

Geography Curriculum Map 2024-2025

Geography Curriculum Map 2024-2025							
	1	2	3	4	5	6	Golden Threads
Year 11	<p>UK's evolving human landscape</p> <p>Fieldwork opportunity for Paper 2 River</p>	<p>Hazardous Earth</p> <p>Tectonic plates and tropical cyclones.</p>	<p>Challenges of an Urbanising world</p> <p>Living in a megacity</p> <p>Challenges and solutions to living in a city.</p>	<p>Development Dynamics</p> <p>Which part of the world is sparsely populated and which parts are densely. What are the problems with over population and under population?</p>	<p>Revision</p>		<p>Interpreting sources and maps</p> <p>Applying and analysing the pillars of sustainability</p> <p>Assess human and natural causes to features, process and impacts</p> <p>Evaluate solutions to geographical problems and looking at how conflict can be alleviated</p>

<p>Year 10 (Geographical investigation skills are taught throughout the topics)</p>	<p>Forests under threat</p> <p>Why are people using the rainforest in unsustainable ways? What management solutions are needed to save the forest?</p>	<p>Consuming Energy resources</p> <p>Why does then world need more energy. What are the sustainable solutions to energy use?</p>	<p>Making a geographical decision</p> <p>This module must include two pieces of Fieldwork that include making a Geographical decision</p>	<p>Coastal changes and River processes</p>	<p>Coastal changes and River processes</p>	<p>UK's evolving human landscape</p>	<p>Interpreting sources and maps</p> <p>Applying and analysing the pillars of sustainability</p> <p>Assess human and natural causes to features, process and impacts</p> <p>Evaluate solutions to geographical problems and looking at how conflict can be alleviated</p>
<p>Year 9 (Geographical investigation skills are taught throughout the topics)</p>	<p>Climate Change</p> <p>Looking at natural and human causes of climate change. Focusing in on the damage humans are doing to the planet.</p>	<p>Rivers</p> <p>What are the processes of erosion and transportation and how rivers need to be managed in the future.</p>	<p>Tourism</p> <p>Tourism is one of the world's biggest growing industries. Why are more people going on holiday and what types of holidays are people going on?</p>	<p>The UK</p> <p>A look at the cultural, physical and human features that make up the UK. Settlement</p> <p>An investigation into how settlements develop overtime and the problems that face mega cities.</p>	<p>Map Skills/Fieldwork</p> <p>This module will focus on conducting accurate fieldwork in preparation for GCSE fieldwork as well as improving map skills.</p>	<p>The biosphere – start of year 10 course</p>	<p>Compare and contrast data and graphs</p> <p>Explaining the pillars of sustainability</p>

							<p>in their answers</p> <p>Link the human and natural causes to features, process and impacts</p> <p>Comparing solutions to geographical problems and looking at how conflict can be alleviated</p>
<p>Year 8 (Geographical investigation skills are taught throughout the topics)</p>	<p>Brazil and the tropical rainforest.</p> <p>The climate of the rainforest, forest adaptations, way in which the rainforest is being used</p>	<p>Hazards</p> <p>Tectonic hazards</p> <p>Why do hazards occur and why do people still live in hazardous areas.</p>	<p>Hazards</p> <p>Tropical storms and climate change</p> <p>How does climate change impact the effect of tropical storms.</p>	<p>Globalisation and Fast Fashion</p> <p>How global are we? Where do our clothes come from? Looking into the fast fashion industry through globalisation and the impact on the climate.</p>	<p>Antarctica</p> <p>Looking at climate, adaptations, ecosystems and more importantly how to survive the Antarctic</p>	<p>India</p> <p>A look at the physical landforms of India and how human geography combines with physical geography to shape India and its culture</p>	<p>Explaining graphs, success and data</p> <p>Recognise the pillars of sustainability</p> <p>Explain how causes and processes lead to features and impacts</p> <p>Explain solutions to</p>

							geographical problems and look at how this causes conflict
Year 7 (Geographical investigation skills are taught throughout the topics)	<p>What is Geography?</p> <p>An investigation into what geography is and how our lives are affected by it. Fieldwork opportunity</p>	<p>China</p> <p>An in depth look at population policies and the problems of under and over population</p>	<p>Middle East</p> <p>How and why is life different for people living in Middle Eastern Countries? A study of the physical, environmental and cultural geography associated with the Middle East</p>	<p>Deserts</p> <p>Looking at climate, ecosystems and more importantly how to survive desert conditions.</p>	<p>Coasts</p> <p>A look at the processes affecting our coastlines and how we can manage these sustainably.</p>	<p>Africa</p> <p>Exploring the physical geography of Africa and the challenges facing people living on the continent</p>	<p>Basic Map Skills, Describe graphs and sources</p> <p>State and describe the key words social, people, environmental</p> <p>Recognise fundamental, causes, impacts processes and features</p> <p>Suggest solutions to geographical problems</p>

Year 7 potential module – conflict - An investigation into a variety of different conflicts around the world, the causes and the subsequent impacts.

College Geography Department: Curriculum Overview 2024-2025

Curriculum Intent: As a department we aim to offer all pupils a high-quality geography education which should inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. We will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

2024-2025 Development Strategy:

1. To increase attainment of higher ability students at GCSE
2. Ensure all students have opportunities for field trips and enrichments
3. Develop robust and valid summative assessments in line with school strategy.
4. Embed no opt-out culture within the department.
5. Embed unified approach to teaching cross-curricular skills in the department (remember/state/describe/explain).

Year	Term 1		Term 2		Term 3		End Points
	Module 1 (7.3 weeks)	Module 2 (6.4 weeks)	Module 3 (5.3 weeks)	Module 4 (6 weeks)	Module 5 (4.3 weeks)	Module 6 (6.4 weeks)	
7	<p>What is Geography?</p> <p>An investigation into what geography is and how our lives are affected by it.</p> <p>Includes local fieldwork within school grounds.</p>	<p>China</p> <p>A look at the physical, cultural and political impacts Chinese policy has had on the people of China</p>	<p>Middle East</p> <p>How and why is life different for people living in Middle Eastern Countries. A study of the physical, environmental and cultural geography associated with the middle East</p>	<p>Deserts</p> <p>Looking at climate, ecosystems and more importantly how to survive desert conditions.</p>	<p>Coasts</p> <p>A look at the processes affecting our coastlines and how we can manage these sustainably.</p>	<p>Africa</p> <p>A look at the physical, human and environmental features of Africa. A look at the challenges facing the developing world</p>	<p>All pupils feel confident with:</p> <p>State</p> <p>Describe</p> <p>Facts</p> <p>Basic Atlas skills</p>
<p>Feedback Points</p> <p>1. Midpoint</p> <p>2. End of Module</p>	<p>Narrative 1: The differences between human and physical Geography</p> <p>Narrative 2 – The importance of geography to everyone, everyday</p>	<p>Narrative – The pros and cons of the one child policy.</p> <p>Narrative 2 – End of module test</p>	<p>Narrative 1 – The human and physical features of the Middle East</p> <p>Narrative 2 – how globalisation has helped and hindered Indian people.</p>	<p>Narrative 1 – climatic conditions in deserts</p> <p>Narrative 2 – How to survive the desert</p>	<p>Narrative 1 – Impact of coastal erosion on people</p> <p>Summative Assessment</p>	<p>Narrative 1 – The impact of climate and physical location on development.</p> <p>Summative Assessment</p>	
Direct Vocab	<p>Physical</p> <p>Human</p> <p>Environmental</p>	<p>Population</p> <p>Policy</p> <p>Rural</p> <p>Urban</p>	<p>Culture</p> <p>Political</p> <p>Resources</p>	<p>Climate</p> <p>Weather</p> <p>Climate graphs</p> <p>Ecosystem</p>	<p>Erosion</p> <p>Waves</p> <p>Coast</p> <p>Hard engineering</p> <p>Soft engineering</p>	<p>Developed</p> <p>Developing</p> <p>Political</p> <p>Economic</p> <p>Social</p> <p>Environmental</p>	
Skill	<p>Atlas work.</p> <p>Field Sketches</p> <p>Graph skills</p>	<p>Bar Charts</p> <p>Population pyramids</p> <p>Climate graphs</p>	<p>Atlas Work</p> <p>Satellite imagery</p> <p>Population pyramids</p>	<p>Climate Weather</p> <p>Climate graphs</p> <p>Ecosystem</p>	<p>Ariel Photography</p>	<p>Climate graphs</p> <p>Ariel Photography</p> <p>Atlas Skills</p>	

	Data collection	Atlas Work		Climate Graph			
Fieldtrip	Local study of Kings	n/a	N/A	n/a	Visit to West Sussex coast	n/a	
Revision Strategy	Spider Diagrams – different types of geography	Tables – pro’s and cons of policy’s in bullet points	Revision Cards – Globalisation the benefits and cost	Revision calendar – ongoing throughout this month on how to survive in a deser	Case Study Card – Holderness coastline	Case Study Card – Kenya	

8	<p>Brazil and the tropical rainforest.</p> <p>The climate of the rainforest, forest adaptations, way in which the rainforest is being used. Fieldwork opportunity</p>	<p>Hazards</p> <p>Earthquakes and Volcanoes</p> <p>Why do hazards occur and why do people still live in hazardous areas.</p>	<p>Hazards.</p> <p>Tropical storms and climate change</p> <p>How does climate change impact the effect of tropical storms.</p>	<p>Globalisation</p> <p>Why is the world getting smaller? We will look at how the world is becoming more connected.</p>	<p>Antarctica</p> <p>Looking at climate, ecosystems and more importantly how to survive the Antarctic.</p>	<p>India</p> <p>The physical and human landform of India. We will also be looking at the culture of India.</p>	<p>All Students fell confident with Describe and Explain</p>
<p>Feedback Points</p> <p>1. Midpoint</p> <p>2. End of Module</p>	<p>Narrative 1 – The human and physical features of an ecosystem</p> <p>Interpretation – The impact of deforestation on the rainforest</p>	<p>Narrative 1 – The impact of tectonic hazards on a country.</p> <p>Summative Assessment</p>	<p>Narrative 1 – How humans have affected the impact and severity of storms.</p> <p>Interpretation – The impact of climate change on people</p>	<p>Narrative 1 – How the world is interconnected</p> <p>Interpretation – The positive and negative IMPACTS globalisation has on society.</p>	<p>Narrative 1 – The physical and human features of Antarctica</p> <p>Summative Assessment</p>	<p>Narrative 1</p> <p>Narrative 1 – The human and physical features of India</p> <p>Narrative 2 – how globalisation has helped and hindered Indian people</p>	<p>Can explain the impact of an event in terms of social, economic and environmental</p> <p>Feel confident in using different images to explain their importance and usefulness.</p>
<p>Direct Vocab</p>	<p>Climate Graph</p> <p>Tropical</p> <p>Habitat</p> <p>Ecosystem</p> <p>Indigenous</p> <p>Flora</p> <p>Fauna</p> <p>Deforestation</p> <p>Afforestation</p>	<p>Tectonic</p> <p>Convergent</p> <p>Divergent</p> <p>Social</p> <p>Economic</p> <p>Environment</p> <p>Hazard</p> <p>Primary</p> <p>Secondary</p>	<p>Storm surge</p> <p>Economic</p> <p>Hurricane</p>	<p>Globalisation</p> <p>Interconnected</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Manufacturing</p> <p>Social</p> <p>Economic</p> <p>Environmental</p>	<p>Climate</p> <p>Ecosystem</p> <p>Environment</p> <p>Habitat</p>	<p>Globalisation</p> <p>Benefit</p> <p>Cost</p> <p>Interconnected</p>	

Skill	Climate Graphs Satellite Imagery Line Graphs	Satellite Imagery Photographs Maps	Climate graphs Photographs	Atlas skills	Climate Graph Graphs Satellite Imagery	Atlas Work Population pyramid Satellite imagery	
Field Trip	Living Rainforest?	N/A	N/A	N/A	Sea Life Aquarium	N/A	
Revision Strategy	Mind Map – the impacts of deforestation	Case Study Cards – On the impact of Haiti, San Francisco and Japanese Earthquake	Reading and making notes – Using the exercise book to create revision notes on storm surges	SWAT – On the impacts of globalisation	Brainstorm – The impacts of humans on an ecosystem	Flash Cards – Influence of quality of life on crime statistics.	

9	<p>Climate Change</p> <p>Looking at natural and human causes of climate change. Focusing in on the damage humans are doing to the planet.</p>	<p>Rivers</p> <p>What are the processes of erosion and transportation and how rivers need to be managed in the future?</p>	<p>Tourism</p> <p>Tourism is one of the world's biggest growing industries.</p> <p>Why are more people going on holiday and what types of holidays are people going on?</p>	<p>The UK</p> <p>Topic based work on understanding the UK. Looking at the north south divide and the impact this has on people.</p>	<p>The UK/Fieldwork/Map Skills</p> <p>This module will focus on conducting accurate fieldwork in preparation for GCSE fieldwork as well as improving map skills.</p>	<p>.The Biosphere</p> <p>Start of the GCSE – looking at the biosphere – its resources and its services</p>	<p>All students will be able to analyse geographical data so that they can interpret and assess.</p> <p>They will fill confident in making a decision and being able to show different points of view within their work.</p>
<p>Feedback Points</p> <p>1. Midpoint 2. End of Module</p>	<p>Interpretation 1 – Is climate change natural?</p> <p>Assess 2 – Humans are destroying the planet irreversibly</p>	<p>Interpretation 1 – Explaining processes of rivers</p> <p>Summative Assessment</p>	<p>Interpretation 1 – Tourism brings in positive and negative impacts to people and places.</p> <p>Assess 2 – Tourism does more harm than good to communities (eco tourism in Kenya)</p>	<p>Interpretation 1 – There is a North/South divide in Britain</p> <p>Summative Assessment.</p>	<p>Interpretation 1 – Designing practical fieldwork</p> <p>Interpretation 2 – Conducting and assessing fieldwork and results</p>	<p>Interpretation 1 - Skills based assessment on resources</p> <p>Assess2 - Short answer questions on the biosphere</p>	
Direct Vocab	<p>Natural</p> <p>Human induced</p> <p>Projected</p> <p>Social</p> <p>Economic</p> <p>Environmental</p>	<p>Erosion</p> <p>Deposition</p> <p>Transportation</p> <p>Management</p> <p>Hard engineering</p> <p>Soft engineering</p> <p>Flash flood</p> <p>Flooding</p>	<p>Social</p> <p>Economic</p> <p>Environmental</p> <p>Butlers Model</p> <p>Rejuvenation</p> <p>Tourism</p> <p>Mass Tourism</p>	<p>Deprivation Index</p> <p>Literacy Rate</p> <p>Birth Rate</p> <p>Death Rate</p> <p>Infant Mortality</p> <p>Urbanisation</p> <p>counter urbanisation</p>	<p>Correlation</p> <p>Fluctuation</p> <p>Anomaly</p>	<p>Biodiversity</p> <p>Abiotic</p> <p>Biotic</p> <p>Ecosystem</p> <p>Biome</p> <p>biosphere</p>	
Skill	<p>Line Graphs</p> <p>Satellite Images</p>	Cross sectional graphs	Geographical models	Statistics	<p>Map Skills</p> <p>Graphing skills</p>	<p>Map Skills</p> <p>Graphing skills</p>	
Fieldwork	N/A	N/A	London	London	Local study	N/A	

Revision Strategy	Mind Maps – The impact of humans on the climate	Case Study Cards – Boscastle flash flood	Revision Notes – Reading and writing / using colour and pictures On Blackpool and its rejuvenations	Flash Cards – Key words for quality of life	Free Choice – different types of graphs and images	Mind Maps	

10	Forests under threat Why are people using the rainforest in unsustainable ways? What management solutions are needed to save the forest?	Consuming Energy resources Why does then world need more energy. What are the sustainable solutions to energy use?	Coastal changes and River processes	Coastal changes and River processes	Coastal changes and River processes	<i>UK's evolving human landscape</i>	All students can explain how different impacts effect people, the environment and the country's economy.
Feedback Points 1. Midpoint 2. End of Module	DME – How can we develop the rainforest in a sustainable way? Exam Paper 2 - 2019	DME –How can the UK develop its power supply? Exam paper 2 – specimen paper	Assess 1 – Soft engineering is the best way of managing coasts. Exam Paper 2018	Source work 1 – Comparing and contrasting two areas of Britain PPE – 2019 PAPER 1/2	Source work 1 – Comparing and contrasting two areas of Britain PPE – 2019 PAPER 1/2	<i>Assess 1 – Write up of C/W 1 and 2</i> <i>Exam Paper 2 - 2018</i>	Students can use sources to make a decision and be able to justify why they chose the option they did.
Direct Vocab	Hadley Cell Polar Cells Ferrell Cells Taiga Tropical Amazonians Indigenous	Renewable Non-renewable Sustainable	Erosion Transportation Deposition Long Shore Drift Process Hydrological Glaciation Engineering Management Antecedent	Erosion Transportation Deposition Long Shore Drift Process Hydrological Glaciation Engineering Management Antecedent	Erosion Transportation Deposition Long Shore Drift Process Hydrological Glaciation Engineering Management Antecedent	<i>Deprivation</i> <i>Quality of life</i> <i>Census</i>	
Skill	Map work Graphical interpretation	Map work Graphical interpretation	Map work Graphical interpretation	Map work Graphical interpretation	Map work Graphical interpretation	Map work Graphical interpretation	
Field Trip	N/A	N/A		N/A	N/A		
Revision Strategy	Case study Cards	Revision Calendars – End of module		Revision calendars	Revision calendars		

11	<i>UK's evolving human landscape</i> <i>Fieldwork opportunity</i>	Hazardous Earth Tectonic plates and tropical cyclones.	Challenges of an Urbanising world Living in a megacity Challenges and solutions to living in a city.	Development Dynamics Which part of the world is sparsely populated and which parts are densely. What are the problems with over population and under population?	Revision	Revision	All students can explain how different impacts effect people, the environment and the country's economy. Students can use sources to make a decision and be able to justify why they chose the option they did
Feedback Points 1. Midpoint 2. End of Module	<i>Assess – Rural deprivation is worse than urban deprivation.</i> <i>Exam Paper 2 - 2017</i>	Assess 1 The more developed the country is, the lesser impact a hazard has. Exam paper 2 r - 2018	Assess 1 – The more developed the city, the more sustainable its transport structure PPE 2 – 2019 PAPER 1	Assess – The higher the quality of life, the more developed the country Exam paper 2 - 2018			All students can compare different data sets to make informed decisions..
Direct Vocab	<i>Deprivation</i> <i>Quality of life</i> <i>Census</i>	Convergent Divergent Transform fault Convection current Social Economic Environmental Global atmospheric circulation	Sustainability Transportation Developing Emerging Developed Mega city	Sparsely Densely Epidemic Population pyramids Pandemic Ageing population Youthful population			
Skill	Map work Graphical interpretation	Map work Graphical interpretation	Map work Graphical interpretation	Map work Graphical interpretation			

Field Trip	Tillingbourne	N/A	Guildford Town Centre	N/A			
Revision	Free Revision techniques	Using diagrams to help memory	Revision guides and flash cards	Using Revision Guides -	Case study Cards		