

## Geography Curriculum Map 2023-24

**Intent:** *what does your curriculum aim to achieve? What knowledge and understanding will students have by the time they leave in Y11? What is the structure and narrative underpinning the curriculum?*

The teaching and learning of Geography aims to develop knowledge, skills, concepts, values, and attitudes through an approach that sees Geography as an integral part of the whole school curriculum. Geography offers a unique importance in equipping pupils with key attributes needed for Key Stage 4 and beyond. As a department, we are aware that the secondary level can be the final experience of school geography; therefore, we aim to ensure all students leave with the essential and necessary geography skills needed for all further education and employment opportunities. The following aims and objectives relate directly to Salvatorian College and show our contribution as a department towards every student's aspirations, learning, and achievement.

Geography seeks to develop a sense of place and helps students make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface. The subject extends students' interest and knowledge beyond their immediate experiences, using images and information to help them interpret about people and concepts that they acquire from media, internet and textbooks. Geography develops major skill areas: Map and fieldwork skills; cross-curricular skills such as ICT, Literacy and Numeracy; as well as an increasing awareness of the world around us and the idea of sustainability. We want students to become global citizens and show a keen awareness of the geography around them. Geography is everywhere and students develop a keen awareness and appreciation of the geography around them.

In years 7 and 8, students study skills in geography through topics that are relevant and modern in today's ever-changing world. At GCSE we study Geography because it is a multi-faceted discipline that combines the analysis of social questions, environmental issues, and modern real world solutions. Geographers investigate interactions between the human and physical environments such as the causes and impacts of climate change. We equip learners with empathy of other cultures through the study of real world examples. Using practical fieldwork and research skills, we investigate problems on variety of scales from local to global.

Below we have assessment objectives that we use across all topics within the academic year.

### Geographical Assessment Objectives

<p><b>AO1: Geographical knowledge</b> The understanding of geographical knowledge of locations, places, processes, environments and different scales.</p>	<p><b>A02: Geographical understanding</b> The understanding of physical and human processes and the processes that change them.</p>	<p><b>AO3: Geographical skills</b> Assesses your ability to use geographical skills and techniques such as map skills, fieldwork, GIS, data analysis from different sources, communication and research.</p>	<p><b>AO4: Decision making</b> Assesses your ability to use your geographical understanding of places, processes and sustainability to make well-evidenced decisions using the key skills of interpretation, analysis and evaluation.</p>	<p><b>AO5: Social, Moral and Cultural Exploration</b> Assesses your ability to explore political, social and cultural issues critically, to assess evidence, create debate and to make reasons arguments about a variety of issues on a different scales as well as your progress towards life as a global citizen.</p>
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Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
<b>Year 7</b>	<p><b>Map skills and the UK</b> Students will learn the foundations of map skills that will be pivotal from KS3 to KS4. They will have a better understanding of UK geography and 'what is geography'.</p>	<b>Assessment 1</b>	<p><b>Antarctica</b> Students learn about an extreme environment and it's important to both humans and the environment. Students will learn about sustainability and future issues.</p>	<b>Assessment 2</b>	<p><b>Rivers</b> Students learn about the process and landforms of rivers. They look at how it can be managed and how different stakeholders can influence the use of a river at different scales.</p>	<p><b>The importance of Asia</b> Students will understand the misconceptions about culture, population, its landscape and the economy of Asia.</p>	<b>Assessment 3</b>	<p><b>Ecosystems</b> Students will look at different ecosystems globally. In-depth study of the Amazon, Brazil. Students will understand the importance, impacts and sustainability of the rainforest.</p>	<p><b>Challenges and opportunities in Africa</b> Students will learn misconceptions of Africa. They will look at the opportunities Africa has creating an emerging economy and the challenges it still gas.</p>
<b>Year 8</b>	<p><b>Coasts</b> Students learn about the process and landforms of coast. They look at how it can be managed and how different stakeholders can influence the use of a coast at different scales.</p>	<b>Assessment 1</b>	<p><b>Population</b> Students will look at historical and the present trends of population change on a national and global change. Look at the impact of population change socio-economically and on the environment.</p>	<b>Assessment 2</b>	<p><b>Weather and Climate</b> Students learn the difference between weather and climate. They learn how weather is measured. The impact of weather on a physical and human level.</p>	<p><b>Tourism</b> Students learn the changes on tourism over a timescale as well as looking at changes in the UK. Look at the impact of tourism socio-economically and on the environment.</p>	<b>Assessment 3</b>	<p><b>Influencing the environment</b> Students will have an understanding of how we have changed the environment and how we are more sustainable for future generations.</p>	<p><b>The Middle East</b> Students look at how diverse The Middle East is. We will look how neighbouring countries having contrasting economies and how this shapes them. We will also look at historical content to understand how it has influenced their stability</p>

<p><b>Year 9</b></p>	<p><b>Extreme weather</b> Student learns about several extreme weather events using case studies. Students interpret statistical data.</p>		<p><b>Development</b> Students learn about plethora of topics linked to development such as child soldiers, diamonds and disease can all affect or be an effect of development.</p>		<p><b>The UK landscape: Glaciation</b> Students learn the distinctive glacial landforms result from different physical processes. Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts.</p>	<p><b>Resources</b> Students learn about several different types of resources from food to energy. This topic also concentrates on the unique engineering methods that are used in the resource industry.</p>		<p><b>Tectonic Activity</b> Students learn the physical processes of earthquakes and volcanoes. The effects of and responses to these hazards and how they can be managed.</p>
<p><b>Year 10</b></p>	<p><b>Unit 1: Rivers</b> Students learn how rivers are shaped by the physical processes and the management strategies that protect the coastline.</p>	<p><b>Assessment 1</b></p>	<p><b>Unit 1: Coasts</b> Students learn how the coast is shaped by the physical processes and the management strategies that protect the coastline.</p>	<p><b>Assessment 2</b></p>	<p><b>Unit 2: Urban issues: Rio (NEE) and London (HIC)</b> Students learn about the challenges and opportunities of cities in NEEs and HICs. They will understand how urban change in cities leads to a variety of social, economic and environmental opportunities and challenges.</p>	<p><b>Assessment 3</b></p>	<p><b>Unit 1: The Living World : Ecosystems and hot deserts</b> Students will learn the distinctive characteristics of Tropical rainforests. Study the impact of deforestation and sustainable management using a case study. Students will learn the distinctive characteristics of hot deserts. Understand the challenges and opportunities for an extreme environment using a case study.</p>	
<p><b>Year 11</b></p>	<p><b>Unit 2: Economic World and Development.</b> Students will learn global variations in economic development and quality of life. Look at strategies to reduce the development gap in a LIC. They also study the major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p><b>Mock Exam 1</b></p>	<p><b>Unit 2: Resources Students will learn</b> Food, water and energy are fundamental to human development. They will focus on how the Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p>	<p><b>Mock Exam 2</b></p>	<p><b>Unit 1 : Weather Hazards and Unit 3: Fieldwork and Pre-release</b> Students will learn about the process of atmospheric circulation and impacts of typhoons.  The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p>	<p><b>Mock Exam 3</b></p>		