

# Curriculum Map: GEOGRAPHY

Nothing Short of Remarkable  
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p><b>TOPIC/KNOWLEDGE</b>  <b>Unit 1- A World of Geography</b>                      Introduction to Geography:                      Physical; Human; Environmental                      - What is Geography?                      - Has our planet always looked the same?                      - What is the difference between weather and climate?                      - How does the biosphere provide us with resources?                      - What natural resources can we use to generate electricity?                      - How are populations changing?                      - Where does everybody live?                      - What is climate change?                      - What are the causes of climate change?                      - What are the consequences of climate change for our planet?                      - What are the consequences of climate change for the UK?</p> <p><b>SKILLS</b>                      Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all</p>	<p><b>TOPIC/KNOWLEDGE</b>  <b>Unit 1- Growing World</b>                      People and the Planet – Population and change</p> <ul style="list-style-type: none"> <li>• Where does everybody live?</li> <li>• What factors influence where we live?</li> <li>• How does population change?</li> <li>• Why does population change?</li> <li>• What is the Demographic transition model?</li> <li>• How do population pyramids tell us about a country?</li> <li>• What is migration?</li> <li>• Mexico to USA – Migration mystery.</li> <li>• The One Child Policy- All about China.</li> <li>• China and overpopulation</li> <li>• Incentives/Punishments of the OCP</li> <li>• What were the impacts of the OCP?</li> <li>• Success or failure of the OCP?</li> <li>• China today – Why are they pro-natalist?</li> </ul> <p><b>SKILLS</b></p>	<p><b>TOPIC/KNOWLEDGE</b>  <b>Unit 1- Risky World</b>                      Natural and Human Hazards in the 21<sup>st</sup> Century</p> <ul style="list-style-type: none"> <li>• What is the difference between a hazard and a risk?</li> <li>• Is the world experience more natural disasters?</li> <li>• What factors affect vulnerability to hazards</li> <li>• Why are people in LIC's more vulnerable to earthquakes?</li> <li>• What are hurricanes?</li> <li>• To what extent was Hurricane Katrina a man-made disaster?</li> <li>• How did using maps reduce the risk of cholera in 1854?</li> <li>• How do Geographers use GIS to fight crime?</li> <li>• How risky is your local area?</li> </ul> <p><b>SKILLS</b>                      Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence</p>	<p><b>TOPIC/KNOWLEDGE</b>                      Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change.</p> <p><b>SKILLS</b>                      Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills.                      The fieldwork enquiry is introduced in Year 10 with pupils completing one of their two investigations into a geographical place and issue.</p>	<p><b>TOPIC/KNOWLEDGE</b>                      Theme 2: Coasts and Coastal management                      Theme 3: Environmental Challenges follows with pupils exploring ecosystems and their management, water resources and management and desertification</p> <p><b>SKILLS</b>                      Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills.                      The fieldwork enquiry is completed with pupils completing the second of their two investigations into a geographical place and issue.</p>

	<p>units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21<sup>st</sup> century.</p>	<p>Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21<sup>st</sup> Century.</p>	<p>and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key Stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21<sup>st</sup> Century.</p>		
Term 2	<p><b><u>TOPIC/KNOWLEDGE</u></b> <b><u>Economies/Map skills – ‘Our World’</u></b></p> <p><b>What do we mean by economies? How does this change from a local to global scale?</b></p> <ul style="list-style-type: none"> <li>Pupils will learn about economic activities and what</li> </ul>	<p><b><u>TOPIC/KNOWLEDGE</u></b> <b><u>Weather and Climate and Climate Change</u></b></p> <p>How does the weather and climate affect people and places?</p> <p>Pupils are provided with the knowledge and skills to understand what makes the</p>	<p><b><u>TOPIC/KNOWLEDGE</u></b> <b><u>Threatened World – A connected Planet – Globalisation.</u></b></p> <p>How are we connected to people and places through trade? What are the impacts of globalisation on people and places?</p> <p>Pupils are to initially explore the concept of globalisation and what</p>	<p><b><u>TOPIC/KNOWLEDGE</u></b> Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change. Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change.</p>	<p><b><u>TOPIC/KNOWLEDGE</u></b> Theme 2: Coasts and Coastal management Theme 3: Environmental Challenges follows with pupils exploring ecosystems and their management, water resources and management and desertification</p>

	<p>they are like at different scales, from local to global.</p> <ul style="list-style-type: none"> <li>• Pupils will learn the ways in which jobs can be arranged into groups or sectors.</li> <li>• Pupils will be made aware of careers interests/aspirations they have.</li> <li>• Pupils will learn the range of jobs people do and how jobs have changed over time.</li> <li>• Pupils will learn what trade is and how it has become global.</li> <li>• Pupils will be introduced to a variety of map skills including, maps, symbols, direction, scale, grid references and relief/shape of the land. Where possible integrated into the economies unit.</li> </ul> <p>Pupils will learn how the UK economy has developed and how our links with the world have grown – Globalisation.</p> <p><i>SKILLS</i> Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and</p>	<p>weather such a dynamic and varied phenomenon and how climates around the world vary. Pupils will explore the physical geography of Britain's climate and the physical processes that causes our varied weather. Pupils will also explore how climates around the world may be changing and introduce the concepts of Global Warming/climate change.</p> <p><i>SKILLS</i> Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21<sup>st</sup> Century.</p>	<p>connects the people on our planet. The focus will then move to how our 'stuff' links us to different parts of the world, especially the NICS like China, India and Bangladesh for example.</p> <p>Investigate the reasons for rapid growth of manufacturing in the NICS and the positives and negatives this brings to people and places including Sweatshops.</p> <p>Investigate the rise of Trans National Corporations and their 'footprint' on the planet.</p> <p><i>SKILLS</i> Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key Stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding</p>	<p>Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change.</p> <p><i>SKILLS</i> Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills. The fieldwork enquiry is introduced in Year 10 with pupils completing one of their two investigations into a geographical place and issue.</p>	<p><i>SKILL</i> Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills. The fieldwork enquiry is completed with pupils completing the second of their two investigations into a geographical place and issue.</p>
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Term 3	<p><b>TOPIC/KNOWLEDGE</b>  <b>Exploring Africa:</b>  Pupils will investigate the continent and countries of Africa, exploring both the physical and human features as well as misconceptions people have about Africa.  Pupils will examine the population distribution across the continent and link this to physical and human characteristics. We will also study Africa as a tourist destination with a focus on foods, retail, technologies and sports associated with the continent. Students will cover areas such as urbanisation and challenges; including life in the slum settlements. Focus on the Horn of Africa including Ethiopia and Djibouti.</p> <p><b>SKILLS</b>  Though an enquiry-based approach; we aim to foster the</p>	<p><b>TOPIC/KNOWLEDGE</b>  <b>Ecosystems</b>  Pupils will explore what an ecosystem is and how their complex relationships produce interconnections such as food chains and webs. Pupils will explore the interactions in the physical world such as the Oak Ecosystem, Marine Ecosystems and a variety of Ecosystems in South America with a focus on the tropical Rainforest. Students will consider the huge value that ecosystems provide, economically, socially and environmentally. Pupils will also consider the real and present threats to global to local ecosystems and how careful management of these ecosystems is important to humanity.</p> <p><b>SKILLS</b>  Though an enquiry-based approach; we aim to foster the</p>	<p><b>TOPIC/KNOWLEDGE</b>  <b>Water World</b>  An exploration and investigation into our blue planet through the topic of water. Pupils will investigate water consumption and how and where we use water for our everyday lives. As global citizens pupils will try to save water and see how more sustainable they can be with their consumption. Pupils will explore the ideas of water security, scarcity and how water related issues create huge development challenges in different parts of the world. Pupils will use development indicators and investigate how water has a close relationship with social and economic development. Water conflict is a huge challenge facing the world with many places either facing water related tensions or this may be a future challenge. Pupils will explore issues and case studies such as the Aral Sea</p>	<p><b>TOPIC/KNOWLEDGE</b>  <b>Theme 1 – Changing Places and Changing Economies.</b>  An exploration of UK cities and change. Students explore how cities have changed overtime including processes such as: Urbanisation  Suburbanisation.  Counter urbanisation and re urbanisation.  Tourism.  Pupils examine the impacts both positive and these changes have had both on the urban and rural communities. Pupils also investigate how retail provision is changing.  Pupils are introduced to the fieldwork element of the course and begin preparations for an off-site fieldwork investigation.</p> <p><b>SKILLS</b>  Embedded within each topic are key assessment objectives</p>	<p><b>TOPIC/KNOWLEDGE</b>  Revision and Lesson Summaries:  Theme 1: Changing Places  Changing Economies  Theme 2: Changing Environments  Theme 3: Environmental Geography</p> <p>Pupils will also complete the final summary of their Fieldwork component in preparation for the exam. Transects  Inequalities.</p> <p><b>SKILLS</b>  Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills.</p>

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Career Pathways					

