

## Geography curriculum map

Our intent is to engage students with a range of human and physical environments at local, national and international scales and a set of skills that helps them forge a complex understanding of their own and other peoples’ places in the world. To teach students to think critically about information and real-world decisions. To enthuse students with a desire to understand and contribute positively to their world.

Years	Topics		Content	Assessment
Year 7	Why is geography important?		Sharing personal geographies / Classifying types of geography / Making link between different aspects of geography / Thinking like a geographer / How do humans affect he environment? / What is cultural diversity? / What is sustainability? /	Formative extended written task.
	The geography of me		Where am I from? / How does living in the UK affect me? / Understanding different types of map (thematic, plan, OS, sketch, GIS) / 6 figure grid references / Direction and scale / Height and contours /	15-mark assessment. Max value 6 mark explain question.
	What are weather and climate?		Differences between weather and climate / Factor influencing climate / Climate graphs / Types of rain / UK air masses / Global Variations in temperature / Tornadoes	15-mark assessment. Max value 6 mark explain question.
	Investigating school microclimates		Developing principles of fieldwork – fieldwork sequence – hypothesis / method / data collection / analysis / conclusions	15-mark assessment. Max value 6 mark explain question.
	Criminal geography		Do we trust crime data? / Causes and management of crime / Designing out crime / Developing and revisiting map skills (OS and choropleth) / Using Geographical information Systems (GIS)	End of year assessment /30
Year 8	China		Physical and human factors affecting population distribution / China’s manufacturing industry / Growing consumption and resource use in China with effects on Africa / Rural-Urban migration / Sustainability of the three gorges dam / The one child policy	15-mark assessment. Max value 6 mark assess question.
	Climate change		The carbon cycle / The enhanced and natural greenhouse effect / What is runaway climate change? / Climate change impacts / Mitigation of and adaptation to climate change	15-mark assessment. Max value 6 mark explain question.
	Wilderness		What are settlements – types and hierarchy / Urbanisation / Urban issues / Urban transport / Sustainable design / Designing a settlement of the future	15-mark assessment. Max value 6 mark assess question.
	Settlements of the future		What is wilderness? / A range of wilderness environments including desert and polar / Wilderness climates, conditions, flora and fauna / Human survival in extreme environments / Threats to indigenous people’s ways of life	15-mark assessment. Max value 6 mark assess question.
	Coasts (with fieldwork)		What is a coast? / Factors affecting the coast / Waves, erosion, deposition and transportation / Coastal landforms / Coastal management / Exploring coastal processes and human impacts on the coastline in Clacton.	End of year assessment /30
Year 9	Tectonic hazards		What are natural hazards / the theory of plate tectonics and plate boundaries and the hazards associated with them / effects responses and management of tectonic hazards.	15-mark assessment. Max value 6 mark discuss question.
	Africa		A continent of contrasts / evaluating data representing Africa / the impact of colonialism / TNCs and investment in Africa / Trade and development / Africa of the future	15-mark decision making exercise
	How important are resources?		Resources and development / The importance of water / UK river management / Fossil fuel use and associated issues / Does running out of fossil fuels matter? Which metals do we need most? / What are the impacts of mining for metals?	15-mark assessment. Max value 6 mark discuss question.
	Sustaining ecosystems (KS4)		OCR B Geography GCSE. See specification for content.	Extended writing (6 mark questions) during topic
KS4	UK in the 21 <sup>st</sup> Century Distinctive landscapes Urban Futures Fieldwork Dynamic Development Global hazards Changing Climate Resource reliance		OCR B Geography GCSE. See specification for content. Sequencing of units is designed to allow fieldwork based on UK in the 21 <sup>st</sup> Century and Distinctive landscapes to occur at the start of Year 11. Work on Paper 3 which is synoptic in nature begins in Year 11 in the autumn term to allow incorporation of synoptic range. The interrelationship between topics means that when units are being taught, content from other units will be relevant and inform understanding. For example, the demographic transition model in UK in the 21 <sup>st</sup> century is revisited in Dynamic Development. Understanding patterns of variation in urban development in Urban Futures informs understanding of Dynamic Development and concepts of development and consumption link to climate change. The case study of Goat Aid is used to illustrate an example of bottom up development in Dynamic Development and a local scale attempt to provide food security in Resource Reliance.	25-mark end of unit test for each unit. End of Year 10 exams and Year 11 mock exams (3 papers). A full range of questions from 1 mark describe / state questions to 6 and 8 mark assess / evaluate /discuss and 12-mark synoptic questions in paper 3.
KS5	Changing Places Coasts		The KS5 curriculum includes compulsory and optional units. We have made our choices to allow students to develop existing areas of understanding whilst also valuing the introduction of new concepts and ideas. Changing places is an excellent example of addressing new ideas, where the geography of place builds on understanding of personal geographies but introduces more complex ideas about people’s relationship with and understanding of place. Resource Security and Hazards build on the content of GCSE topics topic by introducing greater breadth and depth of understanding in both physical and human geography. The NEA is a significant step forward in the application of fieldwork principles, first addressed in Year 7. We give students significant time to formulate their ideas and plans to ensure unique and independent work is produced. We use the four-day fieldwork trip as a way of giving students the experience of skills they need such as sampling and questionnaire design, to allow them to apply these principles interpedently to a study area of their choice. There is also development of the skills used at GCSE in 6/8 and 12 mark questions that involves more thorough, developed and evidenced assessments and evaluations in the 20 mark essays. Units are taught concurrently by two teachers. Changing places is taught first to provide opportunities for fieldwork when students are choosing their own study area in Year 12.	4 mark explain / knowledge and understanding questions 6 mark analyse 9 mark assess 20 mark assess / evaluate / to what extent essays
	Water and Carbon Global governance			
	Resource security Hazards			
		NEA (Coursework)		