**Curriculum Mapping 2022-23**  **Subject:**  **Geography** **Curriculum Leader (s)**  **TJo**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** | **Map skills**   * 4 figure grid references using simple maps * Understanding of scale * Interpretation of maps * 8-point compass directions | **Map skills**   * 6 figure grid references * Using scale to measure distances * Latitude and longitude | **Map skills**   * Variation in types of maps * Contour lines and spot heights | **Map skills**   * 6 figure grid references * Scale: straight and curved-line distances * Map interpretation * Gradients, contour and spot heights * Using map evidence | **Map skills**  Mastery from year 10 | **Map skills**  Increased complexity of maps | **Map skills**  Increased complexity of maps |
| **Critical thinking**  Justify their own opinion | **Critical thinking**  Can justify their opinion by contrasting a different view and structure of extended writing | **Critical thinking**  Use the idea of scale to justify opinions | **Critical thinking**  Confidence with command words and use of terms such as significance and effectiveness | **Critical thinking**  Mastery from year 10 | **Critical thinking**  Students are able to discuss a range of views at length and build a substantiated conclusion | **Critical thinking**  Students are able to discuss a range of views at length and build a substantiated conclusion |
| **Mathematical skills**   * Climate graphs, completing and analysis | **Mathematical skills**   * Use of development indicators * Percentages | **Mathematical skills**   * Use of development indicators * Mean, median, mode, range | **Mathematical skills**   * Completing and reading a range of graphs * Draw conclusions from data * Measures of central tendency * Percentage increase and decrease | **Mathematical skills**  Mastery from year 10 | **Mathematical skills**   * Statistical tests: t-tests, Spearman’s rank, Chi-squared, Gini Co-efficient, Lorenz curve * Use of qualitative and quantitative data * Measures of central tendency | **Mathematical skills**   * Statistical tests: t-tests, Spearman’s rank, Chi-squared, Gini Co-efficient, Lorenz curve * Use of qualitative and quantitative data * Measures of central tendency |
| **Fieldwork skills**   * Image investigations | **Fieldwork skills**   * Image investigations * Introduction to GIS * Understanding of accuracy | **Fieldwork skills**   * Method of investigation at a woodland location * Identify questions and sequences of enquiry | **Fieldwork skills**   * Sampling methods * Understanding accuracy and validity of data * Methods of investigation at coastal and urban locations | **Fieldwork skills**   * Sampling methods * Understanding accuracy and validity of data * Evaluate methodologies and offer suggestions for improvements * Apply understanding to unseen examples | **Fieldwork skills**   * Research relevant literature * Broad range of methodologies * Evaluate methodologies * Justify approaches * Suitability of qualitative and quantitative approaches | **Fieldwork skills**   * Research relevant literature * Broad range of methodologies * Evaluate methodologies * Justify approaches * Suitability of qualitative and quantitative approaches |
| **Knowledge & Understanding**  **Key Topics per half Term** | T1 – World Explorers  T2 – Weather and Climate  T3 – Climate Change  T4 – Middle East  T5 – Population and Settlement  T6 – Global Issues | T1 – Sustainable Development Goals  T2 – Coasts  T3 – World Explorers  T4 – Rivers  T5 – Africa  T6 – Glaciers and Mountains | T1 – World Explorers  T2 – Glaciers and Mountains  T3 – Africa  T4 – Sustainable Development Goals  T5/6 - Ecosystems | T1/2 Urban Challenges  T3 – Climate Hazards  T4 – Climate Change  T5 – EOY Exam  T6 – Economic Development | T1 – Economic Development  T2/3 - Resource Management  T4/5 - Revision  T6 – Actual GCSE | T1/2 - Coasts and Tectonics  T3/4 - Regeneration and Globalisation  T5/6 - NEA and Carbon cycle | T1 - NEA and Water cycle  T2/3 – Superpowers and Sovereignty  T4/5 - Revision and Synoptic element  T6 – Actual A Level |
| **Common Assessment of Progress and Performance**  **(CAPP)** | Each topic will have a deep learning activity mid-way through, as well as an assessment at the end of it, The assessment data is tracked by staff. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. | Each topic will have a deep learning activity mid-way through, as well as an assessment at the end of it, The assessment data is tracked by staff. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. | Each topic will have a deep learning activity mid-way through, as well as an assessment at the end of it, The assessment data is tracked by staff. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. | Students will complete past exam questions for homework and classwork throughout each unit. At the end of each unit of work the students will sit an end of unit assessment. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. | Students will complete past exam questions for homework and classwork throughout each unit. At the end of each unit of work the students will sit an end of unit assessment. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. | Students will be assessed on previous exam questions and according to the 6 weekly assessments as set out by RKe. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. | Students will be assessed on previous exam questions and according to the 6 weekly assessments as set out by RKe. At the time of the CAPP window, all previous assessments will be considered to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the geographic skills. |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. An understanding of being a global citizen  **Geography Club –** students participate in competitions and raise awareness about the subject’s importance | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding development inequalities | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding development inequalities and use of the environment | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding urbanisation, climate change and development | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding development and exploitation of resources  **Careers –** students will attend a university event | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding our protection of the coast, urban inequalities and our impact upon the climate  **Careers –** students will attend a university event and opportunities will be discussed | **SMSC-** Reflection on viewpoints and appreciation of others’ opinions. Opportunities to work in different groups and pairings. Debates regarding sovereignty and globalisation |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners | Cultural capital  Geographical Enquiry  Independent research homeworks  Becoming an efficient communicator  Encouraging independent learners |
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school