

# Marshland Curriculum Overview

## 2023-2024

## Geography

### Curriculum Intent

At Marshland High School, the Geography curriculum is designed around the regional, national and international. The curriculum is a harmonious journey around the world, simultaneously reviewing prior learning, and building on this knowledge throughout the five years from Year 7 through to Year 11, preparing students for their exams and using their knowledge to problem solve in everyday life.

Thoughtful sequencing of the schemes of learning ensures concrete knowledge is taught before abstract knowledge to provide students with the foundations they need to aid understanding. The design is based on encompassing human and physical geography, linked to economic, social and environmental factors. For example, students will look at the positives and negatives of coastal management on a local scale, as well as investigate the impacts of desertification and deforestation on a global scale.

Content is carefully chosen to give pupils a strong set of foundations for learning geography. In addition to carefully sequenced geography knowledge there is a particular emphasis on mathematical, scientific historical and literacy knowledge. Pupils are able to grasp key concepts in geography and articulate this knowledge with speed and accuracy (fluency).

Consideration is given to provide students with a wide spectrum of geographical knowledge through the use of a variety of maps and atlases including GIS. Fieldwork is incorporated into each year group, with one section in Y9 dedicated to it, which also includes a variety of maths skills and extended writing. Newspaper articles, literature and videos are carefully selected and included in lessons to allow students to consider and debate different topics and give them a sense of the wider world, beyond their local. For example, in Y7 we look at the Sonoran Desert, USA, Y8 examine the ageing population issues in Japan and Y9 research the rise of China as a superpower.

### How does our curriculum build upon previous learning?

**KS3**

The national KS2 curriculum covers basic knowledge based around location building understanding of beyond local to UK, Europe and South America. Students gain an understanding of location including countries, cities and different geographical regions e.g. coasts, mountains and rivers. The significance of global features such as latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Students develop knowledge and understanding of physical and human geography and the similarities and differences of location. This will include biomes, climate zones and access to resources.

Students use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. They use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### How does our curriculum build upon previous learning?

	<p>KS3 curriculum builds on KS2 in reviewing, expanding and explaining what has already been learnt. For example, in KS2 students expand their knowledge of place, and we then build on this by introducing all parts of the world including Oceania, Africa, and Asia. Another example is greater development of skills. Students use their studies of physical and human geography, for example, examining inequalities in Africa or USA, and they need to develop their ideas to incorporate the use of key geographical words, evidence, named examples and 'so what?'. This challenges students to think and explain economic, social and environment impacts.</p> <p>Fieldwork is incorporated throughout KS3. Whether this is an opportunity for a piece of fieldwork linked to a particular topic collecting primary data, or the use of fieldwork presentation skills linked to secondary data. Students develop skills analysis and evaluation.</p>
<b>KS4</b>	<p>Although knowledge taught in the KS4 is largely linked to the exam specification, the knowledge still builds within the Big Idea strands. Foundation KS2 and KS3 knowledge is the basis of teaching at KS4. Students develop understanding of physical and human geography themes, making links to economic, social and environmental aspects, and how the world is an unequal place. For example, examining disasters, development and management of climate change.</p> <p>Fieldwork skills are further developed in KS4, related to a variety of different contexts. The questions based around planning; analysing data and evaluating are of a higher demand.</p>

### What do students do with this knowledge or these skills?

Students use their knowledge and skills in a variety of activities within lessons:

- Questions
- Tarsias
- Extended writing tasks
- Mathematical calculation questions
- Using resources
- Carrying out fieldwork
- Designing tables of results
- Analysing data from table
- Drawing a variety of graphs
- Analysing data from graphs
- Forming conclusions & evaluations
- Problem solving
- Developing map skills

### How do we help students secure this knowledge in long-term memory?

Securing knowledge in long term memory is the vital goal of our course, in fact, it is by our definition, learning. Some examples of how we achieve this are listed below. It is crucial to note that this is not a tick list and not all of these (or perhaps any of them) will be observed in a given lesson. Geography teachers will use these, as appropriate, in the context of what they are teaching.

- Quizzing for memory retrieval practice, both in lessons and homework
- Increasing storage strength by slowly removing scaffolding, interleaving questions from different topics and asking questions of incrementing demand
- Targeted questioning in class that supports pupils in engaging in retrieval practice
- Spaced practice lessons that are designed to check prior understanding and address gaps that arise
- Core questions and answers provided to students to work on practicing at home, with homework quizzes to support practice

### How does our curriculum align to the national curriculum?

KS3 covers the national curriculum throughout Y7 to Y9 and builds on knowledge from KS2.

KS4 covers the exams specification, as a guide for the knowledge required to be covered. As a result, the curriculum is sequenced in a way that allows knowledge building and skills development rather than just following the sequencing of the specification itself.

### How do we check student understanding and monitor progress?

Understanding is checked regularly within lessons through:

- regular retrieval quizzing and low stakes testing
- use of whiteboards to ensure all students are providing a response to identify gaps quickly
- targeted hands-down questioning with a 'no-opt out' policy

This allows teachers to have a good understanding of their pupils and their needs. Misconceptions can be addressed quickly before they become concreted into the long-term memory.

In addition, summative assessments are used in the form of multiple-choice health checks and written assessments. Multiple-choice health checks are based on core questions within topics. Written assessments focus on the ability of students to apply their knowledge in new contexts at agreed points. Outcomes from summative assessments are then used to identify the need for group or individual interventions.

Curriculum sequencing			
Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> <li>• <b>Map Skills</b> British Isles, continents, oceans, grid references, maps, scale, contour lines and relief</li> <li>• <b>UK and my place</b> Population, rural &amp; urban, weather &amp; climate, physical landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UK and my place</b> National Parks, UK economy, migration, London, north/south divide, UK links to rest of the world</li> <li>• <b>Sonoran Desert + Weather/Climate</b> Desert location, weather &amp; climate patterns, atmospheric circulation, animal &amp; plant adaptations linked to climate, human use of deserts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sonoran Desert + Weather/Climate</b> Climate change, desertification, desert management</li> <li>• <b>Asia</b> Weather, climate, physical landscapes, biomes, flooding, mountains, migration, populations, urban &amp; rural, China's links to world Case study - Mumbai</li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>Coasts/Rivers</b> Oceania, processes, waves, deposition, erosion, coral reefs &amp; mangroves, long profile, hydrological cycle, upper/middle/lower course, flooding Case study</li> <li>• <b>Population</b> Population, megacities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Population</b> Demographics, Japan, population pyramids, ageing populations, UK Case study - Japan</li> <li>• <b>Tectonic Hazards</b> Continental Drift, Pangea, Plate tectonic theory, Layers of the Earth, tectonic activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tectonic Hazards</b> Crust, plate boundaries, convection currents, volcanoes, volcanic hazards, benefits of volcanoes, earthquakes, management Earthquake case study - Japan</li> <li>• <b>Economy &amp; Ecosystems</b> Industry, primary sector, secondary sector, farming, manufacturing, tertiary, quaternary, trade, UK, chocolate industry, environmental impacts, deforestation</li> </ul>
9	<ul style="list-style-type: none"> <li>• <b>Cold Environments</b> Ice Ages, glacier formation, importance, erratics, fieldwork, erosion, deposition, economic opportunities, conflict management</li> <li>• <b>Superpowers</b> Characteristics, China, provinces, communism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Superpowers</b> EU, Romania, USA, inequality, politics, influence, Russia</li> <li>• <b>Africa</b> Location, features, past, colonialism, development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Africa</b> Biomes, desertification, Sahel, population, rural-urban migration, shanty settlements, moving to a NEE</li> <li>• <b>Fieldwork</b></li> </ul>

Curriculum sequencing			
Year	Autumn	Spring	Summer
<b>10</b>	<p><b>Living with Physical Environment Natural Hazards</b></p> <ul style="list-style-type: none"> <li>• <b>Tectonic Hazards</b> Plate tectonic theory, plate margins, earthquake case studies, living in risk areas, reducing risk</li> <li>• <b>Weather Hazards</b> Atmospheric circulation, tropical storm formation, tropical storm location, characteristics of a tropical storm. Case study, reducing the impacts</li> <li>• <b>Climate change</b> Evidence, natural causes, human causes, effects, mitigation, adaptation</li> <li>• <b>Ecosystems</b> Biomes, small scale ecosystems, natural change, human, change</li> <li>• <b>Tropical Rainforests</b> Characteristics, layers, adaptations, introducing Malaysia, economic opportunities, social &amp; environmental impacts, importance, management</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hot Deserts</b> Characteristics, economic opportunities, challenges, desertification, reducing desertification</li> </ul> <p><b>Physical Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>• <b>Coastal Landforms</b> Types of waves, weathering, mass movement, erosion process, deposition landforms, Swanage, hard engineering, soft engineering, Lyme Regis</li> <li>• <b>Glacial Landforms</b> Processes, erosion landforms, transportation &amp; deposition landforms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Glacial Landforms</b> Snowdonia, economic opportunities, conflict, managing tourism</li> </ul> <p><b>Challenges in the Human Environment</b></p> <ul style="list-style-type: none"> <li>• <b>Urban Issue and Challenges</b> Urbanisation, megacities, Rio de Janeiro, social challenges, economic challenges, improving Rio's environment, squatter settlements, planning</li> </ul> <p><b>Paper 3 Fieldwork Focus</b></p>
<b>11</b>	<ul style="list-style-type: none"> <li>• <b>Urban Change in the UK</b> UK populations, Bristol, urban change, opportunities, environment, social inequality, housing, regeneration</li> <li>• <b>Urban Sustainability</b> Planning, Freiburg, sustainable transport</li> <li>• <b>The Changing Economic World</b> Inequality, development measures, DTM, uneven development causes, consequences, reducing the gap, Jamaica</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nigeria: A NEE</b> Exploring Nigeria, world connections, economy, TNCs, aid, environmental issues, quality of life</li> <li>• <b>Changing UK Economy</b> Changes, post-industrial economy, environmental impacts, rural landscapes, transport, north-south divide, wider world</li> <li>• <b>Resource Management</b> Distribution, provision of food/water/energy UK</li> <li>• <b>Food Management</b> Global food, insecurity, increasing supply, IBIS, sustainable food production</li> </ul>	<p><b>Prep for the exams</b></p> <p><b>Paper 3 – prelease booklet (5-6 lessons)</b></p>

## Curriculum sequencing

Year	Autumn	Spring	Summer
<b>Rationale for this sequencing</b>	<p>Y7 curriculum is designed to build on concepts from KS2, starting with concepts that are foundations to geography, for example, countries, continents, oceans, direction and map skills, with emphasis on getting to know our place.</p> <p>The knowledge of human and physical geography taught in Y7 is examined in more detail in Y8, including population, rivers, tectonics and the economy.</p> <p>Geography skills are extended even further in Y9 tackling such issues as conflict with glaciation, the geography of superpowers, and the mystery of why Africa, one of the most abundant continents in terms of resources, is the least developed.</p> <p>Fieldwork tasks are incorporated throughout Y7 and Y8, with Y9 students completing a whole topic of fieldwork, including data collection, presentation skills, analysis, interpretation and evaluation.</p> <p>The KS3 sequence is the building block of KS4 which is sequenced towards the exam. This includes building on and expanding skills from KS3, helping to prepare the students for life beyond Marshland High School.</p>		

### How does our curriculum prepare students for the transition to post-16 pathways?

Many Marshland High School students progress onto geography related courses, with some students moving into sixth form and college courses.

GCSE knowledge and skills are directly built upon in KS5, with students developing their skills of human and physical geography, and expanding on fieldwork skills.

Our curriculum enables students to develop literacy, analytical, numeracy, debating, scientific and social skills, all valuable for post-16 geography, but also for all subjects taken beyond Marshland.

Some students attend college and complete courses in Environmental studies, Forensic Science, Teaching, Geology, Nursing & Sociology. Foundation knowledge in Geography supports both their understanding and ability to analyse and evaluate, helping them progress in these courses.