

GEOGRAPHY CURRICULUM MAP

Introduction

We aim to provide high-quality geographical education which inspires a sense of curiosity and fascination about the world and its people. In so doing, it is our expectation that students' knowledge and understanding of the interaction between physical and human processes, the formation and use of landscapes and environments, and how these change over time will develop systematically. At its core, this curriculum takes a biblical worldview, aligning with the Genesis story, that God created the world as we know it, and set humans stewards. Consequently, learners are challenged to develop a heightened awareness of, and participation in, the debate about the long-term sustainability of planet Earth.

Among other things, we facilitate and stimulate students to:

- Develop a sense of curiosity and wonder about the world
- Enhance their understanding and appreciation of the complex and dynamic world in which they live; encouraging them to act locally but think globally.
- Understand how places and the people living in them interrelate and interconnect.
- Understand how the physical and the human environments are interconnected and how they shape each other, the causes and consequences of change for people and environment.
- instigate debate about the long-term sustainability of our planet, engaging topics such as development, global warming, resource management and desertification.
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, graphs, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our curriculum is delivered through direct instructions, interactive and collaborative learning, and fieldwork at both KS3 and KS4. Below are the key concepts that underpin teaching and learning of Geography:

Place

Understanding the physical and human characteristics of real places. Developing 'geographical imaginations' of places.

Space

Understanding the interactions between places and the networks created by flows of information, people and goods. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Scale

Appreciating different scales – from personal and local to national, international and global. Making links between scales to develop understanding of geographical ideas.

Interdependence

Exploring the social, economic, environmental and political connections between places. Understanding the significance of interdependence in change, at all scales.

Physical and human processes

Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

Environmental interaction and sustainable development

Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. Exploring sustainable development and its impact on environmental interaction and climate change.

Cultural understanding and diversity

Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	Introduction to Geography Skills Locating places using latitude and longitudes Drawing graphs – bar, line, pie graphs, scatter graphs This unit explains what is meant by geography and looks at some of the ways we study the subject. It considers the following among other things: The difference between physical, human and environmental geography How to find places on a map How to use maps and photos to describe places How to understand and appreciate geography The value of geography	Weather and climate Skills Drawing and interpreting climate graphs Drawing compass directions Understanding synoptic charts We study how weather and climate vary from place to place. It shows how these variations are due to many different physical and human factors. The following are considered: Observing and recording the weather How local features affect temperature and wind What causes rain How weather and climate vary across Britain Anticyclones and depressions How to forecast the weather	River Flooding Skills Research skills River flooding enquiry Decision making exercise The causes and effects of river flooding. How flooding can affect people in different ways and how the risk of future flooding may be reduced. The causes of river flooding Case study of river flooding in the UK How the UK copes with flooding Strategies for reducing river flooding River flooding enquiry	Ordnance survey maps Skills How to show compass direction Understanding map scales and symbols How to measure distance Four and six figure grid references How height is shown a map How contours show height and relief How to draw a cross-section How to describe physical and human features on a map	Urbanisation Skills OS map skills 4 and 6 figure grid references Land use patterns This unit is about the location, growth and nature of settlements. It looks at the functions of land use of settlement and shows how changes may bring benefits but also cause problems. Specifically, the unit looks at: How early sites for settlements were chosen The benefits and problems of settlement growth Land use patterns in towns How functions and land use change How shopping has changed Traffic problems and solutions How environments may be improved	Revision End of year exams Kenya Skills Locating places Interpreting climate graphs Drawing and interpreting choropleth maps After general introduction on Africa, this unit is about Kenya, a developing country. Although it is relatively poor economically, it is rich in scenery, wildlife and great people, including wonderful athletes. Africa's main features Kenya's main physical features Population distribution Differences in urban and rural life The features of developing country

YEAR 8

Autumn 1

What are world issues

Skills

Geographical enquiry
Decision making
How to draw flowline diagram
Interpreting satellite photos

This unit looks at some of the major problems facing our world. These problems are called World issues because they affect the lives of people across the world. Such issues may only be solved by international co-operation.

The causes and effects of climate change
Changing energy uses and sources
The problems of water and food supply
The poverty problem
How poverty might be reduced
World issues enquiry

Autumn 2

Rivers and Coasts

Skills

Drawing and annotating erosional and depositional features
Identifying coastal features
Interpreting photos and OS maps

It explains how a landscape is affected by erosion, transportation and deposition through the work of rivers and the sea. It also looks at how coastal erosion can cause severe problems for people and how they can be managed.

The details include:
Different types of weathering
How material eroded, transported and deposited
How rivers shape the land
How the sea shapes the coast
The problems of coastal erosion
How coastal erosion may be reduced
The landforms that result from river and coastal processes

Spring 1

Economic Activity

Skills

Drawing and interpreting graphs
Decision making matrix – choosing the best site for industry
OS map skills

In this unit, we consider the various work people do, the factors that affect the location of different industries and their contribution to the economy.

The difference between primary, secondary, tertiary and quaternary employment
The distribution pattern of the main types of farming in Britain
Choosing the best site for a manufacturing industry
The rapid growth of tourist industry and most visited places
The growth and location of high-tech industries
How employment structures change over time and between places

Spring 2

Population in the world

Skills

Calculating population change
Drawing and interpreting population pyramid
Locating places on a map

This unit explores where people live, what affects where they live, World population distribution, how world population changes and the causes and effects of migration

Where people live in the UK
What affects where we live
World population distribution
How population changes over time – the demographic transition model
Causes of migration and effects

Summer 1

Key skills and diagrams

Key geographical skills are explored in this unit, including using an atlas, and describing physical and human features on a map.

How to use an atlas
How to describe physical features on a map
How to describe human features
How to draw and interpret choropleth
How to use diagrams in Geography
How to draw and interpret pyramid

Summer 2

Revision

End of year exams

Water supply

Skills

Constructing bar graphs and interpreting graphs
Calculating range

In this unit, builds on some of themes developed under world issues in the autumn term.

Global water supply
Factors affecting water supply
Impacts of water insecurity
How water supply can be increased
Case study – the Lesotho Highland water project
Sustainable water supply

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 9	International Development Skills Interpreting development indicators in a table Drawing and interpreting scatter graphs Development is a process to improve people's lives. The unit examines the common characteristics of the more economically developed countries and less economically developed countries. The common measures of development are considered. Additionally, the historical, social and economic reasons for the development gap are studied, along with the strategies for bridging the development gap	Our Restless World Skills Interpreting photos Interpretation of maps Drawing and labelling diagrams The earth is cracked into big slabs called plates These plates move around at plate boundaries in different directions, causing earthquakes, volcanoes and fold mountains. The effects of and responses to earthquakes. Strategies to reduce the effects through, planning, protection and monitoring	Ecosystems Skills Constructing and interpreting climate graphs Constructing and interpreting bar and pie charts An ecosystem is a community of plants that interact with each other and their physical environment The topics include the following: Understanding basic concepts and the nutrient cycle The location of the major biomes in the world How change affect an ecosystem The location of tropical rainforest and characteristics Plant and animal adaption in the tropical rainforest The value of the tropical rainforest Causes of deforestation in Malaysia The impacts of deforestation in Malaysia Sustainable strategies of tropical rainforest	Hot Deserts Skills Constructing and interpreting climate graphs Interpreting photos A case study of a hot desert to illustrate: - Thar Desert Development opportunities in hot desert Challenges of developing hot desert environments The causes of desertification and strategies used to reduce the risk of spread.	Resource management Skills Evaluating evidence to reach and justify conclusions Calculating percentage change Provision of food, water and energy in the UK Food, water and energy are fundamental to human development. The significance of food, water and energy to economic and social well-being An overview of global inequalities in the supply and consumption of resources. An overview of changing demand for food, water and energy in relation to the UK	Revision End of year exam Food Management Skills Constructing bar graphs Calculating range Global patterns of food supply factors affecting food supply and reasons for increased consumption Impacts of food insecurity Strategies to increase food supply. Moving towards a sustainable resource future: the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from Sustainable sources, seasonal food consumption, reduced waste and losses An example of a local scheme in an LIC or NEE to increase sustainable supplies of food

YEAR 10

Autumn 1

Weather hazards

Skills

OS maps, 4 and 6 figure grid references, drawing and interpreting climate graphs and charts, interpreting photos

Topics include global atmospheric circulation, formation and structure of tropical storms, case study of tropical storms, extreme and weather hazards in the UK.

Climate change

Evidence of climate change, natural and human causes of climate change, mitigation and adaptation strategies of climate change.

Autumn 2

Ecosystems

Skills

Constructing and interpreting climate graphs

-One example of a small-scale UK ecosystem, to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle.

-The balance between components. The impact on the ecosystem of changing one component.

-An overview of the distribution and characteristics of large scale, natural, global ecosystems.

Tropical rainforest

Value of tropical rainforests to people and the environment.

Strategies used to manage the rainforest sustainably:

Selective logging and replanting; conservation and education; ecotourism and international agreements about the use of tropical hardwoods; debt reduction.

Spring 1

Hot Deserts

Skills

Constructing and interpreting climate graphs
Interpreting photos
Dispersion graphs

A case study of a hot desert to illustrate:

Development opportunities in hot desert

Challenges of developing hot desert environments

The causes and strategies used to reduce the risk of desertification.

Tectonic hazards (revision as covered in Year 9)

Plate tectonics theory.

Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.

The physical processes taking place at different types of plate margins that lead to earthquakes and volcanic activity.

Primary and secondary effects of a tectonic hazard and responses

How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.

Spring 2

Coastal Landscapes in the UK

Skills

Interpreting photos and OS maps

Drawing and annotating coastal features

How geological structure and rock type influence coastal forms.

Characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.

Characteristics and formation of landforms resulting from deposition: beaches, sand dunes, spits and bars.

An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.

The costs and benefits of the hard and soft engineering management strategies.

One example of a coastal management scheme in the UK to show:

-the reasons for management

-the management strategy the resulting effects and conflicts.

Summer 1

River Landscapes in the UK

Skills

Using OS maps
grid references

Interpreting river landforms on an OS map,

Drawing sketch maps

Characteristics and formation of landforms resulting from erosion and deposition

How physical and human factors affect the flood risk, understanding of storm hydrographs

The costs and benefits of hard and soft engineering management strategies

One example of a flood management scheme in the UK to show:

-why the scheme was required

-the management strategy

-the social, economic and environmental issues.

Summer 2

Skills

Application of revision strategies

Knowledge recall

Independent work

Analysis and evaluation

Revision – 1 week

End of year exams – 2 weeks

Feedback and corrections – 1 week or two lessons

Issue evaluation and coursework – 2 weeks

Introduction to issue evaluation using past questions.

Students are to note that most of the marks in this section of the assessments are AO3, this means they are assessed on application of knowledge and understanding, reaching conclusions and evidencing opinions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 11	The Urban World Skills Proportional symbols Interpreting satellite photos Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanization A case study of a Rio de Janeiro. The location and importance of Rio, regionally, nationally and internationally. How urban growth has created opportunities and challenges Urban change in the UK Overview of the distribution of population and the major cities in the UK. Case study of Bristol – location and reasons for growth How urban change has created social, economic and environmental opportunities and challenges Features of sustainable urban living:- managing water, waste, transport and creating green spaces.	The Development Gap Skills Drawing and interpreting the DTM Drawing and interpreting scatter graphs, population pyramids Calculating percentage change Different ways of classifying parts of the world according to their level of economic development Ways of measuring development and limitations Links between the Demographic Transition Model and the level of development Causes and consequences of uneven development Strategies to reduce the development gap, including industrial development, tourism, fair trade, debt relief, microfinance and loans. Nigeria – a newly emerging economy The location of Nigeria and its regional and global and importance How manufacturing industry can stimulate economic development The role of transnational corporations (TNCs) Advantages and disadvantages of TNC	The Changing UK Economy Skills Percentiles OS maps and aerial photos interpretation Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth The UK as a post-industrial economy, environmental impacts of industry Changing transport infrastructure The north–south divide, strategies resolve regional differences. The UK and the wider world Resource management Food, water and energy are fundamental to human development. The significance of food, water and energy to economic and social well-being An overview of global inequalities in the supply and consumption of resources. An overview of changing demand for food, water and energy in relation to the UK	Skill Food Management (optional unit) Constructing bar graphs Calculating range Areas of surplus (security) and deficit (insecurity): global patterns of calorie intake and food supply Reasons for increasing food consumption and factors affecting food supply Impacts of food insecurity Overview of strategies to increase food supply. Moving towards a sustainable resource future: the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from Sustainable sources, seasonal food consumption, reduced waste and losses An example of a local scheme in an LIC or NEE to increase sustainable supplies of food Coursework Issue evaluation	Revision GCSE exams	GCSE examination