

GEOGRAPHY CURRICULUM MAP

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YEAR 7	TERM 1		TERM 2		TERM 3	
	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
	What on Earth is geography?	How is the UK's population and settlements different to India's?	Why does the weather of the UK change so much?	How has the Nile shaped Egypt?	How do Earth's resources lead to conflict and cooperation?	How has the Earth's past shaped our present?
	An introduction to the enquiry approach and key geographical concepts. Students will explore place, process, scale, sustainability and interconnection through a range of case studies both local and global.	This enquiry is an opportunity for students to explore similarities and differences between two places. Students will build upon cartographical and graphical skills gained in the previous enquiry to draw conclusions about places both near and far. Students will revisit the key concepts of place, scale, and process.	This enquiry will teach students some of the most important geographical processes - weather system formations - to help understand the Great British Weather! Students will also have an introductory understanding of one of the most complex processes that they will study in geography: global climate change.	This enquiry follows the Nile from source to mouth. Students will look at traditional river landform processes alongside looking at how natural features have created the Egypt we see today and shaped its economy. Towards the end, we will consider how the Nile can be used sustainably for future generations.	This enquiry provides students with a global perspective on the interconnectedness of nations and regions. It helps students appreciate the impact of resource distribution and conflicts on different societies and their development. Students can begin to understand the scarcity of some natural resources (water and energy), and this knowledge should help them to foster environmental awareness and encourage responsible stewardship of the planet, linking to the key concept of sustainability.	This enquiry enables students to appreciate the extent of geological timescales compared with prehistoric and historic time. Students examine the manner in which geological events of the past influence present day patterns of human and physical geography, such as the location of volcanoes and why people live near them.
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YEAR 8	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
	Is the Philippines a risky place to live?	What are the BRICS and MINT countries and why are they important?	Biodiversity under threat: can economic development on Borneo be sustainable?	Superpowers - who on Earth can challenge the USA?	Should we just let Holderness fall into the sea?	How has ice shaped our Earth?
	Students are to investigate how natural processes lead to opportunities and threats to human economic development. In one of the most tectonically active regions of the world, students will study the idea of risk and vulnerability and how people can take steps to overcome their challenging natural environments.	Development is a recurring theme throughout geography, so to study this through following the development of 'historic' examples of China and India, and current examples of the MINT nations provides students with a balanced overview of global development.	This enquiry combines the traditional teaching of the physical features of the tropical rainforest ecosystem with its role in human economies. Students build on the knowledge gained in 8.2 to appreciate the value that tropical rainforests hold to some NEEs.	This enquiry is our student's introduction to geopolitics which is a tricky concept not usually explored in detail until KS5. Students gain knowledge of power in the past (UK), present (USA), and future (China/India). The carefully chosen case studies will improve student's understanding of world events.	Students build on their understanding of river processes by applying them to coastal landscapes, with the addition of mass movement and weathering. The key concept of process is at the forefront of this enquiry, alongside continuing ideas around sustainability and possible futures with the management of Holderness.	Students continue to work on their understanding of processes, such as weathering and mass movement, and apply this in a slightly different context. Students gain a better understanding where the relief of the UK comes from, and how we can utilise these landscapes for economic gain.
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Year 9	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
	What are Russia's issues and can they find the answer in the Arctic?	The Middle East: Is it a region of conflict, poverty or innovation?	Colonialism in Africa - is it happening all over again?	Are island nations such as Kiribati being lost for good?	Global goals: what are the biggest issues that we face today?	Can we overcome the issues from rapid urbanisation in LIC cities?

	<p>This enquiry looks at how physical geography has influenced and changed the history, culture and actions of the Russian government to make Russia the complex and difficult to understand place it is today. Students will discover a range of issues that Russia has, and students will think about whether further expansion north will help or hinder its development. This enquiry is kept as up to date as possible, with the lesson on conflict centring heavily on the recent Ukraine invasion.</p>	<p>From popular media, most adults would associate the area of the Middle East with oil and war. In part, this is an undeniable and true influence on the geopolitics of the region. However, this allows misconceptions to form and a single-viewpoint of the region to form in people's minds. Students are encouraged to widen their preconceptions of the Middle East and to challenge the idea that the region is only concerned with oil and political instability. Alongside the traditional study of poverty in Yemen and rise of oil exporting nations, students will look at how the physical environment is overcome through technological advances of desalination, or how some nations are moving away and diversifying their economy from oil and into tourism.</p>	<p>This enquiry consolidates student's understanding of colonialism, but now with a consideration of the idea that history is repeating itself in subtle ways. Students look in-depth at what makes some African nations so attractive – in the past to colonise, but now as targets for FDI. Students look at the physical characteristics and link these to economic uses. Students are challenged, again like 9.2, to change their preconceptions of what Africa is. Poverty in Africa is well documented and understood by students, so looking at African nations such as Ethiopia through a different lens, encourages students to reflect critically on their own understanding of the world around them.</p>	<p>Climate change, first introduced in 7.3, has been a theme running through the curriculum as a catalyst of change for the worse (desertification, river flooding, coastal retreat) and for the better (economic gains in 9.1). This enquiry delves into the components of climate change, so students have a solid scientific understanding of the causes and evidence of this phenomenon. This understanding is then put into practice with a study of Pacific island nations – which allows students to reflect again on power and consequence.</p>	<p>At this point in KS3, national curriculum has been well covered. This enquiry is structured around the SDGs (introduced in 8.2) and allows students to investigate some topical geographical issues that have not fit in to any of the previous enquiries. Topics were chosen to spark interest and discussion: gender inequality, preventable diseases, responsible production and consumption, life below water and desertification. At the end, students are asked to decide which of the issues covered in this topic is the most severe & they are given the opportunity to research into how it is being managed on a local to global scale.</p>	<p>An introduction to a GCSE topic, but structured as an enquiry, students look at global patterns and problems from urbanisation, and then look closely at the case study of Lagos, Nigeria. The enquiry focuses on not just issues created, but opportunities and solutions to rapid migration to cities in low income countries. Students will be able to make a judgement on the suitability of the solutions, and offer their own alternatives.</p>
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YEAR 10 Link to spec	TERM 1		TERM 2		TERM 3	
	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
	GCSE - Urban Issues and challenges		GCSE - Tectonic hazards	GCSE- Physical landscapes in the UK	GCSE - Physical landscapes in the UK	GCSE - Changing economic world
<p>This unit is an exploration of two contrasting locations: Lagos, Nigeria and Tower Hamlets/Newham in London, UK. Students contrast the similarities and differences between the opportunities and challenges of the two places. Students will investigate how these challenges can be overcome and how successful the attempts are to improve lives of the urban poor. The unit ends with students looking into how all countries and look towards a more sustainable future through water and energy conservation, waste recycling and creating green space.</p>		<p>Teaching about tectonic hazards is important for students as these events clearly demonstrate the issues which come with the intersection of human activity and natural processes. Students build on their knowledge of seismic activity, volcanic eruptions learnt in KS3, and associated risks to now begin to compare and contrast impact and response in areas of differing wealth. Relevant and up date case studies are used to exemplify this – in particular Nepal was chosen as it goes beyond the GCSE specification as it is on a collision margin. This is to best prepare students for their next steps at KS5.</p>	<p>This unit starts with a location study of the UK's diverse physical landscape. It then moves onto key processes of weathering/mass movement, erosion, transportation and deposition. We chose to teach rivers first by recapping the idea of a drainage basin, then we follow the River Tees from source to mouth – landforms and management. This deepens understanding of river systems by always applying knowledge in context.</p> <p>After the lower course of the Tees, we introduce coastal systems. Another recap of processes as well as wave structure and wave characteristics and longshore drift. Similarly to rivers, we look at where and why these processes occur along our case study of Holderness to explain the formation of erosional and depositional landforms. This study concludes with a look at management strategies and the options for different coastal areas along the Holderness coastline. Holderness was chosen due to highly visible processes & varied management. The processes seen at Holderness also are visible at Walton-on-the-Naze which is our physical fieldwork site.</p>	<p>Fieldwork at GCSE is based around data collection, hypothesis, methodology, results, conclusion and evaluation of a physical and human fieldwork study. This unit involves a recap of the taught content for both coasts and the urban environment as well as two fieldwork opportunities – Walton-on-the-Naze and Stratford. The two studies will then be applied directly to the style of question students will have to answer in the examination – a critical analysis of their fieldwork write up.</p>	<p>Classifying parts of the world by economic development and quality of life. Different economic and social measures of development and the limitations of these methodologies. The link between the DTM and economic development. Causes of uneven development – physical, economic and historical as well as consequences of economic development. An introduction to the development gap and strategies to reduce the development gap + using tourism to reduce the development gaps in NEE/LIC. Using a case study of Nigeria, we look at the country's location and importance as well as the political, social, cultural and environmental context. We then look at the changing industrial structure of the country towards the secondary and tertiary sectors – and the role of TNC in this process of change. Political and trading relationships are discussed as well as aid. Environmental impacts of economic development and quality of life. We then move on to look at economic futures in the UK and the causes of economic change in a post-industrial economy. Impacts of industry on the physical environments and the social and economic changes in rural areas. Improvements and new developments in transport capacity. Finally, we look at the North/South divide and the place of the UK in the wider world.</p>	
KO	<p>Paper 1: https://docs.google.com/presentation/d/1DxzFyOVzofiT-TIaWlWlzwYCSUaXW6PL/edit?usp=drive_link&ouid=104015771628751837852&rtipo=true&sd=true</p>	<p>Paper 2: https://docs.google.com/presentation/d/1DyWCngBYcXdup83IntCYwwkSEGnfxV1Z/edit?usp=drive_link&ouid=104015771628751837852&rtipo=true&sd=true</p>				

	TERM 1		TERM 2		TERM 3	
YEAR 11 (24-25)	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
<p>Link to spec: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance</p>	<p>GCSE - Urban issues and challenges</p> <p>This unit is an exploration of two contrasting locations: Lagos, Nigeria and Tower Hamlets/Newham in London, UK. Students contrast the similarities and differences between the opportunities and challenges of the two places. Students will investigate how these challenges can be overcome and how successful the attempts are to improve lives of the urban poor. The unit ends with students looking into how all countries and look towards a more sustainable future through water and energy conservation, waste recycling and creating green space.</p>	<p>GCSE - Tectonic hazards</p> <p>Teaching about tectonic hazards is important for students as these events clearly demonstrate the issues which come with the intersection of human activity and natural processes. Students build on their knowledge of seismic activity, volcanic eruptions learnt in KS3, and associated risks to now begin to compare and contrast impact and response in areas of differing wealth. Relevant and up date case studies are used to exemplify this – in particular Nepal was chosen as it goes beyond the GCSE specification as it is on a collision margin. This is to best prepare students for their next steps at KS5.</p>	<p>GCSE - Weather hazards</p> <p>Students revisit ideas around weather patterns & global climate before moving on to distribution, causes, impacts and responses to tropical storms.</p> <p>We return to the Philippines (8.1) for a deeper look into Haiyan. This was chosen due to the unique socioeconomic context of the Philippines, of which the students should be comfortable with. This allows for high-level discussion around the challenges of responding and managing tropical storms.</p> <p>We also return to weather in the UK, touched upon in Y7 by recapping the types of extreme weather seen in the UK and the causes, impacts and responses to the recent weather event of storm Desmond in 2015 which is an updated version of the traditional study of the Cocker mouth floods. Lastly, there is a consideration whether the weather is becoming more extreme.</p>	<p>GCSE - Climate change</p> <p>Students look back at the history of our planet and understand the terms glacial and interglacial – and, by analysing data identify the current issues. Students then investigate the natural / human causes of climate change. We then look at the impacts of climate change and the impacts which HIC/NEE have on LICs. We then look at mitigation and adaptation strategies and understand how these may work to reduce the impact of climate change locally, regionally, nationally and globally.</p>	<p>GCSE - The Challenge of Resource Management</p> <p>This unit involves the study of energy, water and food security and sustainability – it considers the uneven distribution of these resources, and the subsequent impact on development due to these resources, as well as the potential impact of population growth.</p> <p>Strategies for sustainable use will be discussed focusing primarily on the UK's energy resources. We will the move on to look at the global supply of food as a resource – looking at sustainability issues using two case studies – Almeria, Spain and Rice / fish culture in Jamalpur, Bangladesh.</p>	<p>GCSE - The living world / issue evaluation</p> <p>12 weeks prior to the paper 3 examination, pre-released material will be made available to centres – this is the issue evaluation. Students will retrieve their knowledge surrounding the specification points on which the material is based.</p> <p>Students will also have an opportunity to recap on their fieldwork and will be reminded of the types of questions they will be asked – this is very limited and as a result can be guided heavily.</p>
KO	<p>Paper 1: https://docs.google.com/presentation/d/1DxzFyOVzofIT-TlaWLVlwzYG8UaXW6PL/edit?usp=drive_link&ouid=104015771628751837852&rtopof=true&sd=true</p>	<p>Paper 2: https://docs.google.com/presentation/d/1DyWCngBYcXdup83IntCYwwkSEGnfxV1Z/edit?usp=drive_link&ouid=104015771628751837852&rtopof=true&sd=true</p>				
YEAR 11 (25-26)	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Link to spec:	GCSE - Changing economic world	GCSE - Weather hazards	GCSE - Climate change	GCSE - The Challenge of Resource Management	GCSE - The living world / issue evaluation	

<p>https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance</p>	<p>Classifying parts of the world by economic development and quality of life. Different economic and social measures of development and the limitations of these methodologies. The link between the DTM and economic development. Causes of uneven development – physical, economic and historical as well as consequences of economic development. An introduction to the development gap and strategies to reduce the development gap + using tourism to reduce the development gaps in NEE/LIC. Using a case study of Nigeria, we look at the country's location and importance as well as the political, social, cultural and environmental context. We then look at the changing industrial structure of the country towards the secondary and tertiary sectors – and the role of TNC in this process of change. Political and trading relationships are discussed as well as aid. Environmental impacts of economic development and quality of life. We then move on to look at economic futures in the UK and the causes of economic change in a post-industrial economy. Impacts of industry on the physical environments and the social and economic changes in rural areas. Improvements and new developments in transport capacity. Finally, we look at the North/South divide and the place of the UK in the wider world.</p>	<p>Students revisit ideas around weather patterns & global climate before moving on to distribution, causes, impacts and responses to tropical storms.</p> <p>We return to the Philippines (8.1) for a deeper look into Haiyan. This was chosen due to the unique socioeconomic context of the Philippines, of which the students should be comfortable with. This allows for high-level discussion around the challenges of responding and managing tropical storms.</p> <p>We also return to weather in the UK, touched upon in Y7 by recapping the types of extreme weather seen in the UK and the causes, impacts and responses to the recent weather event of storm Desmond in 2015 which is an updated version of the traditional study of the Cocker mouth floods. Lastly, there is a consideration whether the weather is becoming more extreme.</p>	<p>Students look back at the history of our planet and understand the terms glacial and interglacial – and, by analysing data identify the current issues. Students then investigate the natural / human causes of climate change. We then look at the impacts of climate change and the impacts which HIC/NEE have on LICs. We then look at mitigation and adaptation strategies and understand how these may work to reduce the impact of climate change locally, regionally, nationally and globally.</p>	<p>This unit involves the study of energy, water and food security and sustainability – it considers the uneven distribution of these resources, and the subsequent impact on development due to these resources, as well as the potential impact of population growth.</p> <p>Strategies for sustainable use will be discussed focusing primarily on the UK's energy resources. We will the move on to look at the global supply of food as a resource – looking at sustainability issues using two case studies – Almeria, Spain and Rice / fish culture in Jamalpur, Bangladesh.</p>	<p>The living world is a study of ecosystems / biomes at different scales. It starts with an introduction to basic ecosystem terminology and systems – linking this to a local ecosystem: Epping Forest. We then move on to look at tropical rainforests – their location, value, causes, impacts and management of deforestation – using a case study of the Amazon. The optional ecosystems study is hot deserts. Again, this starts with an instruction to desert ecosystems and then moves on to look at the challenges and opportunities of desert life – using a case study of the Western Desert. A study of desertification follows – cause, impact, management – using the Sahel as an example.</p> <p>12 weeks prior to the paper 3 examination, pre-released material will be made available to centres – this is the issue evaluation. Students will retrieve their knowledge surrounding the specification points on which the material is based.</p> <p>Students will also have an opportunity to recap on their fieldwork and will be reminded of the types of questions they will be asked – this is very limited and as a result can be guided heavily.</p>	
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