

| Geography Curriculum Map 2022-2023 | | | | | | |
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| | 1 | 2 | 3 | 4 | 5 | 6 |
| Year 11 | Coastal changes and River processes Fieldwork opportunity | Coastal changes and River processes Fieldwork opportunity | UK's evolving human landscape Fieldwork opportunity | UK's evolving human landscape Fieldwork opportunity | Revision | |
| Year 10 (Geographical investigation skills are taught throughout the topics) | 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? | Making a geographical decision This module must include two pieces of Fieldwork that include making a Geographical decision | 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 the world need more energy. What are the sustainable solutions to energy use? |
| Year 9 (Geographical investigation skills are taught throughout the topics) | Climate Change Looking at natural and human causes of climate change. Focusing in on the damage humans are doing to the planet. | Rivers What are the processes of erosion and transportation and how rivers need to be managed in the future. | Tourism 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? | The UK A look at the cultural, physical and human features that make up the UK. | Map Skills This module will focus on skills and reading different maps | The biosphere – start of year 10 course |
| Year 8 (Geographical investigation skills are taught throughout the topics) | Brazil and the tropical rainforest. The climate of the rainforest, forest adaptations, way in which the rainforest is being used. Fieldwork opportunity | Hazards Earthquakes and Volcanoes Why do hazards occur and why do people still live in hazardous areas. | Settlement An investigation into how settlements develop overtime and the problems that face mega cities. | Globalisation Why is the world getting smaller? We will look at how the world is becoming more connected. | Antarctica Looking at climate, ecosystems and more importantly how to survive the Antarctic. | India The physical and human landform of India. We will also be looking at the culture of India. |
| Year 7 (Geographical investigation skills are taught throughout the topics) | What is Geography? An investigation into what geography is and how our lives are affected by it. Fieldwork opportunity | Conflict An investigation into a variety of different conflicts around the world, the causes and the subsequent impacts. | China An in depth look at population policies and the problems of under and over population | . Middle East 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 | Deserts Looking at climate, ecosystems and more importantly how to survive desert conditions. | Coasts A look at the processes affecting our coastlines and how we can manage these sustainably. |

College Geography Department: Curriculum Overview 2021-2022

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.

2020-21 Development Strategy:

1. Strategic teaching of skills
2. Alignment of feedback points
3. Alignment of exam terminology
4. New Format of Brain banks
5. Inclusion of specific Revision strategies
6. Fieldwork opportunities for all.

| Year | Term 1 | | Term 2 | | Term 3 | | End Points |
|------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | Module 1 (6.3 weeks) | Module 2 (8 weeks) | Module 3 (5 weeks) | Module 4 (6 weeks) | Module 5 (6 weeks) | Module 6 (7 weeks) | |

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| 7 | What is Geography? An investigation into what geography is and how our lives are affected by it. | Russia / Ukraine The physical and human landforms of Russia. We will also be linking Russia with the Chernobyl nuclear disaster | China A look at the physical, cultural and political impacts Chinese policy has had on the people of China | Middle East 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 | Deserts Looking at climate, ecosystems and more importantly how to survive desert conditions. | Coasts A look at the processes affecting our coastlines and how we can manage these sustainably. | All pupils feel confident with: State Describe Facts Basic Atlas skills |
| Feedback Points 1. Midpoint 2. End of Module | Narrative 1: The differences between human and physical Geography Narrative 2 – The importance of geography to everyone, everyday | Narrative 1 The impact of Chernobyl on people and the environment Narrative 2 – Summative | Narrative – The pros and cons of the one child policy. Narrative 2 – End of module test | Narrative 1 – The human and physical features of the Middle East Narrative 2 – how globalisation has helped and hindered Indian people. | Narrative 1 – climatic conditions in deserts Narrative 2 – How to survive the desert | Narrative 1 – Impact of coastal erosion on people Summative Assessment | |
| Direct Vocab | Physical Human Environmental | Environmental Social Economic | Population Policy Rural Urban | Culture Political Resources | Climate Weather Climate graphs Ecosystem | Erosion Waves Coast Hard engineering Soft engineering | |
| Skill | Atlas work. Field Sketches | Atlas Work Climate Graph | Bar Charts Atlas Work | Atlas Work, satellite imagery | Climate Graph | Arial photography | |
| Fieldtrip | Local study of Kings | N/A | N/A | N/A | N/A | Visit to beach? | |
| Revision Strategy | Spider Diagrams – different types of geography | Mind Map – The impacts of Chernobyl | Tables – pro's and cons of policy's in bullet points | Revision Cards – Globalisation the benefits and costs | Revision calendar – ongoing throughout this month on how to survive in a desert | Case Study Card – Holderness coastline | |

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| 8 | Brazil and the tropical rainforest. The climate of the rainforest, forest adaptations, way in which the rainforest is being used. Fieldwork opportunity | Hazards Earthquakes and Volcanoes Why do hazards occur and why do people still live in hazardous areas. | Settlement An investigation into how settlements develop overtime and the problems that face mega cities. | Globalisation Why is the world getting smaller? We will look at how the world is becoming more connected. | Antarctica Looking at climate, ecosystems and more importantly how to survive the Antarctic. | India The physical and human landform of India. We will also be looking at the culture of India. | All Students fill confident with Describe and Explain Can explain the impact of an event in terms of social, economic and environmental |
| Feedback Points 1. Midpoint 2. End of Module | Narrative 1 – The human and physical features of an ecosystem Interpretation – The impact of deforestation on the rainforest | Narrative 1 – The impact of tectonic hazards on a country. Summative Assessment | Narrative 1 – How settlements have evolved over time. Interpretation – The impact of overpopulation on urban areas. | Narrative 1 – How the world is interconnected Interpretation – The positive and negative IMPACTS globalisation has on society. | Narrative 1 – The physical and human features of Antarctica Summative Assessment | Narrative 1 – The human and physical features of India Narrative 2 – how globalisation has helped and hindered Indian people | Feel confident in using different images to explain their importance and usefulness. |
| Direct Vocab | Climate Graph Tropical Habitat Ecosystem Indigenous Flora Fauna Deforestation Afforestation | Tectonic Convergent Divergent Social Economic Environment Hazard Primary Secondary | Urban Rural Neighbourhood Linear Nucleated | Globalisation Interconnected Primary Secondary Tertiary Manufacturing Social Economic Environmental | Climate Ecosystem Environment Habitat | Globalisation Benefit Cost Interconnected | |

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| Skill | Climate Graphs Satellite Imagery Line Graphs | Satellite Imagery Photographs Maps | OS maps Map Symbols Grid References Contour Lines | Atlas skills | Climate Graph Graphs Satellite Imagery | Atlas Work, satellite imagery | |
| Field Trip | Living Rainforest | N/A | Local Fieldtrip | N/A | Virtual Fieldtrip | 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 settlement | SWAT – On the impacts of globalisation | Brainstorm – The impacts of humans on an ecosystem | Flash Cards – Influence of quality of life on crime statistics. | |
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| 9 | Climate Change Looking at natural and human causes of climate change. Focusing in on the damage humans are doing to the planet. | Rivers What are the processes of erosion and transportation and how rivers need to be managed in the future? | Tourism <i>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?</i> | . The UK Topic based work on the UK. Looking at the north south divide | Map Skills This module will focus on skills and reading different maps | .The Biosphere Start of the GCSE – looking at the biosphere – its resources and its services | All students will be able to analyse geographical data so that they can interpret and assess. They will feel confident in making a decision and being able to show different points of view within their work. |
| Feedback Points 1. Midpoint 2. End of Module | Interpretation 1 – Is climate change natural? Assess 2 – Humans are destroying the planet | Interpretation 1 – Do rivers need management? Summative Assessment | Interpretation 1 – <i>Tourism brings in positive and negative impacts to people and places.</i> <i>Assess 2 – Tourism does more harm than good to communities</i> | Interpretation 1 – There is a North /South divide in Britain Summative Assessment. | Interpretation 1 – Students can make a decision based on information provided Assess2 – If you live in the South of England you have a better quality of Life. | Interpretation 1 - Skills based assessment on resources Assess2 - Short answer questions on the biosphere | |
| Direct Vocab | Natural Human induced Projected | Erosion Deposition Transportation | Social Economic Environmental | Deprivation Index Literacy Rate Birth Rate | Correlation Fluctuation Anomaly | Biodiversity Abiotic | |

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| | Social Economic Environmental | Management Hard engineering Soft engineering Flash flood Flooding | <i>Butlers Model</i> <i>Rejuvenation</i> <i>Tourism</i> <i>Mass Tourism</i> | Death Rate Infant Mortality Urbanisation counter urbanisation | | Biotic Ecosystem Biome biosphere | |
| Skill | Line Graphs Satellite Images | Cross sectional graphs | <i>Geographical models</i> | Statistics | Map Skills Graphing skills | Map Skills Graphing skills | |
| Fieldwork | N/A | Local study? | N/A | London | | N/A | |
| Revision Strategy | Mind Maps – The impact of humans on the climate | Case Study Cards – Boscastle flash flood | <i>Revision Notes – Reading and writing / using colour and pictures</i> <i>On Blackpool and its rejuvenations</i> | Flash Cards – Key words for quality of life | Free Choice – different types of graphs and images | Mind Maps | |
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| 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? | 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? | 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? | 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 | DME – How can we develop the rainforest in a sustainable way? Exam Paper 2 - 2019 | DME –How can the UK develop its power supply? | Assess – The higher the quality of life, the more developed the country | Assess 1 The more developed the country is, the lesser impact a hazard has. | Assess 1 – The more developed the city, the more sustainable its transport structure | Assess – The higher the quality of life, the more developed the country | |

| | | Exam paper 2 – specimen paper | Exam paper 2 - 2018 | Exam paper 2 r - 2018 | PPE 2 – 2019 PAPER 1 | Exam paper 2 - 2018 | |
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| Direct Vocab | Hadley Cell Polar Cells Ferrell Cells Taiga Tropical Amazonians Indigenous | Renewable Non-renewable Sustainable | Sparsely Densely Epidemic Population pyramids Pandemic Ageing population Youthful population | 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 | Map work Graphical interpretation | Map work Graphical interpretation | |
| Field Trip | N/A | N/A | N/A | N/A | N/A | N/A | |
| Revision Strategy | Case study Cards | Revision Calendars – End of module | Using Revision Guides - - | Using diagrams to help memory | Case study Cards | Free revision | |
| 11 | Coastal changes and River processes Fieldwork opportunity | Coastal changes and River processes Fieldwork opportunity | <i>UK's evolving human landscape</i> <i>Fieldwork opportunity</i> | <i>UK's evolving human landscape</i> <i>Fieldwork opportunity</i> | Revision | | All students can explain how different impacts effect people, the environment and the country's economy. |
| Feedback Points 1. Midpoint 2. End of Module | Assess 1 – Soft engineering is the best | Source work 1 – Comparing and | Assess 1 – Write up of C/W 1 and 2 | Assess – Rural deprivation is worse | | | Students can use sources to make a |

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| | way of managing coasts. Exam Paper 2018 | contrasting two areas of Britain PPE – 2019 PAPER 1/2 | <i>Exam Paper 2 - 2018</i> | <i>than urban deprivation.</i> <i>Exam Paper 2 - 2017</i> | | | decision and be able to justify why they chose the option they did |
| Direct Vocab | 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> | <i>Deprivation</i> <i>Quality of life</i> <i>Census</i> | | | All students can compare different data sets to make informed decisions.. |
| Skill | Map work Graphical interpretation | Map work Graphical interpretation | Map work Graphical interpretation | Map work Graphical interpretation | | | |
| Field Trip | River Tillingbourne | N/A | Guildford Town Centre | N/A | | | |
| Revision | Flash Cards and Mind MAPS | Revision calendars | Revision guides and flash cards | Free Revision techniques | | | |

