

# Geography Curriculum Map

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>SoW: Knowing our World, Part A</u></p> <p>Knowledge - Students will gain knowledge about what geography is.</p> <p>Understanding - They will form an understanding of the economic gap between LICs and HICs.</p> <p>Analysis - Students must be able to explain in some detail what hinders development.</p> <p>Skills - OS maps, choropleth maps and photos will be used to aid understanding and the collection of knowledge. Students will learn how to use and interpret them.</p>	<p><u>SoW- Human rights and wrongs</u></p> <p>Knowledge - Students gain knowledge on globalisation and the interdependence countries have.</p> <p>Understanding - They will understand why China introduced a population policy and be able to explain the impact this has had on the country.</p> <p>Analysis - Students must be able to produce a balanced response looking at both positives and negatives for a population policy, working in a sweatshop and Transnational Corporations in LICs and NEEs.</p> <p>Skills - Students will be expected to interpret population graphs as well as being able to inform others of why Afghanistan, geographically, is such an ideal location for this type of farming, explaining at least one factor in depth.</p>	<p><u>SoW- Local Fieldwork</u></p> <p>Knowledge - students will gain knowledge on how to construct and conduct fieldwork</p> <p>Understanding - students will be able to produce a fieldwork investigation.</p> <p>Analysis - Students will analyse both primary and secondary data and draw valid conclusions from this. Students will analyse both primary and secondary data and draw valid conclusions from this.</p> <p>Skills - Students will learn how to conduct a fieldwork study Students will then be able to hypothesises, conduct their methodology, produce data presentation, interpret the data and then draw valid and reasoned conclusions.</p>	<p><u>SoW- Living World</u></p> <p>Knowledge - Students gain knowledge of the interactions and interdependence of biotic and abiotic factors in an ecosystem.</p> <p>Understanding - Students will be able to describe and explain both the characteristics and adaptation of plants and animals in both tropical rainforests and hot deserts.</p> <p>Analysis - Students will produce 2 investigations into the challenges and opportunities that tropical rainforest and hot deserts pose.</p> <p>Skills - Global distribution map must be linked to climate by the students.</p>	<p><u>SoW- Natural Hazards</u></p> <p>Knowledge - Students gain knowledge about the risks natural hazards pose.</p> <p>Understanding - Students must be able to explain global atmospheric circulation model and describe the distribution of tectonic hazards.</p> <p>Analysis - Students must be able to investigate the Chile and Nepal earthquake, Typhoon Haiyan and Somerset level floods. They must then analyse the impact and responses to each of the hazards.</p> <p>Skills - Students must be able to explain the physical processes of 3 plate margins and formation of tropical storms in the right sequencing.</p>
Autumn 2	<p><u>SoW: Knowing our World, Part B</u></p> <p>Knowledge - Students will gain knowledge about what geography is.</p> <p>Understanding - They will form an understanding of the impact of plastics on the environment</p> <p>Analysis - Students must be able to explain in some detail why plastics are important to us as well as explaining why plastics pose a great risk to the planet.</p> <p>Skills - OS maps, choropleth maps</p>	<p><u>SoW- Man V Wild</u></p> <p>Knowledge - Students gain knowledge of what ecosystems are.</p> <p>Understanding - Students will investigate 3 biomes. Students must be able to explain adaptations within these.</p> <p>Analysis - Students must be able to produce a balanced response looking at advantages and disadvantages of both deforestation in the Amazon and tourism in Savanna Grasslands.</p>	<p><u>SoW- The geography of Russia</u></p> <p>Knowledge - students gain knowledge about the physical geography of Russia.</p> <p>Understanding - Students will be able to explain the links between climate, soils and the ecosystem they are found in.</p> <p>Analysis - Students must be able to analyse the impact the Russian and Ukraine conflict has had and decide if there should be an Arctic treaty.</p>	<p><u>SoW- Urban issues and challenges-Rio (Retrieval) and Bristol</u></p> <p>Knowledge - students gain knowledge of the differences in urban trends in different parts of the world.</p> <p>Understanding - Students must be able to explain factors of the effect of the rate of urbanisation.</p> <p>Analysis - Students must investigate at depth 2 case studies from a LIC or NEE and a HIC. Our chosen ones are Bristol and Rio.</p>	<p><u>SoW- Changing economic world- Retrieval Nigeria</u></p> <p>Knowledge - Students gain knowledge about the economic gap that exists and why this is.</p> <p>Understanding - Students must be able to apply their understanding of indicators of development to levels of economic growth.</p> <p>Analysis - Students must examine, in depth, the economic change Nigeria and the UK have experienced. Students must be able to use specific facts and</p>

	<p>and photos will be used to aid understanding and the collection of knowledge. Students will learn how to use and interpret them.</p> <p><u>SoW: What is the UK like?</u></p> <p>Knowledge - Students will gain knowledge of the pros and cons of Brexit and will be able to explain at least one of each.</p> <p>Understanding - Students will be able to explain the reasons for migration and what misconceptions there are around this issue.</p> <p>Analysis - Investigation into inequalities and homelessness will be conducted. Students must be able to form an opinion as to which is the best project to solve homelessness.</p> <p>Skills - interpretation and construction of comparison line graphs. Population density graphs will be interpreted for valid conclusions to be formed.</p>	<p>Skills - use of written resources and how we use them to form our arguments. Producing distribution maps.</p>	<p>Skills - Students must be able to use geographical formation images to explain the sequencing of the formation of fold mountains.</p>	<p>They must then be able to analyse the challenges and opportunities that exist in both cities and must relate these to social, economic and environmental factors.</p> <p>Skills - Exponential population graphs will be constructed and interpreted.</p>	<p>figures to back up their findings.</p> <p>Skills - Students must be able read and interpret data in the Demographic Transition Model and Population Pyramids.</p>
Spring 3	<p><u>SoW: Disasters of the Earth</u></p> <p>Knowledge - Students gain knowledge of the theories behind Pangaea and continental drift.</p> <p>Understanding - Students gain an understanding of different volcanic eruptions and they must be able to explain why some are more dangerous than others.</p> <p>Analysis - Students will analyse the impacts of hurricane and cobalt mining. Students will also justify why intermediate technology is needed.</p> <p>Skills - Use of images to explain the formation of tsunami making sure that the sequencing is correct.</p>	<p><u>SoW- Rich World, Poor World</u></p> <p>Knowledge - Students gain knowledge of a resource curse. And how people prepare for tectonic hazards in LICs and HICs.</p> <p>Understanding - Students must be able to explain how development indicators help geographers interpret development. Students must use at least one to do this.</p> <p>Analysis - Students will investigate infectious diseases and must be able to explain why and how they spread. They must also be able to illustrate the impact this caused.</p> <p>Skills - Students will use and interpret population data. Proportional infection maps will</p>	<p><u>SoW- Nigeria a land of contrast</u></p> <p>Knowledge - Students will gain knowledge of the physical and human geography of Nigeria.</p> <p>Understanding - students must be able to explain how Nigeria is developing and what opportunities this will bring.</p> <p>Analysis - Students must be able to evaluate whether all communities are developing or are some without basic needs such as clean water.</p> <p>Skills - Maps, photos and graphs will be used and interpreted to help students improve their knowledge and understanding of the issues.</p>	<p><u>SoW- Resources and sustainable cities</u></p> <p>Knowledge - Students will gain knowledge of resource security and insecurities. Students will be able to gain knowledge about living sustainably.</p> <p>Understanding - Students must be able to explain why the consumption of resources is unequal around the world.</p> <p>Analysis - Students must investigate a renewable and non-renewable resource and explain how consumption is changing within the UK. They must also be able to analyse why insecurity can lead to conflict.</p> <p>Skills - Students must be able to</p>	<p><u>SoW- Coasts</u></p> <p>Knowledge - Students gain knowledge of the physical processes that form the coastlines of the UK.</p> <p>Understanding - Students need to be able to explain the erosional and depositional processes such as headland and bays.</p> <p>Analysis - Students must be able to analyse and form judgements on how best to protect the coastlines.</p> <p>Skills - OS maps need to be used in order to identify coastal features.</p>

		also be used.		read and interpret pie charts and compound bar graphs.	
Spring 4	<p><u>SoW- HICs and LICs</u></p> <p>Knowledge - Students will gain knowledge of how the monsoons spread over India.</p> <p>Understanding - Students must be able to compare the pros and cons of the monsoons over India. They must also look at what geographical factors lead to modern day piracy.</p> <p>Analysis - Students will investigate the physical and human factors of flooding, they will be expected to form an evaluation of whether HICs or LICs suffer more.</p> <p>Skills - Students will be constructing a climate graph. Students also will be using a map to make a judgement on the best form of management to reduce flooding.</p>	<p><u>SoW- Rain or Shine</u></p> <p>Knowledge - Students will gain knowledge of what aspects affect the UK's weather systems and microclimates such as the school site.</p> <p>Understanding - Students must be able to explain how the 3 different types of rainfall affect Manchester.</p> <p>Analysis - Students must draw conclusions about London's heat island. They must also be analysing how extreme weather impacts on us.</p> <p>Skills - Students must read and interpret a graph to show glacial and interglacial periods through history.</p>	<p><u>SoW- Nigeria a land of contrast</u></p> <p>Knowledge - Students will gain knowledge of the physical and human geography of Nigeria.</p> <p>Understanding - students must be able to explain how Nigeria is developing and what opportunities this will bring.</p> <p>Analysis - Students must be able to evaluate whether all communities are developing or are some without basic needs such as clean water.</p> <p>Skills - Maps, photos and graphs will be used and interpreted to help students improve their knowledge and understanding of the issues.</p>	<p><u>SoW- Rivers</u></p> <p>Knowledge - students gain knowledge of the changing long and cross-profile of a river.</p> <p>Understanding - Students need to be able to explain the erosional and depositional processes such as waterfalls</p> <p>Analysis - Students must be able to analyse and form judgements on how best to manage rivers and prevent them from flooding.</p> <p>Skills - OS maps need to be used in order to identify river features. Students must also be able to read and interpret a hydrograph to explain why rivers flood.</p>	<p><u>SoW- Pre-release</u></p> <p>Knowledge - Students will be expected to apply their geographical knowledge to a new situation through critical thinking and problem solving.</p> <p>Understanding - Students must demonstrate their understanding by looking at a particular issue derived from the specification for AQA geography.</p> <p>Analysis - this section is synoptic and the assessment will require students to use their learning of more than one of the themes so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p> <p>Skills - Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p>
Summer 5	<p><u>SoW- Hot Planet</u></p> <p>Knowledge - Students gain knowledge of the evidence that confirms climate change.</p> <p>Understanding - Students will be expected to be able to show how humans are contributing to climate change.</p> <p>Analysis - Students must be able to analyse how climate change impacts on humans and the environment with the focus on famines and coral reefs.</p>	<p><u>SoW- Our Unequal World</u></p> <p>Knowledge - Students gain knowledge of why the world is unequal.</p> <p>Understanding - Students must understand and be able to explain why inequality exists.</p> <p>Analysis - A comparison of Sudan and the UK will be conducted where students must justify why economic development is different. Students will also look at how the development gap can be reduced.</p>	<p><u>SoW- Rio in the urban world</u></p> <p>Knowledge - students gain knowledge of the differences in urban trends in different parts of the world.</p> <p>Understanding - Students must be able to explain factors that affect the rate of urbanisation.</p> <p>Analysis - Students must investigate at depth, case studies from a NEE and this is Rio. They must then be able to analyse the challenges and opportunities that exist in both cities and must relate</p>	<p><u>SoW- Fieldwork</u></p> <p>Knowledge - Students gain further knowledge of river processes and human impact on the environment from the 2 fieldworks conducted.</p> <p>Understanding - The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography.</p> <p>Analysis - In at least one of the enquiries, students are expected to show an understanding and analysis of the interaction between</p>	

	<p>Skills - Students need to be able to use geographical images to explain the formation of coral reefs.</p>	<p>Skills - Data is the focus and students need to be able to read and interpret this data and then be able to apply it to their understanding.</p>	<p>these to social, economic and environmental factors.</p> <p>Skills - Exponential population graphs will be constructed and interpreted.</p>	<p>physical and human geography.</p> <p>Skills - students must be able to conduct a full fieldwork enquiry from hypothesis, methodology, data presentation, data interpretation and evaluation and judgement.</p>	
Summer 6	<p><u>SoW- Changing Landscapes</u></p> <p>Knowledge - Students gain a better understanding of the UK's physical landscape.</p> <p>Understanding - Students will need to be able to explain how physical processes change the UK landscape.</p> <p>Analysis - Students will analyse sources, maps and sources to show how coastal, fluvial and glacial landscapes are formed.</p> <p>Skills - Annotation of a UK map will be produced by students. OS maps will be applied to learning by students.</p>	<p><u>SoW- Geography of Conflicts</u></p> <p>Knowledge - Students gain an understanding of what conflicts are and where these conflicts exist today.</p> <p>Understanding - Students need to be able to explain how conflict has impacted on the Middle East.</p> <p>Analysis - Students must analyse geographical information to allow them to explain what the opportunities and challenges of the Sahara Desert are. Students must also evaluate why there has been a growth in megacities.</p> <p>Skills - Students will be using mapping skills to show their knowledge.</p>	<p><u>SoW- Is the planet fighting back?</u></p> <p>Knowledge - students gain knowledge of up-to-date geographical case studies.</p> <p>Understanding - Students will appreciate that geography is always in the news.</p> <p>Analysis - Students will analyse the topics that are in the news at present so will be focusing on topics such as Australian fires or Coronavirus.</p> <p>Skills - Students will be using maps, photos and graphs to interpret and further their knowledge and understanding of the world around them.</p>	<p><u>SOW- Climate Change</u></p> <p>Knowledge - Students gain knowledge of both natural and human causes of climate change.</p> <p>Understanding - Students need to be able to explain at least one physical and human cause and how this contributes to climate change.</p> <p>Analysis - Students need to be able to make judgements on the best forms of combating climate change.</p> <p>Skills - Students will use evidence for climate change from the beginning of the quaternary period to present day.</p>	