



Progression Map - Geography

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.

Geography at Bradford Academy:

Our Geography curriculum at Bradford Academy offers students the opportunity to develop accurate knowledge of the location and physical and human characteristics of a wide range of globally significant places, and the chance to learn about and put into context important geographical processes. Learners will develop knowledge of how these processes affect key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape. Their learning will help them to become geographers who can use subject specific vocabulary; collect, analyse and present a range of data and gather experiences of fieldwork in order to deepen their understanding of geographical processes.

Geographers at Bradford Academy will also use and interpret a wide range of sources of geographical information including maps, diagrams, globes and aerial photographs and will learn to communicate geographical information in a variety of ways, such as maps, numerical and quantitative skills and extended writing. In their study of geography, learners will be able to engage with a greater understanding of their place in the world and their rights and responsibilities to other people and the environment.



Knowledge and Skills		By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
	Spatial Significance	Learners will have acquired some place knowledge at local (Bradford), national (UK) and international scales (Africa). They will also have developed their knowledge of natural environments including coastal landscapes .	Learners will have developed their international place knowledge (Russia, Europe and the Middle-East). They will also have developed their knowledge of natural environments including river landscapes and hot deserts .	Learners will have further developed their international place knowledge (Pakistan, China and India). They will also have developed their knowledge of natural environments including cold deserts .	Learners will build a foundation of GCSE-level place knowledge at local (Leeds), national (UK) and international scales (India and Zambia). They will also have developed their knowledge of natural environments in the UK including coastal and river landscapes .	Learners will have developed their local, national and international place knowledge at GCSE-level including locations such as Leeds and other UK locations, Tanzania and Canada). They will also have developed their knowledge of natural environments outside the UK including the Costa Rica rainforest and the Arctic cold desert .
Knowledge and Skills	Causes and Effects	Learners will be able to explain some of the causes of natural change - coastal erosion - and describe some of the effects of these changes. They will also be able to explain the reasons behind some human issues, for example unequal development between countries and describe some of the effects of these problems.	Learners will be able to explain some of the other causes of natural change such as growing deserts and river erosion and describe some of the effects of these changes. They will also be able to explain the reasons behind other human problems including conflict in the Middle East and in Eastern Europe and describe some of the effects of these problems.	Learners will be able to explain some of the other causes of natural change e.g. melting ice caps and disappearing rainforests and describe some of the effects of these changes. They will also be able to explain the reasons behind other human problems such as global population growth and tension between China and India and describe some of the effects of these problems.	Learners will be able to explain some of the causes of natural change such as moving tectonic plates and glacial erosion . They will be able to describe some of the effects of these changes. They will also be able to explain the reasons behind some human problems e.g. rapid urbanisation and unequal economic growth and describe some of the effects of these problems.	Learners will be able to explain some of the other causes of natural change such as climate change . They will be able to describe some of the effects of these changes. They will also be able to explain the reasons behind other human problems e.g. resource depletion and food insecurity and describe some of the effects of these problems.



	Evidence	Learners will acquire their knowledge using a range of sources. These sources will include Ordnance Survey maps, thematic maps, data tables, graphs, photographs, multi-media sources and textual sources that develop their literacy skills. Bedrock Mapper will be their main source of learning consolidation and revision at home.	Learners will continue to use Ordnance Survey maps, thematic maps, data tables, graphs, photographs, multi-media sources and textual sources that develop their literacy skills. Bedrock Mapper will be their main source of learning consolidation and revision at home.	Learners will continue to use Ordnance Survey maps, thematic maps, data tables, graphs, photographs, multi-media sources and textual sources that develop their literacy skills. Bedrock Mapper will be their main source of learning consolidation and revision at home.	At GCSE level, learners will continue to use the full range of geographical sources studied in Key Stage 3 (listed to the left). In addition, in Year 10, learners will develop their ability to collect and interpret their own primary data in a physical geography fieldwork project conducted in Hornsea . Seneca will be their main source of learning consolidation and revision at home.	Learners will continue to use of the full range of geographical sources studied in Key Stage 3, but they will further develop their fieldwork skills. In Year 11, learners will collect and interpret their own primary data in a human geography fieldwork project conducted in Leeds . Seneca will be their main source of learning consolidation and revision at home.
		In Term 1 , learners will consider how geographers investigate places. They will also develop the skills needed to investigate places effectively. In Term 2 , learners will consider how physical processes can affect human activity and decision-making. In Term 3 , learners will develop their understanding of contemporary issues in their home country.	In Term 1 , learners will consider how physical processes can affect human activity and decision-making. In Term 2 , learners will develop their understanding of contemporary issues in the Middle-East. In Term 3 , learners will develop their understanding of contemporary issues in Europe.	In Term 1 , learners will consider how physical processes can affect human activity and decision-making including natural hazards. In Term 2 , learners will develop their understanding of global population issues. In Term 3 , learners will develop their understanding of contemporary issues in the world's two most populous countries – China and India.	Learners will cover Urban Futures in Term 1 , Distinctive Landscapes in Term 2 and UK in the 21st Century in Term 3 . These units need to be studied before both fieldwork investigations as the fieldwork themes relate to content from these units.	Learners will cover Changing Climate in Term 1 . Learners will cover Resource Reliance and Sustaining Ecosystems in Term 2 . These units are covered nearer the end of the course as they draw together the knowledge acquired across the earlier units. Learners will undergo a programme of in-class revision at the start of Term 3 prior to the start of the final examinations.



	Ethical Dimension	In Year 7, learners will consider if non-government organisations create a false impression of Africa . This introduces learners to the social and economic differences that exist in the world. They will reflect on how their own actions - either now or in the future - could impact on any efforts to reduce these differences.	In Year 8, learners will study weather and hot environments . They will develop a holistic understanding of how global problems like global warming and severe flooding are connected. They will reflect on how their own actions - either now or in the future - could impact on any efforts to alleviate these problems.	In Year 9, learners will study Emerging Developing Countries like Pakistan, China and India . They will also look at natural biomes such as tropical rainforests . They will develop a holistic understanding of how global problems like economic growth and environmental destruction are connected. They will reflect on how their own actions - either now or in the future - could impact on any efforts to alleviate these problems.	In Year 10, learners will study dynamic development and the UK in the 21st Century . They will consider how the changing global economy is affecting the labour market that they themselves will enter within the next ten years. They can use this awareness to inform their future and career choices.	In Year 11, learners will study climate change and resource reliance . They will develop a holistic understanding of how global problems like resource depletion and global warming are connected. They will reflect on how their own actions - either now or in the future - could impact on any efforts to alleviate these problems.
	Assessment	Key Stage 3: During each half-term block, students will participate in a short, formative assessment. These assessments will be teacher-assessed to enable the teacher to acquire an understanding of how classes are progressing as a whole and to identify any common misconceptions or general gaps in student knowledge. The teacher will then address these misconceptions or knowledge gaps in the remaining lessons of the unit. At the end of each unit of work, students will sit a more lengthy, summative assessment under examination conditions. Although each summative assessment will focus on the content taught during the course of that half-term, the tasks will assess the full range of literacy, numeracy and geographical skills covered across the Key Stage 3 curriculum. These assessments will also ask questions that require students to relate their recently acquired knowledge to their prior learning from previous units.				



Key Stage 4:

- There will be two formal examinations during Year 10 and another two during Year 11. The examinations will assess all GCSE content that has been covered up to that point. The examinations will be teacher-assessed and the students' responses will be marked using GCSE mark schemes. A standardisation and moderation process will be undertaken by the teachers who mark these papers.
- A sequence of revision lessons will precede each mock examination. Before the second examination, the revision lessons will highlight common misconceptions and any gaps in student knowledge identified in the previous examination. Between examination periods, students will complete individual exam-style questions in lessons. They will be teacher assessed, feedback will be given and students will be asked to develop their responses if they did not get full marks.