

Geography Curriculum Map

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is a Geographer?	Natural Resources	Economy	Glaciation & Cold Environments	Weather & Climate (inc fieldwork)	Geography in the News
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p> <p>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.</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ol style="list-style-type: none"> 'Geog your Memory' recall test End of Unit Assessment 	<ol style="list-style-type: none"> 'Geog your Memory' recall test End of Unit Assessment 	<ol style="list-style-type: none"> Decision making exercise - Factory build End of Unit Assessment 	<ol style="list-style-type: none"> 'Geog your Memory' recall test Adaptations report 	<ol style="list-style-type: none"> 'Geog your memory' recall test Fieldwork report 	<ol style="list-style-type: none"> Natural Hazard Newspaper End of Unit Assessment

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 skills Knowledge of the physical environment	Data analysis and numeracy skills Locational knowledge from "What is a Geographer"	Map work from Autumn 1 Numerical skills - graphs and data presentation techniques from KS2.	Data handling and graphical presentations of contrasting climates. KS2 understanding of weather types	Data handling and graphical presentation Physical environment understanding and the characteristics of biomes Animal adaptations from KS2 - cross curricular links
Introduces	Introduces	Introduces	Introduces	Introduces	Introduces
4 and 6 figure grid references Using OS maps	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	Fieldwork skills 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	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.
Careers	Careers	Careers	Careers	Careers	Careers
Cartographer, GIS (Esri)	Engineer, miner, renewable developer.	Focus on how the economy is always changing and jobs they do may not exist yet.	Meteorologist	Meteorologist	Depends on content as and when updated.
Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Development Theory	Global Health and TNCs	Coasts	Population	Climate Change	Urban Sustainability
Students explore why some countries struggle to develop and how levels of development are 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.	Students explore why different types of disease are found in differing parts of the world. For example 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.	Students will study coastal processes, erosional and depositional landforms. 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.	Students will understand the driving forces behind urbanisation and population change. 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.	Students will understand how we know climate change is happening and then 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.	A study of how urban areas improve their sustainability in terms of energy, water and transport. Impact of urban greening. Case study of Freiburg. Also carry out a local sustainability piece of fieldwork
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ol style="list-style-type: none"> 'Geog your Memory' recall test End of Unit Assessment 	<ol style="list-style-type: none"> TNC evaluation 9 mark question End of Unit Assessment 	<ol style="list-style-type: none"> 'Geog your Memory' recall test Decision Making Exercise - Holderness Coast 	<ol style="list-style-type: none"> Population Pyramid research task End of Unit Assessment 	<ol style="list-style-type: none"> Natural vs Human Causes 6 mark question 'Geog your Memory' recall test 	<ol style="list-style-type: none"> Sustainable travel 6 mark question Fieldwork report
Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon
Map skills Place understanding How the physical and the human environment link	Development theory Globalisation (Y7)	Weathering and erosion from Natural resources and cold environments(Y7) Knowledge of the physical	Globalisation and physical environments to understand population density	Weather and climate KS2 Climate change	Map Skills Fieldwork skills Climate Change (Y8)

together		environment Map skills	Data analysis		Energy Mix (Y7) Population (Y8)
Introduces	Introduces	Introduces	Introduces	Introduces	Introduces
Development indicators of GNI and HDI The Sustainable Development Goals Types of aid and their effectiveness	Impacts of TNCs - Apple case study GSK - Health TNC case study Fieldwork skills	Erosional processes Transportational processes Landform formation and sequencing Types of engineering Specific subject terminology	Demographic transition model Population pyramids Impact of China's One Child Policy	Evidence and causes of climate change Views of climate change and how this impacts how country's pledge to reduce the impacts of climate change	Urban Greening Methods to become sustainable on a local to a global scale
Careers	Careers	Careers	Careers	Careers	Careers
Aid worker	TNC, GSK, pharmaceuticals, Department of health.	Engineer	population agency in government.	Meteorologist, IPCC	Renewable energy developer, transport manager, logistics
Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rivers	Ecosystems & Tropical Rainforests	Tectonics	Deserts	Superpowers	Travel & Tourism
Students will learn how rivers and their valleys change downstream, how rivers erode, transport and deposit material, distinctive landforms of river systems, how physical	Students consider the characteristics of rainforests, plant and animal adaptations, reasons for deforestation and the impact of this. Students will then consider how they rainforests can be	Students will define natural hazards and factors that affect the hazard risk, will learn about distribution, processes and effects of different types of hazards; the human response to hazardous	Hot desert ecosystems have a range of distinctive characteristics. Issues relating to biodiversity. Development of hot desert environments creates opportunities and challenges.	Students will examine the geo political reasons why some countries are more powerful than others. They will study how this has changed over time from the British Empire to USA to the new powers of emerging countries and	Students will explore the 7 ancient versus the 7 modern wonders of the world and the impacts of mass tourism. Students can explore the concept of dark tourism and assess whether this should be encouraged as a

River landforms and physical processes Long and cross profiles River management techniques	Rainforest adaptations Deforestation causes and impacts Sustainable management of rainforests	Nepal as a case study Distribution of hazards Planning, prediction, protection Aseismic buildings Plate boundaries	Desert adaptations Desert distribution Desertification causes, impacts and solutions	Various global conflicts. Local conflict and reasons for conflict. Geopolitics	Mass tourism Dark tourism Research skills
Careers	Careers	Careers	Careers	Careers	Careers
Engineer, environment agency	Environmental campaigner, Environmental advisor	Seismologist	Tourism, mining, renewable energy.	Government minister, NGO, Red cross	Tourism
Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Urban World (Rio)	Resource Management and Water	Natural Hazards - Weather	Urban Change in the UK (London)	Natural Hazards - Climate Change	←UK Landscapes - Coasts/Rivers (recap 2023 - full 2024)/Fieldwork

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
Careers	Careers	Careers	Careers	Careers	Careers
	Environment Agency, water company	Meteorologist, disaster management	Silicon roundabout, bagel seller!, retail/sports Olympic Park.	Meteorologist, environmental planner, architect.	Engineer, tourism, environment agency
Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
The Development Gap	Natural Hazards - Tectonics	Nigeria an NEE	Changing UK Economy	Pre-release and revision	
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.	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.	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"> Development test PPE 	<ul style="list-style-type: none"> 9 marker on 3P's Kerboodle & seneca end of 	<ul style="list-style-type: none"> TNC 9 mark Q Kerboodle & seneca end of 	<ul style="list-style-type: none"> PPE 	<ul style="list-style-type: none"> Mock paper 3 	

	chapter tests	chapter tests			
Builds Upon	Builds Upon	Builds Upon	Builds Upon	Builds Upon	
Tourism Development Population Natural Resources	Tectonics Development Economy Tourism	Development Natural resources Population Economy Weather and Climate	Sustainability Development Economy Urban change - London	A core unit	
Introduces	Introduces	Introduces	Introduces	Introduces	
Development gap Strategies to narrow the gap	Linking severity of hazard to development	Changing economic structure Role of TNCs in a specific country Impact of economic development on an NEE	Industrial decline Role of infrastructure development to support economic growth N/S divide	? Changes every year	
Careers	Careers	Careers	Careers	Careers	
Charities, historian, tourism, fair trade, civil servant (planning for population growth). Economic migration, developing appropriate technology.	USGS, Architect, Emergency responder	Oil worker, change in economy - changing job marker, manufacturing, TNCs, aid worker, environmental responder (eg oil spill),	British Antarctic Survey, pharmacology and research, Science Parks and business parks, quarrying, Transport,	We may not link to careers in this unit as we don't have the information in advance but teachers will use their professional judgement to introduce possible careers depending on the subject	

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.

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, climate change, urban sustainability

Introduces - Urban form, SUDS, urban planning.

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.

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

Builds Upon - Urban Issues and Challenges, Changing Economic World

Introduces - Trade, relationships between countries in terms of flow of capital, people, etc. TNC case study, global food production. The Global Commons and Antarctica

Water and Carbon Cycles

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.

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.

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

Builds upon - Weather Hazards, Living World, River Landscapes, Resource Management, glaciation

<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>	