

GEOGRAPHY CURRICULUM MAP



Our subject vision:

Our Geography curriculum stimulates an interest in questioning, investigating and thinking critically about issues affecting the world and people's lives, now and in the future.

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.

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

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4**

Term 4: Development

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

Term 5: Ecosystems

To investigate why natural ecosystems are important for the physical world. Studying examples of ecosystems, such as the tropical rainforest and polar environments.

Term 6: GCSEs and beyond

During the summer term, focus on key geographical skills and fieldwork to prepare them for the GCSE syllabus.

End of year assessment

Term 3: Geography of 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.

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

Term 2: Extreme Weather and Climate

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

Term 1: Coasts

This topic focuses on the erosional and transportational processes that act on the coast and the features that are formed. Through case study examples students explore how the coast is managed.

**Year
9**

Term 6: Locational Study - 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 5: Geography of Sport

To comprehend how sport is connected to geography and how it affects everyone's lives; linking to Olympic Games throughout the years.

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.

Trips and visits:
Lulworth Cove and Durdle Door, Dorset

End of year assessment

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

End of year assessment

Term 6: Tourism

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

**Year
8**

Term 1: Tectonic Hazards

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: Contemporary Environmental Issues

To investigate how the physical world is being exploited by human activities, such as poaching and deforestation, which is in turn increasing climate change.

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.

Term 5: Extreme Climates

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

Term 3: Locational Study UK

Exploring the physical and human geography of the UK.

Term 2: Map Skills

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

Term 1: Introduction to Geography

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

**Year
7**

Term 4: Tropical Rainforests

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

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.

Summer exams

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?

Assessment details

- Mock 2
- Paper 1
- Paper 2
- Paper 3

Mock exams

Fieldwork skills and geographical exploration

1. Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams. 2. Analyse written articles from a variety of sources. 3. Suggest improvements to visual sources,

Year 11

Mock exams

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?

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?

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?

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

Assessment details

- MOCK 1
- Physical paper
- Skills

Trips and visits

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

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?

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?

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?

Sustaining ecosystems

An investigation into the characteristics of ecosystems, and the relationship between them and humans-
Why are natural ecosystems important?
Why should tropical rainforests matter to us?
Is there more to polar environments than ice?

Year 10



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

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| 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

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| 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 students may have not come across before. |

3 Urban futures

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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

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| Why this? | This is a compulsory part of the GCSE course. |
| Why now? | Paper 3 is the last examined external assessment 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. |