Pope Francis
Catholic Multi Academy Trust

The Salesian Academy of
St. John Bosco

Geography Curriculum Map

Vision Statement

We aim to provide a high-quality geography education which inspires pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We believe discerning and inquisitive geographers can use their geography skills to interpret the world around them. The geography curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and how they interact and of the formation and use of landscapes and environments. Furthermore, pupils will develop transferable skills and the Salesian values of respect, understanding, affection and humour they need to become global citizens, who are aware of, and passionate about, the diverse world in which we live.

Year 7 Curriculum INTENT

The year 7 curriculum will give the pupils an understanding of the physical and human conditions and processes which lead to the development and change of places, including regions in the Middle East. It will enable pupils to explain various ways in which physical and human processes are linked.

They will be able to choose and use a range of data, to help investigate, interpret, make judgements and decisions, about geographical questions, issues and problems.

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>What is a geographer?</u> The activities for each lesson focus on identifying pupil knowledge of the areas of the world identified in Key Stage 1 and 2 of the National Curriculum, together with basic map and atlas skills. Key learning includes: • Locational knowledge of the world • Physical features of the UK • OS map skills	12	This is a transitional unit from Key Stages 1 and 2, it provides an opportunity to revisit the content of Key Stage 1 and 2. All the activities in this unit will be used to assess the geographical capabilities of pupils to see if they are working at, or below, the age-related expectations for an 11-year-old. Map skills will be developed further in future units. Six-figure grid references and identify features using OS symbols will be revisited as a matter of routine.	Locational knowledge • Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Geographical skills and fieldwork • 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.

<u>What is weather and climate?</u> This unit introduces the principal elements of weather and climate – temperature, rainfall, air pressure, wind, sunshine. The unit begins with how the weather affects our everyday lives and how this has led to the development of the science of meteorology. Measuring the weather with traditional weather stations is introduced, as well as more modern approaches with satellites. Pupils will discover how weather data is recorded and presented. The principles of how elements of weather form are introduced and types of weather systems that bring our weather. Pupils are introduced to the concept of climate and the climate of the UK and world climate, investigated using climate graphs, and climate maps to analyse data for places in the UK and the factors that affect climate. Key learning includes: • Measuring and recording the weather. • Types of clouds and rain • Anticyclones and depressions • Climate of the UK • World climate • Climates and world biomes	9	<u>Prior learning</u> Pupils need to have an understanding of: • In KS1 & KS2 pupils should have developed a basic understanding of weather, the seasons and climate in different parts of the world. • In what is a geographer they studied direction and compass points. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Understanding of all these basic principles of weather and climate will be progressed through the regional units of the course. • Units when studying biomes in Middle East (year 7) Africa (year 8) and Asia (year 9) • Weather and the water cycle in the river's unit. (year 8) • Climate change in the glaciation unit (Year 8) and the climate change unit. (Year 9)	• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in weather and climate. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
What is development? This unit introduces the concept of development and how it can be interpreted, measured and compared at a global scale. It is a pivotal unit for developing understanding of human processes and patterns. Pupils will gain powerful knowledge about how we come to see the world and the complexities of development as a constantly changing concept. The broader notion of 'quality of life' is used throughout the unit so that the understanding of development is not focused on economic terms. The world is shown as messy and complex as the world is not split into two (north, south) and the speed of development for countries occurs at different rates. Pupils will study at a global, regional and local scale to see how inequality exists in the world. They will also understand how gender and development can be both a cause and solution of global inequality and assess the role of the global community in sustainable development. Key learning includes:	9	Understand the concept of development and appreciate different definitions of development. This unit enhances pupil's knowledge so that they can make critical decisions. <u>Prior learning</u> Pupils need to have an understanding of: • Development is a core process for every topic in human geography. • It builds on what is weather and climate as climate can be a cause of development. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Development impacts on hazards (plate tectonics year 7) • Development of Middle East (year 7), Africa (year 8) Asia (year 9) • Economy (year 8) population and urbanisation (year 8) • Resources and sustainability (year 9)	• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in international development.

• How development is measured • Development and inequality • Causes of development • NGO's and development • Sustainable development goals			
<u>Why is the Middle east an important world region?</u> The Middle East is of major world importance and is often in the news. It is important that pupils have an understanding of the reasons for this. This unit introduces the concept of a region. It is the first locational unit in the course. The unit further progresses pupils' understanding of many of the concepts introduced in earlier units, climate, development and plate tectonics. The unit introduces the complex nature of the region's ethnic population distribution, the significance of oil, contrasting levels of development and the ongoing conflicts and wars (Syria). Key learning includes: • Physical geography of the Middle East • Climate of the Middle East • Desert biome • Population distribution in the Middle East	9	<u>Prior learning</u> Pupils need to have an understanding of: • climate zones and climate graphs for Mediterranean and desert biomes. • development to compare development between two regions • Plate tectonics, when studying Turkey/Syria earthquake. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Water scarity in the rivers unit (Year 8) • Globalisation, imports and exports and world trade in the economy unit (Year 8) • Oil resources in resources and sustainability (Year 9)	Locational knowledge • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the Middle East focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. Human and physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to: weather and climate • human geography relating to: population and

• Economy of the Middle East • Compare the development of Yemen and the UAE			urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • 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. **Geographical skills and fieldwork** • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage

What is plate tectonics? It focuses on the physical processes of the lithosphere, earthquakes and volcanoes, the structure of the Earth and the evolving theory of plate tectonics. Pupils will investigate current knowledge about the prediction, prevention and management of earthquakes and volcanoes and understand why people continue to live in hazardous zones. Pupils will locate the world's major earthquakes and volcanoes, explore the developing theories about plate tectonics and the causes behind these hazardous natural events, and develop an understanding them. Pupils are provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand associated landforms, mountain belts and the impacts of volcanoes and earthquakes. They will explore how earth scientists utlilise modern technology such as remote sensing, dataloggers, satellites and drones to safely monitor volcanoes. Key learning includes: • Structure of the Earth • Geological timescales and rocks • Location of the worlds earthquakes and volcanoes • Theory of plate tectonics	11	This unit builds on prior learning from KS2 of some aspects of volcanoes and earthquakes may be covered in physical and human geography. <u>Prior learning</u> Pupils need to have an understanding of: • Rock types (Year 7 what is a geographer unit) • How development causes different impacts of a disaster (Year 7 development unit) <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Geological time and rocks (Year 8 glaciation and rivers and Year 9 coasts and climate change) • Impacts of tectonics on places (Year 7 Middle east, Year 8 Africa & Kenya and Year 9 Asia & China) This topic is further developed at KS4.	Human and physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: - physical geography relating to geological timescales and plate tectonics. • - physical geography relating to rocks.

• Plate boundaries • Causes and effects of earthquakes • How to manage the risk of earthquakes • Causes and effects of tsunami's • Causes and effects of volcanoes • Why do people live near tectonic hazards			
<u>Fieldwork skills</u> Pupils will conduct a geographical enquiry collecting weather data to identify the type of weather system passing over their school. Pupils will conduct a geographical enquiry collecting data from landuse and environmental surveys of their local area. Pupils will conduct a geographical enquiry through GIS about development . Pupils will conduct a geographical enquiry through GIS of the impacts of plate tectonics. Key learning • Weather enquiry • Development enquiry (GIS) • Local land use enquiry	6	The pupils will finish year 7 developing their geographical skills, enquiry skills and fieldwork. The investigations will require the pupils o apply their understanding of the earlier lessons over year 7. There is a focus on fieldwork both in person and remotely using GIS. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in throughout KS3 & KS4 (paper 3)	Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Year 8 Curriculum INTENT

The year 8 curriculum will give the pupils an understanding of the physical and human conditions and processes which lead to the development and change of places, including regions in the Africa. It will enable pupils to explain various ways in which places, environments, physical and human processes are interdependent and interconnected.
They will be able to choose and use a range of data, to help investigate, interpret, make judgements and decisions, to draw conclusions about geographical questions, issues and problems.

Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>Why are glaciers and rivers important?</u> The unit will develop pupils' knowledge and understanding of the processes of erosion, transportation and deposition, and the landforms that evolve as a result of these processes. This unit also introduces glaciers and rivers as a vital part of our world, considering the importance of rivers and glaciers from different perspectives. Pupils will investigate glaciers that still exist, to better understand how they create distinctive landforms. Pupils will also investigate how people use glacial landforms. Pupils will look at the importance of rivers in the water cycle and in shaping the landscape through physical processes. They will follow	11	<u>Prior learning</u> Pupils need to have an understanding of: • OS map skills, longitude and latitude and interpretation of photographs (Year 7) • The link between rainfall, evaporation and rivers. (What is weather and climate Year 7) • Types of rocks and geological timescales (Year 7, what is a geographer and what is plate tectonics) <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • physical processes and landscapes in coasts (Year 9) • major rivers, in Africa (year 8) and Asia (Year 9) • Floods and droughts in climate change (Year 9)	Physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to glaciation and rivers. • Understand how human and physical processes interact to influence, and change river landscapes. Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom • interpret Ordnance Survey maps in the classroom

this by studying the importance of rivers to human life. Key learning includes: • Rocks and weathering • Glacial landforms • Water cycle • River landforms • Flooding			• use Geographical Information Systems (GIS) to view, analyse and interpret places and data
<u>How are populations changing?</u> This unit introduces important human geography concepts that will be progressed through future units in the course: population, population change, population distribution, the Demographic Transition Model, population pyramids, population control, migration types, migration model, world population movements, urbanisation, impact of urbanisation on a city and land use model. Pupils use a wide range of geographical data to investigate these concepts. Important opportunities for pupils to interact with geographical models provided in this unit are the Demographic Transition Model, Lee's migration model, and Burgess land use model. understanding of these concepts. Key learning includes:	10	<u>Prior learning</u> Pupils need to have an understanding of: • Co ordinates to locate and describe places for map work. • The concept of development (Year 7) • Population and population distribution introduced in the Middle East unit (Year 7) will be built on. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Understanding population distribution and change will be built on in Africa & Kenya (Year 8) and Asia & China (Year 9) • Understanding population change will be built on in Africa & Kenya (Year 8) and Asia & China (Year 9) • Understanding urbanisation will be built on in Africa & Kenya (Year 8) and Asia & China (Year 9)	Locational knowledge • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Human and physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation. Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom

• World population growth • World population distribution • Population structure • Population control • UK's population • Urbanisation • Migration • Life in the slums • Sustainable cities			• interpret Ordnance Survey maps in the classroom • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>What are the challenges and opportunities facing Africa?</u> This unit is an important aspect of pupil progress in terms of their world contextual knowledge, building on the regional studies of KS1 and KS2, towards a matrix of understanding of places in the world. This is the first of two continental scale regional study units. This unit introduces the challenges and opportunities facing the continent of Africa. It begins with the danger of the single story, encouraging pupils to challenge stereotypical views of this diverse continent. Pupils will explore the physical geography and colonial history of Africa to give them a	9	This unit progresses a number of concepts introduced in the earlier units, interweaved into this place-based unit: pupils will explore, natural resources, development, climate zones in the Sahel, the challenges and opportunities of population change and urbanisation. <u>Prior learning</u> Pupils need to have an understanding of: • Locational knowledge of the world from what is a geographer (Year 7) • How climates vary and why from weather and climate (Year 7) • Development and quality of life including the sustainable development goals (Year 7) • Population distribution and migration (Year 8) • Plate tectonics, location of earthquakes, volcanoes and mountain belts (Year 7)	Locational knowledge • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa and its environmental regions, key physical and human characteristics, countries and major cities. Place knowledge • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to weather and climate

grounding upon which to build when studying the development of African countries. Pupils will investigate the climatic zones and biomes of Africa before focusing on the issue of desertification in the Sahel and how it can be managed. Key learning includes: • Countries in Africa • Physical geography of Africa • Development in Africa • African climate zones • Biomes in Africa • Savanna biome		<u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Trade and globalisation will be studied in more detail in the economy unit (Year 8) • Exploring climate change and how it will affect places including Africa in the climate change unit (Year 9)	• human geography relating to population; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Human and physical geography • 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. Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
<u>What is it like to live in Kenya?</u> This unit follows on from the challenges and opportunities of Africa. It uses the knowledge unit and focuses on the country of Kenya. Pupils will explore Kenya's human and physical features. It starts with Urban (modern) Kenya, followed by rural (traditional) Kenya, exploring	9	<u>Prior learning</u> Pupils need to have an understanding of: • Locational knowledge of the world from what is a geographer (Year 7) • How climates vary and why from weather and climate (Year 7)	Locational knowledge • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa and its environmental regions, key physical and

how the two are linked through tourism, especially on safari's. Pupils will investigate the opportunities and challenges tourism in Kenya and how it can be managed. Key learning includes: • Kenya's physical features • Kenya's climate • Kenya's population • Nairobi • Kenyan economy • The Maasai • Kenyan tourism		• Development and quality of life including the sustainable development goals (Year 7) • Population distribution and migration (Year 8) • Plate tectonics, location of earthquakes, volcanoes and mountain belts (Year 7) • Africa from the previous unit (year 8)	human characteristics, countries and major cities. Place knowledge • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to weather and climate • human geography relating to population; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Human and physical geography • 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. Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.

			use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>What is an economy, from local to global?</u> This unit introduces the concepts of an economy, trade, port and globalisation. It will explore what an economy is and how the economy works in the context of the UK and the world of work. Pupils will understand how the economy can be split into different employment sectors and how this contributes to the wealth of a country. Pupils will also understand why the UK trades with other countries, be able to identify the UK's main trading partners and understand factors that have led to increased world trade and globalisation. Key learning includes: • UK employment • Primary sector – farming • Secondary sector - manufacturing • Tertiary sector • UK and trade • Globalisation	10	<u>Prior learning</u> Pupils need to have an understanding of: • OS map skills and location of places from what is a geographer (Year 7) • Economy and globalisation have been introduced in all the regional units. Middle East (Year 7) and Africa (Year 8) <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Economy, trade and globalisation will be progressed in the Asia & China units (Year 9).	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography • relating to economic activity in the primary, secondary, tertiary and quaternary sectors.

<u>Enquiry skills</u> Key learning includes: • National Park enquiry • Tourism in the Caribbean enquiry • Great Barrier Reef enquiry • Tectonic enquiry (GIS)	8	The pupils will finish year 8 developing their geographical skills and enquiry skills. Each enquiry will require the pupils to apply the geographical understanding they have learnt previously. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed through out KS3 & KS4 (paper 3)	Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Year 9 Curriculum INTENT
The year 9 curriculum will give the pupils an understanding of the physical and human conditions and processes which lead to the development and change of places, including Russia and Asia. It will enable pupils to explain various ways in which places, environments, physical and human processes are interdependent and interconnected. They will be able to choose and use a range of data, to help investigate, interpret, make judgements and decisions, to draw conclusions about geographical questions, issues and problems, expressing and thinking critically about different points of view about these.

Year 9 Curriculum Map – Autumn			
Topic details	**No. of Lessons**	**Rational/sequencing**	**N.C. coverage**
<u>How can we use resources sustainably?</u> This unit focuses on how people use the natural resources of the Earth's spheres, including how we use rocks, soil, biomes, water, oil and different forms of energy. The concept of sustainability is studied in more depth in this unit. Renewable and non-renewable resources are expanded on from previous topics. Key learning includes: • Rainforests • Sustainable rainforests • Water • Food • Energy • How can we use resources sustainably? • Russia and the Arctic Ocean	13	<u>Prior learning</u> Pupils need to have an understanding of: • What is a geographer unit (year 7) • How the economy and how globalisation impacts on the Earth (year 8) • Africa and desertification (year 8) • Understanding of development and the sustainable Development Goals (Year 7) • World population and population growth (year 8) • Weather and climate, types of rain (Year 7) • Why are rivers important, water cycle (Year 8) • Water scarcity in the Middle East (Year 7) <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Climate change and the Earths future (year 9)	Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: **physical geography** • relating to: geological timescales, rocks, weathering and soils **human geography** • relating to: the use of natural resources. Understand how human and physical processes interact to influence and change landscapes, environments and the climate; how human activity relies on the effective functioning of natural systems.

<u>How is Asia being transformed?</u> This is the second of two continental scale regional study units. The unit attempts to capture the great diversity, and dynamic nature of the continent, with the changing nature of global economic development and power from the west to Asia, as well as population growth and distribution. This unit begins by investigating the diverse physical geography of Asia and the impact this has on its population. Pupils will explore how Asia is transforming and consequently impacting the rest of the world. With the majority of the Earth's population already living in Asia and the world market's centre of gravity shifting towards Asia, pupils consider Asia's role in an interdependent world. Throughout this unit a connection is made with Russia and whether Russia is in Asia or Europe. Key learning includes: • Asia's countries and regions • Is Russia in Europe or Asia • Asia's main physical features? • Asia's population • Urbanisation in India • Monsoon climate • Tundra and Taiga (Russia) biomes • Mountain biome	9	<u>Prior learning</u> Pupils need to have an understanding of: • Economy, trade and the role of globalisation (Year 8) • understanding of weather and climate; interpreting climate data, and climate zones of the world and biomes found in Asia. (Year 7) • causes and impact of flooding from the rivers unit. (Year 8) • understanding of development (Year 7) • Population and urbanisation (Year 8)	Locational knowledge • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India) and their environmental regions, key physical and human characteristics, countries and major cities. Place knowledge • understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia. Human and physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to weather and climate • 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. **Geographical skills and fieldwork** build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field.

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>What s it like to live in China?</u> This unit uses the knowledge from the previous unit, how Asia is being transformed, this time focusing on China Pupils will explore China's human and physical features and the key features of both urban and rural China. Pupils will investigate how population has been controlled in China and the impacts of these policies. Key learning includes: • China's physical geography • China's population • China population control	9	<u>Prior learning</u> Pupils need to have an understanding of: • Economy, trade and the role of globalisation (Year 8) • understanding of weather and climate; interpreting climate data, and climate zones of the world and biomes found in Asia. (Year 7) • causes and impact of flooding from the rivers unit. (Year 8) • understanding of development (Year 7) • Population and urbanisation (Year 8)	**Locational knowledge** • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India) and their environmental regions, key physical and human characteristics, countries and major cities. **Place knowledge** • understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia.

• Life in rural China • Migration • How did Shenzhen become a megacity • Foxconn			Human and physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to weather and climate • 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. Geographical skills and fieldwork build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field.
<u>What happens at the coast?</u> This unit continues to progress pupil understanding of the physical geomorphological processes of erosion, deposition and transportation, building upon the previous unit of rivers and glaciation. The unit concentrates upon marine and sub-aerial processes at the boundary between land and sea, first as generic and then applying to a specific UK case study at Holderness.	9	Throughout this unit pupils will be given opportunities to progress their use of geographical data to analyse and interpret sources of imagery such as photographs, OS maps, Google Earth satellite imagery and British Geological Society geology maps. They will also consider numeric data and interpret graphs, as well as developing verbal literacy through key term knowledge and definitions and extended writing. <u>Prior learning</u> Pupils need to have an understanding of: • Map skills from what is a geographer (year 7)	• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and change over time. • Competence in geographical skills to analyse a range of data, to interpret a range of sources of geographical information, to communicate geographical information in a variety of ways.

Lessons focus on the physical processes of coastal erosion, transportation and deposition, and associated landforms at locations along the Holderness coast. There is also a focus on human responses to the physical processes. Pupils will consider how coastal areas are used by people, and the delicate relationship that humans have with coastal areas. They will be able to describe and explain how humans are influenced by sea flooding and erosion, as well as explaining how humans change the landscape itself including coastal management and the costs and benefits of this. This culminates with a decision-making activity as the assessment. Key learning includes: • Weathering and erosion • Waves • Coastal landforms • Longshore drift • Life on the Holderness coast • Coastal defences		• Rocks, weathering and erosion and how processes create landforms from the glaciation and rivers unit of work (Year 8) <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: • Climate change unit of work (Year 9)	• Understand how geographical processes interact to create distinctive physical landscapes that change over time. • Understanding of physical geography relating to rocks, weathering and coasts. • Understand how human and physical processes interact to influence, and change landscapes and environments. • Geographical skills to interpret OS maps, GIS, aerial and satellite photographs.

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>How is our climate changing?</u> This unit provides a review for the whole course. As pupils are considering their	12	Apply understanding of geographical concepts – economy, development, Earth's spheres, weather and climate, population change, melting glaciers – progressed through	Human and physical geography • understand, through the use of detailed place-

future in terms of making choices about GCSEs, they are required to consider the future of the planet, in terms of climate change. They are required to apply what they have learnt as geographers to consider what the future might hold. This unit begins by introducing the idea as a controversial issue, in that different people have conflicting viewpoints. In subsequent lessons, pupils consider the evidence and the causes and consequences of climate change. Pupils consider the consequences for the UK before conducting an enquiry of Antarctica. In terms of the future, pupils consider what can be done internationally as a result of the Paris Climate Agreement before considering their own personal response as a geographer. Key learning includes: • Climate over time • Causes, evidence and impacts of climate change • Extreme weather - Hurricanes • Climate change and the UK? • Extreme weather – UK floods • Antarctica • Solutions for climate change • The future for the planet		KS3 to investigate the causes and consequences of climate change <u>Prior learning</u> Pupils need to have an understanding of: • What is a geographer unit (year 7) • Natural resources, types of energy and sustainability from the resources unit (year 9) • How the economy and how globalisation impacts on the Earth (year 8) • Weather and climate (Year 7) • Rivers and floods from the glaciation and rivers unit (year 8) • Glaciers and the change of climate from the glaciation and rivers unit (year 8) • Coasts and coastal sea defences (year 9) <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: Climate change at KS4	based exemplars at a variety of scales, the key processes in: ○ physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; ○ 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 • 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. Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom • use Geographical Information Systems (GIS)

			to view, analyse and interpret places and data.
<u>Decision making skills.</u> Key learning includes: • Should a new coal mine be built? • Do we need another reservoir? • Do you think the Grand Inga hydroelectric project should go ahead? • Is access to electricity and a countries income linked? • Is the energy crisis in Africa unsustainable?	8	The pupils will finish KS3 developing their geographical skills, enquiry skills and decision making. Each decision making enquiry will require the pupils to apply the geographical understanding they have learnt previously. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed through out KS4 especially in paper 3.	Geographical skills and fieldwork • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom • use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Year 10 Curriculum INTENT
Pupils will develop an understanding of the physical processes and systems, and human interaction with them in a variety of places and at a range of scales. Pupils will 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.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>The challenge of natural hazards</u> **Natural hazards** • Definition of a natural hazard. • Types of natural hazard. • Factors affecting hazard risk. **Tectonic Hazards** • Plate tectonics theory. • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.	25 in total 11	<u>Prior learning</u> This develops the knowledge learnt about plate tectonics and earthquakes from year 7. Development first taught in year 7 but developed over KS3 is also important to understand the differences between earthquakes in LIC's and HIC's. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: Monitoring, prediction, protection and planning to reduce risks is covered in both weather hazards and climate change.	<u>The challenge of natural hazards</u> **Natural hazards** Natural hazards pose major risks to people and property. **Tectonic Hazards** Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.

• Primary and secondary effects of a tectonic hazard. • Immediate and long-term responses to a tectonic hazard. • Use named examples (Nepal and Christchurch) to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • Reasons why people continue to live in areas at risk from a tectonic hazard. • How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.			Management can reduce the effects of a tectonic hazard.
Weather hazards • General atmospheric circulation model: pressure belts and surface winds. • Global distribution of tropical storms (hurricanes, cyclones, typhoons). • An understanding of the relationship between tropical storms and general atmospheric circulation. • Causes of tropical storms and the sequence of their formation and development. • The structure and features of a tropical storm. • How climate change might affect the distribution, frequency and intensity of tropical storms. • Primary and secondary effects of tropical storms. • Immediate and long-term responses to tropical storms.	7	Prior learning Pupils need to have an understanding of: This develops the knowledge learnt in year 7 of weather and climate and of hurricanes from the climate change unit in year 9 Future learning The skills, knowledge and understanding from this unit will be further developed in: Monitoring, prediction, protection and planning to reduce risks is covered in climate change.	Weather hazards 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. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity.

• Use a named example (Hurricane Katrina) of a tropical storm to show its effects and responses. • How monitoring, prediction, protection and planning can reduce the effects of tropical storms. • An overview of types of weather hazard experienced in the UK. • An example of a recent extreme weather event in the UK to illustrate: - causes - social, economic and environmental impacts - how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK. (Somerset levels flood)			
Climate change • Evidence for climate change from the beginning of the Quaternary period to the present day. • Possible causes of climate change: - natural factors – orbital changes, volcanic activity and solar output. - human factors – use of fossil fuels, agriculture and deforestation. • Overview of the effects of climate change on people and the environment. • Managing climate change: - mitigation – alternative energy production, carbon capture, planting trees, international agreements - adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.	7	Prior learning This develops the knowledge learnt in year 7 of weather and climate and from the climate change unit in year 9 Future learning This is expanded upon in year 11 in the resources unit about food, water and energy.	Climate change Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).

<u>The living world</u> **Ecosystems** • An **example (Formby sand dunes)** of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. • The balance between components. The impact on the ecosystem of changing one component. • An overview of the distribution and characteristics of large scale natural global ecosystems.	**25 in total** 3	<u>Prior learning</u> Pupils will develop their knowledge of ecosystems from weather and climate in year 7 when they studied world climate and biomes. <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: The rest of the living world unit, focusing on rainforests and deserts.	<u>The living world</u> **Ecosystems** Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.

Year 10 Curriculum Map – Spring			
Topic details	**No. of Lessons**	**Rational/sequencing**	**N.C. coverage**
Rainforests (The Amazon rainforest, Brazil) • The physical characteristics of a tropical rainforest. • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • Changing rates of deforestation. A case study of a tropical rainforest to illustrate: • causes of deforestation – subsistence and commercial farming, logging, road building,	13	<u>Prior learning</u> Pupils will develop their understanding of the climate of rainforest regions from weather and climate in year 7 and using rainforests as a resource from resources and sustainability unit in year 9 <u>Future learning</u> The skills, knowledge and understanding from this unit will be further developed in: Adaptations and the challenges and opportunities is a common theme with the deserts part of living world.	**Rainforests** Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.

mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. • Value of tropical rainforests to people and the environment. • Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.			
Deserts (The Sahara desert, Africa) • The physical characteristics of a hot desert. • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • A case study of a hot desert to illustrate: - development opportunities in hot desert environments: mineral extraction, energy, farming, tourism - challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. • Causes of desertification – climate change, population growth, removal of fuel wood,	9	Deserts was used rather than Arctic regions as the pupils are more familiar with the name of deserts and animal adaptions. <u>Prior learning</u> Pupils will develop their understanding of the climate of desert regions from weather and climate in year 7 and how plants and animals have adapted to living in the desert and desertification from Africa in year 9. Using the desert as an economic resource is covered in year 7 when studying the middle east. <u>Future learning</u> This is expanded upon in year 11 in the resources unit about food, water and energy.	Deserts Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.

overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.			

Year 10 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>Physical landscapes in the UK</u> • An overview of the location of major upland/ lowland areas and river systems. **Coastal landscapes in the UK** • Wave types and characteristics. Coastal processes: - weathering processes – mechanical, chemical - mass movement – sliding, slumping and rack fall - erosion – hydraulic power, abrasion and attrition – - transportation – longshore drift - deposition – why sediment is deposited in coastal areas. • How geological structure and rock type influence coastal forms. • Characteristics and formation of landforms resulting from erosion – headlands and	26 in total 13	<u>Prior learning</u> Pupils will develop their understanding of coastal processes, landforms and protection from the year 9 coasts unit. <u>Future learning</u> Many of the process are similar to those found in river landforms, the next unit.	<u>Physical landscapes in the UK</u> The UK has a range of diverse landscapes. **Coastal landscapes in the UK** The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. -

bays, cliffs and wave cut platforms, caves, arches and stacks. • Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. • **An example (The Jurassic Coast, Dorset)** of a section of coastline in the UK to identify its major landforms of erosion and deposition. • The costs and benefits of the following management strategies: - hard engineering – sea walls, rock armour, gabions and groynes - soft engineering – beach nourishment and reprofiling, dune regeneration - managed retreat – coastal realignment. • **An example (The Holderness coast, Mappleton)** of a coastal management scheme in the UK to show: - the reasons for management - the management strategy - the resulting effects and conflicts.			
River landscapes in the UK • The long profile and changing cross profile of a river and its valley. • Fluvial processes: - erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion	13	<u>Prior learning</u> Pupils will develop their understanding of river processes, landforms and protection from the year 8 coasts unit. The processes of erosion, transportation and deposition were covered in the last unit as to was the idea of hard and soft engineering.	**River landscapes in the UK** The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes.

- transportation – traction, saltation, suspension and solution, - deposition – why rivers deposit sediment. • Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. • Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. • Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. • An example (River Tees) of a river valley in the UK to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk – precipitation, geology, relief and land use. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of the following management strategies: - hard engineering – dams and reservoirs, straightening, embankments, flood relief channels - soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. • An example (Somerset levels) of a flood management scheme in the UK to show: - why the scheme was required			Different management strategies can be used to protect river landscapes from the effects of flooding.

- the management strategy ---- the social, economic and environmental issues.			
<u>Fieldwork</u> The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.			

Year 11 Curriculum INTENT
Pupils will develop an understanding of the human processes, systems and outcomes and how these change both spatially and temporally. They will study a variety of places and at a range of scales and must include places in various stages of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The pupils will 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 the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>Urbanisation issues and challenges</u> • The global pattern of urban change. • Urban trends in different parts of the world including HICs and LICs.	21 in total	<u>Prior learning</u> This develops the understanding from development in year 7 and population and urbanisation in year 8 <u>Future learning</u> This is developed through two case studies, Brazil a NEE and Liverpool, UK.	<u>Urbanisation issues and challenges</u> A growing percentage of the world's population lives in urban areas.

• Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. • The emergence of megacities			Urban growth creates opportunities and challenges for cities in LICs and NEEs.
Urban growth in a LIC or NEE A case study (Rio de Janeiro, Brazil) of a major city in an LIC or NEE to illustrate: • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has create opportunities: - social: access to services – health and education; access to resources – water supply, energy - economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges: - managing urban growth – slums, squatter - providing clean water, sanitation systems and energy - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, air and water pollution, traffic congestion.	9	<u>Prior learning</u> This develops the understanding from development in year 7 and population and urbanisation in year 8. It develops understanding from any region or country case study used in KS3 <u>Future learning</u> The challenges and opportunities of urban growth are again explored through the UK city case study. Economic change in a NEE is explored in a later unit.	Urban growth in a LIC or NEE Urban growth creates opportunities and challenges for cities in LICs and NEEs.

• An example of how urban planning is improving the quality of life for the urban poor.			
Urban challenges in the UK (Liverpool) • Overview of the distribution of population and the major cities in the UK. • A case study (Liverpool) of a major city in the UK to illustrate: - the location and importance of the city in the UK and the wider world - impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: - social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems - environmental: urban greening • how urban change has created challenges: social and economic: - urban deprivation, inequalities in housing, education, health and employment - environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.	9	<u>Prior learning</u> Challenges and opportunities of urban growth have just been covered through a NEE case study. It develops understanding from any region or country case study used in KS3 <u>Future learning</u> . Economic change in the UK is explored in a later unit.	Urban challenges in the UK Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

• An example of an urban regeneration project to show: - reasons why the area needed regeneration - the main features of the project.			
• Features of sustainable urban living: (Friesburg) - water and energy conservation - waste recycling - creating green space. How urban transport - strategies are used to reduce traffic congestion.		<u>Prior learning</u> This develops understanding from resources and sustainability in year 9. <u>Future learning</u> This is explored in economic change in the UK.	Urban sustainability requires management of resources and transport.
<u>The changing economic world</u> Global development • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical.	25 in total 8	<u>Prior learning</u> This develops understanding from KS3. Development in year 7, population in year 8 and any region/country studied in KS3. <u>Future learning</u> This is explored further through the NEE and UK case studies in the next units.	<u>The changing economic world</u> Global development There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.

• Consequences of uneven development: disparities in wealth and health, international migration. • An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. • **An example (Jamaica)** of how the growth of tourism in an LIC or NEE helps to reduce the development gap.			

Year 11 Curriculum Map – Spring			
Topic details	**No. of Lessons**	**Rational/sequencing**	**N.C. coverage**
Economic development in a NEE . • **A case study (India)** of one LIC or NEE to illustrate: - the location and importance of the country, regionally and globally - the wider political, social, cultural and environmental context within which the country is placed - the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development - the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country	8	Prior learning This develops understanding from KS3 (India was briefly studied in the Asia unit) and it develops further the understanding from urban change in a NEE earlier in the year.	**Economic development in a NEE** Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.

- the changing political and trading relationships with the wider world - the environmental impacts of economic development - the effects of economic development on quality of life for the population.			
Economic change in the UK Economic futures in the UK: • causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north–south divide. - Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. • Links through trade, culture, transport, and electronic communication. Economic and	9	<u>Prior learning</u> This develops understanding from KS3 and it develops further the understanding from urban change in an UK city earlier in the year.	Economic change in the UK Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

political links: the European Union (EU) and Commonwealth.			
<u>The challenge of resource management</u> Resource management • The significance of food, water and energy to economic and social well-being. • An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK. • Food: - the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce - larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food - the trend towards agribusiness. • Water: - the changing demand for water - water quality and pollution management - matching supply and demand – areas of deficit and surplus - the need for transfer to maintain supplies. • Energy:	18 10	<u>Prior learning</u> This develops understanding from KS3, especially the year 9 unit on resources and sustainability. It links to the development unit earlier in the year and the units from the living world bout rainforests and deserts in year 10. <u>Future learning</u> Water, it's changing demand and it's sustainability is explored in more detail in the next unit.	<u>The challenge of resource management</u> Resource management Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges.

- the changing energy mix – reliance on fossil fuels, growing significance of renewables - reduced domestic supplies of coal, gas and oil - economic and environmental issues associated with exploitation of energy sources.			
Water • Areas of surplus (security) and deficit (insecurity): • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, overabstraction, limited infrastructure, poverty. • Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply. • Overview of strategies to increase water supply: - diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination - an example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.	8	Water was chosen instead of food or energy because the sustainable example could be in a desert, which was used in year 10. <u>Prior learning</u> This is a more detailed look at water, it's supply and demand and how it can be used sustainability from the last unit.	Water Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.

• Moving towards a sustainable resource future: - water conservation, groundwater management, recycling, 'grey' water - an example of a local scheme in an LIC or NEE to increase sustainable supplies of water.			

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
<u>DME pre release</u> This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts.			
Revision			