

WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

Academy curriculum intent: *To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.*

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent:

Michael Palin said that 'geography explains the past, illuminates the present, and prepares us for the future' 2007. At Wixams academy we believe in developing the future global citizens of the world. Our KS3 Geography Curriculum enables student to explore the physical, human and environmental aspects of the world they will be a part of. Exploring these issues and interaction between them ensures students leave KS3 with a breadth of knowledge about the world they will be entering and the people who live in it. At KS4 students take these concepts deeper and begin to assess them and explore their complexity. This develops high level academic answers but also develops the mind-set of a truly reflective global citizen. Our students question what, why, who and how about all aspects of the world and learn how to answer those questions using geographical skills, data collection and GIS; preparing them for academic research in higher education or for the employment sector.

WIXAMS ACADEMY **SUBJECT 5** YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

	Year 7 INTRODUCE	Year 8 DEVELOP	Year 9 EMBED	Year 10 SECURE	Year 11 MASTER
Aim	Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In Geography we introduce knowledge of location of globally significant places and their physical and human characteristics. Introduce key Geography skills	Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In Geography we take key themes from the continents explored in year 7 and develop their understanding adding geographical theories and a range of scales. Students take their geographical fieldworks skills to the next level by planning and conducting their own fieldwork	Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In Geography we return to key knowledge from KS3 –Biomes, development, sustainability, climate, hydrology, and tectonics and fix that knowledge in memory whilst adding depth of understanding through increased vocabulary, case studies and theoretical approaches. We begin to assess global issues exploring different perspectives.	Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In Geography we introduce more complex theories and processes and develop students assessment of global and UK issues. Fieldwork skills from KS3 are developed by applying to more complex theories, mathematical processes and critical analysis of stages of research.	Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In geography we refine the skills of assessment, decision making and critical analysis of fieldwork processes whilst solidifying confidence in physical and human processes which shape the UK and the world.
Unit 1	<p>UNIT 1: AFRICA – I’M NOT A COUNTRY Location of continents, lines of latitude, understanding of how this impacts climate. Baseline assessment – KS2 Knowledge retrieval for the UK and understanding of physical an human features Mid Unit- Knowledge retrieval on location and physical and human features End Unit – Test applying knowledge to questions requiring them to explain the processes that create the features. Defining physical and human features and how they interrelate Understanding the physical and human processes that give rise to Africa’s defining features and how they change overtime Writing at length - Interpret a range of geographical sources Science – Biomes, climate, erosion</p>	<p>UNIT 4: POPULATION AND DEVELOPMENT What is population, population distribution, reading population pyramids- Africa/Asia knowledge Mid Unit- Knowledge retrieval of population pyramids and new knowledge DTM End Unit – Piece of extended writing – Decision making focus on development</p> <p>Understand that populations are dynamic and characteristics change over time and reasons for this change</p> <p>Maths – graph and data interpretation Science /PSHCE - Contraception Music – Migration Drama – West side story</p>	<p>UNIT 7 – PEOPLE AND BIOSPHERE World biomes, climate graphs, food chains, hydrological cycle Retrieval grid homework to assess KS3 knowledge then later development of KS4 Peer/ live marked questions throughout the topic. Teacher marked end of unit knowledge checker with short answer questions on factors which affect the biomes. Lagged assessment in Unit 9 Full paper mock end of year 9, Unit 10, Unit 9, Unit 11 KS 3 Understanding the physical and human processes that give rise to the worlds biomes KS3: Interpret a range of geographical sources AO1, AO2, AO3 Science- photosynthesis, hydrological cycle, biomes, food chains, webs Maths – data analysis, graph interpretation</p>	<p>UNIT 12: CHALLENGES OF AN URBANISING WORLD Concept of development from Unit 1, 2, 4, 6 and 10. Retrieval grid pulling on Unit 10 Mid- point – questions from KS4 exam skills guide focusing on theory part of the unit End point – Exam questions from 2018 and 2019 paper combined with quiz to fill in gaps not assessed. Mock – end of year 10 combining Unit 10,11,12,14- 2020 paper. AO1, AO2,AO3 Maths and science – graph interpretation, data analysis</p>	<p>2021-2022 COHORT STILL ON UNIT 14 TO START DUE TO COVID</p> <p>Fieldwork days x2– rivers/urban here in 2021 due to covid- this means students have had to do Unit 16 before 15.</p> <p>UNIT 15: THE UK’S HUMAN GEOGRAPHY City structure – Unit 12, economic activity Unit 12, Unit 10, Unit 4 (KS3) Retrieval grid to pull on knowledge form all of KS3/4 at start Mid- point questions from KS4 exam skills guide focusing on theory with interleaved questions from other human units UNT 12 and UNIT 10. End point Exam questions in Mock examination. AO1, AO2,AO3, AO4 Maths and science – graph interpretation, data analysis</p>
Unit 1 end points	<p>Knowledge:</p> <ul style="list-style-type: none"> Location of Africa Physical and Human features Process of desertification Climate and Biomes Population <p>Skills:</p> <ul style="list-style-type: none"> Map and Graph plotting and interpretation GIS interpretation Choropleth 	<p>Knowledge</p> <ul style="list-style-type: none"> Natural population change and Migration Demographic transition model Levels of development Approaches to development Sustainability <p>Skills:</p> <ul style="list-style-type: none"> Map and graph interpretation Flow diagrams Decision making skills – use of FART technique 	<p>Knowledge:</p> <ul style="list-style-type: none"> Locate and describe the factors which influence the location of the world’s biomes both natural and human Knowledge of revision techniques/methods <p>Skills:</p> <ul style="list-style-type: none"> Graph interpretation Map interpretation 	<p>Knowledge:</p> <ul style="list-style-type: none"> Trends in urbanisation Cycle of urbanisation Population, employment, land use characteristics, opportunities and challenges in Megacities - Mumbai in depth. Knowledge of revision techniques/methods <p>Skills: graph, map an data interpretation</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Differences in Rural and urban characteristic of the UK and the strategies to reduce them. The UKs population and economic structure and how this is interconnected through globalisation Social and economic changes in Urban areas, the impact it has and how it can be managed (LONDON) Social and economic changes in Rural areas, the impact on people and how they can be managed. Knowledge of revision techniques/methods

WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

<p>Unit 2</p>	<p>UNIT 2: ASIA Physical and human features from unit 1, knowledge of climate and population from unit 1 Mid Unit- Knowledge retrieval on location and physical and human features End Unit – Test applying knowledge to questions requiring them to explain the processes that create the features. Defining physical and human features and how they interrelate Understanding the physical and human processes that give rise to Asia’s defining features and how they change overtime Interpret a range of geographical sources Science – tectonics, biomes, PSHCE – Ethics</p>	<p>UNIT 5: WATERY WORLD KS2 – water cycle, rivers, climate zones, lines of latitude. Year 7- Climate graphs, biomes, sustainability, erosion. Mid Unit – knowledge assessment on Hydrological and river processes Fieldwork- students plan, conduct and write up own fieldwork. End Unit – Info-graph on a marine issue. KS 3 Knowledge of globally significant marine environments Process that impact hydrological landscapes. Human activity impact on functions of physical systems KS3- Collecting, analysing and communicating the data collected through fieldwork. Science- Hydrological cycle, weather Earths life support systems Maths – data Art/music/dance Drop down STEM day – Tectonics – retrieval from Year 7 and development of Decision making skills</p>	<p>UNIT 8: FORESTS UNDER THREAT KS3: Biomes characteristics, sustainability, deforestation, factors which affect the biomes from Unit 9. Retrieval grid homework to assess KS3 knowledge then later development of KS4 Lagged testing in Unit 10 Teacher assessed knowledge checker with 8 mark exam question- on threats to the TRF or Taiga (peer assess one and teacher mark other) Full paper mock end of year 9, Unit 10, Unit 9, Unit 11 KS 3 Knowledge of globally significant terrestrial environments KS3_ Understand how human activity can influence functions of physical systems. KS3: Interpret a range of geographical sources KS4: AO1 , AO2, AO3, Science- biomes, climate, nutrient cycles Maths – data analysis, graph interpretation Art – Presentation</p>	<p>UNIT 13: The UK’s physical geography – Coasts Knowledge of erosion and deposition from Unit 5 KS3 and Science. current year 10 did coasts as a unit in KS3 Knowledge of climate change from Unit 5 KS3 and Unit 7,8,9. Retrieval grids to assess knowledge from KS3 Questions after each sub section – UK Geology, then Coasts. Short answer exam questions from 2018/2019 papers. Returned to in Summer when fieldwork is conducted and re-assessed then. Lagged assessment of knowledge through homework in Unit 14 Full paper mock in Year 11 AO1, AO2,AO3, AO4 Science- weathering, erosion, deposition. Climate change. Maths – data analysis.</p>	<p>UNIT 16: The UK’s human Geography City structure – Unit 12, Fieldwork techniques Unit 13, Retrieval grid on data collection Unit 13 fieldwork knowledge and Unit 12/15 theory. Data presentation of the 6 stages A3 document – teacher marked Fieldwork style questions – peer marked End of year mock current year 11 will not be ready to sit whole paper mock by November mocks so will sit partial paper mock then complete in Feb 2022 AO1, AO2,AO3, AO4 Maths – data presentation, analysis Science – Investigation write up History/media – reliability of sources, type of sources.</p>
<p>Unit 2 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Location of Asia • Physical and human features • Process of tectonics • Climate and biomes • Population of Asia • China vs India - development <p>Skills:</p> <ul style="list-style-type: none"> • Map and Graph plotting and interpretation • GIS interpretation 	<p>Knowledge</p> <ul style="list-style-type: none"> • River processes – key terminology • Ecosystem services • Hydrological processes • Human impacts on ocean environment <p>Skills-</p> <ul style="list-style-type: none"> • Map and graph interpretation • Ethical decision making 	<p>Knowledge-</p> <ul style="list-style-type: none"> • The characteristics both physical and human of the TRF and Taiga • The threats to the TRF and Taiga • Knowledge of revision techniques/methods <p>Skills: Cost benefit analysis</p> <ul style="list-style-type: none"> • Map and graph interpretation – including GIS • Calculating NPP 	<p>Knowledge;</p> <ul style="list-style-type: none"> • Geology of UK • How hydrological processes and geology lead to coastal and river landforms. • Knowledge of revision techniques/methods <p>Skills:</p> <ul style="list-style-type: none"> • Aerial and digital photography analysis • Calculation of erosion rates 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Six stages of data collection and being able to assess them • Primary/secondary data collection • Quantitative/qualitative data • EQI • Knowledge of revision techniques/methods <p>Skills</p> <ul style="list-style-type: none"> • GIS map interpretation • Data analysis • Graph interpretation and presentation both ICT and hand drawn • Risk analysis
<p>Unit 3</p>	<p>UNIT 3: WHY WIXAMS? Locating skills, KS2 retrieval OS maps 4-6 grid references, fieldwork methods of recording, observing and presenting. 1.Fieldwork knowledge and skills check 2. Fieldwork write up/presentation 3. End of year assessment – Return of baseline with knowledge questions on Africa/ Asia and Fieldwork and extended writing to assess students’ knowledge of physical and human features and how they have developed over the year. KS3- Collecting, analysing and communicating the data collected through Wixams fieldwork. Communicate through maps, numerical and Maths – calculating mean, graph interpretation</p>	<p>UNIT 6: RUSSIA All of unit 1 and 2, Population knowledge from unit 4, marine knowledge from unit 5. Single question – Is Russia’s geography a blessing or a curse – assessed via extended writing or silent debate. Globally significant places, physical and human characteristics, spatial variation, change over time. Interdependence. Interpret a range of geographical sources Science – biomes/climate/energy History – conflict</p>	<p>UNIT 9: Consuming Resources Renewable and non-renewable energy (KS3 science and UNIT 6), population theories (UNIT 4) Retrieval grid homework to assess KS3 knowledge then later development of KS4 Teacher assessed knowledge checker with 8 mark exam question. Students still 2/3 paper 3 including Unit 7,8,9 knowledge. Full paper mock end of year 9 with decision making exercise – this will assess knowledge from unit 7,8 and 9. Lagged assessment of knowledge through homework in unit 11</p>	<p>UNIT 14: Hazardous earth – tectonics KS3 science and geography tectonics, structure of the earth, plate boundaries Lagged testing – Seneca learning in Unit 16 Short answer questions – live marked on theories End of unit test from 2018/2019 papers with knowledge quiz for gaps not addressed in paper. Mock – end of year 10 combining Unit 10,11,12,14- 2020 paper. AO1, AO2,AO3, Science- structure of earth, plate boundaries, convection currents</p>	<p>Unit 17: Making a Geographical decision Students return to paper 3 – this is a synoptic paper which they built the theory foundations for in Year 9 -11 and now should be able to improve their responses All knowledge from years 9-11 in terms of content required for examination All skills developed from years 7-11. – Fart technique in particular. 1. Retrieval grids on the three tropics 2. Synoptic mapping/pathways to the three topics – adds depth 3. Walking mock – peer/lived marked AO1, AO2, AO3</p>

WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

	<p>Science – Investigation planning, methodology, evaluation ICT – Excel PSHCE- Risk assessing</p>		<p>KS3: interpret a range of sources, including maps, diagrams, aerial photographs and GIS KS4: AO1 , AO2, AO3, Science – renewable, non- renewable, History- past conflicts over energy</p>		<p>Science – renewable, non- renewable, History- past conflicts over energy Science- biomes, climate, nutrient cycles Maths – data analysis, graph interpretation Art – Presentation Science- photosynthesis, hydrological cycle, biomes, food chains, webs Maths – data analysis, graph interpretation</p>
<p>Unit 3 knowledge end points</p>	<p>Knowledge-</p> <ul style="list-style-type: none"> Grid references Map symbols Six stages of data collection <p>Skills-</p> <ul style="list-style-type: none"> Drawing graphs, Interpreting maps, Calculating trends. 	<p>Knowledge</p> <ul style="list-style-type: none"> Physical and human characteristics Russia Biomes Population Climate Resources Conflict Climate change Skills- Drawing graphs, interpreting maps, flow line graph, decision making. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Classification of resources Factors which affect your access to energy sources and demand of energy both now and in the future Impacts of mining and drilling, both conventional and unconventional. How energy consumption can be reduced in homes, transport and through renewables. Knowledge of revision techniques/methods Skills: Decision making (FART) Data analysis, graph and map interpretation. Energy consumption maps 	<p>Knowledge:</p> <ul style="list-style-type: none"> Earths structure, the causes of plate movement – three types of plate boundaries. Features of earthquakes and volcanoes; impacts of earthquakes at different levels of development and management of earthquake events. Knowledge of revision techniques/methods <p>Skills:</p> <ul style="list-style-type: none"> Data analysis, Data presentation, Map interpretation. 	<p>Knowledge</p> <ul style="list-style-type: none"> All of content knowledge for GCSE geography Knowledge of revision techniques/methods <p>Skills</p> <ul style="list-style-type: none"> All skills repeated/revisited/ applied to questions and developed to show synoptic links
			<p>UNIT 10: DEVELOPMENT DYNAMICS Unit 4 – what is development, what processes affect development, knowledge of India from topic 2 Retrieval grid homework to assess KS3 knowledge then later development of KS4 Mid unit point - Short questions on theories of development. Data analysis questions End – Questions from 2019 exam paper with knowledge quiz for gaps not addressed on paper. Lagged assessment of knowledge through homework in Unit 12 Mock – end of year 10 combining Unit 10,11,12,14- 2020 paper. AO1 , AO2, AO3 Maths- graph interpretation, data interpretation, means, modes</p>	<p>UNIT 15: UKs evolving physical landscapes – Rivers CAN BE INTERLEAVED WITH UNIT 16 Retrieval from Unit 12 – Geology, physical processes of coasts but application to rivers. Development of hydrological knowledge from Unit 5 KS3 Geography Lagged test through Seneca in unit 17 Short answer questions from 2018/2019 paper Full paper mock in year 11 AO1, AO2, AO3, AO4 Maths/Science- graph interpretation, data interpretation, means, modes. Data presentation. Science- weathering and erosion, fluvial systems – water cycle</p>	<p>Unit 17: I’m finishing my GCSEs – Get me out of here! This is an interleaved unit lasting till summer term of year 11, focusing on making links across topics, building confidence, long term memory recall and making links beyond GCSE. All knowledge from years 9-11 in terms of content required for examination All skills developed from years 7-11. Lots of live marking Retrieval grids Walking mocks Oracy – debates on global issues – not linked to exam but pulling on synoptic links Synoptic mapping/pathways Choice mock/targeted mock in March of year 11. AO1, AO2, AO3,AO4</p>
<p>Unit 4 knowledge end points</p>			<p>Knowledge:</p> <ul style="list-style-type: none"> Identify levels of development the reasons for countries differing levels of development, the reason for internal differences in development, the theories that support this knowledge and how development 	<p>Knowledge:</p> <p>The river processes that create key landforms from source to mouth. Human activities and how they impact rivers. Causes of flooding human and natural. Bradshaw model</p>	<p>Knowledge</p> <ul style="list-style-type: none"> All of content knowledge for GCSE geography Knowledge of revision techniques/methods <p>Skills</p>

WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

			<p>can be improved using India as an example</p> <ul style="list-style-type: none"> Knowledge of revision techniques/methods <p>Skills-</p> <ul style="list-style-type: none"> data analysis, graph analysis, proportional flow line maps 	<p>Knowledge of revision techniques/methods</p> <p>Skills</p> <ul style="list-style-type: none"> data analysis graph analysis GIS map analysis Cross sections hydrographs 	All skills repeated/revisited/ applied to questions and developed to show synoptic links
Unit 5			<p>UNIT 11:HAZARDOUS EARTH 1.1-1.4 Retrieval from unit 2 and 5 on climate and retrieval from Unit 4 and 10 on development. Global atmosphere circulation – unit 7 Knowledge retrieval grids from KS3 knowledge – peer assessed Short questions in class – live marked Theory based questions in end of unit test on Climate only Lagged assessment of knowledge through homework in Unit 13 Mock – end of year 10 combining Unit 10,11,12,14- 2020 paper. AO1, AO2, AO3 Maths- data analysis Science – climate, global circulation.</p>	<p>Unit 16: Physical geography fieldwork Retrieval and application of all knowledge from Unit 14, Retrieval of fieldwork skills from Unit 3 and Unit 5 Retrieval grid – fieldwork skills from KS3 Fieldwork questions from 2018/2019 paper. Presentation of fieldwork – field studies case study. Whole paper mock will be sat in Autumn term year 11 (2020 paper) AO4 focus but will retrieve AO1 and AO2 from unit 14 Maths – data analysis, graph interpretation, Science – Velocity, width, depth calculations.</p>	
			<p>Knowledge-</p> <ul style="list-style-type: none"> Global circulation and ocean currents Natural and human causes of climate change and the evidence for this. Impacts of climate change and future projections How tropical storms are formed, and becoming more frequent and the impacts of them in two contrasting areas. Knowledge of revision techniques/methods <p>Skills –</p> <ul style="list-style-type: none"> GIS map interpretation and data analysis of graphs 	<p>Knowledge-</p> <ul style="list-style-type: none"> River profiles and features Bradshaw model Primary/secondary fieldwork methods Six stages of data collection Knowledge of revision techniques/methods <p>Skills</p> <ul style="list-style-type: none"> GIS map interpretation Data analysis Graph interpretation Risk assessments 	

AO1- Demonstrate knowledge of locations, places, processes, environments and different scales (15%)

AO2- Demonstrate geographical understanding of: (25%)

(1) Concepts and how they are used in relation to places environments and processes

(2) The inter-relationships between places, environments and processes

AO3- apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)

AO4 – Select, adapt and use a variety of skills and techniques to investigate questions and issue and communicate findings (25 %)