

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

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

How is Asia being transformed?

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

Are earthquakes more devastating than volcanic eruptions?

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

What are the physical landscapes of the UK?

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

Why is the Middle East an important world region?

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

How important is it to manage our use of natural resources?

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

Is the geography of Russia a curse or a benefit?

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

Could palm oil lead to the end of the Orangutan?

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

Why is Iceland a popular tourist destination?

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 how to map the tectonic features of Iceland
To know where people live in Iceland
To know what it is like to live in Iceland
To know the benefits of living in Iceland
To understand the benefits of geothermal energy
To know Why people visit Iceland
To understand whether Tourism will ruin Iceland
To know what happened in Iceland in 2010
To understand whether the Eyjafjallajökull eruption was a local or international disaster
To know what happened during the Fagradalsfjall eruption
To understand How effective Iceland are at managing tectonic hazards

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