Nigeria. •Why Russia's physical geography provides natural protection. •Why it is difficult to access natural resources in Russia. •Why there is conflict between Russia and Ukraine. •Why many parts of Russia are abandoned.	**DARK TOURISM** **All students will know:** •What dark tourism is and why it causes controversy. •The difference between place and space. •Why people visit dark tourism sites including Pompeii, Normandy, Auschwitz, Chernobyl and Fukushima. •Why tourism is important to communities in Indonesia. •What body casts are and the ethical debates surrounding them. •Why the physical geography of Alcatraz island made it a good place for a prison. •Why climbing Mount Everest is dangerous and why people skill do it.	**EXTREME WEATHER** **All students will know:** •The different types of air mass and how they influence the weather. •What a tornado is and what causes them. •How the impacts of tornados differ in the USA and UK. •Where tropical storms are and how they form. •How the impacts and responses to tropical storms differ across the world. •The physical and human causes of drought. •The impacts of drought around the world.	**SUSTAINABILITY FIELDWORK** **All students will know:** •What sustainability is and how a school can be sustainable. •The different stages of an investigation. •How data can be categorised. •How data collection can be reliable valid and accurate. •What a good enquiry question is made up of. •What makes a good questionnaire. •The positives and negatives of different presentation methods including a word cloud, bar chart and radial graph. •How our school can be more sustainable.	**GLOBAL ENERGY CHALLENGES AND SOLTUIONS** **All students will know:** •Categories for resources. •How we are exploiting the environment for resources and the damage caused. •The distribution of fossil fuels, water, minerals and food around the world. •Why our energy consumption is increasing. •The positives and negatives of both renewable and non-renewable sources of energy. •Why countries use different sources of energy. •What fracking is and the opportunities and challenges associated with this process. •How individuals, organisations and governments manage their resources. •Why and how China and Germany are managing their energy resources.
SKILLS	•Structuring work in PEEL paragraphs. •Drawing a climate graph. •Applying the concepts of space and place to different case studies. •Assessing – rank by importance. •Carrying out fieldwork methods. •Presenting data on a word cloud and radial graph. •Calculating measures of central tendency.				
ASSESSMENT	Students will be assessed through: **Mid -topic test** which will be self-assessed to inform both students and the teacher about progress made and ensuring misconceptions are addressed early before moving through the rest of the topic. Students will complete individual tasks based on their scores in each section. **SILVER** (end of topic) assessment will include previous knowledge and extended writing and will be teacher marked with meaningful feedback that include clear next steps in students learning through dedicated improvement time. In addition, students will complete **GOLD** (mid-year) assessment and **PLATINUM** (end-of-year) assessment. Both cumulative assessments will cover the curriculum taught to date and provide percentage outcomes for each student. Students will be assessed in the three key strands: **Knowledge:** recalling meanings of vocabulary and demonstrating essential knowledge about human and physical features of globally significant places. **Understanding:** explaining human and physical processes shaping landscapes that change over time, vary spatially and are interdependent. **Application:** using geographical knowledge and skills to interpret different data sources and communicate geographical information. Students will also be formatively assessed using questioning, mini whiteboards, RAG cards, verbal feedback and live marking within each lesson.				
	Mid-topic test SILVER assessment 1	Mid-topic test SILVER assessment 2	GOLD assessment SILVER assessment 3	Mid-topic test SILVER assessment 4	Mid-topic test GOLD assessment
VOCAB	•Borders •Commodity •Culture •Development •Economic •Environmental •Exploit •Foreign direct investment •Gross domestic product •Inequality •Infrastructure •Natural resources •Permafrost •Sanctions •Social •Stereotype	•Avalanche •Controversy •Crevasse •D-Day •Disaster •Economic •Eddy •Excavated •Incarcerated •Nuclear •Place •Preserved •Pyroclastic flow •Radioactive •Space •Summit •Tourism •Upwelling	•Air mass •Arid •Cyclone •Economic •Environmental •Coriolis effect •Deforestation •Drought •Fujita scale •Habitat •Hurricane •Hydrological drought •Overgrazing •Social •Tornado •Tropical storm •Typhoon	• Accurate • Carbon footprint • Economic • Enquiry question • Environment • Fieldwork • Hypothesis • Mitigate • Primary data • Qualitative data • Quantitative data • Reliable • Sampling • Secondary data • Social • Sustainable	•Abiotic •Biotic •Carbon footprint •Consumption •Distribution •Energy mix •Emissions •Exploit •Fracking •Hydro-electric •Non-renewable •Open-cast •Overfishing •Renewable •Sustainable •Soil erosion

READING SKILLS

In geography we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and descriptions of human and physical processes; after reading we complete comprehension questions and discuss and challenge ideas.

A book year 9 students could read is 'Disaster by Choice' by Ilan Kelman.

PERSONAL DEVELOPMENT

CAREERS – Globemaker, News weather presenter, Water Engineer, Environmental practitioner and the exploration of careers in geography at GCSE options evening and taster sessions.

CORE – Students visit a rural area.

SUPPORTING STUDENT'S AT HOME

Students will have a homework booklet to complete for each topic. Students can also be supported to revise and be tested on the content on their knowledge organisers.

CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 10

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning	Students will use their prior learning from KS3 throughout the course of the GCSE drawing upon their knowledge of rivers and coasts, weather events, ecosystems, urbanisation, development and energy resources. Students will also apply their knowledge of fieldwork and investigations to paper 3 and use their diagram, map and numeracy skills in UK Challenges.
GCSE course	**Exam board and course:** Edexcel Geography A **Exams:** 3, 1 hour 30-minute exams **Paper 1 topics:** Changing UK Landscapes, Weather and Climate and Ecosystems **Paper 2 topics:** Changing Cities, Global Development, and Resource Management **Paper 3 topics:** River investigation, Urban investigation, and UK Challenges
Fieldwork opportunities	Students will go on two fieldwork trips as part of their GCSE course including Carding Mill Valley to research river changes and Birmingham to research regeneration.

	AUTUMN 1	AUTUMN 2/SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	**CHANGING UK LANDSCAPES** **All students will know:** •The three rock types and how they influence the landscape. •How human activity influences the landscape. •Types of weathering, erosion, transportation and mass movement. •How a river changes downstream. •How river landforms are created including waterfalls, meanders, ox bow lakes, levees, and floodplains. •The natural and human causes of river flooding and coastal erosion. •How a flood may differ in urban and rural areas. •The impacts of river flooding and coastal erosion. •Protection methods for both river flooding and coastal erosion.	**ECOSYSTEMS** **All students will know:** •Where ecosystems are located and why they are in these regions. •How humans exploit ecosystems for resources. •The UK's terrestrial ecosystems. •The ways we are using and damaging marine ecosystems. •How plants and animals are adapted to thrive in both tropical rainforests and deciduous woodlands. •The biotic and abiotic factors of both tropical rainforests and deciduous woodlands and how they contribute to the functioning of these ecosystems. •The nutrient cycle in both tropical rainforests and deciduous woodlands. •The uses, threats and protection methods for deciduous woodlands and tropical rainforests.	**RIVER INVESTIGATION** **All students will know:** •How we can categorise data. •How to use secondary data and complete a risk assessment. •How to research how a river changes downstream,. •The types of sampling and the advantages and limitations of each one. •How reliable and accurate different data collection methods are.	**CHANGING CITIES** **All students will know:** •The processes involved in the movement of people in and out of cities. •Why our cities are growing globally. •The challenges cities face due to deindustrialisation and inequality. •The impacts of migration in Birmingham. •How Birmingham is sustainable. •The structure and location Birmingham and Mumbai. •The challenges of and how we can manage rapid urbanisation in Mumbai.	**URBAN FIELDWORK** **All students will know:** •How we can categorise data. •How to use secondary data and complete a risk assessment. •How to research how regeneration success differs in different areas of a city. •The types of sampling and the advantages and limitations of each one. •How reliable and accurate different data collection methods are.
SKILLS	•Using geological maps and cross sections. •Locating key physical and human features on OS maps. •Use of British Geological Survey maps. •Use of UK weather and climate data. •Drawing storm hydrographs. •Use of UK weather and climate data to calculate the mean rate of erosion along a coastline. •Using GIS to understand the impact of human intervention. •Interpret UK and world maps showing the distribution of resources. •Using choropleth maps. •Use and interpret line graphs and bar charts. •Calculation of carbon footprints. •Creating enquiry questions. •Use of flood risk maps and OS maps. •Measuring river width, depth and velocity. •Measuring sediment size and angularity. •Drawing a cross section of a river. •Use of census data. •Completing a pedestrian count, environmental quality survey and a land use survey. •Drawing a radial graph and a histogram. •Use of population data to calculate percentage change.				
ASSESSMENT	**Assessments at GCSE will be marked using four assessment objectives (AOs):** **AO1:** Demonstrate knowledge of locations, places, processes, environments and different scales. **AO2:** Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes as well as the inter-relationships between these. **AO3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. **AO4:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Each topic will include a mid-topic assessment that includes a knowledge test that is self assessed and short answer questions (1, 2, 3 and 4 marks) and an 8-mark question that is teacher marked. Each topic will also have an end of topic assessment which will be an exam section for that topic (30 marks total), this will be teacher marked. **Year 10 will also complete mock exams at the end of the year in the following format:** **Paper 1:** Changing UK Landscapes and Ecosystems (1 hour 10 minutes, 60 marks) **Paper 2:** Resource management (30 minutes, 30 marks) **Paper 3:** River investigation (30 minutes, 18 marks)				
VOCAB	•Deposition •Erosion •Fetch •Hard engineering •Infiltration •Interception •Impermeable •Lag time •Longshore drift •Mass movement •Precipitation •Recession •Relief •Soft engineering •Transportation •Weathering	•Abiotic •Adaptation •Altitude •Biodiversity •Biomass •Biomes •Biosphere •Biotic •Carbon sink •Conservation •Deforestation •Ecotourism •Function •Goods •Governance •Habitat •Leaching •Litter •Marine •Nutrient •Sustainable •Services •Structure •Terrestrial	•Accurate •Enquiry question •Hypothesis •Primary data •Secondary data •Qualitative •Quantitative •Stratified sampling •Systematic sampling •Random sampling •Velocity •Discharge •Reliable	•Bottom-up •Central business district •Counter-urbanisation •Connectivity •Decentralisation •Deindustrialisation •Ethnicity •Informal settlement •Migration •Natural increase •Pollution •Population density •Quality of life •Re-urbanisation •Site •Situation •Suburbanisation •Sustainable	•Accurate •Derelict •Enquiry question •Hypothesis •Inner city •Primary data •Secondary data •Qualitative •Quantitative •Stratified sampling •Systematic sampling •Random sampling •Regeneration •Reliable

READING SKILLS

In geography we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and descriptions of human and physical processes; after reading we complete comprehension questions and discuss and challenge ideas.

At GCSE students are taught using booklets which include high quality text and articles that students will read.

PERSONAL DEVELOPMENT

CAREERS – Students to be exposed to careers involved in ecosystem conservation. Students will also be introduced to other careers during sixth form open evenings.

CORE – Students in year 7 visit Birmingham to see landmarks and a coastal landscape in year 8.

SUPPORTING STUDENT'S AT HOME

Students should complete any lessons in their booklets they have missed due to absence.

Students will be given a Knowledge Organiser for each topic at GCSE. Self testing or testing your child will support them to remember key knowledge.

Exam practice is the best way to improve grades over time. We encourage students to complete as many questions as possible throughout the course and should also do this at home.

CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 11

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning	Students will use their prior learning from KS3 throughout the course of the GCSE drawing upon their knowledge of rivers and coasts, weather events, ecosystems, urbanisation, development and energy resources. Students will also apply their knowledge of fieldwork and investigations to paper 3 and use their diagram, map and numeracy skills in UK Challenges.
GCSE course	**Exam board and course:** Edexcel Geography A **Exams:** 3, 1 hour 30-minute exams **Paper 1 topics:** Changing UK Landscapes, Weather and Climate and Ecosystems **Paper 2 topics:** Changing Cities, Global Development, and Resource Management **Paper 3 topics:** River investigation, Urban investigation, and UK Challenges
Fieldwork opportunities	Students will go on two fieldwork trips as part of their GCSE course including Carding Mill Valley to research river changes and Birmingham to research regeneration.

	AUTUMN 1	AUTUMN 2 and SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	**GLOBAL DEVELOPMENT** **All students will know:** •How heat is transferred around the globe. •The natural and human causes of climate change. •The evidence for and impacts of climate change. •The causes of tropical storms. •The impacts of and responses to tropical storms in both developed and developing countries. •The natural and human causes of drought. •The impacts of and responses to drought in both developed and developing countries.	**WEATHER AND CLIMATE** **All students will know:** •What development is and how it can be measured. •The different factors that contribute to the development of a country. •Why development is uneven across the world and what the impacts of this are. •Why the location of India is important and how its past has contributed to its development today. •How aid, trade, investment, technology and conflict influence the development of India. •What core and periphery regions are and why their level of hdd differs. •How economic sectors change as a country develops. •How the population and social structure of a country changes as it develops. •The challenges of rapid development and how this can be managed.	**UK CHALLENGES** **All students will:** •Apply their knowledge from across the GCSE course to a variety of figures. •Practice 12-mark questions. •Understand the challenges the UK faces including population growth, climate change, flooding and inequality.	**REVISION** **All students will:** •Complete walking talking exam papers. •Break down 8-mark questions and practice them. •Complete mini whiteboard quizzes. •Use flash cards to revise. •Go through model answers. •Complete independent revision.
SKILLS	•Using and interpreting line graphs and bar charts to understand climate change and rainfall trends. •Using GIS to track the movement of tropical cyclones. •Use of weather and storm surge data to calculate Saffir-Simpson magnitude. •Use of social media sources, satellite images and socio-economic data to assess impact. •Comparing the relative ranking of countries using single versus composite development measures. •Interpreting choropleth maps that show GDP, life expectancy, employment, and disposable income. •Using numerical economic data to give a profile of London, Nairobi, and India. •Using proportional flow line maps to visualize trade patterns and flows across the world. •Interpreting population pyramids from the past and present in India. •Using socio-economic data to calculate differences, averages, and percentage changes. •Using a variety of revision skills to prepare for the GCSE exams.			
ASSESSMENT	**Assessments at GCSE will be marked using four assessment objectives (AOs):** **AO1:** Demonstrate knowledge of locations, places, processes, environments and different scales. **AO2:** Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes as well as the inter-relationships between these. **AO3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. **AO4:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Each topic will include a mid-topic assessment that includes a knowledge test that is self assessed and short answer questions (1, 2, 3 and 4 marks) and an 8-mark question that is teacher marked. Each topic will also have an end of topic assessment which will be an exam section for that topic (30 marks total), this will be teacher marked. **Year 11 will also complete mock exams in October and February in the following format:** **October:** **Paper 1:** Changing UK Landscapes and Ecosystems (1 hour 10 minutes, 60 marks) **Paper 2:** Changing Cities and Resource Management (1 hour, 60 marks) **Paper 3:** River investigation and urban investigation (40 minutes, 32 marks) **February** **Paper 1:** Changing UK Landscapes, Weather and Climate and Ecosystems (1 hour 45 minutes, 94 marks) **Paper 2:** Changing Cities, Global Development and Resource Management (1 hour 30 minutes, 94 marks) **Paper 3:** River Investigation and Urban Investigation (40 minutes, 32 marks)			
VOCAB	•Aid •Bottom-Up Strategies •Colonialism •Core region •Debt relief •Demographic •Development •Export •Foreign Direct Investment •Geopolitics •Gross Domestic Product (GDP) •Human Development Index (HDI) •Import •Life expectancy •Literacy rate •Offshoring •Outsourcing •Periphery regions •Political corruption •Primary sector •Privatisation •Quality of life •Quaternary sector •Remittance •Secondary sector •Tertiary sector •Top-down strategies •Transnational corporations (TNC)	•Agriculture •Atmospheric circulation •Climate •Climate change •Coriolis effect •Drought •Greenhouse effect •Glacial •Global warming •Jet stream •Interglacial •Monsoon •Solar radiation •Storm surge •Thermal expansion •Weather	**Students to recap all keywords from the GCSE course using knowledge organisers.**	**Students to recap all keywords from the GCSE course using knowledge organisers.**

READING SKILLS

In geography we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and descriptions of human and physical processes; after reading we complete comprehension questions and discuss and challenge ideas.

At GCSE students are taught using booklets which include high quality text and articles that students will read.

PERSONAL DEVELOPMENT

CAREERS – Students to be exposed to careers involved in ecosystem conservation. Students will also be introduced to other careers during sixth form open evenings.

CORE – Students in year 7 visit Birmingham to see landmarks and a coastal landscape in year 8.

SUPPORTING STUDENT'S AT HOME

Students should complete any lessons in their booklets they have missed due to absence.

Students will be given a Knowledge Organiser for each topic at GCSE. Self testing or testing your child will support them to remember key knowledge.

Exam practice is the best way to improve grades over time. We encourage students to complete as many questions as possible throughout the course and should also do this at home.

CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 12

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning	Students will have been introduced to all the topics at A-Level in some way at both KS3 and KS4. For example, students will have learnt about regeneration in Wolverhampton, they will explore this in more depth and compare it to a contrasting area. Students will draw on their knowledge of coasts and compare processes in different areas.
A-Level course	**Exam board:** Edexcel **Exams:** 3, 2 hours 15-minute exams and coursework **Paper 1 topics:** Tectonics, coasts, and water and carbon **Paper 2 topics:** Globalisation, superpowers, regenerating places, and migration, sovereignty and identity **Paper 3:** This paper is synoptic and will use figures and draw upon knowledge from both paper 1 and 2.
Fieldwork opportunities	Students will go on a residential trip during their A-Level for 4 days. This will include both human and physical investigations and will introduce students to the skills they will need for their non-examined assessment (geography coursework). Students will also visit London, including the Olympic park to explore regeneration that occurred in 2012.

TOPIC/KNOWLEDGE

AUTUMN

GLOBALISATION

All students will know:

- The factors that accelerated globalisation.
- How political and economic decision making are important factors in the acceleration of globalisation.
- How globalisation has affected some places and organisations more than others.
- The global shift has created winners and losers for people and the physical environment.
- The scale and pace of economic migration has increase.
- A global culture is emerging.
- Globalisation has led to development in some countries while increasing the development gap in some.
- Globalisation has led to impacts on the environment.
- Tensions have increased due to globalisation.
- Ethical concerns have led to increased localism.

TECTONICS

All students will know:

- The distribution of tectonic hazards.
- The processes that occur at tectonic plate boundaries.
- The relationship between hazards, vulnerability, resilience and disaster.
- Why disaster profiles are important to understand contrasting hazard events.
- Why development and governance are important in understanding disaster impact.
- Understanding the theoretical frameworks that can be used to understand prediction, impact and management of tectonic hazards.
- Tectonic hazards can be managed by a variety of mitigation and adaptation strategies.

SPRING

COASTS

All students will know:

- The distinctive features of coastal landscapes.
- How geological structure influences the development of coastal landscapes.
- How the rates of coastal recession depend on different factors.
- How erosion creates distinctive landforms.
- How sediment transport and deposition create distinctive landforms.
- How mass movement and weathering contribute to coastal landscapes.
- How sea level change is impacting coasts.
- How rapid coastal retreat is causing threats to people at the coast.
- Coastal flooding is a significant risk.
- The approaches to managing the risk with coastal recession and flooding.

REGENERATING PLACES

All students will know:

- How economies can be classified.
- Functions within different places.
- How connections have shaped the characteristics of place.
- Economic and social inequalities within areas.
- How a place can be successful or become unsuccessful.
- Lived experience and engagement within places.
- The range of ways that the need for regeneration can be evaluated.
- How UK government decisions play a role in regeneration.
- How local governments play a role in regeneration.
- How locals and environmental groups play a role in regeneration.
- How rebranding can make an area more attractive for investment.
- How to assess the success of regeneration.
- How different urban and rural stakeholders will judge urban regeneration.

SUMMER 1

COASTS CONTINUED

SUPERPOWERS

All students will know:

- That geopolitical power stems from a range of human and physical characteristics of power.
- Patterns of powers can change over time.
- Emerging powers vary in their influence on people and the physical environment.
- Superpowers have a significant influence over the global economic system.
- Superpowers play a key role in international decision-making concerning people and the environment.
- Superpowers often influence the physical environment significantly.
- Global influence is contested due to resources and territory.
- Developing nations have changing relationships with superpowers for people.
- Existing powers still face challenges.

SUMMER 2

NEA

Students will:

- Complete the six stages of an investigation of their choice.
- Write up the investigation into an academic document complete with a literature review.

SKILLS

- Analyse data on maps.
- Use time travel maps.
- Statistical analysis of data.
- Use of GIS.
- Use of field sketches.
- Photograph interpretation.
- Use of census data.
- Use of IMD data.
- Collecting primary data.

ASSESSMENT

Assessments at A-Level will be marked using the following three assessment objectives (AOs):

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scale.

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- Investigate geographical questions and issues
- Interpret, analyse and evaluate data and evidence
- Construct arguments and draw conclusions

Each topic will have a mid-topic and end of topic assessment which will be teacher marked as well as regular exam practice and knowledge tests.

Year 12 students will also complete a set of mock exams in March in the following format:

Paper 1: Tectonics and Coasts

Paper 2: Globalisation, Superpowers and Regenerating Places

VOCAB

Globalisation key words:	Tectonics key words:	Coasts key words:	Regenerating places key words:	Superpowers key words:	
•Capital	•Disaster	• Littoral zone	•Stakeholder	• Hard power	•Primary
•Flow	•Hazard	• Erosion	•Identity	• Soft power	•Secondary
•Global shift	•Vulnerability	• Weathering	•Regeneration	• Unipolar	•Qualitative
•Glocalisation	•Resilience	• Mass movement	•Economic sectors	• Hegemony	•Quantitative
•Westernisation	•Development	• Destructive	•Functions	• Colonialism	•GIS
•Urbanisation	•Convection	• Constructive	•Inequality	• Alliances	•Sampling
•Localism	•Mitigation	• Geology	•Deprivation	• Territory	•Literature
•Inequality	•Aid	• Deposition	•Rebranding	• Tensions	•Hypothesis
•Containerisation	•Governance	• Hard engineering	•Spiral of decline	• Environmental	
•Tensions	•Adaptation	• Soft engineering	•Urban	• Middle class	
•Migration	•Impact	• Eustatic	•Rural	• Geopolitical	
		• Isostatic		• Superpower	

READING SKILLS

In geography we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and descriptions of human and physical processes; after reading we complete comprehension questions and discuss and challenge ideas.

Books that our A-Level students could read include 'Prisoners of Geography' by Tim Marshall and 'The New Silk Roads' by Peter Frankopan.

PERSONAL DEVELOPMENT

CAREERS – Students will be exposed to careers in aid and coastal management. Students will also explore careers when looking at universities or career prospects.

CORE – Students to complete team building activities as well as a preparation for university and independence day. This will be built on during our Aberystwyth trip where students stay in university accommodation.

SUPPORTING STUDENT'S AT HOME

Students should complete any lessons in their booklets they have missed due to absence.

Students will be given a set of flash cards for each topic at A-Level.

Exam practice is the best way to improve grades over time. We encourage students to complete as many questions as possible throughout the course and should also do this at home.

CURRICULUM AND ASSESSMENT PLAN

GEOGRAPHY YEAR 13

ORMISTON SWB ACADEMY

INTENT

Students to have powerful knowledge and skills that support all to think critically about their place in an ever-changing world.

Through our spiral curriculum students develop strong locational knowledge and an understanding of the human and physical processes. We teach students to think like geographers: asking questions, analysing evidence, interpreting data, and considering multiple perspectives. Through this learning students not only know geography but can apply it to form well-informed opinions, challenge assumptions, make decisions based on evidence and contribute responsibly to their communities and the wider world. Learning geography at SWB broadens horizons, raises aspirations and builds cultural capital. We demonstrate the relevance of geography in everyday life and prepare students to engage meaningfully in building sustainable future.

Prior learning	Students will have been introduced to all the topics at A-Level in some way at both KS3 and KS4. For example, students will have learnt about regeneration in Wolverhampton, they will explore this in more depth and compare it to a contrasting area. Students will draw on their knowledge of coasts and compare processes in different areas.
A-Level course	**Exam board:** Edexcel **Exams:** 3, 2 hours 15-minute exams and coursework **Paper 1 topics:** Tectonics, coasts, and water and carbon **Paper 2 topics:** Globalisation, superpowers, regenerating places, and migration, sovereignty and identity **Paper 3:** This paper is synoptic and will use figures and draw upon knowledge from both paper 1 and 2.
Fieldwork opportunities	Students will go on a residential trip during their A-Level for 4 days. This will include both human and physical investigations and will introduce students to the skills they will need for their non-examined assessment (geography coursework). Students will also visit London, including the Olympic park to explore regeneration that occurred in 2012.

	AUTUMN 1	AUTUMN 2 AND SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	**NEA CONTINUED**	**WATER AND CARBON** **All students will know:** •Most carbon is locked in terrestrial stores. •Biological processes move carbon on land and in the oceans. •A balanced carbon cycle is important to sustain other earths systems. •The carbon cycle is increasingly impacted by human activities. •Energy security is a key goal for countries, with many relying on fossil fuels. •Reliance on fossil fuels drives economic development. •There are alternatives to fossil fuels, but each resource has costs and benefits. •There are negatives impacts of humans due to the changes in the water and carbon cycles. •Further warming will cause the release of stores carbon. **MIGRATION, SOVERIGNTY AND IDENTITY** **All students will know:** •Globalisation has led to an increase in migration. •There are varied and complex causes of migration. •The consequences of international migration are varied and disputed. •Nation states are varied and have different histories. •Nationalism has played a role in the development of the modern world. •Globalisation has led to the deregulation of capital markets and the emergence of new nation states. •Global organisations are important in a changing world. •Intergovernmental organisations have controlled the rules of world trade and financial flows. •Intergovernmental organisations have been formed to manage the environmental problems in our world. •National identity is elusive and contested. •There are many challenges to national identity. •There are consequences for disunity within nations.	**WATER AND CARBON CONTINUED** **PAPER 3** **All students will:** •Apply their knowledge from tectonics, water and carbon, globalisation and superpowers to a variety of global issues. •Students will break down figures and use them as evidence in their writing. •Analyse data.	**REVISION** **All students will:** •Complete walking talking exam papers. •Break down 12 and 20-mark questions and practice them. •Complete mini whiteboard quizzes. •Use flash cards to revise. •Go through model answers. •Complete independent revision.
SKILLS	•Analyse data on maps. •Use time travel maps. •Statistical analysis of data. •Use of GIS. •Use of field sketches. •Photograph interpretation. •Use of census data. •Use of IMD data. •Collecting primary data.			
ASSESSMENT	**Assessments at A-Level will be marked using the following three assessment objectives (AOs):** **AO1:** Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scale. **AO2:** Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. **AO3:** Use a variety of relevant quantitative, qualitative and fieldwork skills to: - Investigate geographical questions and issues - Interpret, analyse and evaluate data and evidence - Construct arguments and draw conclusions Each topic will have a mid-topic and end of topic assessment which will be teacher marked as well as regular exam practice and knowledge tests. Year 13 students will also complete a mock exam in October in the following format: **Paper 1:** Tectonics, Coasts, and Water and Carbon **Paper 2:** Globalisation, Superpowers, Regenerating Places and Migration, Sovereignty and Identity		
VOCAB	**NEA CONTINUED**	**Migration, sovereignty and identity key words:** • Migration • Sovereignty • Identity • Nation state • Border • Globalisation • Disunity • Dispute • Colonialism • Westernisation • Cultural • Poverty	**Water and carbon key words:** • Drainage basin • Interception • Infiltration • Throughflow • Evapotranspiration • Water balance • Carbon sequestration • Photosynthesis • Respiration • Decomposition • Combustion • Feedback loops	**Students to recap the key words from their A-Level course using materials in their folders.**

READING SKILLS

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Books that our A-Level students could read include 'Prisoners of Geography' by Tim Marshall and 'The New Silk Roads' by Peter Frankopan.

PERSONAL DEVELOPMENT

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SUPPORTING STUDENT'S AT HOME

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