Curriculum Overview

Geography

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our geography curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of geography. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below

Assessment: Assessments are provided in line with the school's assessment schedule and written feedback is calendared for pupils. We also provide live feedback as described below.						
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
7	**Geographical Skills / fieldwork** As with Y5 and 6, using the first term to continue to explore the use of maps and geographical skills that provide a framework for study.	**Africa** Region of Africa. To make use of pupils' understanding of world geography and make comparisons between cultures and countries.	**Africa / Fairtrade** Africa topic continues and then moves on to look at trade and fairtrade and its impact on African countries as a case study.	**Forest Biomes** Focus on the climate and soils of forest areas around the world and the contrasts between them.	**Russia and Population change** Use Russia (required study) to look at a range of issues related to population change as it is an example of a country in decline.	**Rivers and floods** Utilising local knowledge and Map skills including OS which have been developed through Y7 study.
8	**Tourism** Focusing on a locally important growth industry and to consider the impact of this on different environments.	**Crime** Focus on an important issue in our society, locally, nationally and globally. This also allows the practice of data / cartographic skills previously developed.	**Coasts** Focus on coastal environments as well as looking at their local environment and local issues.	**Antarctica** Human interaction with the natural environment - change in fragile ecosystems. Pupils apply what they know about human impacts to a unique context.	**Development** Economic development / Economic activity and change. Pupils again can utilise and practise their cartographic and data skills to interpret a range of patterns	**Energy** Global issues. This topic allows pupils to consider the implications of resource use and links again to important local issues

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9	**Migration and people smuggling** Place knowledge of Africa and the Middle East - Looking at the processes of migration and the international issues which are linked to this very topical and nationally important process.	**Global Sport** Global development and economic activity - looking at the value of sport to people in different countries and the ways that people interact with sport as consumers and also as part of the production of sports wear etc.	**Asia** Place knowledge on Asia required. This topic links back to a range of prior knowledge - Economic change, inequality, geographical data and geographical patterns.		**GCSE Start - Natural Hazards** Due to the very significant volume of content in the GCSE course and the timing of GCSE option choices, we begin the GCSE course as soon as the options choices are underway. This helps to maintain the focus of the pupils in the second half of the academic year and gives them a head start on the GCSE course which is very challenging to complete otherwise. In addition, the topics are engaging and part of the KS3 National Curriculum	
10	**Weather Hazards** This will include looking where and how tropical storms are formed with a case study of Typhoon Haiyan. We will also look at weather hazards in the UK and examine the Somerset Levels floods. Pupils will consider the effects and impact of climate change,	**Urban Environments** This unit will examine the increasing urban world with a case study of Rio. Pupils will examine social and economic changes that come about through changing urban societies, including studies of British urban areas.This unit will also explore the ideas on sustainability and effective urban planning.	**UK Landscapes: Coasts** An indepth look into the characteristics of coastal landscapes including the erosion and landforms of the UK coastline. Field work will be undertaken to examine the processes by which we try to manage our coastal defences and the impact on our coastal areas.	**UK Landscapes: Rivers** This unit will examine river processes paying key attention to river erosion and depositional landforms. Pupils will examine how to manage flood risks through both hard and soft engineering.	**Ecosystems** This unit will examine the diversity of ecosystems around the globe including: tropical rainforests; hot deserts and cold environments. It will include looking at sustainability and managing threats to different ecosystems.	**Ecosystems / Fieldwork** This term we will complete our work on ecosystems but we will also undertake our field work. We will take a trip to the Northumberland coastline to look at the effects of coastal erosion and assess the management and impact of the defences put in place. We will also travel to Newcastle city centre to examine urban regeneration

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11	**Ecosystems / Fieldwork** During this half term we will write up our findings from our field work and consolidate our understanding of the urban environment and coastal management. We will also look at cold environment ecosystems.	**Changing Economic World** This unit will focus on the gaps between the developing world and the developed. Pupils will study demographics and population impact and look at gaps in wealth. They will focus on attempts to reduce these gaps with particular emphasis on debt, fair trade and tourism.	**Changing Economic World** Pupils will examine Nigeria as a case study for development. This will include looking at the impact of international aid and the role of transnational organisations. PUpils will also study the changing UK economy by looking at changes to transport infrastructure and the changing rural landscapes of the UK. Pupils will also examine the economic position of the UK in the wider world	**Resource Issues** This unit addresses the issues of resource management including the worldwide management of food, water and energy. Pupils will explore food and water insecurity as well as sustainable practices for food production. Case studies such as the Wakel river basin will allow pupils to explore ways in which water supply can be maintained.	**REVISION / EXAMS** This term we will examine the pre-released material supplied by the exam board in preparation for the upcoming GCSE.	**REVISION / EXAMS**

Examples of on-going assessment and feedback in lessons

- Verbal feedback by the teacher to the whole class which pupils act on in the lesson; this is often evidenced using green pen.
- Pupils self-assess or peer-assess work with a clear framework guiding them through this.
- Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently
- Pupils may complete mini quizzes or retrieval r activities that revisit prior learning and receive verbal feedback
- Use of tailored questioning by the teacher