GEOGRAPHY
CURRICULUM MAP

Our subject vision: develop students' understanding of the world around them in order for them to interpret it as it was, is and will be and their place within it by stimulating an interest in questioning, investigating and thinking critically about issues affecting the world and people's lives.

Aspiration	Geography is a topic which touches the everyday life of our students: we want our students to be global citizens aware of social, economic, political and environmental issues at the local, regional, national and global level. **Knowledge:** In Geography, we want students to understand the balance between the processes in the human and the physical worlds, and how they link together. Each term we swap from physical to human Geography, and raise students' awareness of processes using a wide range of vocabulary. We use up-to-date and detailed case studies which students can use to illustrate processes, categorise causes and impacts, and evaluate these. **Skills:** Students will learn to discern the reliability of evidence sources, use simple and complex graphs to show their understanding, and complete basic mathematical processes to understand statistics across a wide range of data. They will be able to break processes down into clear steps which connect. They will be able to use a range of evidence such as photos, maps and GIS to spot patterns and be able to apply their understanding to explain reasons for these patterns. **Understanding:** At the end of students' study of Geography, they will be equipped to understand and hold informed debate of differing views on social, economic, political and environmental issues, demonstrating their knowledge and skills verbally through discussion and presentation, and through writing, with creativity and in sophisticated detail.
Opportunity	**Within the classroom:** Students will use a wide range of detailed resources and activities to look at evidence of processes in the world. Students will work in the computer room to extend their understanding and to research places in detail. **Beyond the classroom:** In homework students will be asked to create a range of resources using tools such as gapminder tools, dollar street, videos, documentaries, photographs and interactive websites. These allow students to use real data drawn from a wide range of government and NGO resources so that they can investigate the breadth of the subject and expand their global horizons. We give each student a chance to complete a fieldwork trip to experience gathering both human and physical data in the field so that they can recognise the realities of fieldwork and gain an insight into the range of careers stemming from measuring geographical processes.
Integrity	**Knowledge:** Students understand that there are many different types of people on the planet encountering a wide range of experiences. Students are interested in, value and recognise people in different locations, income groups, ethnic groups and social groups, and realise that they have many processes in common, as well as differences. **Skills:** Students recognise the problems in collecting and presenting data so that they are able to question the reliability of a source and its relevance to each topic. They can also state the limitations of data and how to create a reliable piece of work. **Understanding:** Our subject promotes diversity within the range of school communities leading to our students being inclusive, interested and knowledgeable about the complexities of our natural and human world.

GEOGRAPHY CURRICULUM MAP

Geography will create more well-rounded and worldly individuals. It will provide insights to current issues in both human and physical geography which in our modern world affect us all. In our inter-connected world, the study of geography has never been so important. The subject covers many important and pressing issues and will inspire students to tackle them at a personal level, increasing their confidence. Students will gain a curiosity about the world through Geography as it is ever changing. A successful geographer can understand how the world works and their place within it.

Key Assessment Objectives:

We have key assessment objectives that are developed throughout the entire Geography curriculum from Year 7 to Year 13:

- Demonstrate knowledge of locations, places, processes, environments at different scales
- Demonstrate geographical understanding of:
  - Concepts and how they are used in relation to places, environments and processes
  - The inter-relationship between places, environments and processes
- Cartographic and graphical skills
- Numerical and statistical skills
- Formulating enquiry and argument

How this document works:

This Curriculum Map will show you everything we do in Geography. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact:
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SUBJECT CURRICULUM MAP: KS3

Year 9

Term 1: Cracking Coasts

This topic focuses on the processes that act on the coast and the features that are formed.

Term 2: Daring Development

Understanding why some countries are more developed than others. Identifying ways we can measure development to compare countries standard of living.

Term 3: Curious Crime

Students will look at the social impacts of crime and what impact crime has on them both directly and indirectly in their local area.

Term 4: Wild Weather

How is the weather getting wilder?

To examine the difference between weather and climate, before studying hurricanes in depth.

Term 5 and Term 6: Exciting ecosystems

Why are natural ecosystems important? Why should tropical rainforests matter to us? Is there more to polar environments than ice?

Students begin the GCSE specification and start an investigation into the characteristics of ecosystems, and the relationship between them and humans

End of year assessment

KS4

Formative and summative assessments throughout the year:
End of topic tests
Progress checks
Retrieval Quizzes

Trips and visits:
Lulworth Cove and Durdle Door, Dorset

Term 6: Climate Change

To look at the human and natural causes of climate change. To look at a range of solutions and consider their effectiveness.

Term 5: Dusty Deserts

Looking at the locations of deserts and the adaptations of plants and animals. Covering causes, impacts and solutions to desertification.

Term 4: Population and Migration

Understanding how our global population has changed over time, how population is distributed around the world. Through exploring patterns of migration and urbanisation.

End of year assessment

Formative and summative assessments throughout the year:
End of topic tests
Progress checks
Retrieval Quizzes

Year 8

Term 1: A Risky World

Exploring the structure of the Earth, with explanation into how the tectonic plates move and how this forms hazards, such as earthquakes and volcanoes.

Term 2: Amazing Africa

To extend locational knowledge and deepen spatial awareness of Africa, focusing on environmental regions, key physical and human characteristics, countries and major cities.

Term 3: Rivers

To study the journey of a river from its upper to its lower course, whilst exploring its key landforms and the opportunities / challenges that settlements near rivers face.

End of year assessment

Term 6: Trendy Tourism

To understand the growth and importance of tourism, examining the different types of tourism whilst analysing the effects.

Term 5: Pole to Pole

Investigating differences in climate zones and biomes across the World, whilst looking at the effects of global warming.

Formative and summative assessments throughout the year:
End of topic tests
Progress checks
Retrieval Quizzes

Year 7

Term 1: Wonderful World

Introducing physical and human features of the geographical world, e.g. locating countries, continents and oceans.

Term 2: Marvellous Maps

Build on knowledge of globes, maps and atlases; to interpret Ordnance Survey maps, using grid references, scale, topographical, aerial and satellite photographs.

Term 3: Exploring the UK

Exploring the physical and human geography of the UK.

Term 4: Under the Canopy

Understanding the key features of a rainforest ecosystem; exploring the benefits and the threats they face.

SUBJECT CURRICULUM MAP: KS4 (BY TOPIC)

Further study

Edexcel A-level Geography
And then…
A degree in environmental, physical or human Geography; Earth Sciences; Historical Geography…

Career pathways

Business administration apprenticeships
Agriculture
Countryside and conservation

Year 11

Summer exams

Revision

Revision of Year 11 topics and skills in preparation for the external exams

Geographical exploration

Demonstrate geographical understanding of:

- Concepts and how they are used in relation to places, environments and processes. The inter-relationship between places, environments and processes.
- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Resource reliance

An investigation into emerging patterns of resource scarcity, and how countries are trying to secure their resource future-

Will we run out of natural resources?

Can we feed nine billion people by 2050?

Mock exams

Assessment details
Mock 2
- Paper 1
- Paper 2

Urban futures

An investigation into the global pattern of urbanisation, focussing on processes, problems and solutions-

Why do more than half the world's population live in urban areas?

What are the challenges and opportunities for cities today?

Urban futures

Case study of an EDC city-

Istanbul

The UK in the 21st century

An investigation into the changing nature of people's lives in the UK, and the UK's global links-

How is the UK changing in the 21st century?

Is the UK losing its global significance?

Dynamic development

An investigation into the inequality that exists across the world, and how one country is trying to rise up the development spectrum-
Why are some countries richer than others?
Are LIDCs likely to stay poor?

Mock exams

Assessment details
- Mock 1
- Physical paper
- Skills

Fieldwork skills and geographical exploration

Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.
Analyse written articles from a variety of sources.
Suggest improvements to visual sources.

Trips and visits
Human fieldwork: Visit the Westgate in Oxford
Physical fieldwork: Visit to Earth's trust for a river study day

Assessment details
- Physical paper
- Sustaining ecosystems
- Global hazards
- Skills

Year 10

Distinctive landscapes and revision skills

What are the characteristics of your chosen landscape?
Revision of topics and skills so far in preparation for mock exam

Changing climate

An investigation into the past, present and future climate of our planet, and the potential impacts of the changes that are occurring- *What evidence is there for climate change?*
Is climate change a natural process?
Why is climate change a global issue?

Distinctive landscapes

An investigation into the processes that create the landscapes around us, and the impacts humans have on them-

What is a landscape?
Where are the physical landscapes of the UK?
What physical processes shape landscapes?
What are the characteristics of your chosen landscapes?

Global Hazards

An investigation into the physical systems of world, leading to how these processes sometimes leave humans in harm's way-

Why do we have weather extremes?
When does extreme weather become a hazard?
How do plate tectonics shape our world?

SUBJECT CURRICULUM MAP: KS5

Year 13

Area of Study: Human Systems and Geopolitics

The Water Cycle and Water Insecurity

- Enquiry Qs:
- What are the processes operating within the hydrological cycle from global to local scale?
- What factors influence the hydrological system over short- and long-term timescales?
- How does water insecurity occur and why is it becoming a global issue for the 21st century?

Health, Human Rights and Intervention

- Enquiry Qs:
- What is human development and why do levels vary from place to place?
- Why do human rights vary from place to place?
- How are human rights used as arguments for political and military intervention?
- What are the outcomes of geopolitical interventions in terms of human development and human rights?

Exam Preparation

- Revision activities
- Skills application
- Past paper questions

Summer exams

A degree in Geography, either physical or human, Environmental Sciences etc...

Further study

Career pathways

Environmental consultant
Cartographer
Town planner
Geographical information systems officer
Conservation officer
Landscape architect
Teacher/lecturer
Researcher

Mock Exams

Past paper questions:
- Explanation
- Evaluation and judgement

Superpowers

- Enquiry Qs:
- What are superpowers and how have they changed over time?
- What are the impacts of superpowers on the global economy, political systems and the physical environment?
- What spheres of influence are contested by superpowers and what are the implications of this?

Area of Study: Physical Systems and Sustainability

The Carbon Cycle and Energy Security

- Enquiry Qs:
- How does the carbon cycle operate to maintain planetary health?
- What are the consequences for people and the environment of our increasing demand for energy?
- How are the carbon and water cycles linked to the global climate system?

Non-examined Assessment

- Identification of possible topics of focus
- Initial research of primary and secondary sources
- Creation of essay titles
- Students write an investigation report to present findings of 3,000 – 4,000 words

Mock Exams

Past paper questions:
- Explanation
- Evaluation and judgement

Globalisation

- Enquiry Qs:
- What are the causes of globalisation and why has it accelerated in recent decades?
- What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?
- What are the consequences of globalisation?

Year 12

Area of Study: Dynamic landscapes and places

Coastal Landscapes and Change

- Enquiry Qs:
- Why are coastal landscapes different and what processes cause these differences?
- How do characteristic coastal landforms contribute to coastal landscapes?
- How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?
- How can coastlines be managed to meet the needs of all players?

Regenerating Places

- Enquiry Qs:
- How and why do places vary?
- Why might regeneration be needed?
- How is regeneration managed?
- How successful is regeneration?

Tectonic Processes and Hazards

- Enquiry Qs:
- Why are some locations more at risk from tectonic hazards?
- Why do some tectonic hazards develop into disasters?
- How successful is the management of tectonic hazards and disasters?

Year 9

1 Term 1: Coasts

Why this? Students will learn about the characteristics of the different types of waves, and the impact these can have on the coast. This knowledge will allow them to explain the coastal processes and how the landforms are created.

Why now? This will introduce the students to the basic knowledge of coastal processes which they will take forward at GCSE to study in more depth.

2 Term 2: Extreme Weather and Climate

Why this? The knowledge of how weather differs across the world and the importance of distance from the equator will develop their geographical skillset. In addition their learning of climate change will encourage engagement in the news with this issue posing to be one of the most significant of our pupil's generation.

Why now? This knowledge will give pupils the basic knowledge of weather that they will need to understand weather hazards at GCSE.

3 Term 3: Geography of Crime

Why this? Students will explore what crime is and how it differs depending on its location and geography. During lessons the students will investigate a crime enquiry.

Why now? This topic is to intrigue students in a geographical enquiry about crime. This is around the time Year 9s will be thinking about options for GCSEs.

4 Term 4: Development

Why this? Students will explore how different countries are developed, investigating certain MEDCs and LEDCs. The students will be able to understand how global trade occurs after playing a trading game themselves.

Why now? This information is covered now because students will investigate development in more detail at GCSE level – the topic dynamic development.

5 Term 5: Ecosystems

Why this? This knowledge of ecosystems will allow pupils to develop their knowledge of the world they live in and how their actions can impact a small-scale ecosystem.

Why now? This knowledge will allow pupils to develop the skills that they will need for the natural world GCSE paper.

6 Term 6: GCSEs and Beyond

Why this? This term students will start the GCSE course – following the OCR B Specification.

Why now? This gives students the opportunity to start the GCSE course and get ahead over the summer.

Year 8

1 Term 1: Tectonic Hazards

Why this? Students will begin to have an understanding about how plate tectonics work and how they were formed by continental drift.

Why now? Looking at natural hazards like volcanoes and earthquakes – this is then built on at GCSE.

2 Term 2: Contemporary Environmental Issues

Why this? Students explore different environmental issues in the world – e.g. poaching and endangered animals. This topic also links to climate change and how we potentially slow this process.

Why now? This topic gets students to think about how climate change is impacting the world in a variety of ways.

3 Term 3: Rivers

Why this? Students will explore the different characteristics of the upper, middle and lower course of a river. This will allow them to explain the formation of a waterfall, meanders and floodplains.

Why now? This knowledge will grow students understanding of rivers which is assessed in GCSE Geography.

4 Term 4: Population and Migration

Why this? Pupils will need to know why the population can rise and fall and the impacts this will have. They will also learn how an ageing population can have a negative impact on society.

Why now? Students will be introduced to the demographic transition model which will enable students to explain how these changes in population are impacted by levels of development.

5 Term 5: Geography of Sport

Why this? Students explore how geography relates to sport. Therefore connecting well known sports players or events with geographical places. This topic brings in the idea of sustainability in sport.

Why now? Students will be introduced the key geographical term of sustainability which is then looked at further in KS3. Pupils find this topic relatable and interesting as it is about their favourite sports.

6 Term 6: Locational Study - Africa

Why this? Students study this case study of Africa exploring its physical and human geography.

Why now? This is an important case study for KS3 and investigates both sides of the geography course. Making students aware that there is two sides to every story.

Year 7

1 Term 1: Introduction to Geography

Why this? Pupils arrive at Fitzharrys from a variety of schools with a variety of geographical knowledge.

Why now? This unit ensures all pupils are competent in the same basic geographical skills that they will need throughout KS3 and into KS4.

2 Term 2: Map Skills

Why this? Students are introduced to grid references and latitude/longitude. The main focus on this terms work is to understand and interpret maps such as Ordnance Survey maps.

Why now? This topic is learnt at the start of KS3 because map skills are vital for other geographical topics like extreme climates and tourism. This topic is also important for further topics in Year 8 and Year 9.

3 Term 3: Locational Study - UK

Why this? Students will explore the UK as a case study and investigate both human and physical aspects of the UK. Looking both locally at Oxford but also nationally.

Why now? This topic allows Year 7s to use their geographical knowledge from primary school about the UK and examine it in more detail at KS3.

4 Term 4: Tropical Rainforests

Why this? This topic ensures students understand ecosystems and how animals and plants are linked within an environment. We focus on tropical rainforests, students explore the different layers of the rainforest and how humans are impacted it.

Why now? This topic is learnt now because it explores the physical environment whilst focusing on how humans are deforesting the rainforest at a rapid rate.

5 Term 5: Extreme Climates

Why this? This topic concentrates on the polar environment of Antarctica – exploring the climate and the adaptations of flora and fauna in the polar regions.

Why now? This topic enables students to think about how extreme temperatures affect the surrounding landscape including the living environment. This is a key part of the KS3 course.

6 Term 6: Tourism

Why this? Students explore what tourism is and the patterns of tourism between countries. This topic finishes the Year 7 course summarises human and physical aspects of geography.

Why now? The students will be thinking about the summer holidays and the topic tourism links well to this – discussing where the students go on holiday and how they are going to be tourists.

Year 11

1 Resource reliance

Why this?	This is the first human topic and is linked to the sustaining ecosystems, global hazards and climate change units.
Why now?	Students need to commence their human content and this is the simplest unit to start with. It also links with the previous topics and so will allow the students to link how human actions impact their environments.

2 Dynamic development

Why this?	This is a compulsory unit of the GCSE and tackles the ways to measure development and how to raise countries development.
Why now?	As many of the examples are based in different countries we have waited for the students to grow their knowledge of the wider world and develop a more global perspective. Additionally this topic contains a high level of abstract keyterms which stud ents may have not come across before.

3 Urban futures

Why this?	This is a compulsory unit of the GCSE. This topic is about where people live so the students have experience of this from key stage 3. It introduces the reasons for and impacts of urbanisation.
Why now?	This topic is slightly more complicated than resource reliance and uses many high level key terms so we want to make sure the students are confident with higher levels of vocabulary.

4 The Uk in the 21st century

Why this?	This is the final human unit and is a compulsory part of the GCSE course.
Why now?	The students have a sound understanding of urbanisation and development and these two factors play a part in understanding the changes within the UK in the last century. They can apply the previous 3 human units to understand this unit.

5 Geographical exploration

Why this?	This is a compulsory part of the GCSE course.
Why now?	The paper 3 resource booklet is released around Easter and we can now teach lessons using the resources. Students will become familiar with the types of questions that may appear in the summer external exams.

6 Revision

Why this?	To give students the best chance at success in their summer external assessments.
Why now?	The students have a sound understanding of urbanisation and development and these two factors play a part in understanding the changes within the UK in the last century. They can apply the previous 3 human units to understand this unit.

Year 10

1 Sustaining ecosystems

Why this?	This is a topic which will link with their KS3 learning and will start to link to the impacts that humans have in year 11's topics.
Why now?	This topic is timed so that it occurs between spring and summer so that students can view the changes in their own ecosystem. This allows for greater understanding of the adaptations of vegetation and the links between the ecosystems component.

2 Global hazards

Why this?	This allows students to develop and extend their knowledge of locations, places, environments and processes, and of different scales
Why now?	This is a hook topic to get the students interested in their GCSE and to link to past learning throughout KS3 building on the extreme weather topic from KS3.

3 Changing climate

Why this?	This allows students to learn about how the climate of the earth has been different in the past, looking at evidence, causes and impacts
Why now?	This builds upon the ideas of glaciation from the climate change unit, it also integrates weather from KS3 and global hazards.

4 Distinctive landscapes

Why this?	This allows students to see how both climate change and tectonics have changed the landscapes that we see in the 21st century
Why now?	This builds upon the ideas of glaciation from the climate change unit. It also integrates weather from KS3 and global hazards.

5 Distinctive landscapes and revision

Why this?	The last part of the topic is longer than the other units and so we are taking the case studies into term 5. This also provides students with an opportunity to practise their exam technique.
Why now?	This is preparing students for success in their first mock exam.

6 Fieldwork and geographical exploration

Why this?	This is a compulsory part of the GCSE course.
Why now?	Paper 3 is the last examined external assess ment so we are able to teach and hone students fieldwork knowledge from past learning. We can then teach exam technique to enable the students the best chance of success in the summer external exams.

Year 13

Exam Preparation

Why this?
- Revision activities
- Skills application
- Past paper questions

Why now?
Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently, and apply appropriate and accurate knowledge across the paper.

Non-examined Assessment

Why this?
- Identification of possible topics of focus
- Initial research of primary and secondary sources
- Creation of essay titles
- Confirmation of topic focus
- Submission of essay titles and validation by Edexcel
- Individual focus on essay completion
- Essay submission May
- Revision focus post-NEA submission

Why now?
Following the completion of the course content students must focus on writing their NEA extended essay- an essay title of their choice which should facilitate discussion and debate. If students need support, they may choose one of the suggested essay titles from the exam board. This independent task is completed under supervision and is reinforced by seminar style sessions to support structure and expectations of the mark scheme. Submission of the essay is in May.

The Water Cycle and Water Insecurity

Why this?
Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.

The Carbon Cycle and Energy Security

Why this?
A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.

The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.

Superpowers

Why this?
Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.

Health, Human Rights and Intervention

Why this?
Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.

Year 12

Tectonic Processes and Hazards

Why this?
Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Coastal Landscapes and Change

Why this?
Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.

Regenerating Places

Why this?
Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.

Globalisation

Why this?
Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.