Curriculum Map -

Intent
Our curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of geography. This will enable students to become global citizens and have the cultural literacy to be role models for the future, considering ideas such as sustainability, development and climate change in their everyday lives. Geography bridges the gap between science and humanities and offers the opportunity to study a range of topics that investigate the physical processes that shape our planet, human societies and the economic and environmental opportunities and challenges within a local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts. Geography is interdisciplinary, and embeds skills from across subjects such as understanding physical processes and properties from science, creative thinking and analysis of text from English and numerical and data presentation skills from Maths.

	Autumn Term	Spring Term	Summer Term
Year 7	**UK and World Geography with integrated map skills** ● To recap key locational knowledge from KS2 and understand the link between latitude and climate and longitude and time ● Learn how to locate places and places of importance on OS maps and develop knowledge of scale and distance ● To understand the importance of site on the influence of settlement and know the locations of major settlements in the UK ● To use GIS maps to make decisions about the location	**Weather and Climate** ● To understand how and why we monitor weather and the factors that affect it ● To know the difference between weather and climate and links to climate zones from term 1 ● To analyse the 'science' behind clouds and rain ● To identify the key differences in climates between tropical, temperate and polar climates and interpret and construct climate graphs for these regions	**Climate change** ● To explore how Earths' geological past is linked to its climate and understand how climate has changed over time ● To understand that current climate change is linked to human activity and exl;ain why this has happened ● To study a range of local and global impact of climate change ● To analyse a range of solutions to climate change and link this to individual actions that can be taken **Fieldwork - Microclimate investigation** *Students take part in on site practical work to study the factors that cause small changes in climate around the school site.*

	of settlements		Complete a full fieldwork enquiry: ● Formulating a hypothesis ● Carrying out risk assessment ● Collecting primary data ● Data presentation ● Drawing conclusions ● Evaluating accuracy and reliability of findings
Year 8	**Coasts** ● To understand how coastal process shape coastal landscapes around the UK ● To explore issues created by coastal processes ● Assess the various solutions to coastal management and justify decisions made around this	**Development** ● To explore how and why development varies across the Globe and apply both geographical and historical reasoning for this ● To look at examples of countries at varying levels of development and apply this understanding to explain the reason for this ● To understand how Fairtrade can aid in development and the importance of this **Population** ● To study how global population had changed over time and how this has affected global population distribution ● To examine and interpret population pyramids and apply understanding of development to differing populations across the globe ● To explore issues around population growth and change, studying China's Anti-Natal policy and the UK's ageing population and the impacts of this on both countries ● To look at examples of how migration has impacted on countries, including exploring refugees and climate	Settlements - Project Stevenage ● To look at the reasons for settlement growth and study patterns of land use ● Interpret maps and photos to identify land use in the local area and assess whether it follows traditional land use models ● To understand the reasons behind the development of New Towns and explore how Stevenage aimed to solve the post-war housing crisis ● To justify choices for the development of new housing in and around Stevenage ● To assess whether Stevenage is a sustainable town and explain ways to improve this **Fieldwork -Sustainability in Stevenage Old Town** *Students take part in off-site practical work to study the factors that affect the sustainability of Stevenage Old Town* Complete a full fieldwork enquiry: ● Formulating a hypothesis ● Carrying out risk assessment ● Collecting primary data ● Data presentation ● Drawing conclusions

		migration	● Evaluating accuracy and reliability of findings
**Students begin GCSE content at start of year 9 - details of content covered can be found in the specification** https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf		
Year 9	**People and the Biosphere** **Fieldwork - investigating the infiltration rates of soil** *Students take part in on site practical work to study the factors that affect infiltration rates across the school site.* Complete a full fieldwork enquiry: ● Formulating a hypothesis ● Carrying out risk assessment ● Collecting primary data ● Data presentation ● Drawing conclusions ● Evaluating accuracy and reliability of findings **Forests Under Threat (Tropical Rainforests and Taiga Forests)**	**Consuming Energy Resources**	**Hazardous Earth - Tectonic Hazards**
Year 10	**Challenges of an Urbanising World** **Development Dynamics**	**The UK's Evolving Physical Landscape**	**Fieldwork - Investigating coastal change and management**
Year 11	**Hazardous Earth - Climatic Hazards**	**The UK's Evolving Human Landscape** **Fieldwork - investigating quality of life in**	**Revision**

		Urban areas	

Below are the assessments for GCSE

Edexcel B: Investigating Geographical Issues

Paper 1: Global Geographical Issues 1hr30mins 94 marks.
Section A - Hazardous Earth
Section B - Development Dynamics
Section C - Challenges of an Urbanising World

Paper 2: UK Geographical Issues 1hr45mins 94 marks
Section A - The UK's Evolving Physical Landscape
Section B - The UK's Evolving Human Landscape
Section C1 - Fieldwork in a Physical Environment (Coasts - question 8)
Section C2 - Fieldwork in a Human Environment (Urban - question 10)

Paper 3: People and Environment Issues 1hr30mins 64 marks
Section A - People and the Biosphere
Section B - Forests Under Threat
Section C - Consuming Energy Resources
Section D - Decision Making Exercise (synoptic element)