



Cambridge Park Academy

Character - Preparation - Achievement

KS4 Geography Functional Curriculum Entry Level 1 to 3

Curriculum Intent:

In KS4, we aim for pupils to further develop their geographical knowledge and understanding by applying their knowledge and geographical skills to their local area and the wider world. We aim to develop curiosity by engaging pupils in learning about our changing world and current affairs which have an impact on the Earth. Topics chosen follow 3 key areas. These are:



Our World



Destructive World



Resourceful
World

These key areas complement our 4 key skills of location and knowledge, human and physical geography, geographical skills and fieldwork and mapping from the KS3 formal curriculum.

We share the aims of the OCR Entry Level Geography specification by giving our learners the opportunities to;

Demonstrate knowledge and geographical understanding of locations, places, environments and different scales.

- Apply knowledge and understanding in a geographical context.
- Use a variety of skills and techniques to investigate a geographical issue.

Developmental Stages and Ages

Stage 4 5 years <small>(The bridge from the foundation curriculum to the formal curriculum)</small>	Stage 5 5-6 years	Stage 6 6-7 years	Stage 7 & 8 7-9 years	Stage 9 & 10 9-11 years
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Long Term Plan

Autumn	Spring	Summer
 How is the world changing?	 How can flooding be hazardous?	 Will we run out of natural resources?



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Substantive Knowledge			
Term	Autumn		
Key Topic	Pupils will develop their knowledge on the changing world, looking at changes in population and different types of migration to rural and urban parts of the world. Pupils will engage in a case study on megacities, identifying the benefits of living in a megacity and the problems they face.		
	Entry 1	Entry 2	Entry 3
Knowledge	<ul style="list-style-type: none"> Know that the population of the UK has changed since 1950. Know one reason why people live in different places in the UK. Know that London is a city, giving one characteristic, e.g. <i>large population</i>. Know that London is the capital city of England. Begin to know the landmarks of London. Know one feature of a megacity, e.g. <i>a population of more than 10 million people</i>. Begin to locate the world's megacities. Begin to know the challenges and opportunities for people in New York; <i>jobs, tourism, housing prices, crime rates</i>. CASE STUDY: Why are megacities a challenge for the future? (NEW YORK) Locate New York using a world map. Identify three things a teenager could do in New York, e.g. <i>leisure, food, retail</i>. Begin to identify the diversity in New York, e.g. <i>jobs, life expectancy</i>. Begin to identify the problems New York faces, e.g. <i>waste, housing, crime</i>. Begin to identify the potential solutions to one of the problems of New York. 	<ul style="list-style-type: none"> Know how the population of the UK has changed since 1950. Know three reasons why people live in different places in the UK. Begin to give the push and pull factors of living in a city, compared to the countryside, e.g. <i>more jobs</i>. Know the 3 types of migration (internal, economic, forced). Know the physical features of London. Know why London is so big. Locate the world's megacities. Know the opportunities for people who live in New York, e.g. <i>jobs, tourism, housing prices, crime rates</i>. CASE STUDY: Why are megacities a challenge for the future? (NEW YORK) Locate New York using a variety of maps. Identify and describe three things a teenager could do in New York, e.g. <i>leisure, food, retail</i>. Identify the diversity in New York, e.g. <i>jobs, life expectancy</i>. Identify the problems New York faces, e.g. <i>waste, housing, crime</i>, and begin to say why this is a problem. Identify the potential solutions to two of the problems of New York. 	<ul style="list-style-type: none"> Know how and why the population of the UK has changed since 1950. Know reasons why people live in different places in the UK. Give the push and pull factors of living in a city, compared to the countryside, e.g. <i>more jobs</i>. Know the 3 types of migration (internal, economic, forced), giving definitions. Know the characteristics of a city. Know the characteristics of a mega-city. Name megacities in the world, describing their characteristics. Know the opportunities for people who live in megacities, e.g. <i>jobs, tourism, housing prices, crime rates</i>. CASE STUDY: Why are megacities a challenge for the future? Locate a chosen megacity using a variety of maps. Identify and describe three things a teenager could do in a chosen megacity, e.g. <i>leisure, food, retail</i>. Identify the diversity in a chosen megacity, e.g. <i>jobs, life expectancy</i>. Identify the problems a chosen megacity faces, e.g. <i>waste, housing, crime</i>, and begin to say why this is a problem. Identify the potential solutions to two of the problems of the megacity.
Key Vocab	city, megacity, UK, England, London, capital, population, New York, world map	city, megacity, UK, England, London, capital, population, New York, internal migration, economic migration, forced migration, map	city, megacity, UK, England, London, capital, population, internal migration, economic migration, forced migration, push factor, pull factor, map

Substantive Knowledge



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Term	Spring		
Key Topic	Pupils will look at the natural and human factors that can cause flooding. Pupils will look at flooding across the UK and compare these to contrasting parts of the world. Pupils will look at the impact on flooding in different parts of the world.		
	Entry 1	Entry 2	Entry 3
Knowledge	<p>Know what a flood is. Give a natural cause of flooding, e.g. heavy rainfall, steep slopes. Give a human cause of flooding, e.g. buildings, deforestation. Begin to know the impact flooding has on places in the UK, e.g. loss of homes, livestock. Begin to know the responses to flooding in the UK, e.g. flood defences, preparations for flooding. Opportunities to plan and conduct simple fieldwork in the local and surrounding area. Record in fieldwork notebook.</p> <p>Case Study: How hazardous can flooding be? Locate Bangladesh on a world map. Begin to understand why floods in Bangladesh occurred, e.g. heavy monsoon rainfall, flat land. Begin to know the impact of flooding in Bangladesh, e.g. loss of homes, livestock.</p> <p>Give two responses to floods in Bangladesh, e.g. food aid, embankment repair, rescue, free seeds given to farmers, water purification tablets. Give two ways in which people prepare for a flood in Bangladesh.</p>	<p>Know some natural and human causes of flooding, e.g. buildings, deforestation. Natural causes of flooding: begin to identify and explain some causes of flooding, e.g. rainfall. Human causes of flooding: begin to identify and explain some causes of flooding, e.g. deforestation. Know the impact of flooding has on places in the UK, e.g. loss of homes, livestock. Know the responses to flooding in the UK, e.g. flood defences, preparations for flooding. Opportunities to plan and conduct fieldwork in the local and surrounding area. Record in fieldwork notebook.</p> <p>Case Study: How hazardous can flooding be? Locate Bangladesh on a variety of maps. Understand why floods in Bangladesh occurred, e.g. heavy monsoon rainfall, flat land, heavy deforestation, melt water from the mountains. Know the impact of flooding in Bangladesh, e.g. loss of homes, livestock. Begin to make comparisons between the impact of flooding in the UK and Bangladesh. Give three responses to floods in Bangladesh, e.g. food aid, embankment repair, rescue, free seeds given to farmers, water purification tablets. Give three ways in which people prepare for a flood in Bangladesh. Begin to make comparisons between the solutions of flooding for the UK and Bangladesh.</p>	<p>Know natural and human factors of flooding, e.g. buildings, deforestation. Natural causes of flooding: identify and explain the causes of flooding, e.g. rainfall. Human causes of flooding: identify and explain the causes of flooding, e.g. deforestation. Know the impact of flooding has on places in the UK, e.g. loss of homes, livestock. Know the short-term responses to flooding in the UK, e.g. evacuation. Know the long-term responses to flooding in the UK, e.g. flood defences. Opportunities to plan and conduct fieldwork in the local and surrounding area. Record in fieldwork notebook.</p> <p>Case Study: How hazardous can flooding be? Locate Bangladesh on a variety of maps. Understand why floods in Bangladesh occurred, e.g. heavy monsoon rainfall, flat land, heavy deforestation, melt water from the mountains. Know the impact of flooding in Bangladesh, e.g. loss of homes, livestock). Give short term responses to floods in Bangladesh, e.g. food aid, embankment repair, rescue, free seeds given to farmers, water purification tablets. Give the long-term responses to floods in Bangladesh, e.g. building raised flood shelters, flood warning systems. Give three ways in which people prepare for a flood in Bangladesh. Make comparisons between the solutions of flooding for the UK and Bangladesh.</p>
Key Vocab	flood, impact, response, UK, Bangladesh, natural cause, human cause, hazard	flood, impact, response, UK, Bangladesh, natural cause, human cause, hazard	flood, impact, response, UK, Bangladesh, natural cause, human cause, hazard, short term responses, long term response
	Substantive Knowledge		
Term	Summer		
Key Topic	Pupils will explore where their food comes from and how it is produced. They will look into the types of energy that are used in food production and explore whether these are sustainable or not. Pupils will explore what fair-trade means and what the importance of these products are for farmers and producers.		



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	Entry 1	Entry 2	Entry 3
Knowledge	<p>Begin to identify places where food can be bought, e.g. <i>shops, markets, online</i>.</p> <p>Begin to explore places where food consumed in the UK comes from, e.g. <i>farms, factories, abroad</i>.</p> <p>Begin to know how food is produced, e.g. <i>farming, factories, bakeries</i>.</p> <p>Begin to know the process of farm to fork, e.g. <i>how farmers rear their animals/ crops to the process of them being sold for consumption</i>.</p> <p>Begin to explore the importance of technology in food production, e.g. <i>farming tools, factories</i>.</p> <p>Know one type of renewable energy source to produce electricity, e.g. <i>wind energy</i>.</p> <p>Know one type of non-renewable energy source to produce electricity, e.g. <i>coal</i>.</p> <p>Identify 1 appropriate energy source that is more environmentally sustainable, e.g. <i>wind power</i>.</p> <p>Opportunities to plan and conduct simple fieldwork in the local and surrounding area. Record in fieldwork notebook.</p> <p>Case Study: Does fair-trade make a difference? Begin to describe what fair-trade is. Identify where one fair-trade product is produced and its journey to consumers, e.g. <i>bananas</i>. Begin to identify a challenge faced by producers, e.g. <i>difficulty in growing crops and unfair pricing</i>. Begin to identify the benefits of fair-trader to farmers' and workers' lives, e.g. <i>improvements in farming</i>. Begin to identify how fair-trade can build a sustainable future for producers, e.g. <i>securing an income for farmers</i>.</p>	<p>Identify places where food can be bought, e.g. <i>shops, markets, online</i>.</p> <p>Explore places where food consumed in the UK comes from, e.g. <i>farms, factories, abroad</i>.</p> <p>Know how food is produced, e.g. <i>farming, factories, bakeries</i>.</p> <p>Know the process of farm to fork, e.g. <i>how farmers rear their animals/ crops to the process of them being sold for consumption</i>.</p> <p>Explore the importance of technology in food production, e.g. <i>farming tools, factories</i>.</p> <p>Know two types of renewable energy source to produce electricity, e.g. <i>wind energy, solar power</i>.</p> <p>Know two types of non-renewable energy source to produce electricity, e.g. <i>coal, nuclear energy</i>.</p> <p>Identify two appropriate energy sources that are more environmentally sustainable, e.g. <i>wind power, solar energy</i>.</p> <p>Opportunities to plan and conduct fieldwork in the local and surrounding area. Record in fieldwork notebook.</p> <p>Case Study: Does fair-trade make a difference? Describe what fair-trade is. Identify where two fair-trade products are produced and their journey to consumers, e.g. <i>bananas, coffee</i>. Identify a challenge faced by producers, e.g. <i>difficulty in growing crops and unfair pricing</i>. Identify the benefits of fair-trader to farmers' and workers' lives, e.g. <i>improvements in farming</i>. Identify how fair-trade can build a sustainable future for producers, e.g. <i>securing an income for farmers</i>.</p>	<p>Identify places where food can be bought, e.g. <i>shops, markets, online</i>.</p> <p>Explore places where food consumed in the UK comes from, e.g. <i>farms, factories, abroad</i>.</p> <p>Know how food is produced, e.g. <i>farming, factories, bakeries</i>.</p> <p>Know the process of farm to fork, e.g. <i>how farmers rear their animals/ crops to the process of them being sold for consumption</i>.</p> <p>Explore the importance of technology in food production, e.g. <i>farming tools, factories</i>.</p> <p>Know three types of renewable energy source to produce electricity, e.g. <i>wind energy, solar power</i>.</p> <p>Know three types of non-renewable energy source to produce electricity, e.g. <i>coal, nuclear energy, oil</i>.</p> <p>Know what energy sources are more sustainable and why.</p> <p>Opportunities to plan and conduct fieldwork in the local and surrounding area. Record in fieldwork notebook.</p> <p>Case Study: Does fair-trade make a difference? Describe what fair-trade is. Identify where three fair-trade products are produced and their journey to consumers, e.g. <i>bananas, coffee, sugar</i>. Identify a challenge faced by producers, e.g. <i>difficulty in growing crops and unfair pricing, and how these happen</i>. Identify the benefits of fair-trader to farmers' and workers' lives, e.g. <i>improvements in farming, protecting the environment and education for children</i>. Identify how fair-trade can build a sustainable future for producers, e.g. <i>securing an income for farmers, improving producers' lives</i>.</p>
Key Vocab	<i>shop, market, farm, factory, field, farmer, producer, UK, import, fair-trade, energy, renewable, non-renewable, environment</i>	<i>shop, market, farm, factory, field, farmer, producer, UK, import, fair-trade, energy, renewable, non-renewable, environment, sustainability, barrier</i>	<i>shop, market, farm, factory, field, farmer, producer, UK, import, fair-trade, energy source, renewable, non-renewable, environment, sustainability, barrier,</i>

Disciplinary Knowledge

Being a Geographer

The Entry Level Geography curriculum is broken down into 2 sections with 3 strands.



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The two sections are fieldwork and a personal project which are further broken down into strands of knowledge and understanding, application and skills.

Fieldwork

	Entry 1	Entry 2	Entry 3
Knowledge and Understanding	<ul style="list-style-type: none"> • Researches some simple geographical facts with teacher guidance. • Demonstrates limited knowledge about the geographical area where fieldwork took place. • Demonstrates limited understanding of the topic area fieldwork is related to. • Demonstrates a limited understanding of how to risk assess the fieldwork location. 	<ul style="list-style-type: none"> • Researches some geographical facts with little teacher guidance. • Demonstrates basic knowledge of the geographical area where fieldwork took place. • Demonstrates basic understanding of the topic area fieldwork is related to. • Demonstrates a basic understanding of how to risk assess the fieldwork location. 	<ul style="list-style-type: none"> • Researches geographical facts independently. • Demonstrates knowledge of the geographical area where fieldwork took place. • Demonstrates geographical understanding of the topic area fieldwork is related to. • Demonstrates an understanding of how to risk assess the fieldwork location.
Application	<ul style="list-style-type: none"> • Limited identification of problems associated with data collection. • Limited evidence of links between the data collected and a topic area within geography. • Limited evidence of fieldwork being drawn together with a summary statement. 	<ul style="list-style-type: none"> • Basic identification of problems associated with data collection. • Basic evidence of links between the data collected and a topic area within geography. • Basic evidence of fieldwork being drawn together with a summary statement. 	<ul style="list-style-type: none"> • Identifies problems associated with data collection. • Evidence of links between the data collected and a topic area within geography. • Evidence of fieldwork being drawn together with a summary statement.
Skills	<ul style="list-style-type: none"> • Limited description of fieldwork planning. • With support, collects and records data from limited sources with lots of teacher guidance. • With adult support, is able to give a limited description of how data is collected, including the use of fieldwork equipment and working with peer group. • Uses limited data presentation techniques. • Data presentation techniques show little accuracy in their execution. • Attempts to make limited comments on data presentation techniques. 	<ul style="list-style-type: none"> • Basic description of fieldwork planning. • With little support, collects and records data from sources with moderate teacher guidance. • With little support, is able to give a basic description of how data is collected, including the use of fieldwork equipment and working with peer group. • Uses some data presentation techniques. • Data presentation techniques are partially accurate in their execution. • Attempts to make basic comments on data presentation techniques. 	<ul style="list-style-type: none"> • Description of fieldwork planning. • Independently collects and records data from sources with limited teacher guidance. • Independently gives a description of how data is collected, including the use of fieldwork equipment and working with peer group Data presentation. • Uses a range of data presentation techniques. • Data presentation techniques are accurate in their execution. • Attempts to make comments on data presentation techniques.

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Personal Project			
	Entry 1	Entry 2	Entry 3
Knowledge and Understanding	<ul style="list-style-type: none"> • Researches limited geographical facts with teacher guidance. • Demonstrates limited knowledge and understanding about places and environments. • Uses limited geographical vocabulary, which is often inaccurate. 	<ul style="list-style-type: none"> • Researches basic geographical facts with little teacher guidance. • Demonstrates basic knowledge and understanding of places and environments. • Uses basic geographical vocabulary, with some accuracy 	<ul style="list-style-type: none"> • Researches geographical facts independently. • Demonstrates knowledge and understanding of places and environments. • Uses geographical vocabulary, which is mostly accurate
Application	<ul style="list-style-type: none"> • Information is drawn together in an attempt to answer the project title. 	<ul style="list-style-type: none"> • Information is drawn together to answer the project title. 	<ul style="list-style-type: none"> • Information is drawn together to clearly answer the project title.
Skills	<ul style="list-style-type: none"> • With support, collects and uses information from limited sources. • Uses limited data presentation methods. • With support, presents information in a limited way. • Project work has a limited structure. • Limited attempt to write in their own words. 	<ul style="list-style-type: none"> • With little support, collects and uses information from some sources. • Uses some data presentation methods. • With little support, presents information in a basic way. • Project work follows a basic structure. • Some attempt to write in their own words 	<ul style="list-style-type: none"> • Independently collects and uses information from various sources. • Uses a range of presentation methods. • Independently presents information in a relevant way. • Project work follows a logical structure. • Frequently writes in their own words