

# Geography Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	<p>It's Your Planet</p> <p>Aims to introduce KS3 geography, get students more familiar with key skills and give a basic context from which all other units are built.</p>	<p>Maps and Mapping</p> <p>Explores a variety of global and UK locations to give students the basic cartographic and some analytical skills, this obviously is an integral unit and needs to be done early to ensure smoother progress further on.</p>	<p>Rivers</p> <p>Provides a familiar context in which to introduce a systems approach to physical geography. Knowledge and skills here feed into various other units across the key stage, including Glaciers, coasts, conflict and water.</p>	<p>About the UK</p> <p>Introduces the dynamic physical and human landscapes of the UK and covers contemporary issues such as national identity, immigration and challenges linked to climate change. Links to other units include population, urbanisation and coasts.</p>	<p>Glaciers</p> <p>Explore both local and global glaciated landscapes and look at how the cryosphere is changing as a result of human influence. A physical unit that again explores the dynamic systems that govern the physical world.</p>	<p>Africa and The Horn of Africa</p> <p>Challenge misconceptions about the world's 2<sup>nd</sup> largest continent, both in land area and population. Exploring the diversity of physical landscapes, rich cultures and both opportunities and challenges for the future will bring together a range of skills and knowledge from across the year. As well as improving our student's global knowledge and understanding to make them more informed members of society.</p>

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	Assessment	1. Combined knowledge and skills assessment.	1. Knowledge review. 2. Maps skills end of unit.	1. Knowledge review. 2. Story board journey of a pebble from source to mouth.	1. Knowledge review. 2. About the UK end of unit.	1. Knowledge review. 2. Glaciers end of unit.	1. Knowledge review. 2. Africa end of unit.
	PREP	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list
Year 8	Topic	<p>Population</p> <p>An in depth study of the factors that have led to more than 8 billion people on the planet are in integral component of Geography. Looking at social, economic, environmental and political (SEEP) consequences of the exponential growth gives context to our modern world and builds a</p>	<p>Ecosystems DME</p> <p>Our global biomes and ecosystems are fundamental in the operation of Earths systems that create and underpin life. An understanding of them, and of the impact of humans on them, is therefore important in the development of geographical knowledge. The Decision Making Exercise assessment</p>	<p>Urbanisation</p> <p>As well as a huge growth in population densely populated urban areas are now the norm for most people on the planet. Building on previous learning to understand the SEEP causes and consequences of this will enable greater geographical knowledge and understanding as well as</p>	<p>Coasts</p> <p>Living on an island makes a study of coastal landscapes important in building students awareness of knowledge of their environment. Building on skills and knowledge from Rivers and Glaciers in Y7, students will learn about the dynamic coastal systems that shape our coastline and</p>	<p>Weather &amp; Climate</p> <p>Weather and Climate impact us from global to local scales and understanding the processes behind the weather and climate system will build on and cement the knowledge and skills gleaned from many previous units. Starting at a global scale to looking at our national weather</p>	<p>Conflict</p> <p>Conflict is a topic that explores various types of conflict, from water and oil to the Israel/Palestine conundrum. Looking at the SEEP issues that create conflict and are impacted by it, the topic draws together learning from across the two previous years in a way that engages</p>

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		foundation for other human focused units of study.	introduces an enquiry led approach and the core skills needed for this within the geography curriculum.	providing relatable context for their own lives due to their proximity to London.	impact on the lives of those that live, work and visit.	patterns students will build a picture of what happens and being to explore the changes we are now seeing as a result of a warming planet.	students at the end of the year.
	Assessment	1. Combined knowledge and skills assessment.	1. Written report on content in class - DME	1. Knowledge review. 2. Urbanisation end of unit	1. Combined knowledge and skills assessment. 2. Coasts end of unit.	1. Knowledge review. 2. Weather and climate end of unit.	1. Combined knowledge, skills and Conflict end of unit.
	PREP	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list
Year 9	Topic	Rocks and soil  Rocks and soil, we live on a rock and soil is the medium from which terrestrial life stems. An understanding of them gives greater context to the world around us and	Factfulness  Factfulness is a book by renowned statistician and communicator Hans Rosling. Its full title is - Factfulness: Ten Reasons We're Wrong About the World – and	Resources + Energy DME  Resources, with a DME assessment, builds on a whole raft of previous topics to explore the various resources we use, linking to	Globalisation – the interconnected world Globalisation – the interconnected world is a topic that links to the previous two heavily as well as building on the context built	Water, the next oil?  Water - the next oil? Builds on conflict, resources, rivers, weather and climate, rocks and soils, and other topics to explore how increasing	Tectonics  Tectonics is a topic that always grabs the attention, studying the causes and consequences of these immense processes draws together some of the physical

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		<p>explores issues such as desertification and climate change. Geography rocks.</p>	<p>Why Things Are Better Than You Think. By using the book to explore geographic literature outside of the normal textbook we hope to engage students in the world around them and provide an understanding of the importance of facts and their context. We also use this a route into exploring the topic of development, which many often find daunting. We aim that students engage with topic and reach an understanding of why variation exists between</p>	<p>energy resources and consumption within the context of climate change. Culminating in a wind farm placement DME to hone their enquiry based skills.</p>	<p>across years 7 and 8. Exploring the changes that created our globalised world, the impacts this has had in terms of development, employment and migration and ultimately the change in attitudes as seen by the more nationalist and protectionist political movements of the late 2010's.</p>	<p>demand for and changing availability of potable water will be a flash point this century. Are we walking into an era of drought and water rationing or will we be ok due to our relative global wealth and privilege?</p>	<p>units from across the course, as well as skills. It also enables us to ask, are all disaster man made?</p>
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			nations and how it links to our human and physical world.				
	Assessment	1. Combined knowledge and skills assessment.	1. Knowledge review. 2. Combined knowledge and skills assessment.	1. Written report on content in class - DME	1. Knowledge review. 2. Globalisation end of unit assessment	1. Knowledge review. 2. Combined knowledge and skills assessment.	1. Combined knowledge and skills assessment.
	PREP	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list	Learn key vocabulary from Glossary list
Year 10	Topic	Development Dynamics  What is the scale of global inequality and how can it be reduced? How is one of the world's emerging countries (India) managing to develop?	UK Physical Landscape + Coasts  Why does the physical landscape of the UK vary from place to place? Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?	UK Human Landscape, inc. London  Why are places and people changing in the UK? How is one major UK city (London) changing?	UK Physical Landscape Rivers  Why is there a variety of river landscapes in the UK and what are the processes that shape them? What are the challenges for river landscapes, people and property and how can they be managed?	Fieldwork  Investigate how and why quality of life varies within urban areas.	Hazardous Earth  How does the world's climate system function, why does it change and how can this be hazardous for people?

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			What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?				
	Assessment	End of unit - past paper questions	End of unit - past paper questions	End of unit - past paper questions	End of unit - past paper questions	End of unit - past paper questions	Y10 Exams
	PREP	Vocab revision. Techer discretion based on classroom learning.	Vocab revision. Techer discretion based on classroom learning. Exam question practise.	Vocab revision. Techer discretion based on classroom learning. Exam question practise.	Vocab revision. Techer discretion based on classroom learning. Exam question practise.	Vocab revision. Techer discretion based on classroom learning. Exam question practise.	Pre Mock revision.
Year 11	Topic	Urbanising World + Y10 revision topics What are the causes and challenges of rapid urban change? Why does quality of life vary so much within one megacity (Mumbai)	Fieldwork + Hazardous Earth Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK. How are extreme	Paper 3 – Topics 7-9 Sequentially Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources? What are the threats to forest biomes	Paper 3 – Topics 7-9 Sequentially Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources? What are the threats to forest biomes	Revision	

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		emerging country?	weather events increasingly hazardous for people? Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?	(Rainforest and Taiga) and how can they be reduced? How can the growing demand for energy by met without serious environmental consequences?	(Rainforest and Taiga) and how can they be reduced? How can the growing demand for energy by met without serious environmental consequences?		
	Assessment	End of unit - past paper questions	Y11 Mocks	Walking talking mock after all three units.	Walking talking mock after all three units.		
	PREP	Prescribed revision and knowledge check tests.	Prescribed revision and knowledge check tests. Mock revision.	Prescribed revision and knowledge check tests.	Prescribed revision and knowledge check tests.	Revision	