



## Curriculum Map: Subject: Geography

### Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Intro & Exploring Britain	<ul style="list-style-type: none"> <li>Students will take a geography baseline test. They will also have an overview of geography and the skills that are required. Review of continent and ocean knowledge, as well as the human and physical elements of geography.</li> <li>Map skills to cover the UK considering: grid references; compass points; contours; relief; map symbols; distance and direction.</li> <li>Describe the difference between UK weather and climate. Explain the impact of different air masses acting on the UK. Collect weather data to create a script for a weather forecast.</li> <li>Identify extreme weather events in the UK and cover the Somerset Floods (2013/14) as a case study. Understand the key geographical terms 'social', 'economic' and 'environmental' to describe the impacts of the floods.</li> <li>Explain the process of global warming. Discuss the cause, effects and solutions to global warming. Design an eco-friendly house or island. Evaluate the sustainability of an example town or city.</li> </ul>	Geography – Global Warming
2	Medieval Britain	N/A	RE – Christianity
3	16 <sup>th</sup> and 17 <sup>th</sup> Century	N/A	History - Elizabeth I
4	The Almighty Dollar	<p>Where does your money go when you spend it? The SoW is based on the book 'The Almighty Dollar' by Dharshini David (literacy links) which discusses how the dollar moves around the world.</p> <ul style="list-style-type: none"> <li>Track the journey of the dollar on a world map using continents, countries and compass skills.</li> <li>Discuss the positive and negative impacts of the dollar in countries around the world using case studies: USA, China, Nigeria, India.</li> <li>Evaluate the impact of the dollar moving around the world.</li> <li>Describe the biomes of the world.</li> <li>Evaluate the effectiveness of China's One Child Policy.</li> </ul>	Geography – The Almighty Dollar (A3 knowledge presentation of the journey the dollar takes).
5	India and Buddhism	N/A	R.E – Buddhism
6	Swindon and our local area	<ul style="list-style-type: none"> <li>Changing urban town of Swindon</li> <li>Avebury – tourism and honeypot</li> <li>Swindon's urban development</li> </ul>	History – Avebury source analysis



## Curriculum Map: Subject: Geography

Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Restless Earth	<p><b>Knowledge -</b> Exploring why natural hazards such as earthquakes &amp; volcanoes happen (different plate boundaries) Understanding the causes of natural hazards as well as the short term &amp; long term impacts these can have on communities such as Nepal (LIC) and Iceland (HIC). Linking the impact of Global warming on natural hazards.</p> <p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>• Plotting the global distribution of earthquakes &amp; volcanoes.</li> <li>• Map analysis of tectonic locations</li> <li>• Evaluation of management strategies</li> <li>• Glaciation (Map skills link)</li> <li>• Subject language use</li> </ul>	Natural hazards assessment including an extended writing question.
2	The Victorian Age	N/A	Milestone assessments – Source work (disease and health in the Victorian age) & extended writing life in the factories.
3	Swindon is today's world.	<p><b>Knowledge -</b> Exploring how we measure the development of a country and the contrasts in development between countries using development indicators. What is trade? Why trade is important to help countries develop and an examination of trade inequalities. Global trade and the impact of Transnational corporations (TNC's), such as Nike &amp; McDonald's has on trade.</p> <p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>• Interpreting images</li> <li>• Using data to draw conclusions</li> <li>• Subject language use</li> </ul>	Assessment: development indicators, TNC and global case study (Rio)
4	RE Unit	N/A	R.E.
5	World War One	N/A	Milestone marking – Extended writing on life in the trenches & extended writing & interpretations of the impact of World War One.



## Curriculum Map: Subject: Geography

			Assessment – causes (short and long-term) of the First World War.
6	East vs West	N/A	Milestone marking – Extended writing of the positives and negatives of the Crusades.

### Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	From Russia with Love	<p><b>Knowledge</b> – Explore the biomes of Russia, adaptations of animals and plants to particular habitats and explain the formation and importance of soil. Consider Russia’s geopolitics and how one country can have influence over another. Population demographics are linked to levels of development within Russia to work out how to best measure standards of living and social wellbeing.</p> <p><b>Skills</b> –</p> <ul style="list-style-type: none"> <li>• Sketch map skills to highlight key geographical features.</li> <li>• Image interpretation and analysis.</li> <li>• Critical analysis of sources.</li> <li>• Choropleth maps.</li> <li>• Population pyramid graph analysis.</li> </ul>	N/A
2	Hydrology	<p><b>Knowledge</b> – Revisit the water cycle and consider the way erosion and weathering processes shape the land. Identify and explain landforms within a river’s course. Identify and explain landforms at the coast. Look at human interventions on UK coastlines and evaluate their effectiveness.</p> <p><b>Skills</b> –</p> <ul style="list-style-type: none"> <li>• Drawing geographical diagrams and flow charts.</li> <li>• Reading geological maps.</li> <li>• Analysis of stakeholder comments.</li> <li>• Decision making and justification.</li> </ul>	Coastal Management – decision making and justification report.
3	The Living World	<p><b>Knowledge</b> – Understand the components of both small-scale and large-scale ecosystems and how they are distributed around the world. Food chain, food webs and impacts upon ecosystems. Tropical rainforest case study and the issues they face.</p>	N/A



## Curriculum Map: Subject: Geography

		<p><b>Skills –</b></p> <ul style="list-style-type: none"> <li>• Food web/chain analysis.</li> <li>• Creating a global biome map.</li> <li>• Drawing and analysing bar graphs to show rates of deforestation.</li> </ul>	
4	Natural Resources	<p><b>Knowledge –</b> Describe the distribution of natural resources, how they are extracted, transported and traded by Transnational Corporations (TNCs). Consider the impacts of oil production on the world and look at possible alternative energies. China's 'rubbish trade' and the impact on the planet. Solutions to reduce pressure on the Earth.</p> <p><b>Skills –</b></p> <ul style="list-style-type: none"> <li>• Commodity map analysis.</li> <li>• Research skills.</li> <li>• News article analysis.</li> <li>• Evaluation of the impacts of trading certain natural resources.</li> </ul>	The Role of TNCs - an analysis (costs and benefits) of their impact on the world.
5	Population and settlements	<p><b>Knowledge –</b> Consider ways in which the world's population is changing. Describe and explain birth rates, death rates and apply to example countries. Understand key population theories e.g. Malthus and Boserup. Describe settlement patterns and how towns develop over time.</p> <p><b>Skills –</b></p> <ul style="list-style-type: none"> <li>• Equations for population changes.</li> <li>• Critical analysis of population theories.</li> <li>• Sketching and comparing settlement types.</li> <li>• Geographical Information Systems (GIS) and map skills to look at the development of settlements.</li> </ul>	N/A
6	Tourism	<p><b>Knowledge –</b> Describe and explain what tourism is. Identify different types of tourism and their scale. Describe some of the positive and negative impacts of tourism (social, economic and environmental). Tourism in the UK.</p> <p><b>Skills –</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast holiday destinations and consumer choice.</li> <li>• Evaluate the impact of tourism on local populations.</li> </ul>	N/A



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Year 10

Term	Unit of Work	Knowledge and Skills	Assessment
1	Challenges of Natural Hazards	<ul style="list-style-type: none"> <li>Students to plot the global distribution of volcanoes and earthquakes and be able to describe the pattern of their location.</li> <li>Students to describe the different plate boundaries, to draw diagrams to represent them and explain the different processes that happen at them.</li> <li>Students to identify the effects and responses of earthquakes (comparison between an LIC case study, <b>NEPAL</b>, and a HIC case study, <b>NEW ZEALAND</b>). Students need to understand the differences between the keywords, primary and secondary effects and immediate and long-term responses.</li> <li>Students to look at distribution of tropical storms. Students to describe the formation of tropical storms. The effects and responses of tropical storms will be looked at (CASE STUDY: Typhon Haiyan).</li> <li>Students to lastly look at the causes, effects and responses of Climate Change. Analysis of graphs and data required to look at temperature trends over time.</li> </ul>	GCSE end of topic assessment on the challenges of natural hazards. Incorporation of shorter mark questions but also longer mark questions. Analysis of figures and data.
2	The Living World	<ul style="list-style-type: none"> <li>Students to study the Global Circulation system. Students to draw the key climate cells and to be able to describe what happens in each of these cells, with reference to low and high pressure.</li> <li>Students to link their knowledge of the Global Circulation system to the location of different biomes around the world.</li> <li>Students to focus on Tropical rainforests and describe their location.</li> <li>Students to study the Amazon Rainforest in detail and analyse graphs which show the rate of deforestation over time and also the main causes of deforestation.</li> <li>Students to look at the impacts of deforestation and also ways in which we can sustainably manage the tropical rainforests. The keyword sustainability important in many other topics at GCSE.</li> </ul>	End of topic assessment on the Living World Topic. Incorporation of a 9-mark question, to enable students to practice more extended written responses.
3	Urban Issues and Challenges	<ul style="list-style-type: none"> <li>Main focus of this topic is to analyse changes in urbanisation across the world and to explain reasons for these changes. Look at how these urban trends differ in certain parts of the world.</li> </ul>	Walking Talking mock based on Urban Issues and challenges
4		<ul style="list-style-type: none"> <li>Focus on the urban change in an NEE country (Rio de Janeiro, Brazil) and a HIC country (Bristol, UK).</li> <li>Students to compare the opportunities and challenges in each of these cities.</li> </ul>	Students then to complete an exam paper based on Urban Issues and Challenges.



## Curriculum Map: Subject: Geography

		<ul style="list-style-type: none"> <li>Students to look at how urban areas can become more sustainable and also look at urban transport schemes. (Case study, Freiburg).</li> </ul>	
5	Physical Landscapes of the UK	<ul style="list-style-type: none"> <li>Students to look at the Long and Cross-profile of a river and be able to describe the changed that occur along the different stages of a river.</li> <li>Students to look at key processes within a river (erosion, transportation and deposition) and to have a look at the landforms that are created due to these processes. Students to complete diagrams and annotations of how these landforms are created. Case Study: The River Tees</li> <li>Students to analyse a hydrograph and describe the key differences between a flat hydrograph and flashy hydrograph and the factors that lead to them.</li> <li>Students to look at ways in which Rivers can be managed. Key geographical terms; hard and soft engineering.</li> <li>Student also need to look at the processes, landforms at the coast and also how they can be managed. Coastal landforms Case Study: The Jurassic Coastline. Coastal management case study: Lyme Regis.</li> </ul>	If there are no restrictions then a physical field trip will happen to a local river and students will collect data to analyse.
6			

### Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1	Changing Economic World	<p><b>Knowledge</b> – Students will be studying the development gap and looking at why certain countries are more developed than others. Key geographical terminology ( LIC's = Low income countries, NEE's (Newly emerging economies and HIC's = High income countries).Students will look at different measures of development and categorise them as social and economic measures.</p> <ul style="list-style-type: none"> <li>Students will look at a country case study: NIGERIA in detail and look at the causes and impacts of development.</li> <li>Students will look at the economy of the UK and analyse how that has changed over time.</li> <li>Students will look at the links between the UK and the rest of the UK, for example trade.</li> </ul> <p><b>Skills</b> – Students will be analysing population pyramids and how they compare and contrast between HIC and LIC/NEEs.</p>	Practice Exam paper on Changing Economic World
2			



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		<ul style="list-style-type: none"> <li>Students will analyse the demographic transition model and how they show a countries development over time.</li> <li>Students to carry out <b>HUMAN FIELDWORK (SWINDON)</b>. Due to restrictions, students might not be able to collect primary data, so might need to use secondary data. Perhaps a virtual fieldtrip may take place instead.</li> </ul>	
<b>3</b>	Resource management	<p>Students will look at the global distribution of different resources, such as food, water and energy and look at the global inequalities in the supply and consumption of resources.</p> <ul style="list-style-type: none"> <li>Students will look at the overview of food, water and energy in relation to the UK.</li> <li>During this topic, there will be a focus on food resources. Students will look at the reasons for increasing food consumption.</li> <li>Students will look at the factors that affect food supply (physical and human factors) and also the strategies to increase food supply.</li> <li>Students will study two case studies in this topic, an example of a <b>large scale</b> agricultural development and an example of a local scheme in an LIC or NEE to increase sustainable food supplies.</li> </ul>	Practice exam paper on Resource Management
<b>4</b>	Decision Making Preparations (Released April) and Revision	<p>Decision Making preparations based on the theme set out when the pre-released gets released in March/April</p> <p>Revision</p>	Practice and preparation exam questions.
<b>5</b>	Revision	Revisions for Papers 1, 2 and 3	GCSE External Exams
<b>6</b>		Revision for Papers 1, 2 and 3	GCSE External Exams