

Curriculum Plan - Geography at Casterton

Purpose of Study

A high-quality geography education should inspire in pupils 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.

Aims

The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Hours of Study (1 lesson = 1 hour)

Year (total in year group)	Lessons per two week cycle	Hours per year (40 weeks)	Number of students
7 (210)	3	60	210
8 (210)	3	60	210
9 (210)	3	60	210
10 (180)	4	80	110
11 (120)	4	80	130

Timetabling and Setting Notes

Geography is grouped by mixed ability at both key stages
KS3 students have 4 lessons of geography a fortnight
In year 10 there are 5 groups, in year 11 there are 4 groups

Year 9 Options Notes

Geography is offered in the EBacc block in options, as well as the open option block

Programmes of Study

Terms	Year 7	Year 8	Year 9
1	Geography: Your Passport to the World	What are the world's most fantastic places?	What are the challenges and opportunities the world faces in the future?
2	Geography: Your Passport to the World & How well do you really know the UK?	What are the world's most fantastic places? & Physical Processes that Change Your World	What are the challenges and opportunities the world faces in the future?
3	How well do you really know the UK?	Physical Processes that Change Your World & What is it like to live in the UK?	What are the challenges and opportunities the UK faces in the future
4	Do we live in an extreme world?	What is it like to live in the UK?	What are the challenges and opportunities the UK faces in the future
5	Do we live in an extreme world? & Do we live in an unequal world?	How may your life be different if you lived somewhere else?	Factfulness – does the data support my world view?
6	Do we live in an unequal world?	How may your life be different if you lived somewhere else?	The Challenge of Resource Management

Terms	Year 10	Year 11
1	The Challenge of Natural Hazards	Physical Landscapes in the UK – Coast, Rivers & Physical Geography Field Work (Hunstanton)
2	The Challenge of Natural Hazards & Living World	Physical Landscapes in the UK Coasts
3	Living World	Changing Economic World
4	Urban Issues and Challenges	Changing Economic World
5	Urban Issues and Challenges	Revision
6	Urban Issues and Challenges & Human Geography Field Work (Bristol)	

Powerful Core Knowledge

How we identify powerful core subject knowledge

Powerful core knowledge is identified to help students think like a geographer – we put great emphasis on words such as economic, social and environmental as it gives students a concept that allows them to think about the content we are studying (for example, deforestation can be considered from the point of view of environmental loss for short term economic gain). This allows the students and opportunity to build depth in their answers

Throughout the course we also consider important powerful knowledge to help make decision on whether something is ‘good’ or ‘bad’ – such as quality of life (happiness), standard of living (wealth) and sustainability. All of which builds in an opportunity for the students to think about the content they are being taught, which is very important to us.

How we sequence topics to create a logical, coherent, narrative.

KS3 is aligned so that the students spend year 7 looking at the basic principles of how the world works. We in turn look at each continent, followed by an overview of the UK, and then finish with the understanding of whether or not the world is an ‘extreme’ or ‘unequal place’.

In year 8, we use that ground work to look more specifically into places – we start with some ‘fantastic places’ where the stories are very different from what we may see in the UK, before developing our understanding of the UK further, effectively looking at how our country works (the economy, jobs, infrastructure etc.) This elevated depth of understanding of the UK is carried further into considering how our lives may be different if we lived somewhere else in the world (for example if we lived in one of the megacities or if we were in a place where we may be forced to migrate).

Year 9 builds further on the students now detailed understanding of the UK and the wider world. Now we start to consider current and future problems and whether these can present us with opportunities to make a different future. We do that on a global scale, such as with climate change and deforestation and a more local scale (such a water management in the UK and the example of Rutland Water). We then finish year 9 with a topic based on Factfulness, Hans Rosling’s superb data driven book about how the world has progressed in recent times.

Retention

How we secure mastery (long term retention) of powerful core knowledge

Targeted questioning by the teacher forms the basis of checking powerful knowledge.

Core knowledge tests continue to emphasise the significance of powerful knowledge, with prior knowledge being revisited and reinforced, so that by the end of year 9, the whole of KS3 is being tested.

Termly 20's are used to check understanding and are delivered unseen, without the chance for preparation, approximately termly and mostly at the end of each topic. Teachers can identify areas of weakness to challenge in the future, based on the Termly 20 results.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

Teachers emphasise the importance of specialist vocabulary to writing and communicating like a geographer.

Core knowledge tests require students to explain specialist vocabulary.

Spelling tests often follow reading for meaning test to ensure key words are well established.

How we secure mastery of vocabulary comprehension (T3 words in context)

Reading for meaning tests are set regularly to test students understanding of specialist vocabulary in context.

How we secure mastery of spelling (T3 words)

The spelling of specialist vocabulary is tested after completion of reading for meaning tasks.

Academic Writing

How we define writing like a geographer

Geographers write following the format of 'dig down'. This means that student make a point, and then 'dig down' with a connective to show deeper levels of knowledge about their point. This applies from year 7 academic essays through to GCSE exams. Students are regular taught to use key terminology (KT), examples (ex) and specific examples (spec ex).

How we teach academic writing in geography

We teach the 'dig down' writing technique from year 7, with teachers often use visualisers to model the correct style of writing.

Independent Learning (Prep)

Regularity

Year	Frequency	Hours per week or term	Main form or types
7	One piece of prep per fortnight	Typically 1 hour per fortnight	<p>Prep in geography is designed to help develop the whole geographer. It has routine built into the plan, with additional homework that relates to the work studied in class or preparation for upcoming assessments.</p> <p>Each year group has the following regular prep work:</p> <p>Year 7: A crash course in geography Every fortnight, students will be given an online video to watch. They must summarise the article in their own words and create two questions from the video for their peers to answer in class.</p> <p>Along with the regular homework, at various points any of the following prep work may be set, which is more directly related to what we are doing in class or an upcoming assessment. This includes:</p> <ol style="list-style-type: none"> 1. Retrieval booklets, worksheets and quizzes, usually in preparation for assessments 2. Spelling test prep 3. Key term definition checks

			<p>4. Online revision from Quizlet for Core Knowledge test</p> <p>Finally, there will be occasional prep work that is not found above, and this will be clearly explained to your child at the time of setting.</p>
8	One piece of prep per fortnight	Typically 1 hour per fortnight	<p>Prep in geography is designed to help develop the whole geographer. It has routine built into the plan, with additional homework that relates to the work studied in class or preparation for upcoming assessments.</p> <p>Each year group has the following regular prep work:</p> <p>Year 8: The crash course videos continue into year 8 but are now mixed up with some longer reading tasks from recent geography stories in the news. As in year 7, students must summarise the article and create their own questions about what they have seen or read. These questions will be given to their peers in class to answer.</p> <p>Along with the regular homework, at various points any of the following prep work may be set, which is more directly related to what we are doing in class or an upcoming assessment. This includes:</p>

			<ol style="list-style-type: none"> 1. Retrieval booklets, worksheets and quizzes, usually in preparation for assessments 2. Spelling test prep 3. Key term definition checks 4. Online revision from Quizlet for Core Knowledge test <p>Finally, there will be occasional prep work that is not found above, and this will be clearly explained to your child at the time of setting.</p>
9	One piece of prep per fortnight	Typically 1 hour per fortnight	<p>Prep in geography is designed to help develop the whole geographer. It has routine built into the plan, with additional homework that relates to the work studied in class or preparation for upcoming assessments.</p> <p>Year 9: This academic year is based around reading complex articles relating to recent geography stories, plus also introducing tasks that require students to rank challenges or solutions that are faced by the UK and the wider world. This is complimentary to the overall theme of year 9, which is ‘challenges and opportunities.’</p> <p>Along with the regular homework, at various points any of the following prep work may be set, which is more directly related to what we are doing in class or an upcoming assessment. This includes:</p>

			<ol style="list-style-type: none"> 1. Retrieval booklets, worksheets and quizzes, usually in preparation for assessments 2. Spelling test prep 3. Key term definition checks 4. Online revision from Quizlet for Core Knowledge test <p>Finally, there will be occasional prep work that is not found above, and this will be clearly explained to your child at the time of setting.</p>
10	Typically, 1 piece a fortnight, though this may vary.	Typically 2-3 hours per fortnight	Retrieval folder and worksheets A3 prep sheets for assessments Major examination prep booklets
11	Typically, 1 piece a fortnight, though this may vary.	Typically 2-3 hours per fortnight	Retrieval folder and worksheets (often with supporting video explainers) A3 prep sheets for assessments Major examination prep booklets

How we assess progress at KS3

Progress is assessed by the following checkpoint tasks, that inform our decision on SAGE grading:

Core knowledge tests

Spelling tests

Reading for Meaning tests

Academic essays

Termly 20

Occasional key assessments to show Progress Points

Teachers will check books once a term, with a bias towards SEND and FSM students for early intervention. This is indicated in the books by a Star (good standard of work), Question Mark (Mostly at the expected standard, with some issues identified) or Exclamation Mark (some significant concerns are noted). As well as questioning techniques to check understanding, entrance/exit tickets are used by teachers to check understanding and progress of students, as required but at least once per term.

In year 7 students are also assessed as being below, in line or above age expected progress, as defined by their baseline.

In year 8 and 9 students are also given a SAGE grade (Scholastic Excellence, Advanced, Good, Emerging).

This information is reported to parents three times a year in progress reports and further explained at parent's evenings.

How we assess progress at KS4

Progress is assessed by the following

Exams

Class based assignments

Prep

Low stakes tests

Questioning techniques (including entrance/exit tickets)

GCSE grading is used to calculate current working grades (CWG) and projected performance grades (PPG).

Teaching and Learning

How we teach to the top

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary. This means we usually take a 'no hands' approach to questioning to avoid certain students to avoid giving a false impression of the general level of understanding of the class.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We also celebrate intellectual curiosity, never talk down our own knowledge nor make a virtue of our ignorance. We never use terms like 'gifted and talented', instead attributing progress to effort and deliberate practice and we never stigmatise achievement by using words like nerd, boffin or swot.

How we ensure topics are introduced with direct instruction

For each topic we start big and go small. In KS3 each lesson is a question, which comes with the key geographical area we will be looking at within the lesson (sustainability, conflict, cause and effect etc.) and a photograph to show the area of geography we are studying. We then move on to how we will answer the question posed by the lesson.

Cultural Capital

How we develop cultural capital

We understand that most of our students, particularly our most disadvantaged students, may lack access to this cultural capital which may hold them back as adults. We also recognise this knowledge is often associated with being 'well-educated', in the broadest sense of the term and impress this upon our students.

We organise several visits to support the acquisition of cultural capital. These include a year 7 trip to London, to look at the history of the city, the economic importance and the social inequality that is found there. In year 8 we go to the Peak District where we look at physical processes, river valleys, caves and caverns and human impacts on the environment (mining and tourism). Also in year 8, we visit Leicester, where we look at the economic and social a story of a city and how this changes through time. In year 10 we visit Bristol, where we consider the relationship between quality of the environment and levels of deprivation. We also offer the chance to attend a Hazard conference. We go to Hunstanton in year 11 to study the impact of erosion, the relative success of defences techniques and the moral questions of where should be protected. Every couple of years we also visit Iceland, looking mostly at physical processes, but also geothermal energy and adaptation to living in cold environments.

Additional Notes

The Geography department is the biggest option subject in school. We believe in the importance of what we do and are proud to cover such a wide variety of topics from UK demographics, ecosystem destruction, the influence of trans-national companies and relationships between deprivation and hazard risk. Students should gain from geography at Casterton a sense that they are in a better place to understand the world they live in and make good decisions within their life.

Staffing

Head of Department	A Peploe
Deputy Head (where appropriate)	n/a
Teaching Staff (specialism where appropriate)	J Miller L Maguire M Butterwick (RE/History/Geography/English)
Senior Link	C. Smith