

The Castle School Geography Curriculum Map

Intent:

- Inspire a sense of awe and wonder in students.
- Students understand why the world is the way it is – they can interpret earth’s human and physical landscapes.
- Develop the cultural capital students deserve to enable them to thrive in society.
- Arm students with the knowledge and understanding they need to make links and connections across a broad spectrum of subjects and contexts, throughout their lives.
- Support students to become empathetic global citizens who understand their responsibility toward the rest of humanity and the planet.
- Through the acquisition of disciplinary skills and knowledge, students have the capability to add to the body of geographical understanding in the future.



*‘Wanderer above the Sea of Fog’,
by Caspar David Friedrich*

KS2 Geography Curriculum

Locational knowledge. Use maps to locate and identify key features of Europe, Russia, N&S America. UK - counties, cities, regions – key features, patterns, changes. Major latitude/longitude lines.

Place knowledge. Study human & physical geography of a region of UK, Europe, N&S America.

Human geography. Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Physical geography. Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Geographical skills and fieldwork. Use of maps, atlases, globes and digital/computer mapping. Use the eight points of a compass, four and six-figure grid references, symbols and key. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Geographical themes that run through the curriculum

-  Sustainability (economic, social and environmental)
-  Human and physical processes causing change over time
-  Interaction between human and physical processes
-  Contextual knowledge of locations (place and locational knowledge)
-  Geographical skills

Year 7 What makes great Geography? Rationale: Allows a supportive transition from primary school, as it re-covers and refreshes some elements of the KS2 NC that many students will already be familiar with (e.g. UK focus; basic geographical skills – map work). Foundational knowledge for future UK comparison with other places. “Procedural knowledge (geographical skills) allows them to gather, analyse, present and interpret spatial information. In doing so, they are adept at identifying patterns and trends” (Ofsted, 2021) Substantive Knowledge: To know the nature of Geography To know the locational context of the UK To know how to locate places on OS Maps To know how to interpret OS maps (relief and distance) To practice OS map skills - Taunton To know the locational context of Europe To know the locational context of the world To know How the UK is linked to the wider world Disciplinary Knowledge: Contextual knowledge of location (UK, Europe). Graphical literacy. Interpretation of 2D imagery. Application of tier 3 terminology. Cost/benefit analysis and judgement. Disciplinary literacy: Landscape, Physical Geography, Human Geography, Relief, Population distribution, Densely populated, Sparsely populated, Tradition, Culture, Multicultural society Links to NC: Locational knowledge - key physical and human characteristics of the world and the UK. Human & physical geography – population. Geographical skills – knowledge of globes, maps and atlases, OS maps, grid references, scale and other mapping and photographs. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	What challenges and opportunities does Africa face? Rationale: A prime opportunity to broaden students’ horizons and challenge misconceptions students may have about Africa. Foundational knowledge for future study of economic development and comparison with other place examples. Refers back to UK topic to make links/connections. Substantive Knowledge: To understand what our perceptions of Africa are To know what Africa’s main physical features are To know what biomes exist in Africa To know how colonisation has affected Africa To understand the benefits and problems of population change in Africa To understand how developed African countries are To understand how China can help Africa To know the issues facing the Horn of Africa To know how the people in the Horn of Africa deal with the challenges they face Disciplinary Knowledge: Contextual knowledge of location (Horn of Africa). Cost/benefit analysis and judgement. Graphical literacy. Concept of misperceptions leading to bias. Disciplinary literacy: Continent, Country, Biome, Colonialism, Population density, Population distribution, Desertification, Development, Human Development Index (HDI) Links to NC: Locational knowledge – focus on Africa. Human and Physical geography – population and biomes/physical features. Geographical skills – maps, atlases, photographs, graphs. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	Why is the UK’s climate so varied? Rationale: Knowledge of physical processes directly affecting students. Provides foundational knowledge for future study of climate change. Takes students through the full process of completing a geographical fieldwork investigation – also foundational for future fieldwork and enquiry process. Substantive Knowledge: To know how we measure weather To be able to describe the climate of the UK To understand why it rains To know what microclimates are To be able to carry out a geographical enquiry Disciplinary Knowledge: Process of completing a geographical enquiry. Use of fieldwork equipment. Application of tier 3 terminology. Data analysis. Disciplinary literacy: Weather, Climate, Precipitation, Relief Rainfall, Convectional Rainfall, Frontal Rainfall, Microclimate, Aspect Links to NC: Human and physical geography – weather and climate. Geographical skills – maps, photographs, fieldwork enquiry. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes
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Year 8	<u>How is Asia being transformed?</u> Rationale: Important opportunity for students to develop their knowledge and understanding of countries (China and India) that will continue to have growing global significance and economic impacts in the future. Refers back to UK and Africa topics to make links/connections. Substantive Knowledge: To know the regions and countries in Asia To know how deforestation is affecting the mountain biome To be able to compare population pyramids of two countries To know what the conditions are in squatter settlements To understand how interdependent India is To understand why people are moving from rural to urban areas in China To understand the reasons for China’s economic growth To be able to evaluate news articles investigating issues and change in Asia To know why Asia is becoming an important global economy Disciplinary Knowledge: Contextual knowledge of location (India and China) Cost/benefit analysis and judgement Graphical literacy. Concept of sustainability. Disciplinary literacy: Squatter Settlement, Migration, Rural-urban migration, Push factors, Pull factors, Megacity, Import, Export, Trade, Balance of trade Links to NC: Locational knowledge – focus on Asia. Place knowledge – Focus on India and China. Human and Physical geography – population and biomes/physical features. Geographical skills – maps, atlases, photographs, graphs Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	<u>Are earthquakes more devastating than volcanic eruptions?</u> Rationale: ‘Awe and wonder’ Geography. Foundational knowledge for understanding of earth’s physical landscape development as well as broader concept of risk management (foundational knowledge for impacts of CC). Substantive Knowledge: To know the difference between the different layers of the earth To understand the theory of plate tectonics To know what happens at different plate boundaries To understand the formation of different types of volcanoes To understand why people live near volcanoes To know how to reduce the impacts of volcanic eruptions To understand the formation and impacts of hotspot volcanoes To understand the causes earthquakes and tsunamis To understand the impacts and severity of the Haiti earthquake To know how to reduce the risks of earthquakes Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Evaluation of risk. Application of tier 3 terminology. Scientific methodologies (Earth Sciences) Disciplinary literacy: Dormant Volcano, Extinct Volcano, Active Volcano, Shield Volcano, Composite Volcano, Prediction, Preparation, Protection, Epicentre, Focus Links to NC: Locational knowledge – case studies. Human and Physical Geography – plate tectonics. Geographical skills – maps, photographs, graphs Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	<u>What are the physical landscapes of the UK?</u> Rationale: Builds on prior understanding of underlying landscape formation from hazards topic, to develop understanding of development of observable landscape. Links to local area (R.Tone, Dartmoor) allows application of knowledge. Substantive Knowledge: To understand why the UK landscape varies To understand how rivers erode landscapes To understand the formation of river landforms To understand why rivers flood To know how we can reduce flood risk To understand the processes that shape our Coastline To understand the formation of coastal landforms To know how coastal erosion is managed To know how glaciers erode and transport material To know how landforms are created by glaciers To understand the conflicts in glaciated areas Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Evaluation of risk. Application of tier 3 terminology. Scientific methodologies (Geomorphology) Disciplinary literacy: Geology, Weathering, Erosion, Impermeable, Hard Engineering, Soft Engineering, Longshore Drift, Conflict, Stakeholder, Diversification Links to NC: Human and physical geography – Glaciation, hydrology and coasts, (weathering) processes and landforms. Issues in each environment – flooding, erosion, tourism. Geographical skills – maps, photographs, graphs, diagrams. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	<u>Why is the Middle East an important world region?</u> Rationale: Develops understanding and challenges misconceptions about a strategically and politically important world region. Links well with RE curriculum – world religions. Substantive Knowledge: To know what the Middle east like To understand the relationship between climate and biomes in the middle east To know where people live in the middle east and why To understand why the Middle East is a major global economic region To know how the middle east has benefited from oil To understand how geography can cause conflict To understand what it is like to be a refugee Be able to make evidence-based judgements about immigration Disciplinary Knowledge: Contextual knowledge of location. Political geography. Cost/benefit analysis and judgement. Graphical literacy. Disciplinary literacy: A region, Biome, Ethnic Group, Crude oil, Import, Export, Development, Human Development Index (HDI), Armed Conflict, Refugee Links to NC: Locational knowledge – Middle East. Human and physical geography – population, biomes, development of the region. Geographical skills – maps, atlases photographs, graphs. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes
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Year 9	<u>How important is it to manage our use of natural resources?</u> Rationale: Develops understanding of the role humanity has to play in climate change and the sustainable use of limited resources. Vital if students are to positively impact the planet going forward. Substantive Knowledge: To know the different kinds of natural resources  To know how rocks form  To know how soil benefits people  To understand how people use water  To know the benefits and challenges of oil use  To know what resources are used to generate electricity  To know the difference between climate change and global warming  To know the impacts of climate change  To know the impacts of climate change on the UK  To know how climate change can be managed  To know what we can do about climate change  Disciplinary Knowledge: Process of completing a geographical enquiry. Cost/benefit analysis and judgement. Graphical literacy. Evaluation of risk. Application of tier 3 terminology. Scientific methodologies (Climate Science) Disciplinary literacy: Natural resource, Raw Materials, Renewable resource, Non-renewable resource, Water Scarcity, Fossil fuels, Sustainability, Greenhouse Effect, Global Warming, Climate change Links to NC: Human and physical geography – use of natural resources. Geographical skills – maps, photographs, graphs. Additional links to Climate Change Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	<u>Is the geography of Russia a curse or a benefit?</u> Rationale: Draws together and allows application of multiple concepts from prior learning – glaciation, oil industry, natural resources, conflict. Substantive Knowledge: To know the main physical and human features of Russia  To know what the climate of Russia is like  To know what biomes exist in Russia  To know where people live in Russia and why  To understand what life is like in the Arctic  To understand the impact the physical geography has on Russia  To understand why Europe is reliant on gas from Russia  To understand why Russia wants to control Crimea  To understand the impacts of global warming on Russia  Disciplinary Knowledge: Contextual knowledge of location (Russia). Cost/benefit analysis and judgement. Graphical literacy. Political geography. Disciplinary literacy: Exclave, Continental Climate, Permafrost, Population density, Population distribution, Densely populated, Sparsely populated Links to NC: Locational knowledge – Russia. Human and physical geography – population, biomes, how geography hinders development. Geographical skills – maps, atlases photographs, graphs. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	<u>Could palm oil lead to the end of the Orangutan?</u> Rationale: Goes beyond National Curriculum. Topic follows an enquiry structure, to develop disciplinary skills. Regional focus on Indonesia invites comparison with Asia study from y7. Ecosystem study of rainforests invites comparison with temperate forests (UK – what is our world like?) and deserts (Middle East). Substantive Knowledge: To Know what Tropical Rainforests are like  To Understand why rainforests have such high levels of biodiversity  To understand why the Tropical rainforests are important  To know why tropical rainforests are under threat  To know the causes of deforestation in Borneo  To understand why rainforests are important to the people of Indonesia  To understand how palm oil affects me  To know how Indonesia benefits from palm oil  To know How we can help save the orangutan  To know how to make an Informed decision about banning palm oil  Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Application of tier 3 terminology. Disciplinary literacy: Biodiversity, Deforestation, Economic Development, Fauna, Flora, Logging, Quality of Life, Slash and Burn, Stakeholder, Subsistence Farming, Sustainability Links to NC: Human and physical geography – biomes (TRF), deforestation, economic activity. Geographical skills – maps, atlases, photographs, graphs Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes	<u>Why is Iceland a popular tourist destination?</u> Rationale: Goes beyond National Curriculum. Draws from prior learning – glaciation, tectonic hazards, natural resources, challenges of cold environments (Russia), to focus on a place-specific example. Substantive Knowledge: To know the tectonic features of Iceland  To know the demographics of Iceland  To understand the climate of Iceland  To know what happened in Iceland in 2010  To understand the socio-economic and environmental impacts of the Eyjafjallajökull eruption in 2010  To understand whether the Eyjafjallajökull eruption was a local or international disaster  To understand How effective Iceland is at managing tectonic hazards  To know the benefits of living in Iceland  To understand whether Tourism will ruin Iceland  Disciplinary Knowledge: Contextual knowledge of location. Cost/benefit analysis and judgement. Graphical literacy. Scientific methodologies (Earth Sciences) Disciplinary literacy: Population distribution, Population structure (pyramid), Life expectancy, Dependent population, Midnight Sun, Polar Nights, Tourism, Geothermal Energy, Mitigation, Infrastructure Links to NC: Locational knowledge – key human and physical characteristics. Human and physical geography – plate tectonics, population, weather. Geographical skills – maps, atlases, photographs, grid references, graphs. Summative assessment: Combination of short answers to assess substantive knowledge and extended writing to assess application of disciplinary knowledge to geographical themes
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