

## Geography Curriculum Map

**Intent** – Here at Conisborough College we challenge students to think, act and speak like a geographer. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline. Our curriculum allows opportunities for students to recall and to link topics from both KS3 and KS4. The curriculum provides opportunities for collaborative working as well as independent learning. Students are explicitly taught the skills, knowledge and vocabulary needed to effectively explain and understand geographical issues in the past, present and future.

As a knowledge-engaged curriculum we believe that knowledge underpins and enables the application of skills. As a department we define the powerful knowledge our students need and help them recall it for their exam preparation. Staff set time aside for regular planned interventions to help the students organise and learn their curriculum content.

We build the Cultural Capital of our students by helping them to understand the contemporary world around them. Students learn about how political decisions can cause change in the world around them. They learn about the powerful economic forces around them that are bringing about changes to the way that will affect their future careers. Socially the students learn about how countries are at different stages of development and how the lives of people living there are very different. Geography also helps to explain the many environmental issues that are changing the world in which these students live and how to make sense of these effects. As a powerful bridging subject, Geography has strong cross curricular links to many of the cultural capital topics the students will study in school.

A further rationale behind our curriculum design includes moving from human to physical topics regularly so that students get a chance to find something that they like within the curriculum delivery. The spiral design of the five-year curriculum is aimed at revisiting topics on several occasions to promote learners' confidence. Each time students revisit a topic, they are exposed to more complex content, building on what they have already learnt. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

Term	1	2		3	4		5	6
<b>Year 7</b>	<p><b>Introduction to Geographical Skills</b> Students will develop a range of geographical skills throughout the unit. Students engage in activities to develop fundamental understanding of maps and geographic concepts. They learn about Ordnance Survey maps and symbols, grid references, scale, relief, continents, oceans, longitude, and latitude. These skills will be revisited throughout the remainder of the Key Stage 3 Geography curriculum.</p> <p><b>Introduction to Global Climate</b> Students will learn about the six main climate zones before being introduced to the natural process of the greenhouse effect and how human activity – such as burning of fossil fuels – has accelerated this to create unnatural global warming. Students will learn some of the causes and effects of climate change and consider their individual role and how some actions have larger impacts than others.</p>	<p><b>Development</b> Students will analyse the distribution of developed, developing countries and emerging countries across the world. Students consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development. Students then investigate how countries become more developed via economic development driven by tourism, top-down and bottom-up development projects.</p>		<p><b>Rivers</b> Students will review the key physical processes of the water cycle from Key Stage 2 then will be taught about the key features of the drainage basin and the processes that operate within them. They will then learn about the causes, effects and responses to flooding, and how humans may manage flood risks. Schools may choose to complete optional fieldwork in this unit, around their local river.</p>	<p><b>World of Work</b> Students will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change over time. Students will also identify the factors that influence the location of different industries and trade between countries. Students will learn about the employment structure of Russia and the factors affecting trade in Russia (as Russia is named in the National Curriculum for Key Stage 3).</p>		<p><b>Geography of the Middle East</b> Students explore the physical and human geography of the region of the Middle East and locate countries within the region. They will learn about the importance of the oil and gas industry within the Middle East and diversification of industries through looking at Saudi Arabia. Students will also learn why development across the region is so variable, with a particular focus on Yemen.</p>	<p><b>Fieldwork</b> Students will learn the stages of the enquiry process and make decisions on the hypothesis, data collection methods, data presentation techniques and limitations of the enquiry. They will collect primary data, analyse and conclude on the results of their study and evaluate their fieldwork enquiry. An example fieldwork enquiry is used, schools may choose to undertake a different fieldwork study based on their location or access to sites.</p>

<b>Year 8</b>	<b>Coasts</b> Students review knowledge of erosion, transportation and deposition and apply this in the context of coasts. They previously studied this in the context of rivers in year 7. They are taught types of erosion and are introduced to biological, chemical and physical weathering in a geographical context, having been taught these in a different context in Science. Different coastal landforms are studied, such as spits, beaches and stacks. Students consider how the land use of an area has shaped decisions about coastal management strategies at one place, often at the expense of another, focusing on the Happisborough coast.	<b>Population</b> Students revisit development in the context of population, and the typical demographic features of developed and developing countries. Students review employment when they are taught about population pyramids and use these to describe the retired, unemployed population. Students build on their knowledge of life expectancy and infant mortality and learn about birth rates and death rates. They are taught how populations can be represented in population pyramids, and will be taught how to construct their own to develop further fieldwork skills. They also consider ageing populations and how governments may manage these. Students consider a case study on how demography is changing in the UK, and putting push and pull factors into context.		<b>Tectonics</b> This topic introduces students to tectonic hazards, geology and tectonic landforms. Students are introduced to geological timescales. They extend knowledge of hard and soft rock to include igneous, sedimentary and metamorphic rock. They are taught the structure of the Earth and how the movement of tectonic plates is driven by convection currents. Convection currents are first taught, but not in the context of the Earth, in <b>Science</b> . They are taught about the formation and features and volcanoes, mountains and earthquakes. Students will finish the topic looking at case studies of the causes, effects and responses of earthquakes in Japan and Haiti. Students produce multiple extended pieces of work to develop writing skills.	<b>BUFFER and beginning of ecosystems &gt;</b>		<b>Ecosystems</b> This topic provides a more solid understanding of ecosystems and the biomes of the Earth, and how they may be used by humans. Students revisit climate zones and are taught how climate can be represented in climate graphs. Students are taught how the Earth's tilt creates climate zones with different average temperatures. Students revisit ecosystems and are taught about the cycle of nutrients required to sustain plant growth and sustain life. There is a focus on deserts and tropical rainforest and how humans exploit these areas, both with positive and negative impacts.	<b>Geography of east Africa</b> Students review river features and are taught about the formation of deltas at the mouth of a river, in the context of the Nile River. Students also review the importance of natural resources in the context of studying East Africa. Students look at tourism as one way of stimulating economic growth and development (7.03) in the context of East Africa.
<b>Year 9</b>	<b>Climate Change</b> Students build on their knowledge of climate change (7.02). They are taught wider geological timescales and the Earth's changing climate, they analyse evidence of climate change, and they learn about how humans adapt to and mitigate the effects of climate change. Students consider the impacts of climate change in developed and developing countries. Bangladesh is looked at specifically to provide a case study understanding, and also to meet curriculum requirements. Students revisit deforestation in the context of factors contributing to the enhanced greenhouse effect, in the context of impacts of climate change. Students also develop their geographical skills in this topic, reading and constructing climate graphs.	<b>Life in an emerging country</b> Students revisit development and focus on emerging countries. Students are taught that, in emerging countries, there is typically declining primary sector employment and rising employment in the secondary and tertiary sectors. Students are also introduced to informal employment. Students are introduced to transnational corporations (TNCs) and are taught how they facilitate trade between countries. Students look at formal and informal settlements in the context of emerging countries. Students are also taught the importance of regeneration of areas, through investment and redevelopment, to make social, economic and environmental improvements for the community. They will look at this also in the next topic, so it segways nicely.		<b>Issues with urbanisation</b> Students apply their understanding of employment sectors to urbanisation, counter-urbanisation and see how a shift away from primary and secondary industries can impact urban areas. Students learn about urbanisation, suburbanisation and counter urbanisation and how this causes demographic change in and around cities. Students explore urban settlements in detail, including the Burgess model, suburbanisation, urban sprawl and urban decline. Students are taught about the importance of sustainable settlements and consider the features of sustainable cities.	<b>Energy</b> Students review renewable and non-renewable energy resources and study the advantages and disadvantages of various energy resources. They also look at their role in mitigating climate change. Focus on fracking and wind energy in case study lessons. Students will also need to link energy consumption and energy mix to level of economic development. Students review knowledge of how fossil fuels are formed ( <b>Science</b> 8.02) and how other energy resources can be used to generate electricity. Students also look at energy efficiency and are taught the practical implications of this from a geographical perspective.		<b>BUFFER and beginning of fieldwork &gt;</b>	<b>Fieldwork</b> Students apply more complex mathematical skills that are appropriate in their fieldwork, such as calculating percentages and drawing bar, line and scatter graphs. Students will aim to conduct their own fieldwork during this topic, using what they know from KS3, and previous studies of this topic in year 7 and 9.

Term	1	2	3	4	5	6
Year 10	<p><b>Paper 2 Section B: The Changing Economic World</b></p> <p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p><b>Key Ideas:</b></p> <ul style="list-style-type: none"> <li>There are global variations in economic development and quality of life.</li> <li>Various strategies exist for reducing the global development gap.</li> <li>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</li> <li>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</li> </ul>		<p><b>Paper 1 Section A: The Challenge of Natural Hazards</b></p> <p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.</p> <p>The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <p><b>Key Ideas:</b></p> <ul style="list-style-type: none"> <li>Natural hazards pose major risks to people and property.</li> <li>Earthquakes and volcanic eruptions are the result of physical processes.</li> <li>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</li> <li>Management can reduce the effects of a tectonic hazard.</li> <li>Global atmospheric circulation helps to determine patterns of weather and climate.</li> <li>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</li> <li>Tropical storms have significant effects on people and the environment.</li> <li>The UK is affected by a number of weather hazards.</li> <li>Extreme weather events in the UK have impacts on human activity.</li> <li>Climate change is the result of natural and human factors, and has a range of effects.</li> <li>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</li> </ul>		<p><b>Paper 1 Section B: Physical Landscapes of the UK</b></p> <p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.</p> <p>The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <p><b>Key Ideas:</b></p> <ul style="list-style-type: none"> <li>The UK has a range of diverse landscapes.</li> <li>The coast is shaped by a number of physical processes.</li> <li>Distinctive coastal landforms are the result of rock type, structure and physical processes.</li> <li>Different management strategies can be used to protect coastlines from</li> </ul>	<p><b>Fieldwork</b></p> <p>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.</p> <p>Fieldwork is an essential aspect of geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world.</p> <p>Geographical Enquiry Strand:</p> <ol style="list-style-type: none"> <li>Suitable question for geographical enquiry</li> <li>Selecting, measuring and recording data appropriate to the chosen enquiry</li> <li>Selecting appropriate ways of processing and presenting fieldwork data</li> <li>Describing, analysing and explaining fieldwork data</li> <li>Reaching conclusions</li> <li>Evaluation of geographical enquiry.</li> </ol>

					<p>the effects of physical processes.</p> <ul style="list-style-type: none"> <li>• The shape of river valleys changes as rivers flow downstream.</li> <li>• Distinctive fluvial landforms result from different physical processes.</li> <li>• Different management strategies can be used to protect river landscapes from the effects of flooding.</li> </ul>	
<b>Year 11</b>	<p><b>Paper 2 Section A: Urban Issues and Challenges</b></p> <p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p><b>Key Ideas:</b></p> <ul style="list-style-type: none"> <li>• A growing percentage of the world's population lives in urban areas.</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEEs .</li> <li>• Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li> <li>• Urban sustainability requires management of resources and transport.</li> </ul>		<p><b>Paper 1 Section B: The Living World</b></p> <p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.</p> <p>The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <p><b>Key Ideas:</b></p> <ul style="list-style-type: none"> <li>• Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>• Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>• Deforestation has economic and environmental impacts.</li> <li>• Tropical rainforests need to be managed to be sustainable.</li> <li>• Hot desert ecosystems have a range of distinctive characteristics.</li> <li>• Development of hot desert environments creates opportunities and challenges.</li> <li>• Areas on the fringe of hot deserts are at risk of desertification.</li> </ul>	<b>Mock 2</b>	<p><b>Paper 2 Section C: The Challenge of Resource Management</b></p> <p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and</p>	<b>PUBLIC EXAMS</b>

					<p>opportunity for these environments.</p> <p><b>Key Ideas:</b></p> <ul style="list-style-type: none"><li>• Food, water and energy are fundamental to human development.</li><li>• The changing demand and provision of resources in the UK create opportunities and challenges.</li><li>• Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</li><li>• Different strategies can be used to increase food supply.</li><li>• Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.</li><li>• Different strategies can be used to increase water supply.</li><li>• Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</li><li>• Different strategies can be used to increase energy supply.</li></ul>	
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**Impact:**

At Key Stage Three and Four students will:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales; and of social, political and cultural contexts.
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.
- Recognise and analyse people/environment interactions at all geographical scales, and how these affect understanding of key issues in the world today.
- Develop understanding of, and ability to apply, the concepts of place, space, scale and environment.
- Understand ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment.
- Articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

To ensure that all students achieve their full potential at KS3, students are formatively assessed regularly, and teaching is adapted accordingly. Students also sit summative assessments at two major points in each KS3 school year, in order that they are exam-ready by their KS4 studies.

At GCSE level, students are regularly assessed through in class tests, to ensure their understanding before public exams and receive feedback on exam question practice throughout the course to enable them to fully access exam questions by the time of their actual GCSE exams. There will also be KS4 mock exams.

Once they leave Conisborough the students studying Geography will have gained transferrable skills relevant to both further studies of Geography and employment.