

Geography Curriculum Map

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is a Geographer?	Geography in the News	Natural Resources	Economy	Glaciation & Cold Environments	Weather & Climate (inc fieldwork)
Students will explore the continents and oceans of the world and assess the links between continent land mass and population size. Students will understand how maps have changed overtime as well as developing knowledge on latitude and longitude. Students will learn 4 and 6 figure grid references as well as understanding how to use OS maps through reading contour lines and map symbols.	Students will explore a variety of topics which are currently impacted the world. These will range from natural disasters, conflicts, environmental damage and the climate crisis. These topics will include a range of skills including decision making, report writing and data presentation techniques.	Students will explore how we use our planet as a natural resource. Students will look at geological time and how weathering impacts rocks and soils. Students will look at the four spheres of the world and the interactions between them. Students will begin to understand how we create energy from natural resources and how the UK energy mix will become more sustainable through renewable energies.	Students will understand the key processes in human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors. Students to explore local and global economies. Globalisation as a concept is introduced and the impacts this has on economies will be explored.	Students will know that the Earth's glaciers are large masses of flowing ice, will understand why glaciers are found in the Earth's coldest places and explain how glaciers are formed by layers of snow building up.	Students will define the key terms 'weather' and 'climate' and will recognise their differences. They will understand the role of pressure systems in the weather experienced at different times of the year. Students will learn the factors responsible for rainfall and will develop an appreciation of the special characteristics of UK weather. They will also be investigating four of the Earth's climatic regions
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ol style="list-style-type: none"> 1. Mid unit recall test 2. End of Unit test 	<ol style="list-style-type: none"> 1. Natural disaster report 2. End of Unit test 	<ol style="list-style-type: none"> 1. Geog your memory recall test 2. EoU Test 	<ol style="list-style-type: none"> 1. Decision making exercise (factory build) 2. Recall test 	<ol style="list-style-type: none"> 1. Antarctica report 2. EoU Test 	<ol style="list-style-type: none"> 1. Recall test 2. Fieldwork report

Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon
Knowledge covered in KS2 relating to continents and oceans Numerical skills such as coordinates	Map work from Autumn 1 Numerical skills - graphs and data presentation techniques from KS2.	Map skills Knowledge of the physical environment	Data analysis and numeracy skills Concept of development from Geography in the News and the links to the economy	Data handling and graphical presentation Physical environment understanding and the characteristics of biomes Animal adaptations from KS2 - cross curricular links	Data handling and graphical presentations of contrasting climates. KS2 understanding of weather types
Introduces	Introduces	Introduces	Introduces	Introduces	Introduces
4 and 6 figure grid references Using OS maps	Impacts of recent natural disasters / hazards and the increasing frequency of these. Current global conflicts and implications of these. Encourages engagement with the news. Up to date climate change impacts and responses. Introduces elements of development and geo-politics.	Different elements that make up our planet Biomes and their characteristics Renewable and non-renewable resources	Key concepts such as containerisation Introduction of how different parts of the world grow their economy and how their physical landscape might dictate this	Glacial landforms formation and the reasons for this The impact of climate change on glacial environments The political background of Antarctica	Complex topics such as synoptic code and weather depressions Climate and weather key vocabulary Fieldwork skills
Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development Theory	Impact on development (health & TNCs)	Coasts	Population	Climate Change	Rivers
Students explore why some countries struggle to develop and how levels of development are	Students explore why different types of disease are found in differing parts of the world. For example	Students will study coastal processes, erosional and depositional landforms.	Students will understand the driving forces behind urbanisation and population change.	Students will understand how we know climate change is happening and then	Students will learn how rivers and their valleys change downstream, how rivers erode,

<p>measured using more than one indicator. Students explore gender inequality and how this can affect development. The Sustainable Development Goals will be evaluated as well as different types of aid.</p>	<p>HIV/AIDs versus CHD as a disease of affluence. Students look at companies such as GSK and their impact on global health. Students will understand how TNCs can bring advantages and disadvantages.</p>	<p>Students will look at the Holderness coastline and the impact erosion is having here. Students will evaluate different types of coastal protection and assess the best way to protect the Holderness coastline.</p>	<p>Students will understand the difference in population density and will investigate the opportunities and challenges posed by this. Students will be introduced to population pyramids and the Demographic transition model to assess how quickly different nations pass through the various stages. Students will explore anti and pro-natalist policies and evaluate the varying levels of success.</p>	<p>assess why different people may have differing views on what causes climate change. Students will address the physical and human causes of climate change and how these issues can be addressed without the planet warming too quickly.</p>	<p>transport and deposit material, distinctive landforms of river systems, how physical and human factors increase the risk of flooding and the costs and benefits of hard and soft engineering approaches to managing rivers to humans</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ol style="list-style-type: none"> 1. Geog your memory recall test 2. EoU test 	<ol style="list-style-type: none"> 1. TNCs evaluation 9 marker 2. Health EoU Test 	<ol style="list-style-type: none"> 1. Geog your memory recall test 2. DME Holderness Coast 	<ol style="list-style-type: none"> 1. Population pyramid group presentations 2. EoU Test 	<ol style="list-style-type: none"> 1. Natural vs. Physical causes of climate change 6 mark question 2. Recall test 	<ol style="list-style-type: none"> 1. Geog your memory recall test 2. EoU test
Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon
<p>Map skills Place understanding How the physical and the human environment link together</p>	<p>Development theory Globalisation (Y7)</p>	<p>Weathering and erosion from Natural resources (Y7) Knowledge of the physical environment</p>	<p>Globalisation and physical environments to understand population density Data analysis</p>	<p>Weather and climate KS2 Climate change</p>	<p>Processes from coasts (Y8) Interconnect between human and physical environments Hard and soft engineering</p>
Introduces	Introduces	Introduces	Introduces	Introduces	Introduces
<p>Development indicators of GNI and HDI</p>	<p>Impacts of TNCs - Apple case study</p>	<p>Erosional processes Transportational processes</p>	<p>Demographic transition model</p>	<p>Evidence and causes of climate change</p>	<p>River landforms and physical processes</p>

<p>Various global conflicts.</p> <p>Local conflict and reasons for conflict.</p> <p>The impact of conflict on development.</p> <p>Russia / Ukraine / Middle East as case studies of conflict.</p>	<p>Urban Greening</p> <p>Methods to become sustainable on a local to a global scale</p>	<p>Nepal as a case study</p> <p>Distribution of hazards</p> <p>Planning, prediction, protection</p> <p>Aseismic buildings</p> <p>Plate boundaries</p>	<p>Rainforest adaptations</p> <p>Deforestation causes and impacts</p> <p>Sustainable management of rainforests</p>	<p>Desert adaptations</p> <p>Desert distribution</p> <p>Desertification causes, impacts and solutions</p>	<p>Mass tourism</p> <p>Dark tourism</p> <p>Research skills</p>
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Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Urban Change (Rio)	Resource Management and Water	Natural Hazards - Weather	Urban Change in the UK (London)	Natural Hazards - Climate Change	←UK Landscapes - Coasts/Rivers/Fieldwork
<p>Students will learn about global urbanisation and its effects on cities.</p> <p>Case study of Rio looking at location, importance; Social, economic and</p>	<p>Students will learn about fundamental resources such as food, water and energy; changing demand for selected resources,</p>	<p>GAC, Tropical Storm, OK weather and extreme weather - Somerset Floods</p>	<p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p>	<p>Evidence and causes of climate change and adaptation and mitigation</p>	<p>Look at wave type and characteristics as well as coastal processes, landforms and management including a case study of Lyme Regis.</p>

environmental challenges and opportunities Favela Bairro Project - improving quality of life for the urban poor.	supply security and implications; strategies used to increase supply of selected resources. Specific focus on Water and how supply can be increased. Use 2018 pre-release as a Paper 3 practice.		An example of a regeneration project to include why it was needed and the main features		River processes, landforms and management, concluding with a revisit of Somerset floods.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> Transition Assessment Kerboodle & seneca end of unit tests 	<ul style="list-style-type: none"> 16 mark resource q 9 marker from 2018 pre-release Kerboodle & seneca end of chapter tests 	<ul style="list-style-type: none"> Kerboodle & seneca end of chapter tests Typhoon Haiyan 9 mark q 	<ul style="list-style-type: none"> PPE 9 mark Q on Shoreditch 	<ul style="list-style-type: none"> 9 mark q on adaptation and mitigation June 2020 Kerboodle & seneca end of chapter tests 	<ul style="list-style-type: none"> Fieldwork write up Map Skills, landforms assessment 6 mark q in lessons on processes or management
Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon
Economy Development Population Sustainability Tourism	Natural Resources Weather and Climate Population Climate Change Map Skills	Weather and Climate Climate Change Living World Map Skills	Population Development Economy Urban World Map Skills	Weather and Climate Climate Change Development Population	OS Map Skills Fieldwork Skills Rivers and Coasts KS3 GIS
Introduces	Introduces	Introduces	Introduces	Introduces	Introduces
Place Urban sprawl Challenges and opportunities in cities	Water Scarcity Links between population and demand Rivers Natural Resources Paper 3	Tropical Storms Extreme Weather	Urban decline Regeneration Gentrification	Mitigation and adaptation in differing of development	Cost benefit analysis Landform change over time Decision making
Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	

Natural Hazards - tectonics	The Development Gap	Nigeria an NEE	Changing UK Economy	Pre-release and revision	
Plate tectonic theory, distribution of earthquakes and volcanoes and physical processes and landforms at plate boundaries. Primary and secondary effects and short and long term responses in areas of contrasting levels of wealth. Management and living with hazards.	Evaluate the ways in which countries can be classified, including measures of development, causes of uneven development and measures to reduce the gap. Tourism as a means to reduce the development gap in Jamaica.	Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Students should focus on Nigeria and investigate its location, role of TNCs, aid and the impact of economic development on the quality of life of its people	Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. Causes of economic change and the move to a post-industrial economy and sustainable economic development. Transport infrastructure, the N?S divide and the UK's place in the world.	This section contributes a critical thinking and problem-solving element to the assessment structure. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.	
Assessment	Assessment	Assessment	Assessment	Assessment	
<ul style="list-style-type: none"> ● 9 marker on 3P's ● Kerboodle & seneca end of chapter tests 	<ul style="list-style-type: none"> ● Development test ● PPE 	<ul style="list-style-type: none"> ● TNC 9 mark Q ● Kerboodle & seneca end of chapter tests 	<ul style="list-style-type: none"> ● PPE 	<ul style="list-style-type: none"> ● Mock paper 3 	
Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon	
Tectonics Development Economy Tourism	Tourism Development Population Natural Resources	Development Natural resources Population Economy Weather and Climate	Sustainability Development Economy Urban change - London	A core unit	
Introduces	Introduces	Introduces	Introduces	Introduces	
Linking severity of hazard to development	Development gap Strategies to narrow the gap	Changing economic structure Role of TNCs in a specific country Impact of economic	Industrial decline Role of infrastructure development to support economic growth N/S divide	?	

Year 12**Changing Places**

Students' on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local.

Autumn 2
Spring 1
Spring 2
Summer 1

Assessment - Essays, Seneca and Kerboodle Test, 2 x PPEs

Builds Upon - Urban Issues and Challenges, fieldwork, GIS

Introduces - Endogenous, exogenous, meaning and representation of place, glocalisation

Contemporary Urban Environments

Focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion

Assessment - Essays, Seneca and Kerboodle Test, 2 x PPEs

Builds upon - Urban Issues and Challenges, River Landscapes

Introduces - Positive and negative feedback loops, Geographical systems approach, Carbon Cycle - links Wildfires to Hazards

Coasts

Coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Assessment - Essays, Seneca and Kerboodle Test, 2 x PPEs

Builds upon - Coastal Landscapes, Living World, Climate change - systems approach links to W&C

Introduces - Case studies

NEA

Year 13

NEA

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

GIS

Global Systems and Global Governance

This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of the global economy and society in recent decades.

Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.

<p>Assessment - Essays, Seneca and Kerboodle Test, 2 x PPEs</p>	
<p>Builds Upon - Urban Issues and Challenges, Changing Economic World</p>	
<p>Introduces - Trade, relationships between countries in terms of flow of capital, people, etc. TNC case study, global food production. The Global Commons and Antarctica</p>	
<p>Water and Carbon Cycles</p> <p>This section of our specification focuses on the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p> <p>This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.</p>	
<p>Assessment - Essays, Seneca and Kerboodle Test, 2 x PPEs</p>	
<p>Builds upon - Weather Hazards, Living World, River Landscapes, Resource Management, glaciation</p>	
<p>Introduces - Positive and negative feedback loops, Geographical systems approach, Carbon Cycle - links Wildfires to Hazards</p>	
<p>Hazards</p> <p>This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy</p>	
<p>Assessment - Essays, Seneca and Kerboodle Test, 2 x PPEs</p>	
<p>Builds upon - Tectonic Hazards, Weather Hazards, Living World, River Landscapes, Resource Management, Development</p>	
<p>Introduces - Storm hazards, Fires in nature, multi-hazardous environment and local case study.</p>	