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Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teacher's must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' *Adapted from National Curriculum, DfE, 2014.*

Aims

The Longcroft School and Sixth Form curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

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- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject Curriculum Vision

The World is a wonderful, complex, changing and sometimes threatened place. The Geography Curriculum at Longcroft is designed to help students appreciate some of this wonder, understand some of the reasons behind its complexity and build skills and develop informed opinions on some of the issues facing people and the planet. From KS3 to KS5, our curriculum increases in detail and scale, with four strands running through it, which we believe will help our students to become well informed citizens of the world. These four strands are:

1. Knowledge of places, environments and processes
2. Understand the importance of interactions between people and environments and the interrelationships between natural and human processes at a variety of scales
3. Develop the wide range of geographical skills, including those related to fieldwork
4. Apply geographical knowledge, understanding and skills to real world issues

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

<u>Great Heart</u>

The Geography Curriculum encourages students to embed empathy and to be accepting and appreciative of differing viewpoints that exist within and between countries. The Geography Curriculum also encourages students to develop a strong moral compass and to become active global citizens who take an interest in issues at a variety of scales, in particular concerning the environment and the future of the planet.

<u>Great Thought</u>

The Geography Curriculum encourages students to take a holistic approach to the subject beyond merely the requirements of the national curriculum programmes of study and exam board specifications. We have identified seven key elements that we believe are central to being a good geographer and we are aiming to provide pupils with experience of these throughout our curriculum. The seven elements are:

- Research and investigate a range of data, including through fieldwork and observation – with a critical eye
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems
- Identify patterns in information and look for interconnectedness
- Communicate geographical information in a variety of ways
- Consider and debate different viewpoints
- Consider humanity's relationship with nature and the role of humans as stewards of the planet
- Analyse your personal feelings about geographical issues

<u>Great Vision</u>

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The Geography Curriculum aims to provide students with a knowledge of social, economic and environmental issues so that they can appreciate the opportunities the world may hold for them – locally, nationally or globally – as well as an understanding of the important issues and threats facing our world. We aim to encourage students to become active global citizens who take responsibility for their actions in the world and wish to improve it rather than take it for granted.

Key subject skills

AO1	AO2	AO3	AO4
Demonstrate knowledge of locations, places, processes, environments and different scales.	Demonstrate geographical understanding of: • Concepts and how they are used in relation to places, environments and processes. • The inter-relationship between places, environments, and processes	Apply knowledge and understanding to interpret, analyse and evaluate. geographical information and issues and to make judgements.	Select, adapt, and use a variety of skills and techniques to investigate. questions and issues and communicate findings.

Building on prior learning - *What can students do by the end of KS2?*

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Pupils should be taught to:

Locational knowledge
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography
- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

What are the skills gaps?

- Variety in understanding of locational knowledge
- Variety in understanding of the Europe's core human and physical characteristics – Knowledge of UK is more in depth but limited in focus.
- Geographical thinking skills + fieldwork

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Year 7

Students can:

Grade 4:
Detailed description
Pupils show their knowledge, skills and understanding in studies of a range of places.
Can use some appropriate skills to describe some maps, graphs or databases.
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.
Grade 8:
Explanation
Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world using place specific details.
Can select and use mainly appropriate skills to describe and explain most common maps, graphs and databases.
Few errors in punctuation and grammar. Most complex words spelt correctly. Essential keywords used.

Year 8

Students can:

Grade 4:
Detailed description and begins to explain
Pupils show their knowledge, skills and understanding in studies of a range of places using some place specific detail
Can select and use some appropriate skills to describe some maps, graphs and databases.
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.
Grade 8:
Detailed explanation (simple analysis using basic statistics)
Pupils show their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world using place specific details.
Can select and use appropriate skills to simply analyse most common maps, graphs and databases.
Minor errors in punctuation and grammar. Most complex words spelt correctly. A wide range of keywords used.

Year 9

Students can:

Grade 4:
Detailed description supported by keyterms and begins to explain more consistently
Pupils show their knowledge, skills and understanding in studies of a range of places using some place specific detail
Can select and use some appropriate skills to describe some maps, graphs and databases.
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.
Grade 8:
Detailed explanation beginning to evaluate (Evaluation)
Pupils show their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world using place specific details.
Can select and use appropriate skills to analyse a variety of maps, graphs and databases.
Minor errors in punctuation and grammar. Most complex words spelt correctly. A wide range of keywords used.

Year 10

Students can:

Grade 4:
Accurate detailed description and begins to explain most points.
Pupils show their knowledge, skills and understanding in studies of a wider range of places using some place specific detail
Can select and use some appropriate skills to describe a wider range of maps, graphs and databases.
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.
Grade 8:
Critical analysis - breaking apart complex sources of data and applying them to theory using evidence and statistics
Pupils apply their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world. Students use variety of place specific details.
Can appropriately select and use a variety of skills to analyse a wide variety of maps, graphs and databases
A clearly structured answer. Errors in spelling, punctuation, and grammar are rare. A wide range of keywords are embedded throughout.

Year 11

Students can:

Grade 4:
Accurate detailed description and begins to explain all points.
Pupils show their knowledge, skills and understanding in studies of a wide range of places using some place specific detail
Can select and use some appropriate skills to describe a wide range of maps, graphs and databases.
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.
Grade 8:
Critical analysis and evaluation - breaking apart complex sources of data and applying them to theory using evidence and statistics
Pupils apply their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world. Students use variety of place specific details.
Can appropriately select and use a variety of skills to analyse a wide variety of maps, graphs and databases
A clearly structured answer. Errors in spelling, punctuation, and grammar are rare. A wide range of keywords are embedded throughout.

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	**Unit 1 - What is Geography?** Introduction to geography, places and basic skills. Map skills: · Direction · Scale · Grid references · Height **Unit 2 - It's your planet** · How Earth began · Life on Earth · Geological timescale · Humans on Earth · Earth, a special planet · Changing Earth	1. Baseline assessments 1 and 2 2. Key terms tests 3. Map reading skills tests 1 and 2 1. Key terms tests 2. It's your planet progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** All KS1 and 2 students should have been taught basic map skills and locational knowledge **How does this prepare students for future learning?** Basic map skills and locational knowledge will be used frequently in subsequent units, with GCSE students being expected to know the names and locations of the 7 continents and to be able to use a range of map skills linked to Ordnance Survey maps	**Unit 3 - About the UK** • What's the UK like? • What's our weather like? • What's our climate like? • Who are we? • The UK at work **Unit 4 - Rocks, weathering and soils**	1. Key terms tests 2. UK map test 3. UK progress test 4. Rocks, weathering and soil progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** All students should have been taught some basic physical and human geography of the UK in KS1 and 2. **How does this prepare students for future learning?** UK geographical issues make up Paper 2 of the GCSE course, looking at topics related to the human and physical geography of the UK.	**Unit 4 - Water** • The water cycle • The features of a river basin • How do rivers shape the land? • What causes floods? • Protecting ourselves from floods • How does the sea shape the land? • How is the coast used and managed?	1. Key terms tests 2. Rivers progress test 3. Coasts progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** All students should have encountered the water cycle and rivers in KS2. **How does this prepare students for future learning?** The water cycle and rivers are relevant to the rivers section of Paper 2 of the GCSE course and paper 1 of the A level course.
8	**Unit 1 Restless Earth** · What are earthquakes and volcanoes? · Where do they occur? · Why do they occur? · How do they affect people?	1. Key terms tests 2. Restless Earth progress tests 1 and 2 3. Africa progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** Students are likely to have studied volcanoes and earthquakes briefly in KS2, though the level of detail varies significantly.	**Unit 3 - Glaciers** • What are glaciers? • Past glaciations • Glacial landforms or erosion • Glacial landforms of deposition • A Glacial landscape: The Lake District	1. Key terms tests 2. Glaciers progress test 3. Russia progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** Students are unlikely to have come across glaciers in anything more than a brief way, linked to the topic of	**Unit 5 - Weather and climate** •Fieldwork: School microclimate study **Unit 6 - Climate Change**	1. Key terms tests 2. Microclimate investigation (progress test?) 1. Key terms tests	AO1 AO2 AO3 AO4	**Links to prior learning:** All KS2 students should have experienced some basic fieldwork in their school grounds and local area.

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	· How can people protect themselves from earthquakes and volcanoes? **Unit 2 - Africa** • What is and where is Africa? • Africa's climate and biomes • Human Africa • The horn of Africa			There is no requirement for KS2 students to have studied Africa, beyond being able to name it as one of the continents, though it may have been briefly covered when studying world biomes and climate by some. **How does this prepare students for future learning?** Volcanoes and earthquakes are both studied at GCSE as part of the hazardous earth unit. Africa frequently appears in reference to development in KS4 and 5 and this is only likely to increase as its population increases and migration from it appears in the news.	**Unit 4 - Russia** • Location and basic geography of Russia • The physical geography of Russia • Russia's climate zones and biomes • Russia's people • How developed is Russia?	1. Key terms tests 2. Russia progress test 1 and 2		mountains in KS2. Likewise, KS2 students are unlikely to have been taught much about Russia beyond its basic location as a country in Asia. **How does this prepare students for future learning?** One section of the Paper 2 GCSE exam includes glaciation of the UK landscape. It will also help with one of the optional units we teach at A level - glacial systems and landscapes. Russia is a popular location for the GCSE Paper 3 decision making exercise involving energy and the environment. It is also a politically important country.	• What are the causes of climate change? • What are the impacts of climate change? • What can be done to reduce climate change and its impacts?	2. Climate change progress test		**How does this prepare students for future learning?** Section C of Paper 2 at GCSE is focused on fieldwork and A level students have to carry out their own geographical investigation as their NEA.
9	**Unit 1 - Global Development** - What is development? - Measuring development - variations in global development	1. Key terms tests 2. Development progress test 3. Challenges of an urbanising world progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** Students are likely to have compared the similarities and differences between places on different continents and	**Unit 2 - People and cities (continued)** - Case study of a megacity in an emerging country (Mumbai): - Site, situation and connectivity of the city	1. Key terms tests 2. Asia, India and Mumbai progress test 3. Life on earth progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** Students are likely to have compared the similarities and differences between places on different continents and	**Unit 5 - Global Forests** - The structure, functioning and adaptations of the equatorial rainforest and the taiga - Comparison of the two forest ecosystems	1. Key terms tests 2. Global forests progress tests 3. Global energy progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** KS2 students have studied key aspects of biomes, vegetation zones and climate

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	- reasons for differences in levels of development - reducing the development gap - Case Study of an emerging country: India **Unit 2 - People and cities** - Global trends in urbanisation - Differences in urban economies - Land use change in urban areas - Different processes of urban change eg. Counter-urbanisation and suburbanisation			examined basic aspects of human and physical geography in these places, including trade. They should have studied different types of settlement and land use types. **How does this prepare students for future learning**? Development issues are studied at GCSE in the development dynamics unit	- How and why the megacity has changed - The opportunities and challenges of rapid growth of the megacity - Contrast between two named wealthy and poor areas within the city - Top-down versus bottom-up strategies of urban improvement **Unit 3 - Life on Earth** - Global distribution of major biomes - Local factors affecting biomes - The biosphere as a resource and service provider - Global trends in resource use and the relationship between population and resources, including the theories of Malthus and Boserup			examined basic aspects of human and physical geography. They should have studied different types of settlement and land use types. **How does this prepare students for future learning?** India and Mumbai are both case studies for Paper 1 at GCSE. The biosphere is relevant to Paper 3.	- The threats to the rainforest and taiga environments - Conservation and sustainable management of these two environments **Unit 6 - Global Energy** - Different types of energy resource - The environmental impact of mining ad drilling - The unequal patterns of energy resources and energy use - Trends in energy use and factors that affect energy supply and price - The environmental pressures of continued fossil fuel use - Energy conservation and alternative forms of sustainable energy - Conflicting viewpoints on the future of energy and likely future trends			**How does this prepare students for future learning?** GCSE students need to know about tropical rainforest and taiga forests for Paper 3 and A level students need to know about a named equatorial rainforest in relation to the carbon and water cycles.
10	**Unit 1 - Hazardous Earth** - The structure of the earth - The causes of earthquakes and volcanoes - The impacts of tectonic hazards - Reducing the impacts of tectonic hazards - The global atmospheric system	1. Key terms tests 2. Tectonic hazards progress test. Climate hazards progress test	AO1 AO2 AO3 AO4	**Links to prior learning:** Students are likely to have studied some differences in the earth's major environmental regions and have studied key concepts linked to earthquakes and volcanoes in Y8	**Unit 2 - Development case study of an emerging country (India)** - The influence of location and human and physical context on the development of the emerging country - How globalisation has influenced the country's economic development	1. Key terms tests 2. Development progress tests 1 and 2	AO1 AO2 AO3 AO4	**Links to prior learning:** Students re likely to have compared the similarities and differences between places on different continents and examined basic aspects of human and physical geography in	**Unit 3 - Challenges of an urbanising world Case study: Mumbai** - Case study of a megacity in an emerging country (Mumbai): - Site, situation and connectivity of the city - How and why the megacity has changed - The opportunities and challenges of rapid growth of the megacity - Contrast between two named wealthy and	1. Key terms tests 2. Challenges of an urbanising world progress test 3. Summer Paper 1 mock exam: - Hazardous Earth - Development Dynamics - Challenges of an urbanising world	AO1 AO2 AO3 AO4	**Links to prior learning:** Students are likely to have learned the names and locations of some major cities as well as different types of settlement in KS2. **How does this prepare**

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	- Climate change - Causes of tropical cyclones - Impacts of tropical cyclones - Reducing the impacts of tropical cyclones			**How does this prepare students for future learning?** Earthquakes, volcanoes and storms are specified in the A level hazards unit taught in Y13	- How rapid development has had positive and negative effects on people and the environment of the country - How rapid development has affected the international role of the country **Unit 3 - Challenges of an urbanising world** - Global trends in urbanisation - Differences in urban economies - Land use change in urban areas - Different processes of urban change eg. Counter-urbanisation and suburbanisation			these places, including trade. They should have studied different types of settlement and land use types. **How does this prepare students for future learning?** Development issues are relevant to several other units eg. Hazards and urbanisation as well as appearing again at A level.	poor areas within the city - Top-down versus bottom-up strategies of urban improvement **Unit 4 - Challenges of an urbanising world (continued) and summer mock exam preparation, exam, feedback and improvement**			**students for future learning?** Levels of urbanisation are relevant to the hazards and development units
11	**Unit 1 - UK physical landscape** - Geology and past tectonic and glacial landscape forming processes - Current physical and human processes which help to form distinct landscapes in the UK - Coastal landscapes and their formative physical and geological processes - How distinctive coastal landscapes are produced by a combination of natural and human processes,	1. Key terms tests 2. UK physical landscape progress test 3. Paper 2 mock exam: - The UKs evolving physical landscape - The UK's evolving human landscape - Fieldwork	AO1 AO2 AO3 AO4	**Links to prior learning:** Students have covered coasts and rivers topics in Y9 either in class or through (remote) homework booklets and in KS3 **How does this prepare students for future learning?** The water cycle aspects of rivers are relevant for the current A level specification and the	**Unit 3 - Global issues revision for Paper 1 mock** Preparation for Paper 1 mock using checklist to prioritise topics within: - Hazards - Development dynamics **Unit 4 - People and environment issues revision for Paper 3 mock (Priority topics apply)** - People and the biosphere - Forests under threat - Consuming energy resources	1. Key terms tests 2. Paper 1 sections A and B/C mock 3. Paper 3 mock (completed in class)	AO1 AO2 AO3 AO4	**Links to prior learning:** Students have covered all topics in Y9 and 10 and have covered tectonic hazards in Y8 **How does this prepare students for future learning?** Various aspects of all topics are relevant to the Water and carbon cycle, hazards and global systems and governance units of the	**Unit 5 - Exam revision** **(Priority topics apply)** • Command and key terms • Case Studies • Skills • Fieldwork • Exam technique	1. Key terms tests 2. Selected sections from Papers 1, 2 or 3 depending on student performance in previous mocks	AO1 AO2 AO3 AO4	**Links to prior learning:** Teachers and students will prioritise areas to revise based on specification coverage in past exams (**priority topics**), attendance, class and individual performance in past assessments and level of confidence **How does this prepare**

	including the study of one named coastal area **Unit 2 – Fieldwork section C exam preparation for Paper 2 mock** Rivers and coasts fieldwork essentials: - the enquiry process - choosing enquiry questions - methods of data collection, presentation and analysis - drawing valid conclusions - evaluating conclusions			fieldwork aspects also help prepare students for their A level geographical investigations				current A level specification				**students for future learning?** Maximises student exam performance, and prepares them for study at KS5, if they choose the subject.

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Enrichment Opportunities

Key stage	
KS3	• Fieldwork (microclimate study) • Eden project link (TBC) • Geography club (Environmental project, games, quizzes, videos, research, website)
KS4	• Fieldwork (Urban and rivers fieldtrips) • Overseas fieldtrip (TBC) • Period 6 revision classes for year 11 • Intervention
KS5	• Fieldwork (Cranedale) • Overseas fieldtrip (TBC) • Hull University visit/visitors