

Geography Curriculum Map

SUBJECT FOCUS	INTENT
Overall curriculum intent	To develop independent, adaptable and reflective learners with a passion for Geography
Literacy & Oracy	To fully develop the literacy and oracy skills of our students, to comprehend both geographical and frequently used command words.
Skills	To fully develop numeracy skills of our students to ensure every learner has the opportunity to be upskilled for lower school and upper school assessments. To develop subject practical skills, to be able to interpret data and understand fieldwork enquiry
Cumulative learning	To continuously aim for sustained academic progress in the external examinations.
Culture	To develop students that have an understanding of the role they play in society and the impact they have on the environment in which they live.

Curriculum focus and sequencing:

SUBJECT Geography	Autumn topics	Spring topics	Summer topics
Year 7	What is Geography? <ul style="list-style-type: none"> To explore the different types of geography Baseline test Map skills. Why are rivers important? (Explore the natural physical landscapes as well as understand flood risk and management) What is the UK like? 	<ul style="list-style-type: none"> Settlements, what are they and why are they different? Population growth, patterns and density. Exploring how the Earth works. Tectonic processes and their natural hazards. 	<ul style="list-style-type: none"> Africa the continent Country study (Kenya) The rise of Asia and China study. Fieldwork activities. (Researching our own location)

Year 8	<p>The coastal environment</p> <ul style="list-style-type: none"> • Coastal landforms and processes. • The coastline as a resource. • How can people use the coast and stay safe? • Coastal management <p>Criminal geography (PSHE)</p> <ul style="list-style-type: none"> • What is crime and how does it impact on people, place and the environment? • (exploring patterns and trends) • Urban and rural crimes (developing awareness of social /economic and environmental behind criminal activity) <p>What is an ecosystem?</p> <ul style="list-style-type: none"> • Global biomes and food chains 	<p>Ecosystems</p> <ul style="list-style-type: none"> • Ecosystems topics continued with consideration given to the impacts people are having on the planet and its resources. <p>A country study, Brazil</p> <ul style="list-style-type: none"> • The country study will explore the social, economic and environment challenges and opportunities facing the people and its natural world. <p>Weather and climate</p> <ul style="list-style-type: none"> • What causes it? • Measuring the different components and interpreting climate data graphs. • Air pressure • Why is our weather so changeable? 	<p>Weather & Climate continued.</p> <ul style="list-style-type: none"> • Weather hazards (causes and effects) <p>Russia</p> <ul style="list-style-type: none"> • To understand its geography (physical landscape climate and biomes). • To explore its social, economic and political history. • To analyse Crimea and its annexation. • Chernobyl (cause and effects)
Year 9	<p>Development</p> <ul style="list-style-type: none"> • What is development? Social & economic indicators. • How do countries 	<p>Tourism</p> <ul style="list-style-type: none"> • What is tourism? • Why and how has it changed? • What are the social, economic and 	<p>Climate change</p> <ul style="list-style-type: none"> • What is climate change and global warming? • To consider how it will affect our world and the UK socially, economically

	<p>change overtime?</p> <ul style="list-style-type: none"> • What is AID and Fairtrade? • Development theories examined <p>The challenges of an extreme environment. (Mountains)</p> <ul style="list-style-type: none"> • How are they formed, what landscaped have been created? • Examine the challenges for people to live and experience this environment • How is it being impacted by climate change? 	<p>environmental costs of tourism?</p> <ul style="list-style-type: none"> • Overall is tourism good, or bad? <p>Wasteful World</p> <ul style="list-style-type: none"> • As countries grow and develop they create more and more waste. • Resources (renewable & non-renewable) • Managing E-Waste. (Ghana, Agbogbloshie) • How can we protect the environment and have a sustainable future? 	<p>and environmentally.</p> <ul style="list-style-type: none"> • What could individuals, companies, governments and scientists do reduce carbon emissions? <p>Tectonics (GCSE focus)</p> <ul style="list-style-type: none"> • To develop knowledge of different structural components of the Earth. • How do tectonic plates move? • To explore the impacts of earthquakes & volcanoes on developed and developing countries. How do they compare socially, economically? • Managing risk (monitoring recording and building design adaptation)
Year 10	<p>UK Evolving physical landscape. (Paper 2 Edexcel B)</p> <ul style="list-style-type: none"> • How geological structure and rock type influence coastal erosion / depositional landforms. • How the UK's climate and 	<p>Global Geographical Issues (Paper 1)</p> <ul style="list-style-type: none"> • Challenges of an urbanising world. • An overview of rapid urbanisation and how this varies around the world. To examine the causes of rapid urban 	<p>UK geographical issues (Paper 2)</p> <ul style="list-style-type: none"> • Examine the varied human landscape of the UK and ask why it is changing. • To develop knowledge of a major UK city which looks at how the city is changing, the challenges and

	<p>erosion processes affect coastal landscapes.</p> <ul style="list-style-type: none"> • How coastal environments are managed and how will climate change impact in the short, medium and long term? • River landscapes and processes. • River management strategies and assessing flood hydrographs. • Glaciation and its influence on the UK landscape. • Map skills <p>Global Geographical Issues (Paper 1)</p> <ul style="list-style-type: none"> • Development dynamics. • Development measures and indicators. Interpreting population pyramids and using numerical data. • Looking at the scale of global inequality and how it can be reduced. • Detailed study of an emerging 	<p>change and the challenges this creates.</p> <ul style="list-style-type: none"> • A detailed study of a megacity in an emerging country (Mumbai, India). <p>Global Geographical Issues (Paper 1)</p> <ul style="list-style-type: none"> • Hazardous Earth. To explore the physical processes and how they can be hazardous for people. • The global circulation of the atmosphere. How the world's climate system functions and why and how climate changes • A detailed study of tropical cyclones. • A detailed study of tectonic activity, and how the associated hazards can be managed in different locations. 	<p>opportunities this creates and the relationship between cities and rural areas. (case study = LONDON)</p> <p>Fieldwork has been reinstated after an absence due to Covid-19.</p> <p>Coastal location (Walton on the Naze)</p> <p>Urban location (Queen Elizabeth II Park regeneration, Olympic 2012 legacy)</p>
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	country (INDIA)		
Year 11	<p>People and environment issues – Making geographical decisions. Paper 3</p> <ul style="list-style-type: none"> • What influences where different biomes are found? • Why are biomes, such as forests useful to us? • What role do they play in keeping our planet healthy? • Why are biomes, such as forests, at risk? • Year 10 revision activities. • Forests under threat, the Taiga and Tropical Rainforests. • How can resources be managed in a sustainable way? Balancing exploitation and protection. 	<p>People and environment issues – Making geographical decisions. Paper 3</p> <ul style="list-style-type: none"> • Consuming energy resources. • What are the environmental impacts of producing different energy types? • Do all countries have access? • Examine how energy demands and types can meet the needs of an ever-increasing global population. • Decision-making exercise (DME) Skills and knowledge explored. • Year 10 / 11 revision activities. 	REVISION