

Curriculum Map 2019-20

Subject: **Geography**

Long-term, sequenced mapping

The table below outlines the topic progression across all age-stages in Geography. Topics have been coded as being 'Physical', 'Human' or 'Application and Skills', however it must be noted that there will be taught elements of each type of geography within each topic; e.g. human responses to natural hazards.

The topics taught in Years 7 and 8 directly link to the content of both the GCSE and A-Level course, meaning the knowledge imparted becomes increasingly interleaved; e.g. the conditions and improvements of the slums of Dharavi, Mumbai, can be investigated in Year 7 (Bollywood Dreams), Year 9 (Urban Issues and Challenges) and Year 12 (Contemporary Urban Environments). Mid-term planning materials for each topic are also available.

| AGE-STAGE | TOPICS | | | | | | | |
|-----------|--------------------------------------|-------------------------------|---------------------------------|--------------------------------|-----------------------------|---|----------------------------------|-----------|
| Year 7 | Our Green Planet | | | Powerful Coasts | | | Rainforests Survival (DME: Peru) | |
| Year 8 | Small Divided World | | | Hazardous World | | | River Journey (DME: River Chess) | |
| GCSE | The Challenge of Resource Management | Physical Landscapes of the UK | Urban Issues and Challenges | Hazards | The Changing Economic World | The Living World | DME | Fieldwork |
| A-Level | Water and Carbon | Changing Places | Contemporary Urban Environments | Coastal Systems and Landscapes | Hazards | Global Systems and Geographical Conflicts | NEA | |

| | |
|--|--------------------------------------|
| | Physical Geography |
| | Human Geography |
| | Geographical Applications and Skills |

Key geographical skills will be delivered within each topic, rather than as a separate unit. Each topic outline will provide a basic indication of the skills that can be practiced, however these are not exhaustive lists.

The tables on the next seven pages outline the long-term curriculum planning within each year group:

- The key ideas being taught in each unit
- How each unit links to others in a sequenced manner
- How assessment will take place during each AP

| | AP1 | AP2 | AP3 |
|----------|---|--|---|
| | Our Green Planet | Powerful Coasts | Rainforests Survival (DME: Peru) |
| | <p>Key Ideas:</p> <ul style="list-style-type: none"> • The distribution of the world's oceans and rivers • Who uses the most water and why? • What is the issue with water sustainability? • Water sustainability • Exploitation of our oceans? • Who uses the most energy and why? • What is the issue with energy supply? • What are the alternatives? | <p>Key Ideas:</p> <ul style="list-style-type: none"> • Waves are the driving force behind coastal processes • Coastal Processes shape the coastline. They act as a system • The coasts are managed depending on their perceived value, ecological importance and usefulness • An in depth case study of one UK based coastline management • Map skills involving identifying coastal features • Renewables at the coast – case study of coastal windfarms. | <p>Key Ideas:</p> <ul style="list-style-type: none"> • Rainforests are important and unique areas of the world. • The Rainforests have distinct physical characteristics • The management of rainforests is crucial for their preservation • The rainforests have distinct human characteristics • The rainforests are resource-rich locations • Goods Vs Services: How rainforests affect the wider human geography • DME – Development in Peru |
| 7 | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Crumbling Coasts (7) - Depleting Resources (7) - Extreme Expeditions (7) - DME: Abingdon Reservoir (7) - Rapid Rivers (8) - Geographical Conflicts (8) - The Challenge of Resource Management (GCSE) - Water and Carbon (A-Level) - Rapid Rivers (8) - Hazardous World (8) | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Blue Planet (7) - A Shrinking World (8) - Geographical Conflicts (8) - A Divided World (8) - The Challenge of Resource Management (GCSE) - Urban Issues and Challenges (GCSE) - Contemporary Urban Environments (A-Level) - Global Systems and Governance (A-Level) - Physical Landscape's in the UK (GCSE) | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Blue Planet (7) - Depleting Resources (7) - Rapid Rivers (8) - The Challenge of Resource Management (GCSE) - Physical Landscapes of the UK (GCSE) - Issue Evaluation and Fieldwork (GCSE) - Water and Carbon (A-Level) - Changing Places (A-Level) - NEA (A-Level) |

| | | | |
|----------|--|--|---|
| | <p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes KIP tests • AP1 content exam | <p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes KIP tests • AP1/AP2 content exam | <p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes KIP tests • AP1/AP2/AP3 content exam |
| | AP1 | AP2 | AP3 |
| | Small Divided World | Hazardous World | River Journey (DME: River Chess) |
| 8 | <p>Key Ideas:</p> <ul style="list-style-type: none"> • Links between countries throughout the world are increasing as a result of globalization • There are varied causes for the increase in globalization • A short case study – a small industrial region based in the UK with global links • Transnational Corporations create a ‘smaller world’ • In depth case study of one TNC’s impact in an NEE • Changes in shopping have led to an increase in links between countries • There is a large development gap • We can measure development using more than a countries wealth | <p>Key Ideas:</p> <ul style="list-style-type: none"> • Natural hazards pose a risk to people’s lives and property • Some locations on earth are ‘multi-hazardous’ • Human responses to natural hazards vary significantly • The processes of plate tectonics creates earthquake hazards • The impacts of earthquakes vary considerably from place to place • The presence of Volcanoes and their impacts on the world. • Increasing extreme weather patterns around the world. • Climate change and the associated evidence. | <p>Key Ideas:</p> <ul style="list-style-type: none"> • River profile, processes and landforms • Flood management of a river. • River Characteristics change with distance downstream • A hypothesis is a prediction that can be proved either true or false • The River Chess is a chalk stream in Buckinghamshire • An investigation in to river characteristics uses a range of methodologies • The results of a river investigation can be presented in different ways • Predictions can be proved to be true or false |

| | | | |
|----------|---|---|---|
| | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Depleting Resources (7) - Extreme Expeditions (7) - Bollywood Dreams (7) - Geographical Conflicts (8) - A Divided World (8) - The Changing Economic World (GCSE) - Urban Issues and Challenges (GCSE) - Global Systems and Governance (A-Level) - Changing Places (A-Level) - Contemporary Urban Environments (A-Level) | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Crumbling Coasts (7) - Rapid Rivers (8) - Geographical Conflicts (8) - A Divided World (8) - Hazards (GCSE) - The Changing Economic World (GCSE) - Water and Carbon (A-Level) - Changing Places (A-Level) - Hazards (A-Level) - Global Systems and Governance (A-Level) | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Blue Planet (7) - DME Abingdon Reservoir (7) - Rapid Rivers (8) - Physical Landscapes of the UK (GCSE) - Issue Evaluation and Fieldwork (GCSE) - Water and Carbon (A-Level) - NEA (A-Level) |
| | <p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes KIP tests • Year 7/AP1 content exam | <p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes KIP tests • Year 7/AP1/AP2 content exam | <p>Assessment:</p> <ul style="list-style-type: none"> • Low stakes KIP tests • Year 7/AP1/AP2/AP3 content exam |
| | AP1 | AP2 | AP3 |
| | The Challenge of Resource Management | The Physical Landscapes of the UK | Urban Issues and Challenges |
| 9 | <p>Key Ideas:</p> <ul style="list-style-type: none"> • Food, water and energy are fundamental to human development. • The changing demand and provision of resources in the UK create opportunities and challenges. • Demand for resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase supply | <p>Key Ideas:</p> <ul style="list-style-type: none"> • The UK has a range of diverse landscapes. • 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. • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes • Different management strategies can be used to protect river landscapes from the effects of flooding. | <p>Key Ideas:</p> <ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. • Urban sustainability requires management of resources and transport |
| | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Depleting Resources (7) - Extreme Expeditions (7) | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Blue Planet (7) - Crumbling Coasts (7) | <p>Sequenced links:</p> <ul style="list-style-type: none"> - Depleting Resources (7) - Bollywood Dreams (7) |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> - Bollywood Dreams (7) - Geographical Conflicts (8) - A Divided World (8) - The Changing Economic World (GCSE) - Urban Issues and Challenges (GCSE) - Global Systems and Governance (A-Level) - Changing Places (A-Level) - Contemporary Urban Environments (A-Level) | <ul style="list-style-type: none"> - Rapid Rivers (8) - Investigation: The River Chess (8) - Hazards (GCSE) - The Living World (GCSE) - Water and Carbon (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) | <ul style="list-style-type: none"> - A Shrinking World (8) - Geographical Conflicts (8) - A Divided World (8) - The Challenge of Resource Management (GCSE) - The Changing Economic World (GCSE) - Hazards (GCSE) - Changing Places (A-Level) - Contemporary Urban Environments (A-Level) - Global Systems and Governance (A-Level) |
| | Assessment: <ul style="list-style-type: none"> • Low stakes KIP tests • AP1 content exam | Assessment: <ul style="list-style-type: none"> • Low stakes KIP tests • AP1/AP2 content exam | Assessment: <ul style="list-style-type: none"> • Low stakes KIP tests • AP1/AP2/AP3 content exam |

| | | | |
|-----------|--|--|---|
| | AP1 | AP2 | AP3 |
| | Hazards | The Changing Economic World | The Living World |
| 10 | Key Ideas: <ul style="list-style-type: none"> • Natural Hazards pose major risks to people and property • Earthquakes and volcanic eruptions are the result of physical processes • The effects of and responses to a tectonic hazard vary between contrasting areas of wealth • Management can reduce the effects of a tectonic hazard • Global atmospheric circulation helps to determine patterns of weather and climate Tropical storms 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 an impact on human activity • Climate Change is the result of natural and human factors and has a range of effects | Key Ideas: <ul style="list-style-type: none"> • There are global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap. • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. | Key Ideas: <ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. • Tropical rainforest ecosystems have a range of distinctive characteristics • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable. • 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. |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Managing climate change involves both mitigation and adaptation | | |
| | Sequenced links: <ul style="list-style-type: none"> Crumbling Coasts (7) Rapid Rivers (8) A Hazardous World (8) Physical Landscapes of the UK (GCSE) Urban Issues and Challenges (GCSE) Hazards (A-Level) Water and Carbon (A-Level) Global Systems and Governance (A-Level) Changing Places (A-Level) | Sequenced links: <ul style="list-style-type: none"> Blue Planet (7) Depleting Resources (7) Bollywood Dream (7) A Shrinking World (8) Geographical Conflicts (8) A Divided World (8) Urban Issues and Challenges (GCSE) The Challenge of Resource Management (GSCE) Global Systems and Governance (A-Level) Changing Places (A-Level) | Sequenced links: <ul style="list-style-type: none"> Extreme Expeditions (7) Crumbling Coasts (7) Rapid Rivers (8) Physical Landscapes of the UK (GCSE) The Changing Economic World (GCSE) Urban Issues and Challenges (A-Level) Hazards (A-Level) Global Systems and Governance (A-Level) |
| | Assessment: <ul style="list-style-type: none"> Low stakes KIP tests Year 9/AP1 content exam | Assessment: <ul style="list-style-type: none"> Low stakes KIP tests Year 9/AP1/AP2 content exam | Assessment: <ul style="list-style-type: none"> Low stakes KIP tests Year 9/AP1/AP2/AP3 content exam |

| | AP1 | AP2 | AP3 |
|-----------|--|---|-----|
| | Fieldwork/Revision | Revision/Issue Evaluation | |
| 11 | Key Ideas: <ul style="list-style-type: none"> Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed 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. Students' understanding of the enquiry process will be assessed in the following two ways: <ul style="list-style-type: none"> questions based on the use of fieldwork materials from an unfamiliar context | Key Ideas: <ul style="list-style-type: none"> This element 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 A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. | |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries. • Students will be expected to: <ul style="list-style-type: none"> • apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. • select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry. | | |
| | Sequenced links: <ul style="list-style-type: none"> - DME: Abingdon Reservoir (7) - Investigation (8) - All GCSE topics - NEA (A-Level) | Sequenced links: <ul style="list-style-type: none"> - DME: Abingdon Reservoir (7) - Investigation (8) - All GCSE topics - NEA (A-Level) | |
| | Assessment: <ul style="list-style-type: none"> • Low stakes KIP tests • Formal Mock Exam | Assessment: <ul style="list-style-type: none"> • Low stakes KIP tests • GCSE Exam practice | |

| | | | | | |
|----|--|---|--|---|--|
| 12 | AP1 | AP2 | AP3 | AP4 | AP5 |
| | Changing Places | Water and Carbon | Contemporary Urban Environments | NEA | NEA/Hazards |
| | Key Ideas: <ul style="list-style-type: none"> • The nature and importance of places • Changing places – relationships, connectives, meaning and representation • Relationships and connections • Meaning and Representation • Quantitative and qualitative skills • Place studies | Key Ideas: <ul style="list-style-type: none"> • The Water Cycle • The Carbon Cycle • Water, Carbon and life on earth • Quantitative and qualitative skills • Case studies | Key Ideas: <ul style="list-style-type: none"> • Urbanisation • Urban forms • Social and economic issues associated with urbanisation • Urban climate • Urban drainage • Urban waste and its disposal • Sustainable urban development • Case studies | Key Ideas: <ul style="list-style-type: none"> • Independent investigation | Key Ideas: <ul style="list-style-type: none"> • Independent investigation <p>For Hazards details, please see Year 13</p> |
| | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) | Sequenced links: <ul style="list-style-type: none"> - Changing Places (A-Level) | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) - Changing Places (A-Level) | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) - Changing Places (A-Level) |

| | | | | | |
|--|---|---|---|---|---|
| | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Contemporary Urban Environments (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) - Potential NEA link (A-Level) | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Contemporary Urban Environments (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) - Potential NEA link (A-Level) | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Changing Places (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) - Potential NEA link (A-Level) | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Contemporary Urban Environments (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Contemporary Urban Environments (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) |
| | Assessment: <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - AP1 exam | Assessment: <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - AP1/AP2 exam | Assessment: <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - AP1/AP2/AP3 exam | Assessment: <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - AP1/AP2/AP3/AP4 exam | Assessment: <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - End of Year Exam |

| | AP1 | AP2 | AP3 | AP4 | AP5 |
|--|--|---|--|--|-----|
| | Hazards | Coastal Systems and Landscapes | Global Systems and Governance | Revision | |
| | Key Ideas: <ul style="list-style-type: none"> • The concept of hazards in a geographical context • Plate Tectonics • Volcanic hazards • Seismic hazards • Storm hazards • Fires in nature • Case studies | Key Ideas: <ul style="list-style-type: none"> • Coasts as a natural system • Systems and processes • Coastal landscape development • Coastal management • Quantitative and qualitative skills • Case studies | Key Ideas: <ul style="list-style-type: none"> • Globalisation • Global systems • International trade and access to markets • Geographical Conflicts • The 'global commons' • Antarctica as a global common • Globalisation critique • Quantitative and qualitative skills | Key Ideas: <ul style="list-style-type: none"> • All A-Level topics | |
| | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) | Sequenced links: <ul style="list-style-type: none"> - Water and Carbon (A-Level) - Changing Places (A-Level) | Sequenced links: <ul style="list-style-type: none"> - All A-Level topics | |

13

| | | | | | |
|--|---|--|--|---|--|
| | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Contemporary Urban Environments (A-Level) - Changing Places (A-Level) - Coastal Systems and Landscapes (A-Level) - Potential NEA link (A-Level) | <ul style="list-style-type: none"> - Global Systems and Governance (A-Level) - Contemporary Urban Environments (A-Level) - Hazards (A-Level) - Changing Places (A-Level) - Potential NEA link (A-Level) | <ul style="list-style-type: none"> - Contemporary Urban Environments (A-Level) - Hazards (A-Level) - Coastal Systems and Landscapes (A-Level) - Potential NEA link (A-Level) | | |
| | <p>Assessment:</p> <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - Year 12/AP1 exam | <p>Assessment:</p> <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - Year 12/AP1/AP2 exam | <p>Assessment:</p> <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - Year 12/AP1/AP2/AP3 exam | <p>Assessment:</p> <ul style="list-style-type: none"> - Low stakes KIP tests - Exam practice booklet - Year 12/AP1/AP2/AP3/AP4 exam | |