



## Geography Curriculum Map

All lessons found: [T:\Humanities SOWs Resources\Geography \(All\)](#)

|         | Term 1                                       | Term 2             | Term 3                         | Term 4          | Term 5                                       | Term 6                  |
|---------|--|--------------------|--------------------------------|-----------------|--|-------------------------|
| Year 7  | Where in the World?                          | RE: Belief in God  | Population                     | Weather hazards |  | Local fieldwork project |
| Year 8  | Tectonic hazards – Earthquakes and volcanoes |                    | Africa – An emerging continent |                 | Rivers                                       | Coasts                  |
| Year 9  | The Day After Tomorrow- Global Warming       | Geography of Crime | GCSE - Hazards                 |                 | GCSE Unit 1:<br>The Living World<br>NEW GCSE |                         |
| Year 10 | GCSE – Urban Change                          |                    | GCSE – Rivers                  |                 | GCSE - Coasts                                |                         |
| Year 11 | GCSE – Changing Economic World               |                    | GCSE – Resource management     |                 | GCSE - Revision                              |                         |

### Geography key skills (KS3)

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| <p><b>1. Locational knowledge:</b> Extend their locational knowledge and deepen their spatial understanding of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p>  |
| <p><b>2: Place knowledge:</b> Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p>   |
| <p><b>3: Human and Physical Geography:</b> Understand through the use of detailed place based exemplars of a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> <li>Physical Geography relating to: Geological timescales and plate tectonics, rocks, weather and soils, weather and climate, including the change in climate from the Ice Age to the present, glaciation, hydrology and coasts.</li> <li>Human Geography relating to: Population and urbanisation, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, and the use of natural resources.</li> </ul> |
| <p><b>4: Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge</li> <li>interpret OS maps; including grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</li> <li>Use GIS to view, analyse and interpret places and data</li> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</li> </ul>  |



# Year 7

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| <b>Year 7 Term 1: Where in the World?</b>  |
| <b>Assessment</b>  |
| <ul style="list-style-type: none"> <li>• Non EU country fact file –</li> </ul>   |
| <b>Skills</b>  |
| <ol style="list-style-type: none"> <li>1. Locational knowledge</li> <li>2. Place knowledge</li> <li>3. Human and physical Geography</li> <li>4. Geographical skills and fieldwork</li> </ol>   |
| <b>Knowledge</b>   |
| <ul style="list-style-type: none"> <li>* Extending locational knowledge of world's countries using maps to focus on countries, continents and cities –</li> <li>* Focus on links, similarities and differences globally.</li> <li>* Using the UK as a focal point – similar to GCSE content. Incorporating 'What Makes Britain Great' topic in to Where in the World – allows a greater focus on scale.</li> <li>* Incorporation of a new local fieldwork trip – collecting and analysing data. A key skill for the new GCSE.</li> <li>* Focusing on human geography- international development, urbanisation.</li> <li>* Focus on map skills – OS maps, GIS, aerial photos, grid referencing, globes etc – GCSE skills</li> </ul> |

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| <b>Year 7 Term 2: RE TOPIC – Belief.</b> |
| <b>Assessment</b>                        |
| <b>Skills</b>                            |
| Knowledge                                |

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| <b>Year 7 Term 3: Population</b>  |
| <b>Assessment</b>   |
| Migrant diary – focusing on the push and pull factors – a recent case study example: Syria.   |
| <b>Skills</b>   |
| <ol style="list-style-type: none"> <li>1. Locational knowledge</li> <li>2. Place knowledge</li> <li>3. Human and physical Geography</li> <li>4. Geographical skills and fieldwork</li> </ol>  |
| <b>Knowledge</b>  |
| <ul style="list-style-type: none"> <li>* - focusing on major migration routes – national, international, global; ageing populations (e.g. Japan), densely and sparsely populated areas (e.g. Russia, China, India etc).</li> <li>*Focus on similarities and differences globally (inc.Africa/Asia)</li> <li>* Focusing on human geography – population distribution, migration, population densities, ageing populations, issues of increasing populations, birth rates and death rates.</li> <li>*Use of migration route maps, population density maps, choropleth map skills (GCSE skills)</li> </ul> |



**Year 7 Terms 4 and 5: Hazards: Weather and Climate.**

**Assessment**

Wild weather poster and presentation (ICT based).

**Skills**

1. Locational knowledge
2. Place knowledge
3. Human and physical Geography
4. Geographical skills and fieldwork

**Knowledge**

- \* Focusing on polar and hot areas, physical characteristics of different climatic areas etc.
- \* Focus on similarities, differences and links globally (inc. focus on Asia – Typhoon Haiyan).
- \* Focusing on physical geography – weather and climate, extreme weather types (e.g. tornadoes, storms, heat waves etc).
- \* Use of weather maps/GIS/satellite photos etc.

**Year 7 Term 6: Local fieldwork project**

**Assessment**

Project based task looking at a local issue – e.g. Rushden Lakes.  
Data collection, presentation and analysis – key skills for GCSE.

**Skills**

1. Locational knowledge
2. Place knowledge
3. Human and physical Geography
4. Geographical skills and fieldwork

**Knowledge**

- \* Extending national knowledge, and local knowledge – local area of Higham Ferrers/Rushden.
- \* Focusing on human geography – population and urbanisation – iconic landmarks. Focus on migration and multiculturalism.
- \* Focus on use of national and local maps (OS maps) – difference between different type of maps. Local OS map work.
- \* Focus on use of GIS, aerial and satellite photos- final assessment using these skills (My Patch).



# Year 8

## Year 8 Terms 1 and 2: Tectonics – Earthquakes and Volcanoes

### Assessment

GCSE style assessment.

#### Skills

1. Locational knowledge
2. Place knowledge
3. Human and physical Geography
4. Geographical skills and fieldwork

#### Knowledge

- \* Extending locational knowledge of world's countries and risk of tectonic hazards (including Asian Tsunami) – Haiti earthquake and Japan earthquake and tsunami.
- \* Focus on geographical similarities and differences – through looking at case studies in different parts of the world – key to new GCSE content – application of knowledge and skills.
- \* Focusing on physical geography – plate tectonics – distribution of earthquakes, plate boundaries, management design.
- \* Focus on map skills – OS maps, GIS, aerial photos, satellites photos, tectonic maps.

## Year 8 Term 3 and 4: Africa – An emerging continent.

### Assessment

GCSE Unit.

#### Skills

1. Locational knowledge
2. Place knowledge
3. Human and physical Geography
4. Geographical skills and fieldwork

#### Knowledge

- \* Extending understanding of physical and human geography of Africa.
- \* Focus on Kenya – region within Africa.
- \* Focus on weather and climate – focus on water crisis – part of assessment, and also part of new GCSE.
- \* Focus on population and urbanisation, international development, economic activity in primary/secondary industries, and use of natural resources.
- \* Focus on development – e.g. Kibera slums and improvement schemes (new GCSE content)
- \* Focus on using maps to look at human and physical features of Africa.
- \* Focus on primary, secondary, tertiary and quaternary sectors in different countries at different levels of development.
- \* Focus on fairtrade, child labour, sweat shops, global fashion industry.
- \* Focus on sub Saharan African regions- HIV/AIDs and Malaria/Ebola.
- \* Focusing on human geography – population and urbanisation; international development.
- \* Focusing on human geography – population and urbanisation; international development and what it is, economic activity; different stages of development over time; measurement of development (E.g. North/south divide); sustainability; aid. Cause of poverty/relief of poverty (old A Level spec)



## Year 8 Term 5 and 6: Rivers and Coasts

### Assessment

World rivers project/Hunstanton project.

#### Skills

1. Locational knowledge
2. Place knowledge
3. Human and physical Geography
4. Geographical skills and fieldwork

#### Knowledge

- \* Focusing on major physical geography influence on rivers/coasts in various global areas.
- \* Looking at physical geography similarities and differences between river and coastal features/environments.
- \* Focusing on physical geography – hydrology and coasts – e.g. water cycle, river basin, processes.
- \* National river example- River Severn (links to new GCSE content)
- \* Focus on Australia and Bangladesh floods; and Hunstanton coastline.
- \* Use of various maps (including OS maps) to look at rivers and coasts.
- \* use of fieldwork to collect data (Hunstanton).

# Year 9



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| <b>Year 9 Term 1: The Day after Tomorrow.</b>  |
| <b>Assessment</b>  |
| Decision making exercise linked to renewable energy.   |
| <b>Skills</b>  |
| <ol style="list-style-type: none"> <li>1. Locational knowledge</li> <li>2. Place knowledge</li> <li>3. Human and physical Geography</li> <li>4. Geographical skills and fieldwork</li> </ol>   |
| <b>Knowledge</b>   |
| <ul style="list-style-type: none"> <li>* Extending understanding of influence of global warming on polar and hot regions.</li> <li>* Understanding geographical similarities and differences – physical geography and changes over time due to global warming/climate change. Impacts on rainforests and deserts.</li> <li>* Focusing on physical geography – weather and climate and the influence of climate change. Threats to ecosystems.</li> <li>* Focusing on human geography – the use of natural resources; population and urbanisation.</li> <li>* Focus on use of national and local maps (OS maps)</li> <li>* Focus on use of GIS, aerial and satellite photos.</li> </ul> |

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| <b>Year 9 Term 2: Geography of Crime.</b>  |
| <b>Assessment</b>  |
| Human Trafficking group assessment – campaign poster.  |
| <b>Skills</b>  |
| <ol style="list-style-type: none"> <li>1. Locational knowledge</li> <li>2. Place knowledge</li> <li>3. Human and physical Geography</li> <li>4. Geographical skills and fieldwork</li> </ol>   |
| <b>Knowledge</b>   |
| <ul style="list-style-type: none"> <li>* - focusing on global distribution of crime – human characteristics – e.g. global gun crime, human trafficking, heroin trail.</li> <li>* Focusing on human geography globally and its influence on crime (mapping of global crime rates, prevalence of human trafficking routes etc).</li> <li>* Focusing on human geography – population and urbanisation, international development, and the influence on crime.</li> <li>* Focus on international conflicts – water/food/energy security – part of new GCSE content (old A Level)</li> <li>* Use of migration route maps, population density maps.</li> </ul> |

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| <b>Year 9 Term 3 and 4 : START GCSE - HAZARDS</b>  |
| <b>Assessment New AQA GCSE Sept 2016</b>   |
| GCSE exam questions – specimen from exam board.  |
| <b>Skills</b>  |
| <ul style="list-style-type: none"> <li>* AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>* AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> </ul> |



\* AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

\* AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

**Knowledge**

- \*Tectonic theory
- \*Focus on earthquakes – 2 contrasting examples.
- \*Introduction to extreme climatic weather
- \*Focus on climatic hazards – Typhoon Haiyan
- \*Focus extreme weather in the UK – Somerset Levels
- \*Climate change.

**Year 9 Terms 5 and 6: GCSE content: The Living World**

**Assessment New AQA GCSE Sept 2016**

GCSE exam questions – specimen from exam board.

**Skills**

\* AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

\* AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

\* AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

\* AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

**Knowledge**

As per the exam board specification:

- Distribution of ecosystems globally – use of maps and graphs (key GCSE skills)
- The Tropical Rainforest – characteristics, biodiversity, deforestation, management- application of the Amazon as a case study example.
- The Hot Desert - characteristics, biodiversity, deforestation, management – application of the Mojave Desert as a case study example.
- A range of skills taught within the unit – as per the GCSE Spec. Can be found in shared area if needed.



# Year 10/11

## Year 10 Term 1 and 2: Urban issues and challenges

### Assessment New AQA GCSE Sept 2016

Continual use of past exam questions. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. Use of skills questions, as per the new GCSE specification.

Mock fieldwork – LONDON. Not assessed formally, but will be assessed in skills paper at the end of Year 11.

#### Skills

- \* AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- \* AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- \* AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- \* AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

#### Knowledge

- \*Urbanised world
- \*Megacities
- \*Focus on a city in an NEE (Rio/Lagos)
- \*Urban change in the UK
- \*Focus on HIC city (London)
- \*Sustainable urban development

## Year 10 Terms 3 to 6: Rivers and Coasts.

### Assessment – New AQA GCSE Sept 2016

Continual use of past exam questions. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. Use of skills questions, as per the new GCSE specification.

Fieldwork visit to the coast – as per the guidance that 2 separate and contrasting fieldwork trips must take place. Examined in skills paper at the end of Year 11.

#### Skills

- \* AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- \* AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- \* AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- \* AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

#### Knowledge

- \*Rivers and their valleys
- \*Fluvial processes
- \*River erosion and depositional landforms
- \*River landforms example
- \*Flooding – managing floods
- \*Flooding – management example.
- \*Coastal landforms and processes
- \*Coastal landforms example
- \*Managing coasts
- \*Coastal management example.



**Year 11: Terms 1 and 2: Changing Economic World.**

**Assessment – New AQA GCSE Sept 2016**

Continual use of past exam questions. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. Use of skills questions, as per the new GCSE specification.  
Fieldwork visit to the coast – as per the guidance that 2 separate and contrasting fieldwork trips must take place.  
Examined in skills paper at the end of Year 11.

**Skills**

- \* AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- \* AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- \* AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- \* AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

**Knowledge**

- \*Unequal world/uneven development
- \*Reducing the development gap
- \*Measuring development
- \*Demographic transition model
- \*Changing population structures
- \*Nigeria – NEE
- \*The changing UK economy.

**Year 11: Terms 3 and 4: Resource management**

**Assessment – New AQA GCSE Sept 2016**

Continual use of past exam questions. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. Use of skills questions, as per the new GCSE specification.  
Fieldwork visit to the coast – as per the guidance that 2 separate and contrasting fieldwork trips must take place.  
Examined in skills paper at the end of Year 11.

**Skills**

- \* AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- \* AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- \* AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- \* AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

**Knowledge:**

- \*Resource management – the global distribution of resources
- \*Provision of food, water and energy in the UK
- \*Focus on water management with an example.