

Geography Curriculum Map

Key knowledge & skills to be mastered by students

	<u>Learning Period 1:Autumn Term</u>	<u>Learning Period 2:Autumn Term</u>	<u>Learning Period 3:Spring Term</u>	<u>Learning Period 4:Spring Term</u>	<u>Learning Period 5:Summer Term</u>	<u>Learning Period 6:Summer Term</u>
Year 7						
Topic title	Place knowledge	Natural Hazards	Social and Economic Development	Weather and Climate	Rivers	Sustainability: (<i>Fieldwork - Sustainability of local area</i>)
Key questions	Where in the world am I?	Who is affected by tectonic hazards?	How do LICs become HCs?	How does weather and climate affect people around the world?	Should we control rivers?	OAS is sustainable
Key knowledge and concepts	World: continents, oceans, countries World: how do continents differ (climate, populations, size) UK: physical geography UK: deciduous ecosystem UK: historic settlement: type and size, types of settlement, UK: historic settlement: features needed for a settlement to development, Describe and explain the UK's population distribution My local area: physical landscape My local area: human (population demographic, employment, opportunities, challenges) My place within the local area	What is a natural hazard? Structure of the earth and theory of continental drift. Plate boundaries What is a volcano? Effects of Mt Merapi. PPP What is an earthquake? Effects of Nepal (2015) PPP What is a tsunami? Effects of Japan (Tohoku) Why do people choose to live in areas of risk?	Employment sectors Changing economies Economies of the world Development indicators Causes of the development gap Impact of colonisation in Haiti and Dominican Republic How has the UK benefitted economically from imperialism? Quality of life in an LIC, NEE, HIC (Malawi to Laos) Quality of life in an LIC, NEE, HIC (Malawi to Laos) How has the UK played a role in reducing the development gap? Bottom up / top down aid. Change to study of fair trade (banana trade)	What is weather and how do we measure weather? Air pressure systems Types of rain Extreme weather: Beast from the East Extreme weather example: Australian Wildfires Extreme weather: Hurricane Irma Describing climates (climate graphs) Explaining climates Climatic zones around the world.: Distance from coastline and impact on climate) Skills – complete graphs Causes and impacts of tropical storms	Water cycle, drainage basin How do we use rivers? River processes Waterfall, gorge, Meander, ox-bow lake Grid references, contour lines, identifying river landforms Causes of flooding Impacts of Thames Flood Managing rivers (final activity refers to a figure of management of their local river – how has the River Itchen reduced the risk of future flooding Storm hydrographs	What is sustainability? Sustainable development goals Global sustainability: what is the problem? Plastics What is the solution? Plastics (Hugh and Anita's war on plastic) Global sustainability: What is the problem? Fast fashion What is the solution? Fast fashion How is the UK responding to global sustainability issues? Fieldwork Sustainability in your local area/school? How do your actions impact on the UK and the world? How can we be more sustainable?
Skills	Maps: atlas, choropleth, dot, relief, transport, OS maps,	Photographs, maps, plate boundary figures, GIS – impact of hazards (aerial & satellite photos)	Pie charts, photographs, flow maps, <i>Mean, mode, median, pictograms</i>	Climate graphs <i>Latitude and longitude, including coordinates if storm plotting tropical storm path</i>	Grid references, contour lines, photographs, OS maps	Fieldwork: where students complete a sustainability review of their local environment.
Assessment & Educational Visit Opportunities		Autumn Data Drop		Spring Data Drop		EXAM Year 7 field visit

Year 8						
Topic title	Climate Change	Population and urbanisation	Cold environments: glaciation, tundra, Russia, Antarctica	Globalisation and Superpowers	Coasts	Middle East
Key questions	How is OAS impacting on climate change?	Is city living the future?	Why are cold environments so important?	Is the world becoming more connected?	Should we protect Bournemouth from the sea?	What is The Middle East like?
Key knowledge and concepts	<p>Climate change evidence</p> <p>Natural causes of climate change (geological timescale)</p> <p>Human causes of global warming.</p> <p>Who is to blame?</p> <p>General impacts of climate change - simplify</p> <p>Case study of flooding in Bangladesh</p> <p>Case study: UK</p> <p>How is the UK responding to climate change? Transport, national parks in the UK, afforestation initiative in the UK, UK's role in Paris Agreement</p> <p>How can you play a role in the climate change movement?</p> <p>Homes, local initiatives they can get involved in – Bedzed, Greta Thunberg protests</p>	<p>Describing global population distribution –</p> <p>Explaining global population distribution - link to climate, ecosystems, topography, access to water</p> <p>DTM</p> <p>Comparing population demographics/characteristics in countries in stages 2 (Malawi), 3 (Nigeria) and 4 (Egypt) of the DTM</p> <p>Population pyramids</p> <p>Migration and natural increase</p> <p>Urbanisation and formation of megacities</p> <p>Mumbai – opportunities and causes of urban growth (economic and social)</p> <p>Mumbai – challenge of urban growth</p> <p>Quality of life in Mumbai's slums – Dharavi</p> <p>Sustainability in Mumbai</p> <p>Managing populations: Russia, China, France, Singapore.</p>	<p>World distribution of ice sheets</p> <p>How important are our cold environments?</p> <p>Glaciers:</p> <p>> processes</p> <p>> landforms</p> <p>How do cold environments provide economic opportunities?</p> <p>What are the greatest threats to our cold environments?</p> <p>Sustainability to protect cold environments Antarctica?</p>	<p>What is globalisation and how am I a global citizen?</p> <p>The global shift in 1960s and development of TNCs in Asia.</p> <p>Impact of globalisation: advantages – multiplier effect (LICs, NEEs, HICs)</p> <p>Impact of globalisation: disadvantages (LICs, NEEs, HICs)</p> <p>Emergence of superpower: China</p> <p>Globalisation in action today – Chinas investment in Africa (road, rail, infrastructure)</p>	<p>Uses of the coastline</p> <p>Coastal processes – erosion, weathering.</p> <p>Landforms: headland and bay (impact of coastal geology), cave/arch/stack.</p> <p>Coastal processes – longshore drift and deposition.</p> <p>Landforms: spit, bar and tombolo</p> <p>Coastal erosion. Mass movement and cliff retreat. Impact of coastline geology.</p> <p>Coastal management: hard engineering</p> <p>Coastal management: soft engineering</p> <p>Shoreline management plans along the Dorset coast. Decision making task – students tasked with different roles to consider.</p> <p>Future threats to the coastline: Maldives.</p>	<p>Introduction to the Middle East</p> <p>Physical landscape of the Middle East (Hot Desert)</p> <p>Climate of the Middle East (climate graphs)</p> <p>Population of the Middle east</p> <p>Economic importance of the Middle East</p> <p>Resources in the Middle East</p> <p>UAE's development</p> <p>Deprivation of Yemen</p> <p>Conflict in the Middle east</p> <p>Role of the western world in the Middle East's conflicts.</p>
Skills	<p>Climate graphs, line graph, world map, literacy (extended persuasive writing)</p> <p>Analysing satellite images e.g. ice cap changes</p>	<p>DTM, population pyramids, maps (climate, relief, dot, choropleth, transport), flow charts</p>	<p>OS maps, climate graphs, world maps</p>	<p>World maps, transport maps</p>	<p>OS maps, photographs, aerial photos</p> <p>Sketch maps</p>	<p>Climate graphs, choropleth maps (population density)</p> <p>Population pyramids (e.g. showing huge number of male economic migrants working in construction in UAE and contrast with Yemen)</p>
Assessment & Educational Visit Opportunities		<p>Assessment</p>		<p>ASSESSMENT –</p>	<p>Coastal fieldwork</p>	<p>ASSESSMENT – EXAM</p>

Year 9						
Topic title	Interconnectedness	What are the greatest threats our planet is facing?	Biomes	Biomes/Climate Change	The Challenge of Natural Hazards	The Challenge of Natural Hazards
Key questions	How interconnected will our world be in the future?	What are the greatest threats our planet is facing?	Why are tropical rainforests important?	What opportunities and challenges exist?	What are tectonic hazards?	What are meteorological hazards?
Key knowledge and concepts	<p>How does the Afghanistan heroin trail show us that crime interconnects our countries? X2 <i>Outline of the Afghanistan crime problem (heroin)</i> <i>The links between countries in the movement of heroin across the world</i></p> <p>How did the Icelandic volcanic eruption demonstrate how interconnected our world is? X2 <i>Location, event, Impact on Iceland</i> <i>Impacts on countries around the world (UK, Scandinavia, USA/Rome, Norway, Lake Naivasha area in Kenya)</i></p> <p>How does international migration demonstrate how interconnected our world is? X2 <i>Examples of international migration</i> <i>Impacts of international migration on places and how this connects countries (e.g. impact on highstreets in the UK)</i></p> <p>How did the covid-19 pandemic prove our world is very interconnected? X 2 <i>Where Covid-19 began, the spread of the first wave</i> <i>Covid-19 Impacts on trade and movement across the globe</i></p> <p>How interconnected will our world be in the future? X 2</p>	<p>Overpopulation and declining resources</p> <p>Great Barrier Reef (coral bleaching as a result of climate change)</p> <p>Indigenous farmers in Peruvian Andes (lack of water due to climate change) El Nino and La Nina</p> <p>Global trade of waste</p> <p>Threats to the wilderness (Patagonia)</p> <p>Food insecurity</p> <p>Future of the frozen planet</p> <p>National Parks in the US</p> <p>The Sahel – countries south of the Sahara – linking to the future.</p>	<p>Introduction to ecosystems – definitions, components, links, food chain,</p> <p>Introduction to ecosystems – food web, nutrient and energy cycle</p> <p>Example of a small scale ecosystem (the pond)</p> <p>Distribution and key characteristics of the world’s ecosystems (link to pressure)</p> <p>Introduction to the tropical rainforest (soils, climate, vegetation, animals)</p> <p>Stratification and vegetation adaptations in the tropical rainforest</p> <p>How do humans use the Amazon Rainforest? (logging, mining, HEP, settlements, roads, subsistence farming)</p> <p>Positive and negative impacts of human interference in the Amazon (deforestation)</p> <p>Sustainable practices to reduce deforestation in the rainforest</p> <p>Effectiveness of sustainable strategies.</p>	<p>Introduction to named environment (soils, climate, vegetation, animals)</p> <p>Vegetation and animal adaptations in this biome.</p> <p>Economic opportunities</p> <p>Environmental challenges</p> <p>Sustainable practices and management</p> <p>Evidence of Climate Change</p> <p>Natural causes of climate change</p> <p>Human causes of climate change</p> <p>Effects of climate change</p> <p>Mitigation</p> <p>Adaptation</p>	<p>Types of natural hazard</p> <p>Theory of plate tectonics and continental drift</p> <p>Plate margins</p> <p>Plate margins</p> <p>Introduction to earthquakes – focus, epicentre, Richter Scale</p> <p>LIC/NEE example effects</p> <p>LIC/NEE example responses</p> <p>HIC example effects</p> <p>HIC example responses</p> <p>Prediction and planning for earthquakes to reduce risk and impact</p> <p>Impact of earthquakes in HICs and LICs</p> <p>What is a tropical storm and how are they caused?</p> <p>Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.</p>	<p>Impact of earthquakes in HICs and LICs</p> <p>What is a tropical storm and how are they caused?</p> <p>Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.</p> <p>Typhoon Haiyan effects</p> <p>Typhoon Haiyan responses</p> <p>Tropical storms: planning and prediction</p> <p>Evidence of extreme weather in the UK</p> <p>Somerset Flood effects</p> <p>Somerset Flood responses</p>
Skills	<i>Maps, Flow maps, desire line maps, relief maps,</i>		<i>Cartographic, graphs, climate graphs, lines of latitude, pie charts, percentage change, mean, mode, median, range, bivariate graphs</i>	<i>Cartographic, graphs, climate graphs, lines of latitude, pie charts, percentage change, mean, mode, median, range, bivariate graphs</i>	<i>Cartographic, graphs, climate graphs, lines of latitude, pie charts, percentage change, mean, mode, median, range, bivariate graphs</i>	<i>Cartographic, graphs, climate graphs, lines of latitude, pie charts, percentage change, mean, mode, median, range, bivariate graphs</i>
Assessment& Educational Visit Opportunities		Assessment		Assessment		End of Year paper

Year 10						
Topic title	The Changing Economic World	The Changing Economic World	UK physical landscape	UK physical landscape	Fieldwork	Urban Issues
Key questions	Why are some countries rich whilst others are poor?	How has the UK changed overtime?	How do rivers shape our landscape?	How does the Coast shape our landscape?	Traffic is a problem in Lyndhurst. Coastal management is effective in Highcliffe	What is life like in Rio?
Key knowledge and concepts	<p>Development indicators</p> <p>Inconsistencies in data and importance of using more than one indicator</p> <p>HDI</p> <p>Demographic Transition Model</p> <p>Population pyramids</p> <p>Causes of development gap</p> <p>Effects of gap</p> <p>Reducing the gap</p> <p>Reducing the gap</p> <p>Using tourism to close the gap (Jamaica)</p> <p>9 mark question practice</p> <p>NIGERIA</p> <p>Where is Nigeria located and what is its local and global importance?</p> <p>Nigeria's political, social, cultural and environmental context.</p> <p>How is Nigeria connected with other countries?</p> <p>What is Nigeria's industrial and employment structure?</p> <p>Movement from primary to secondary. How has this affected economic development?</p> <p>TNCs in Nigeria – Shell and KFC.</p> <p>What are their advantages and disadvantages?</p> <p>What is aid and what type of aid does Nigeria receive? How is used?</p>	<p>Environmental impacts of rapid economic growth.</p> <p>How has rapid economic growth impacted on Nigerian's quality of life?</p> <p>9 mark question practice</p> <p>THE UK</p> <p>How has UK's economy changed? De-industrialisation and a post-industrial economy.</p> <p>What does a post-industrial economy look like?</p> <p>Growth of the quaternary sector.</p> <p>What is a science park/business park?</p> <p>Sustainability in industrial development</p> <p>How have populations in rural UK changed and why?</p> <p>How have road and rail networks changed/developed in the UK?</p> <p>How have ports and airports changed in the UK?</p> <p>North south divide</p> <p>How is the UK linked with the wider world?</p> <p>9 mark question practice</p> <p>AO3 skills practice</p> <p>Skills</p> <p>Skills</p>	<p>-Overview of UK landscapes</p> <p>Water cycle and drainage basin recap using OS map</p> <p>River profiles and courses</p> <p>River processes – erosion and weathering</p> <p>V shape valley and interlocking spurs formation</p> <p>Waterfall and gorge formation</p> <p>2 lessons - landform formation in the upper course – gorge, waterfall and V shape valley</p> <p>Meander and ox-bow lake formation</p> <p>2 lessons – landform formation in the lower course – estuary, floodplain and levees</p> <p>Locating river landforms on OS maps using contour lines, grid references and symbols</p> <p>Reading storm hydrographs.</p> <p>What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient)</p> <p>Case study: social, economic and environmental impacts of the Somerset Floods</p> <p>Hard engineering</p> <p>Soft engineering</p> <p>Case study: how did the government respond to the Somerset floods to reduce the impact and risk of future flooding?</p>	<p>Uses of the coastline</p> <p>Waves – terminology and anatomy of constructive and destructive waves</p> <p>Processes of weathering and erosion along the coastline</p> <p>Mass movement</p> <p>Headland & Bay and Wave cut platform formation</p> <p>Cave, arch, stack formation</p> <p>Processes of transportation (longshore drift) and deposition</p> <p>Formation of beaches and sand dunes</p> <p>Formation of spits, bars and tombolos</p> <p>Identifying coastal landforms</p> <p>Swanage Bay landforms</p> <p>Skills – direction and scale</p> <p>Why is it important to protect the coastline?</p> <p>Hard engineering strategies</p> <p>Soft engineering strategies</p> <p>Managed retreat</p> <p>Case study: Dorset</p>	<p>-Hypothesis</p> <p>-risk assessment/location</p> <p>- data collection methods analysed.</p> <p>- sampling techniques</p> <p>-data presentation</p> <p>- Conclusions</p> <p>- evaluation</p>	<p>Population distribution. How have urban populations changed?</p> <p>Why have urban populations increased: migration and natural increase?</p> <p>Introduction to Rio de Janeiro. Breakdown of their population statistics.</p> <p>How has urban growth provided social and economic opportunities in Rio? (2 lessons)</p> <p>How has urban growth resulted in social challenges in Rio? <i>How have they counteracted these challenges?</i></p> <p>How has urban growth resulted in economic challenges in Rio? <i>How have they counteracted these challenges?</i></p> <p>How has urban growth resulted in environmental challenges in Rio? <i>How have they counteracted these challenges?</i></p> <p>How has urban growth resulted in the creation of favelas? What is the quality of life like in favelas in Rio?</p> <p>Urban planning: How has Brazil tried to improve the quality of life for people living in urban areas? <i>Favela Bairro Project</i></p>

Skills	Cartographic, graphs, OS maps, 4 and 6 figure grid references, scale, straight and curved lines of distance, DTM, population pyramids	Cartographic, graphs, OS maps, 4 and 6 figure grid references, scale, straight and curved lines of distance, DTM, population pyramids	Cartographic, graphs, photographs, aerial photographs, 4 and 6 figure grid references, direction, scale and distance.	Cartographic, graphs, photographs, aerial photographs, OS maps, contour lines, 4 and 6 figure grid references,	Data collection:	Cartographic, graphs, OS maps, 4 and 6 figure grid references, scale, straight and curved lines of distance, DTM, population pyramids
Assessment & Educational Visit Opportunities		assessment/33			Fieldwork to New Forest and Highcliffe	End of Year – Paper 1 and possibly Paper 3

Year 11 2021 – 22

Topic title	Economic Development	Economic Development	Revision	Issues Evaluation	Revision	-
Key questions	Why are some countries rich whilst others are poor?	How has the UK changed overtime?	What can you remember??	Title released in March		
Key knowledge and concepts	<p>NIGERIA</p> <p>Where is Nigeria located and what is its local and global importance?</p> <p>Nigeria’s political, social, cultural and environmental context.</p> <p>How is Nigeria connected with other countries?</p> <p>What is Nigeria’s industrial and employment structure? Movement from primary to secondary. How has this affected economic development?</p> <p>TNCs in Nigeria – Shell and KFC. What are their advantages and disadvantages?</p> <p>What is aid and what type of aid does Nigeria receive? How is used?</p>	<p>Environmental impacts of rapid economic growth.</p> <p>How has rapid economic growth impacted on Nigerian’s quality of life?</p> <p>9 mark question practice</p> <p>THE UK</p> <p>How has UK’s economy changed? De-industrialisation and a post-industrial economy.</p> <p>What does a post-industrial economy look like?</p> <p>Growth of the quaternary sector. What is a science park/business park?</p> <p>Sustainability in industrial development</p> <p>How have populations in rural UK changed and why?</p> <p>How have road and rail networks changed/developed in the UK?</p> <p>How have ports and airports changed in the UK?</p> <p>North south divide</p> <p>How is the UK linked with the wider world?</p> <p>9 mark question practice</p> <p>AO3 skills practice</p> <p>Skills</p> <p>Skills</p>	Revise topics from Year 9 first – Paper 1b			
Skills	<p>Choropleth maps</p> <p>Development data figures</p> <p>Line of best fit – correlation</p> <p>Population pyramids</p> <p>– reading/completing</p> <p>Interpreting bar graphs/line graphs</p> <p>Flow maps</p> <p>Analysis of data</p> <p>Pie charts</p>	<p>Pie charts</p> <p>Bar charts</p> <p>% change</p> <p>Map work and aerial photos</p> <p>Transport maps</p>				
Assessment & Educational Visit Opportunities		Mocks – paper 1 and 2		Mock paper 3		

Year 11 2022 onwards						
Topic title	Urban Issues	The Challenge of Resource Management	The Challenge of Resource Management	Issues Evaluation	Revision	-
Key questions	What is Southampton like?	Are there enough resources in the world?	How can we produce more food?	Title released in March		
Key knowledge and concepts	<p>Introduction to Southampton</p> <p>Urban skills practice</p> <p>How has urban growth provided social and economic opportunities in Southampton?</p> <p>How has urban growth provided economic opportunities in Southampton?</p> <p>How has urban growth provided environmental opportunities in Southampton?</p> <p>How has urban growth resulted in environmental challenges in Southampton?</p> <p>Creation of derelict areas and social inequality</p> <p>How has Southampton met the housing demands of their growing population?</p> <p>Urban sprawl and new housing</p> <p>How has urban growth resulted in environmental challenges in Southampton?</p> <p>Pollution</p> <p>9 mark question practice</p> <p>Case study: Urban Regeneration of Centenary Quay.</p>	<p>Lessons 1 – 8: Food, water and energy are fundamental to human development.</p> <p>Food:</p> <p>the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</p> <p>larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food</p> <p>the trend towards agribusiness.</p> <p>Water:</p> <p>the changing demand for water</p> <p>water quality and pollution management</p> <p>matching supply and demand – areas of deficit and surplus</p> <p>the need for transfer to maintain supplies.</p>	<p>Lessons 9 – 18: Food</p> <p>Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Areas of surplus (security) and deficit (insecurity): reasons for increasing food consumption: economic development, rising population</p> <p>factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.</p> <p>Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</p> <p>Different strategies can be used to increase food supply.</p> <p>Overview of strategies to increase food supply: irrigation, aeroponics and hydroponics, the new green revolution, use of</p>			

	AO3 skills practice Sustainable urban planning Sustainable traffic management	Energy: the changing energy mix: reduced domestic supplies of coal, gas and oil economic and environmental issues associated with exploitation of energy sources.	biotechnology, appropriate technology an example of a large scale agricultural development – Thanet Earth Moving towards a sustainable resource future: organic farming, permaculture, urban farming, fish and meat from sustainable sources, seasonal food consumption, reduced waste An example of a local scheme in an LIC or NEE to increase sustainable supplies of food – Makueni sand dam			
Skills	maps, dot, Photographs: aerial Graphs: stacked bar chart, Mathematical:	Maps: OS maps, dot, Photographs: aerial Graphs: Mathematical:				
Assessment & Educational Visit Opportunities		Mocks – paper 1 and 2		Mock paper 3		

Appendix

Skills	Examples
Atlas maps	<ul style="list-style-type: none"> • Latitude and Longitude • Basic maps of countries and regions • Maps showing physical and human features • Maps showing global issues • Using an Atlas – maps and lists of statistics <p style="margin-left: 20px;">Need an understanding of patterns and distribution</p>
Ordnance Survey maps	<ul style="list-style-type: none"> • Four figure grid references • Six figure grid references • Scale • Distance • Compass directions • Identifying and describing landscape and relief features • Contours, spot heights and gradient • Drawing cross sections • Interpreting physical and human features • Understanding land use • Inference • Comparing maps and photos • Drawing an area of the map into a sketch map
Using photos	<ul style="list-style-type: none"> • Ground photos • Aerial photos • Satellite photos • Describing from photos • Drawing sketches from photos

Graphical skills	<ul style="list-style-type: none">• Line graphs• Bar graphs and histograms• Pie charts• Pictograms• Scattergraphs• Population pyramids• Choropleth maps• Isoline maps
	<ul style="list-style-type: none">• Dot maps• Dot line maps• Flow line maps• Proportional symbol
Statistical skills	<ul style="list-style-type: none">• Mean• Median• Mode• Range• Inter quartile range• Dispersion graphs• Calculating percentage change• Percentiles• Describing relationships in bivariate data• Interpolate/extrapolate