

# Geography Curriculum map 2022/23

Year 7	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	<p><b><u>Settlement &amp; Maps skills with ENV fieldwork</u></b> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]</p>	<p><b><u>Weather (fieldwork)</u></b> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]</p>	<p><b><u>Tourism</u></b> 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</p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p> <p>Creating opportunities to write at length</p>	<p><b><u>Coasts</u></b> physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>	<p><b><u>Population</u></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>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</p>	<p><b><u>World Cities:</u></b> Settlement - Berlin Weather - New Orleans Tourism - Marrakesh Coasts - Lima-Peru Population - Shenzhen</p> <p>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>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>
	<p><b>Geography in the news</b> understand geographical similarities, differences and links between places through the study of human and physical geography. Reading</p>					
Topic/ Resources	<b><u>Settlement &amp; Maps skills with</u></b>	<b><u>Weather (fieldwork)</u></b>	<b><u>Tourism</u></b>	<b><u>Coasts</u></b>	<b><u>Population</u></b>	<b><u>World Cities:</u></b>

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e.g txts, experiments, material area, sport etc	<b>ENV fieldwork</b>  Maps Atlases Chromebooks	Anemometer Weather station Clipboard OS digimaps	Maps Atlases Chromebooks OS digimaps	Maps Atlases Chromebooks	Maps Atlases Chromebooks	Maps Atlases Chromebooks Geoguesser
<b>Assessment</b>	<b>Data presentation</b>  <i>DME - How did Sarah get to Edinburgh?</i> <i>Guided reading</i>	Exam covering <b>settlement and weather</b>  <i>DME - Why was Owain Stuck in Wigan?</i> <i>Guided reading</i>	DME - Blackpool Regular knowledge retrieval tests <i>Guided reading</i>	<b>Knowledge retrieval tests</b> <b>Desmos Quizzes</b> <i>Guided reading</i>	Synoptic assessment including procedural knowledge from previous units  <i>Guided reading</i>  <b>Agreed Exam template following discussion with CTY</b>	<b>Presentation</b>

Year 8	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge (NC driven)</b>	<b>Impossible Places (compare two regions)</b>  human geography relating to: population and urbanisation; international development; economic activity in	<b>Crime &amp; Fieldwork on School site</b>  ENV fieldwork collect, analyse and communicate with a range of data gathered through experiences of fieldwork	<b>Ice and Glaciation</b>  physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice	<b>Environmental Issues</b>  <b>Hydrology and coasts</b>  understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human	<b>Hot vs Cold Deserts</b>  Extend locational knowledge and deepen their spatial awareness 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,	

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	the primary, secondary, tertiary and quaternary sectors; and the use of natural resources	They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]	Age to the present; and glaciation,	activity relies on effective functioning of natural systems  They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] a	physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;
<b>Geography in the news guided reading</b>					
understand geographical similarities, differences and links between places through the study of human and physical geography					
<b>Topic/ Resources e.g txts, experiments, material area, sport etc</b>	<b>Impossible Places (compare two regions)</b>  Atlas Digimaps Google Earth Chromebooks	<b>Crime &amp; Fieldwork on School site</b> Atlas Digimaps Google Earth Police data Calculators Chromebook Fieldwork project	<b>Ice and Glaciation</b>  Atlas Digimaps Google Earth	<b>Environmental Issues</b> Atlas Digimaps Google Earth Weather station	<b>Hot vs Cold Deserts</b>  Atlas Digimaps Google Earth Chromebooks
<b>Assessment</b>	Why did Mohit Move to Dubai? DME - opportunity for writing at length and interpreting data  <i>Guided reading</i>	Synoptic assessment  Topics from year 7 included  <i>Guided reading</i>	DME How did Kanye design out Crime  Fieldwork project with KS3 maths data presentation techniques and evidence of GIS <i>Guided reading</i>	Synoptic assessment  <i>Guided reading</i>	Why did Ada move to Niamey- DME  Antarctica project  <i>Guided reading</i>

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Year 9	Term 1	Term 2		Term 3	
		HT3	HT4	HT5	HT6
<b>Key knowledge (NC driven)</b>	<b>Developing Earth</b>  Bringing together procedural knowledge and content into a synoptic project ensuring the building blocks for GCSE are met  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  <b>They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]</b>	<b>Liverpool (Fieldwork)</b>  economic activity in the primary, secondary, tertiary and quaternary sectors;  interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.  They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]		<b>Dangerous Earth</b>  <b>Synoptic project</b>  physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts  They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories]	<b>Changing Earth</b>  <b>Exploring the concept of time in Geography</b>  physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
<b>Resources Topic/ e.g texts, experiments, material area, sport etc</b>	<b>Developing Earth</b>  Chromebooks Secondary data sources Calculators Graph paper	<b>Liverpool (Fieldwork)</b>  Chromebooks Secondary data sources Calculators Graph paper		<b>Dangerous Earth</b>  <b>Synoptic project</b>  Chromebooks Live tectonic and weather data	

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			Atlases and digimaps
<b>Assessment</b>	Exam	Data presentation project Knowledge retrieval tasks	<b>Exam</b> <b>Presentation of independent project</b>
<b>Independent Project</b>			

Year 10	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge</b>	<p>Physical Landscapes UK: Rivers &amp; Fieldwork</p> <p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>The shape of river valleys changes as rivers flow downstream.</p> <p>Suitable question for geographical enquiry</p>	<p>The challenge of resource management (Food)</p> <p>Climate change is the result of natural and human factors, and has a range of effects</p>	<p>Physical Landscapes UK: Coasts</p> <p>Climate change is the result of natural and human factors, and has a range of effects</p> <p>The coast is shaped by a number of physical processes</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p> <p>Different management strategies can be used</p>	<p>Living World</p> <p>Climate change is the result of natural and human factors, and has a range of effects</p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics.</p> <p>Deforestation has economic and environmental impacts</p> <p>Tropical rainforests need to be managed to be sustainable.</p> <p>Hot desert ecosystems have a range of distinctive</p>	<p>Urban Issues and Challenges</p> <p>A growing percentage of the world's population lives in urban areas.</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and</p>	<p>The challenge of natural hazards</p> <p>Tectonic</p> <p>Climate change is the result of natural and human factors, and has a range of effects</p> <p>Earthquakes and volcanic eruptions are the result of physical processes.</p> <p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</p> <p>Management can reduce the effects of a tectonic</p>

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	Selecting, measuring and recording data appropriate to the chosen enquiry  Selecting appropriate ways of processing and presenting fieldwork data		to protect coastlines from the effects of physical processes.	characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification .	challenges	hazard.
<b>Resources Topic/ e.g texts, experiments , material area, sport etc</b>	Physical Landscapes UK: Rivers & Fieldwork Fieldwork equipment  Text book. AQA Geography 9-1	The challenge of resource management (Food Text book. AQA Geography 9-1	Physical Landscapes UK: Coasts Text book. AQA Geography 9-1	Living World Text book. AQA Geography 9-1	Urban Issues and Challenges Text book. AQA Geography 9-1	The challenge of natural hazards Tectonic Management can reduce the effects of a tectonic hazard. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.Earthquakes and volcanic eruptions are the result of physical processes.
<b>Assessment</b>	End of Unit assessment  Knowledge retrieval tests  Desmos  Past paper questions	End of Unit assessment  Knowledge retrieval tests  Desmos  Past paper questions	End of Unit assessment  Knowledge retrieval tests  Desmos  Past paper questions	End of Unit assessment  Knowledge retrieval tests  Desmos  Past paper questions	End of Unit assessment  Knowledge retrieval tests  Desmos  Past paper questions	End of Unit assessment  Knowledge retrieval tests  Desmos  Past paper questions

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Year 11	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Key knowledge</b>	<p>The challenge of natural hazards Atmospheric</p> <p>Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment.</p>	<p>The changing Economic World</p> <p>There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>The changing Economic World</p>	<p>Mock Exams &amp; Paper 3</p> <p>Issue evaluation</p> <p>Geographical applications</p>	Revision	Exams
<b>Resources Topic/ e.g texts, experiments,</b>	<p>The challenge of natural hazards Atmospheric</p>	The changing Economic World		<p>Mock Exams &amp; Paper 3</p>	Revision	

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<b>material area, sport etc</b>						
<b>Assessment</b>	<b>End of Unit assessment</b>  <b>Knowledge retrieval tests</b>  <b>Desmos</b>  <b>Past paper questions</b>	<b>End of Unit assessment</b>  <b>Knowledge retrieval tests</b>  <b>Desmos</b>  <b>Past paper questions</b>   <b>MOCK EXAM</b>	<b>End of Unit assessment</b>  <b>Knowledge retrieval tests</b>  <b>Desmos</b>  <b>Past paper questions</b>	<b>End of Unit assessment</b>  <b>Knowledge retrieval tests</b>  <b>Desmos</b>  <b>Past paper questions</b>   <b>MOCK EXAM</b>		