Geography Curriculum Map

Intent:
The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion
Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings
We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.
Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and

confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

Geographers hold the world in their hands and in the words of Michael Palin it 'is the subject which holds the key to our future'. At the Nishkam School West London our aim is to create geographers that are inspired, curious and fascinated by the world they live in. To create inquisitive and resilient learners, empowered and equipped to deal with the challenges that lie ahead. We have a collective responsibility and commitment to think of alternative, creative yet sustainable futures, for people and places that we may not have visited or met, ensuring we leave this place better than when we arrived.

Our aim is to create well-rounded global citizens, who are compassionate yet optimistic and respect the complexity of our ever-changing physical world, whilst appreciating the diversity of cultures that exist across continents and using the knowledge gained to bridge divides and bring people together. Geography students at the Nishkam School West London will leave with an abundance of transferable skills, with the ability to think critically about the issues facing the world and apply them across a range of geographical scales.

Implementation:

The Geography curriculum has been created to explore big enquiry questions, linking the student's knowledge and learning across the curriculum and across the key stages.

Primary Phase

In the Primary phase, the Kapow scheme is used to guide the curriculum which is based on the National Curriculum objectives that are split into overarching topics. A detailed progression map has been produced to support teachers to effectively plan and assess Geography. It sets out the learning in key, manageable chunks and details vocabulary that students should be exposed to. It breaks skills from the national curriculum down into each year group and shows how the 7 Key Concepts of Geography (Interdependence, Space, Scale, Human, Cultural Diversity, Physical and Environmental Impact) are covered. The teaching of Geography is blocked into alternate half terms.

In the Primary phase, we block the delivery of subject content for Art & Design/Design Technology/History/Geography so that we can limit the risk of what is known as cognitive overload - the process where an individual's working memory is overloaded and unable to process new information effectively due to the amount of information it is being required to process. Block teaching allows for all subjects to be taught in equal equity and have quality focused time. It allows us to ensure that no single subject or subjects are given reduced attention and that no

subjects are missed from the curriculum. We ensure that there is full coverage of the knowledge and skills required in each block for Art & Design/Design Technology/History/Geography across each year group, as per the Kapow scheme.

It also allows for staff to focus on quality implementation, as the intent of each block is pre-determined. Staff spend time ensuring there is effective building of sequential knowledge, with shorter time periods between adding new knowledge to existing knowledge. We also provide meaningful opportunities to revisit, recap and assess following a teaching sequence. We believe block teaching also allows for staff to address any misconceptions quickly and within a block. We recognise that cognitive overload could be a key barrier to preventing the full learning of subject content for our pupils if we expect them to continuously process content from 14 different subjects every single week. We are aware that if we can limit the amount of new information from different subjects that the pupils must hold in their short-term memory then this will have obvious benefits. This approach is grounded in careful research and neuroscience.

Secondary Phase

In the Secondary phase, each topic builds on and explores key concepts including; systems, interdependence, interactions, inequality and sustainability.

The curriculum provides students will a range of skills, such as maps skills, cartographic skills, investigative skills, graphical skills, numerical and statistical skills.

All the while enabling them to:

Think like a Geographer:
- Appreciate the ever-changing physical and human world and how they interact with one other
- Find endless fascination in the world and its population and see awe in all its beauty
- Be curious and motivated to continually extend their knowledge of places and processes at different scales, and in a range of different contexts

Study like a Geographer:
- Be confident in using and applying different skills to a range of contexts, including using maps, Geographical Information Systems (GIS), secondary evidence, digital sources; and while constantly asking questions and critically challenging the information before them

Apply their Geography:
- Make geographical decisions by applying their knowledge, understanding, skills and approaches appropriately and creatively to real-world contexts, situations and issues, and by developing well-evidenced arguments and coming to thorough conclusions

EYFS	7 Key Concepts of Geography (Interdependence, Space, Scale, Human, Cultural Diversity, Physical and Environmental Impact) <u>ELG: The Natural World Children:</u> Key Geography Concepts cover: Physical and Environmental Impact - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <u>ELG: People, Culture and Communities:</u> Key Geography Concepts cover: Human, Cultural Diversity - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
Year	**Half Term 1**	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
1		**What is it like here?** -Locating where they live on an aerial photograph, recognising features within a local context. -Creating maps using classroom objects before drawing simple maps of the school grounds. -Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.		**What is the weather like in the UK?** -Looking at the countries and cities that make up the UK -Keeping a daily weather record and finding out more about hot and cold places in the UK.		**What is it like to live in Shanghai?** -Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. -Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. -Compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.

2		**Would you prefer to live in a hot or cold place?** -Introduction to the basic concept of climate zones and mapping out hot and cold places globally. -Looking at features in the North and South Poles and Kenya. -Comparing weather and features in the local area. -Learning the four compass points & locating the continents of our world.		**Why is our world wonderful?** -Learning about the world's wonders, the names and locations of the world's oceans. -Considering what is unique about the local area.		**What is it like to live by the coast?** -Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. -Learning about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
3		**Why are rainforests important to us?** -Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers -Investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to		**Who lives in Antarctica?** -Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		**Are all settlements the same?** -Exploring different types of settlements, land use, and the difference between urban and rural. -Describing the different human and physical features in their local area and make land use comparisons with New Delhi.

		compare and contrast two types of forest.				
4		**Why do people live near volcanoes?** -Learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. -Studying the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		**Where does our food come from?** -Looking at the distribution of the world's biomes and mapping food imports from around the world. -Learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans -Exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.		**What are rivers and how are they used?** -Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
5		**What is life like in the Alps?** -Considering the climate of mountain ranges and why people choose to visit the Alps. -Focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use.		**Why do oceans matter?** -Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.		**Would you like to live in the desert?** -Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.

		-Presenting findings to compare the Alps to the children's own locality.				
6		**Why does population change?** -Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors. -Learning about the population in Britain and its impacts.		**Where does our energy come from?** -Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.		**Can I carry out an independent fieldwork enquiry?** -Observing, measuring, recording and presenting their own fieldwork study of the local area.
7	**Topic 1** **Big Enquiry Question** Can Geography help us understand the ever-changing UK landscape? **Enquiry Questions**- What is Geography and why is it important? How has the UK been shaped by its history? How has the UK been shaped by its human and physical Geography? How are we linked to the wider world?	**Topic 2** **Big Enquiry Question** How does a river change as it makes its way to the sea? **Enquiry Questions-** What process shape our rivers? How do rivers shape the land and what landforms do they create? Why do rivers flood? Can we stop a river from flooding? **Concepts**- Systems, interactions, and sustainability	**Topic 3** **Big Enquiry Question** Is the development gap too big to close? **Enquiry Questions-** What is development and how can it be measured? Why do we have a development gap? How does quality of life vary from place to place? Can anything be done to close the development gap?	**Topic 4** **Big Enquiry Question** Is it too late to reverse the trends and impacts of climate change? **Enquiry Questions-** How has the earth's climate changed over the years? Why? What are the implications of our current energy habits on the earth's climate? What is the impact of recent changes to our climate? What does the future hold?		

	Local fieldwork project- What is the quality of life like around our school? How and why does it vary? **Concepts**- Interdependence, Interactions and Inequality **Skills-**Atlas and maps, graphical, data and information research skills, investigative, cartographic, numerical and statistical.	**Skills-**Atlas and maps, graphical, investigative, cartographic	**Concepts**- Systems, interactions, and sustainability **Skills-**Atlas and maps, graphical, data and information research skills, numerical and statistical	**Concepts**- Systems, interdependence, interactions, and sustainability **Skills-** Atlas and maps, graphical
8	**Topic 1** **Big Enquiry Question** Are some tectonic hazards more dangerous than others? **Enquiry Questions-** Why do we get earthquakes and volcanoes? How and why do the effects of earthquakes differ? How and why do the effects of volcanic eruptions differ? Why do people choose to live near tectonic hazards? **Concepts**- systems, interactions and Inequality **Skills-**Atlas and maps, graphical, numerical and statistical	**Topic 2** **Big Enquiry Question** Are our Tropical Rainforests under threat? **Enquiry Questions-** What are Tropical Rainforests like? What makes the Tropical Rainforest such a special biome? Why are our rainforests under threat? Can out tropical rainforests be managed sustainably? **Concepts**- systems, interactions and Inequality **Skills-** Atlas and maps and graphical	**Topic 3** **Big Enquiry Question** Are the effects of globalisation felt equitably around the world? **Enquiry Questions**- What is Globalisation and how has it changed overtime? What impact does Globalisation have on different people and places around the world? Is Globalisation the driving force behind the development of our megacities? Who are the winners and losers of Globalisation? Can we reduce the gap? **Concepts**- Systems, Interdependence, Inequality and sustainability **Skills-**Atlas and maps, graphical, numerical and statistical.	**Topic 4** **Big Enquiry Question** Oh, we do like to be beside the seaside… or do we? **Enquiry Questions-** What processes shape our coastlines? What landforms are created by the processes of erosion? How do the processes of transportation and deposition shape the coastline? Can the coastline be protected? **Concepts**- Systems, interactions and sustainability **Skills-**Atlas and maps, graphical, investigative, cartographic, numerical and statistical.

9	**Topic 1** **Big Enquiry Question-** Are the BRIC's the superpowers of the future? **Enquiry Questions-** What is a superpower and how have they changed overtime? Could any of the BRIC's (Brazil, Russia, India and China) rival the USA as the next superpower? What might the future look like? **Concepts**- Systems, interdependence and inequality **Skills-**Atlas and maps, graphical, data and information research skills, investigative, cartographic and numerical.	**Topic 2** **Big Enquiry Question-** What is the biggest threat facing our cold environments? **Enquiry Questions-** What are the poles like and why? How can humans and animals survive in the poles? Why are the poles so valuable? What threatens their survival? Can we manage the threats faced by the poles? **Concepts**- Systems, Interdependence, and Inequality **Skills-**Atlas and maps, graphical, data and information research skills, cartographic, numerical and statistical.	**Topic 3** **Big Enquiry Question-** What are the biggest challenges and opportunities facing Africa on its road to development? **Enquiry Questions-** How has Africa's past shaped its present? How does physical geography influence the region and what opportunities and challenges might it create? How does human geography influence the region and what opportunities and challenges might it create? What does its future hold? **Concepts**- Systems, Interdependence, Interactions, Inequality and sustainability **Skills-**Atlas and maps, graphical, data and information research skills, investigative, cartographic and numerical	**GCSE Edexcel B-** **Component 1- Global** Geographical Issues Topic 2- Development Dynamics What is the scale of global inequality and how can it be reduced? How is India, an emerging country, managing to develop?
10	**GCSE Edexcel B-** Component 1- Global Geographical Issues Topic 2- Development Dynamics - Case Study- Emerging Country- India	**GCSE Edexcel B-** Component 1- Global Geographical Issues Topic 3- Challenges of an Urbanising World - Rapid urban change	**GCSE Edexcel B-** Component 2- UK Geographical Issues Topic 6- Fieldwork - Investigating costal change and conflict	

	Topic 1- Hazardous Earth - Climate systems and climate change - Extreme weather events- Tropical Cyclones - Tectonic Activity- Earthquakes	- Case Study- Megacity in an emerging country: Mumbai Component 2- UK Geographical Issues Topic 4- The UK's evolving Physical Landscapes - Overview of the UK's physical landscapes - Coastal change and conflict - River processes and pressures	Topic 5- The UK's evolving Human Landscapes - Overview of the UK's human landscapes - Case Study- UK City London -
11	**GCSE Edexcel B-** Component 2- UK Geographical Issues Topic 6- Fieldwork - Investigating changing urban areas Component 3- People and Environment Issues – Making Geographical Decisions Topic 7- People and the Biosphere	**GCSE Edexcel B-** Component 3- People and Environment Issues – Making Geographical Decisions Topic 8- Forests under Threat Topic 9- Consuming Energy Resources Revision	Revision
12	**Edexcel** Paper 1- Area of study 1, Topic 1- Tectonic processes Paper 2- Area of study 2, Topic 3- Globalisation Area of study 2. Topic 4- Shaping places- Regenerating places	**Edexcel** Paper 1- Area of study 1, Topic 2- Landscapes, processes and change- coastal landscapes and change Paper 2- Area of study 2. Topic 4- Shaping places- Regenerating places Paper 2- Area of study 2, Topic 7- Superpowers	**Edexcel** Paper 4- Non-Examination Assessment- Independent Investigation Paper 1- Area of study 1, Topic 2- Landscapes, processes and change- coastal landscapes and change Paper 2- Paper 2- Area of study 2, Topic 7- Superpowers

13	**Edexcel** Paper 4- Non-Examination Assessment- Independent Investigation Paper 1- Area of study 3, Topic 5- The Water Cycle and Water Insecurity Paper 2- Paper 2- Area of study 4- Topic 8- Global development and connections- Migration, Identity and sovereignty	**Edexcel** Paper 1- Area of study 3, Topic 6- The Carbon Cycle and Energy Insecurity Revision	Revision

Year 6 to 7 Transition

Over the course of the academic year there is regular discussion with the Secondary Geography Curriculum Lead and Primary Phase Geography Lead. There are opportunities for cross-phase leaders to spend time in classrooms and teach cross-phase. This provides the opportunity for collaboration on content studied across the Key Stages and the skills that are developed. This ensures that at Key Stage 3 we can build on and develop the foundations laid at Key Stage 2.

This collaboration has allowed us to develop a spiral curriculum with the geography intent at the forefront of the curriculum we have designed. We can explore themes, content and case studies in more detail and approach them from a wider range of perspectives. This ensure a curriculum is designed that is rooted in challenge at every stage and prepares students for the next stage in their Geography career.

Enrichment Opportunities:

Students have the opportunity in geography to explore a range of examples, from the local to the global and countries at varying stages of development, from developed to developing and everything in between. Contemporary examples are used where possible, where students can see how content looked at in class such as global warming, deforestation and natural hazards unfold before them in everyday life and on the news.

In the primary phase, students take part in educational visits, visitors, fieldwork, geographical home learning projects and workshops to enhance their locational and place knowledge. They are exposed to Human and Physical geography in their local area in KS1 and take this learning further by visiting and exploring rivers in Upper Key Stage 2.

The geography curriculum is designed to be broad, current and challenging, exploring topics beyond those identified in the Geography Key Stage 3 National Curriculum. These include topics such as Globalisation, Superpowers and our changing cold environments. Students are always encouraged to read beyond the subject whether this be keeping up date with current affairs, reading newspaper articles or reading Geo-Factsheets (Geography inspired journals). Where possible, content will also be drawn in from books such as Prisoners of Geography, Factfulness and The Almighty Dollar. This is designed to not only broaden students' thinking but also challenge the views they hold of world we live in.

There are also opportunities for trips both at Keys Stage 3 and 4, where students can explore and compare the ever changing human and physical landscapes. As well as virtual fieldtrips using GIS. Students also have the opportunity to broaden and secure their knowledge at Key Stage 3 and 4 by using various mediums and platforms such as documentaries including Frozen Planet, Map Zone, OS maps, Atlases, Google Earth, Gapmider, Worldmapper, Dollar Street, Census and deprivation data and Seneca.

Impact:

Evidence of work will show a range of questions explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use assessment for learning within lessons to provide live feedback to allow pupils to deepen their understanding and identify gaps in knowledge and skills. Knowledge reviews are planned for spaced retrieval and allow for misconceptions to be addressed and further embed pupils understanding of key knowledge, skills and vocabulary. The progression of skills and knowledge allows teachers to assess the impact over the course of a unit, year and across phases. The scheme of learning is used to identify prior links and future learning which informs teacher assessment and allows building blocks of learning to further develop schemas within topics and across subjects.

Summative assessments are used alongside knowledge organisers to assess the impact of learning at the end of a unit. This in turn informs future teaching adaptations, based on misconceptions and gaps in knowledge and skills. Enquiry questions are used to assess the impact of the teaching of knowledge, skills and vocabulary by allowing pupils to apply their understanding through reflections and critical thinking.

In the Secondary phase, over the course of their study, we will use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes