



Geography Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>The UK: Our Island Home</p> <p>What is a Geographer Our place in the world Our place in Bristol Our view from school My place in the (local, national, global)</p>	<p>This unit provides the initial bridge between primary coverage and basic knowledge, understanding and skills needed to access KS3 Geography. Knowledge of students' own place in the world, and indeed at different scales within the world (local and national) is critical to their sense of place. Therefore, teaching students not only where the UK is, or how to interpret the view from their window, but also why this is relevant to them in a changing world, and how they form attachments to places they do and do not know, is a key geographical concept that will run throughout the KS3 curriculum. These few lessons also provide teachers with an opportunity to draw out of students' prior knowledge that may not have been explicitly taught as "geography" and which students therefore may find it challenging to recall</p>	<p>Eastings Environmental Human World Northings Physical World Rural Scale Urban Vertical Photograph Geographical Information Systems (GIS)</p>	<p>Place Space Urbanisation</p>	<p>Reading Lake District links to Beatrix Potter</p> <p>Writing Extended writing – DOYA Plan, do, review</p> <p>Oracy Class discussions Think, pair, share Speak like a geographer</p>	<p>ARE Point 1 – My place in the world</p> <p>MCQ 1</p>
	<p>The Lake District and Physical Processes in the UK</p>	<p>As students should now be grasping the physical and human elements that underpin geography at a range of scale the focus now turns to a place further afield, the Lake District. This will give students an opportunity to discover a "far" place and to build on their own concept of place, identifying and explaining similarities and differences.</p>	<p>Tourism Contours Spot Heights Honeypot Site Upland Environment Geomorphology Glacial Till Sedimentary Transportation Weathering Condensation Evaporation Precipitation Hydrological Cycle Air Masses</p>	<p>Physical systems Space Place Water Cycle</p>		<p>ARE Point 2 – Why do people visit the Lake District?</p> <p>MCQ 2</p> <p>ARE Point 3 – Living on the edge – Coasts DME</p> <p>MCQ 3</p> <p>ARE Point 4 – Design a mammal – Adaptations</p> <p>MCQ 4</p>
	<p>The UK – Cracking Coasts</p>	<p>The use of the Lake District will allow a distinct environment to be studied and introduce the idea of tourism, weather within the UK and key physical processes linked to the water cycle and rivers that supports much of the key concepts within physical geography.</p>	<p>Coastline Erosion Transportation Deposition Geomorphology Weathering Sub-aerial processes Retreat</p>	<p>Physical systems Human and physical interactions Trade</p>		
			<p>This unit will give students the opportunity to investigate coasts, the environment and what life is like along the coastlines. The UK is an island so understanding the coastal human and physical geography of these locations is essential to understanding the UK in depth.</p>			

	The Geography of Russia	Studying a contrasting place to the UK will broaden students understanding of the world around us, develop their view on place and allow for contrasts to be made to the UK. This study of Russia will allow students to investigate not only Russia but use Russia as an example to explore key geographical concepts including climate and biomes, physical landscapes, plant and animal adaptations, population distribution and conflict. The diversity of geography within Russia will enable students to apply knowledge of how Russia is a globally significant place and home to a diverse range of landscapes and environments.	Transportation Industry Trade Opportunities Challenges Arctic Circle Misconceptions Climate Graph Air Masses Adaptations Choropleth Map Population Density Global Commons Fossil Fuels Resources	Biomes Global atmospheric circulation Population changes Resource availability Sustainability		
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8	<p>Exploring Africa – A Continent What is Africa like? There won't be snow in Africa Most developed to least developed countries Colonisation leading to conflict Rural/Urban Migration</p> <p><i>Global Issues</i></p>	<p>This unit is critical in breaking down misconceptions and barriers around the continent of Africa, most notably the mistaken thinking that it is its own country! These initial lessons attack the misconceptions, requiring students to openly challenge the thoughts and ideas they already have about Africa. Primarily African regions and countries are used as examples of “under-developed” or “third world” countries, and these labels alone have been a damaging way of referring to Africa for many decades. There are many ways in which Africa is misrepresented and it is crucial that we challenge students’ notions of what Africa is like, and how developed different parts of the continent are, based on a range of measures. In addition, making links to the History curriculum, it is important that students understand the role of Europe in the creation of modern-day Africa, and how colonialism has shaped (whether for the better or worse) the continent that it is today.</p> <p>This unit will introduce the major issues facing the earth and population that rely on it. This will enable students to assess the risk posed by climate change, plastic pollution, sea level rise, food insecurity. Each</p>	<p>Berlin Conference Colonialism Desertification Imperialist Migrate Misconception Continent Development Indicators Rural Urban Urbanisation Shanty Towns Youthful Population Economic Growth Climate Graphs Atmospheric Circulation Savanna Stakeholders Foreign Direct Investment</p> <p>Climate Change Plastics Migration Resources</p>	<p>Space Place Levels of development Misconceptions and media Historical geographies Space Place</p>	<p>Reading Newspaper articles Geography journals</p> <p>Writing Extended writing – DOYA Plan, do, review</p> <p>Oracy Class discussions Think, pair, share Speak like a geographer</p>	<p>ARE Point 1 – Comparison of development in Africa</p> <p>MCQ 1</p> <p>ARE Point 2 – Opportunities and Challenges of tourism in the savanna</p> <p>MCQ 2</p> <p>ARE Point 3 – Act local, national, global – Plastics in the ocean</p> <p>MCQ 3</p> <p>ARE Point 4 - If I was... Prime Minister or UN Ambassador</p>

		of these smaller global issues will give students an insight into the problems created by humans. Students will become the problem solvers of the future so enabling them to gain an understanding of the issues and possible solutions will help them able to make decisions both now and in the future.	Conflict Great Pacific Garbage Patch Greenhouse Effect Reduce, Reuse, Recycle Historical Climate Deforestation Fossil Fuels Agriculture Thermal Expansion Sea Level Rise Borders	Scale Sustainability Change over time Development		
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9	<p>GCSE Unit 1 Natural hazards</p> <p>An introduction to key physical processes linked to hazards most notably tectonics, weather and climate change. Students begin to understand the impact hazards can have on different location with different levels of development.</p> <ul style="list-style-type: none"> Tectonics Weather Climate Change Impacts on different locations with different areas of development <p>GCSE Unit 2 Living world</p> <p>A study of ecosystems followed an in depth of study of both rainforests and deserts. Opportunities and challenges of both environments are studied along with the future issues associated with both environments.</p> <ul style="list-style-type: none"> Ecosystems Tropical rainforests Hot deserts <p>GCSE Unit 3 UK Physical Landscapes: Rivers</p> <p>The unit introduces the physical geography of the UK, looking at the landscape of rivers. Physical processes are explained and</p>	<p>All physical topics are taught so that students can be tested on full papers during PPE and in class end of unit tests. Links and key themes are also easier to make across units if all of physical has been taught. The topics have a synoptic approach so that key concepts are built upon within units and also some content is revisited and overlaps between units allowing for recall.</p> <p>GCSE Unit 1 Natural hazards</p> <p>An introduction to key physical processes linked to hazards most notably tectonics, weather and climate change. Students begin to understand the impact hazards can have on different location with different levels of development. Hazards are taught first to inspire students and to gain a deeper understanding of the human and physical processes and challenges that we are facing in today's environmental climate and political agenda.</p> <p>GCSE Unit 2 Living world</p> <p>This unit allows students to assess the challenges and opportunities within differing environments supporting the idea of place and global challenges such as deforestation and desertification. This unit allows. awe and wonder to be developed</p> <p>GCSE Unit 3 UK Physical Landscapes</p>	<p>Natural hazards</p> <p>Hazard Earthquake Planning Prediction Primary effects Secondary effects Volcano Extreme weather Global atmospheric circulation model Tropical storm Adaption Climate change Mitigation Quaternary period</p> <p>Living world</p> <p>Abiotic Biotic Consumer Ecosystem Food chain Food web Nutrient cycling Producer Biodiversity Commercial farming Debt reduction Deforestation Ecotourism Logging Mineral extraction</p>	<p>Natural hazards</p> <p>Risk and vulnerability Development Climate change</p> <p>Living World</p> <p>Climate Interdependence Human impacts on physical environments</p> <p>UK Physical Landscapes</p> <p>Earth surface physical processes and change over time</p> <p>Human influence on physical processes</p> <p>Relationship between people and the environment</p>	<p>Reading</p> <p>Reading newspaper articles Geographical articles Text pages</p> <p>Writing</p> <p>6/9 mark essay questions Structure strips Planning templates</p> <p>Oracy</p> <p>Class discussions on planning answers Talk to partner</p>	<p>Formative assessments throughout lessons on longer response questions.</p> <p>Summative assessments for each end of topic taken from SAMs.</p> <p>Y9 PPE testing two units.</p>

	<p>the consequence of these processes are studied as a river moves from source to mouth. Human interaction with physical process allows students to understand the role humans play in the management of physical processes. A case study of river flooding within the UK is an example of this.</p> <ul style="list-style-type: none"> • River profile • Landforms • Management strategies • Example of the River Tees 	<p>Physical landscapes are taught next so that interactions between landscapes can be made and applied to the UK.</p>	<p>Selective logging Soil erosion Subsistence farming Sustainability Appropriate technology Desertification Over grazing Over cultivation</p> <p>UK Physical Landscapes</p> <p>Abrasion Attrition Cross profile Discharge Embankments Estuary Fluvial Gorge Hydraulic action Hydrograph Interlocking spurs Lateral erosion Levees Meander Precipitation Suspension Traction Vertical erosion</p>			
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10	<p>GCSE Unit 3 UK Physical Landscapes: Coasts The study of the UKs coast with an in depth study of the Dorset coastline. The importance of human interactions with the coasts are analysed.</p> <ul style="list-style-type: none"> • Physical processes • Coastal landforms • Management strategies • Example of the Dorset coast <p>GCSE Unit 4 Resource Management</p>	<p>GCSE Unit 3 UK Physical Landscapes The coastal section of physical landscapes is taught at the start of Year 10 so that it can be revisited at the end of Year 10 via the fieldwork. Recall and the opportunity for revision as part of the fieldwork will prepare students for the end of Year 10 PPE's.</p> <p>GCSE Unit 4 Resource Management The human paper will then be covered with resource management as the first topic which gives a good insight into the UK and resources across the world which links well to the first topic covered in Year 9.</p> <p>GCSE Unit 5 Changing economic world</p>	<p>UK Physical Landscapes Attrition Bar Beach Weathering Dune regeneration Erosion Gabion Groynes Engineering Hydraulic power Longshore drift Managed retreat Mass movement</p>	<p>UK Physical Landscapes</p> <p>Physical processes and change over time</p> <p>Human influence on physical processes</p> <p>Relationship between people and the environment</p> <p>Resource Management</p>	<p>Reading Reading newspaper articles Geographical articles Text pages</p> <p>Writing 6/9 mark essay questions Structure strips Planning templates</p> <p>Oracy Class discussions on planning answers</p>	<p>Formative assessments throughout lessons on longer response questions.</p> <p>Summative assessments for each end of topic taken from SAMs.</p> <p>Term 6 Y10 PPE full physical paper and 2 units of the human.</p>

	<p>There are 3 key resources needed for human development, water, food, energy. Students will study all 3 with a focus on the UK and discuss the future challenges of the 3 resources. Water supply and demand will be studied in more detail on a global scale with key links made to development and sustainability.</p> <ul style="list-style-type: none"> • Food, water and energy in the UK • Water in the world: Supply V demand and the impacts <p>GCSE Unit 5 Changing economic world Improvements to development have seen an increase in quality of life around the world. The factors influencing this are explored along how and why countries develop. A contrasting study of a NEE (Nigeria) focused on society, culture and the environment is compared to the UK, and how its economy has changed over time.</p> <ul style="list-style-type: none"> • Global variations in economic development and quality of life • Strategies to reduce the development gap • The consequences of rapid growth in NEEs • Major economic changes in the UK <p>Coastal Fieldwork A continuation of the physical environment in the UK, again the focus is on the relationship between physical processes and human activity. Students will study the impacts of human management of the coastal process of LSD.</p>	<p>Students continue to learn about other countries and development and challenge their own perceptions of places in the wider world.</p> <p>Coastal Fieldwork Fieldwork will be completed allowing students to collect and analyse their own data supporting the geographical theory taught and embedding key skills. Paper 3 tests knowledge on two pieces of fieldwork students have completed. Application of knowledge and skills.</p>	<p>Rock armour Sand dune Spit</p> <p>Resource Management Agribusiness Energy mix Grey water Over abstraction Sustainable</p> <p>Changing economic world Commonwealth Deindustrialisation Development Fairtrade Globalisation Post industrial Transnational corporation</p>	<p>Development Sustainability</p> <p>Changing economic world</p> <p>Development and the development continuum</p> <p>Post industrial economy</p> <p>Coastal Fieldwork</p> <p>Human influence on physical processes</p> <p>Relationship between people and the environment</p>	Talk to partner	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>GCSE Unit 6 Urbanisation A growing percentage of population now lives in urban areas, the presents both challenges and opportunities for the future. A study of NEE city (Rio de Janeiro) allows investigation into the opportunities and challenges amid a city that is growing rapidly. A contrasting study of UK city</p>	<p>GCSE Unit 6 Urbanisation At the start of Year 11 Urbanisation is taught which is also the focus for the second piece of fieldwork and allows students to explore their local city and apply concepts they have covered from all the human topics but especially urbanisation and regeneration.</p>	<p>Urbanisation Brownfield Greenfield Megacity Migration Sanitation Deprivation Sustainable</p>	<p>Urbanisation Inequality Sense of place</p> <p>Urban fieldwork Sense of place Urban change</p>	<p>Reading Reading newspaper articles Geographical articles Text pages</p> <p>Writing</p>	<p>Formative assessments throughout lessons on longer response questions.</p> <p>Summative assessments for each</p>

<p>(Bristol) looks and the opportunities and challenges from a social, environmental, economic aspect.</p> <ul style="list-style-type: none"> • Urbanisation • Opportunities and challenges facing NEES • Urban change in Bristol and the UK • Urban sustainability <p>Urban fieldwork Fieldtrip to Bristol to the Temple Meads area to investigate regeneration in the area. Four locations are compared and then in the classroom results are analysed and presented.</p> <p>Skills and revision Skills that have been developed throughout the course are revisited, students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification.</p> <p>Pre-release 12 weeks before the exam students will be provided with issue resource booklet that will focus on one compulsory element from the course on a contemporary geographical issue with students needing to make an evaluative judgement.</p>	<p>Urban fieldwork Paper 3 tests knowledge on two pieces of fieldwork students have completed. Application of knowledge and skills.</p> <p>Skills and revision Due to its synoptic nature the content will be then revisited as revision and students given the opportunity to make wider links having learnt all the topics and can apply this to the extended answer questions. Students will have also completed all content and so will be able to be tested on full papers for the February PPEs allowing more accurate predictions for outcomes and interventions to take place.</p> <p>Pre-release The pre-release paper comes out in March and allows for skills and application of the content taught.</p>	<p>Urbanisation Regeneration Sprawl</p>		<p>6/9 mark essay questions Structure strips Planning templates</p> <p>Oracy Class discussions on planning answers Talk to partner</p>	<p>end of topic taken from SAMs.</p> <p>Term 2 Y11 PPE full paper physical and human.</p> <p>Term 3 Y11 PPE full paper physical and human and also fieldwork section of paper 3.</p>
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