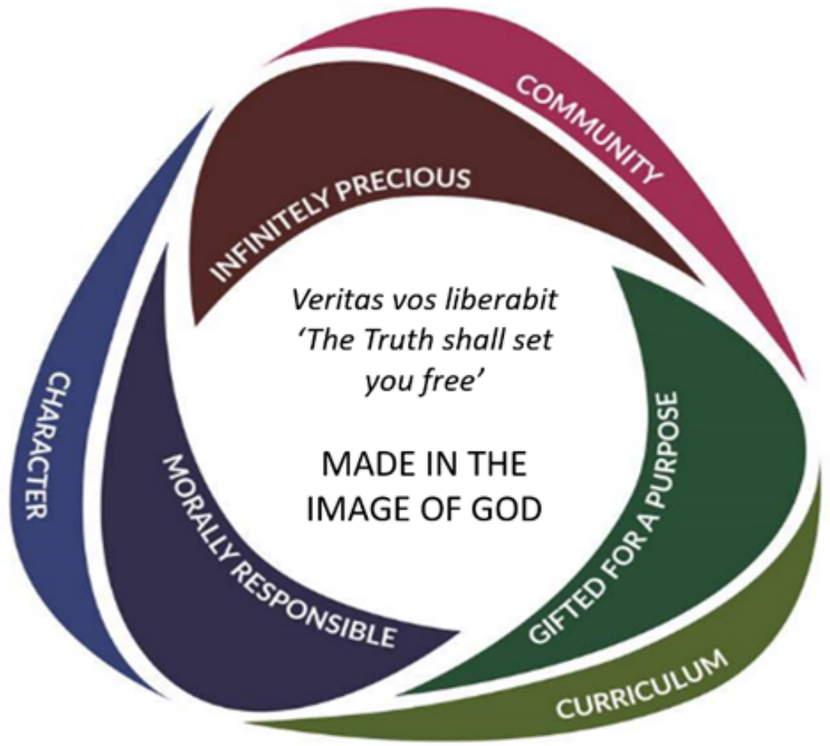
Bede Academy

Geography Curriculum Map



Geography Curriculum Map

Our ambition is to produce global citizens who are curious about their world, developing the skills to independently deepen their understanding of what they see and experience around them and never shying away from understanding that the rights and privileges they have, come with personal responsibilities to their communities, region, and wider world. We inspire students to appreciate their locality, alongside stimulating their interest in the global community.

As we identify the key knowledge students should master in **geography** we think carefully about *how* we want students to think as **geographer**. We want students to:

- be able to apply knowledge of physical and human characteristics and processes to build geographical understanding of the world around them
- use their understanding of the interdependence of key physical and human geographical features to make decisions and evaluate their impact
- be competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

The **geography** concepts in the primary curriculum are:

Cause and impact	Change	Location and place	Decision making

Building on the foundations of the core primary concepts, the secondary Geography curriculum is sequenced around the following key concepts:

Location and place	Physical interactions	Human interactions	Planning and Decision making

Our all-through curriculum is:

…knowledge-rich with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

- *breadth and depth, beginning with local **familiar** and extending **to unfamiliar.***
- *enquiry, questioning, investigation and critical thinking used to explore challenges affecting the world with **increasing sophistication**.*

…enabling as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

- *Enabling students to make sense of world by **organising and connecting information** and ideas through key concepts.*
- *Consistent pedagogical approach to **mathematics and geographical** skills*

…responsive as assessment identifies security of learning and students are supported to achieve our curriculum goals;

- *Regular **retrieval pra**ctice to check prior learning and build long-term memory.*
- ***End of Unit assessment** used to identify gaps and inform future teaching.*
- *Regular use of MWB for **quick identification of misconceptions**.*

…inspiring as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in Blyth and beyond;

- *Embedding **local context/case studies** such as Why love Blyth, Coasts, Ouseburn.*
- *Stimulating their interest in the **global community** through relevant case studies .*

…transformative as by developing character, we build learners who exemplify the Core Virtues and make a positive contribution to their community.

- *Developing **moral responsibility** through teaching how interrelationship between the physical and human worlds is shaping our planet.*
- *Using decision making to inspire **global citizens** who are curious about world.*

Geography Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1		Around the School		My School in 9 Photos		Seasons
2		A UK Study		My School in 9 Photos	Hot and Cold Places	
3		Extreme Earth			North Wales and Llandudno	Forest to Factory
4	Climatic Zones and Biomes of the World		Greece			Farming to Food
5		Mountains		Rainforest and Tundra		Energy
6		Rivers		Homes and Housing	Focus on North America	
7	Map skills	India		Rivers		Fantastic Places
8	Why should we love Blyth?	Weather and Climate		Resources		Development and Nigeria
9	Superpowers and globalisation	Tectonics		Geog on the Tyne		Coasts
10	Coastal fieldwork	Physical Landscapes and Rivers	Resource Management	Changing Cities	Urban Fieldwork	Weather hazards and climate change
11	Global Development	Ecosystems		UK Challenges		
12	Regenerating Places	Tectonics	Coastal Landscapes	Globalisation		Non-examination assessment: Independent Investigation
13	Superpowers	Water Cycle and Water Insecurity	Carbon Cycle and Energy Security	Health and Human Rights	Synoptic Assessment	

Geography Curriculum Map

Early Years Links	Nursery	Nursery classroom, outdoor area and dinner hall. Seasons **Prior Knowledge** Children are familiar with their homes and other places they visit, such as park, supermarket, relatives homes, holiday locations **Substantive** To know that they go to different places with different people, for different purposes, e.g. going to the supermarket to get food, going to the park to play/see friends etc To visually identify the weather To use weather related vocabulary correctly – sunny, raining, hot, cold	Nursery classroom, outdoor area and dinner hall. Seasons Visiting the farm **Prior Knowledge** Children are familiar with their journey to nursery **Substantive** To develop knowledge of what a farm is and who lives there To visually identify and talk about the weather To talk about the animals that live on the farm	Reception classrooms and corridor. Seasons Visiting the beach **Prior Knowledge** Children know that they are moving classes in September Children are becoming aware of places which they visit **Substantive** To represent instructions on paper (early maps – treasure map etc) To visually identify and talk about the weather
	Vocab	Nursery, Bede, School, classroom, toilets, inside, outside, hall, names of spaces within the environment, for example, water area, climbing frame etc Sunny, raining, windy, cloudy	Nursery, Bede, School, classroom, toilets, inside, outside, hall, names of spaces within the environment, for example, water area, climbing frame etc Sunny, raining, windy, cloudy	Nursery, Bede, School, classroom, toilets, inside, outside, hall, names of spaces within the environment, for example, water area, climbing frame etc Sunny, raining, windy, cloudy Beach, sea, sand, water, buckets, spades, waves, sandcastle,
	Early disciplinary skills and knowledge	Developing awareness of locational knowledge (linked with a sense of self and place in the world, important places in their lives) Developing awareness of human and physical geography (linked to noticing the weather and learning vocabulary related to the weather) Developing early geographical skills and fieldwork (linked to noticing features of different places – school, farm, beach)		
	Reception	Reception classrooms, corridor area and Rec outdoor spaces. Around the school buildings and wider outdoors (astro, MUGA). Seasons **Prior Knowledge** Children know where the school nursery is and that most children attended. Children know that some children went to a different nursery. To know that the weather is not always the same **Substantive** To know that they attend Bede Academy To know and talk about the different areas they use when they are in school. To be able to talk about the different things they do in each area, for example, eating lunch or PE in the hall, learning and playing in the classroom, using the outdoor MUGA for NUFC/Sports etc To begin to use the vocabulary of seasons To notice and name types of weather To talk about changes they experience in the weather and how they feel/the impact this has on them, for example, 'I am cold, I need to put my jumper/coat/gloves on' etc.	Journeys in stories (traditional tales) Awareness of other countries – linked to a text Seasons **Prior Knowledge** Children know about a range of settings from stories **Substantive** To know that they live in Blyth To understand that stories can have different settings To understand that the World is very big and it is made up of lots of countries To be able to name the 4 seasons To understand that we can look after our world by reusing and recycling	Journeys beyond school – trip Growth – plants, and minibeasts Seasons **Prior Knowledge** Children know that there are other countries in the world and that they are not all the same. Children know that we can travel in different ways (different modes of transport). Children may have an awareness of some plants – journey to school, in the outdoor environments **Substantive** To be able to name the 4 seasons To know where minibeasts live To name everyday minibeasts – ladybird, spider, worm, ant – that they might see outside To know that the weather has an effect on how plants grow

Geography Curriculum Map

	Vocab	Bede Academy, reception class, hall, corridor, sensory room, outside, names of spaces within the environment, for example, investigation area, climbing frame, reading area etc, autumn, winter, spring, summer, raining, sunny, cloudy, foggy, windy (combining more that one label to the weather for more accuracy), hot, cold,	Building on previous vocabulary and: The world, globe, Istanbul, Thailand, Mexico, China, Switzerland, Africa, Kenya, Russia, Australia, Japan, Tokyo, Peru (All places visited in key text – Granny went to market) Reuse, recycle	Building on previous vocab and: Sam, different, habitat vocabulary such as hedges, grass, plants, flowers, hot, cold, dry, wet
	Early disciplinary skills and knowledge	Developing awareness of locational knowledge (linked with a sense of self and place in the world, important places in their lives) Developing awareness of human and physical geography (linked to noticing the weather and learning vocabulary related to the weather) Developing early geographical skills and fieldwork (linked to noticing features of different places – school, farm, beach)		
	Related ELGs	**Understanding the World** ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		

Geography Curriculum Map

Year 1	Unit	**Around the School**	**My School in 9 Photos – Part One**	**Seasons**
	Key Concepts	**Location and place**	**Location and place**	**Decision Making**
	Prior Learning	Talk about the features of their own immediate environment and how environments might vary from one another (TW). Make observations of animals and plants and explain why some things occur and talk about changes (TW). Know about similarities and differences between themselves and others, and among families, communities and traditions (PC).	To know that they attend Bede Academy To know and talk about the different areas they use when they are in school. To be able to talk about the different things they do in each area, for example, eating lunch or PE in the hall, learning and playing in the classroom, using the outdoor MUGA for NUFC/Sports etc	Science – Seasons To begin to use the vocabulary of seasons To notice and name types of weather To talk about changes they experience in the weather and how they feel/the impact this has on them, for example, 'I am cold, I need to put my jumper/coat/gloves on' etc.
	Key Knowledge	**Substantive** A map shows a place. We need maps to show us a route and a place. A bird's eye view is a view from above. We live in Blyth and attend Bede Academy. A route is a way or course taken in getting from a starting point to a destination. Our local environment is Blyth. There are four seasons: spring, summer, autumn, winter. A physical feature is a natural feature. A human feature is man-made. **Disciplinary** How to draw a simple map. How to use a simple map to move around school. How to follow simple directions. How to make observations about where things are.	**Substantive** An aerial photograph is taken from above. Identify physical and human features on an aerial photo and use this information to draw comparisons Towns are in countries which are located on continents. **Disciplinary** Practice using appropriate prepositions (e.g. next to, near, after) to describe location. Give examples of how we locate places. 'Seed' the idea of fieldwork: photographing and recording before using these data to compare, comment and collate. Collect, record and present information about your school and compare this to a school in a different location. Describe the similarities and differences between two schools in contrasting locations.	**Substantive** know that weather is measured daily give examples of different types of weather know the names of the four seasons in the UK and describe their characteristics know that in the UK weather will vary with the seasons describe how our behaviour changes with the weather and seasons know how to measure, record and compare a range of data to inform their decisions know how to measure and record the weather over time: wind, rainfall and temperature know the best conditions for growing an [apple tree] know that some options are better than others and explain why **Disciplinary** understand that we have choices when making decisions, but we can't always get what we want understand that some decisions are more suitable than others have a strategy they can deploy when generating enquiry questions use weather data collected over time to decide explain reasons for their decision describe their planning process
	Next Steps	**Year 1: Blyth and Northumberland**	**Year 2: My School in 9 Photos – Part Two**	**Year 2: Hot and Cold Places**
	Enrichment /Careers	Fieldwork- walk around school and park	Links with Nokuphila School and Communications	**Development of Academy environment**

Geography Curriculum Map

Year 2	Unit	**UK Study**	**My School in 9 Photos – Part Two**	**Hot and Cold Places**
	Key Concepts	**Location and place**	**TBC**	
	Prior Learning	Y1: We live in, or near, Blyth which is in Northumberland. Northumberland is in North East England. A physical feature is a natural feature. A human feature is man-made.	TBC	**Planning and decision-making Key Stage 1 unit (following a school plan and weather)** **Year 1 Science: Seasonal changes** **Year 2 Science: Plants** **Planning and decision-making KS1 unit (locale weather)** **Year 1 Science: Seasonal changes** **Know how hot and cold places (e.g. Tromsø and Dubai) are affected by their location** **People's behaviour changes in response to temperature. Does anything else?** **Key Stage 1 Science: habitats**
	Key Knowledge	**Substantive** The seven continents are North America, South America, Africa, Asia, Europe, Oceania and Antarctica. Countries near to the equator (middle) are the hottest and countries further away from the equator are the coldest. The oceans of the world are: The Atlantic, The Pacific, The Indian, The Southern and the Arctic Ocean. **Disciplinary** How to label the 7 continents and 5 oceans of the world on a map. How to use an atlas to locate places. How to spatially recognise place on a map e.g. the UK	**TBC**	**Substantive** Be able to follow a simple map of their school buildings and describe a location using age-appropriate geographical vocabulary know that there are different temperatures around the world and experience what these feel like know that places get colder the further away from the equator they are and hotter, the closer they are to the equator know more about living in a hot and cold place (e.g. Tromsø and Dubai) know how and why animals have adapted to survive in different locations know the names of continents **Disciplinary** be able to use simple directions - left and right right (or compass directions depending on the age or stage of pupils) observe and record simple measurements know that temperatures vary in different locations able to use a range of suitable vocabulary to describe these differences the coldest temperatures fall below zero begin to develop competence navigating a range of maps: google earth, atlases, globes and world maps continue to develop competence navigating a range of maps: google earth, atlases, globes and world maps be able to give examples of how location affects peoples lives know how to locate Norway and UAE on a world map know how and why animals have adapted to survive in different locations improve their annotation skills improve classification skills to help identify similarities and differences.
	Next Steps	**Year 3: The UK and Europe**	**Year 3: Extreme Earth**	Year 3: Extreme Earth
	Enrichment/Careers	Follow directions within the local area using positional language-could be within school grounds	Nokuphila Links	

Geography Curriculum Map

	Unit	Extreme Earth	North Wales and Llandudno	Forest to Factory
Year 3	Key Concepts	Cause and effect Change	**Location and place** **Cause and effect**	**Fieldwork and Decision Making**
	Prior Learning	The seven continents are North America, South America, Africa, Asia, Europe, Oceania and Antarctica. Countries near to the equator (middle) are the hottest and countries further away from the equator are the coldest. The oceans of the world are: The Atlantic, The Pacific, The Indian, The Southern and the Arctic Ocean.	How to label the 4 countries of the UK on a map. How to label the 4 capital cities of the UK on a map. How to label aerial photographs to show basic human and physical features. How to ask simple geographical questions (Where is it? What is it like?) How to make simple comparisons between features of different places. How to follow directions including NSEW.	How to ask geographical questions. How to investigate places at more than one scale. How to analyse evidence and begin to draw conclusions. How to use letter/number coordinates to locate features on a map.
	Key Knowledge	**Substantive** The structure of the Earth includes the inner core, outer core, mantle and crust. The Earth's crust is divided into several tectonic plates that glide over the mantle, the rocky inner layer above the core. Volcanoes are formed when magma pushes through the Earth's crust at the boundary of tectonic plates. Tsunamis are usually caused by earthquakes under the ocean floor Extreme weather and natural disasters can have short term and long-term effects on humans. Typhoons, hurricanes and cyclones are what tropical storms are called in different parts of the world **Disciplinary** How to confidently identify significant places and environments. How to locate places on a world map. How to use atlases to find out about other features of places e.g. altitude.	**Substantive** Llandudno is a town in North Wales. Llandudno is different to Blyth and this can be seen by looking at aerial photographs. Llandudno is a popular tourist resort in North Wales. It has different landscapes, buildings, economic activities and types of leisure e.g. tourism. Land use in Llandudno and Blyth has both similarities and differences. **Disciplinary** How to ask geographical questions. How to investigate places at more than one scale. How to analyse evidence and begin to draw conclusions. How to use letter/number coordinates to locate features on a map.	**Substantive** Trees are grown (primary industry) for Egger's manufacturing process (secondary industry) The raw material (timber) is transported by road to the plant. Know about the employment habits of working parents/carers in their school. E.g. the most common employment sectors • how far they travel to work • how employment relates to earnings Know how employment in Hexham has changed over time Provide examples of employment opportunities throughout Egger's manufacturing process. Provide a reasoned argument about the suitability of Egger as a modern local employer. Know that each stage of the manufacturing process can have a negative environmental impact. Provides examples of these. Know how negative environmental impact can be mitigated/ managed . Provides examples of how manufacturing can be made more sustainable In addition: Can use their knowledge to influence the perception of others (agency). **Disciplinary** Know the difference between deciduous and coniferous woodland. • Know why Egger is located in Hexham. Know the difference between deciduous and coniferous woodland. Know that people work in different employment sectors (primary, secondary and tertiary) and can provide examples jobs in each sector. Can compare characteristics of these three sectors.
	Next Steps	**Year 5: Mountains**	Year 4: Greece	**Year 4: Food and Farming**
	Enrichment/Careers	Mountaineering	Travel and Tourism Careers	Northumberland Careers in Farming

Geography Curriculum Map

Year 4	Unit	**Climatic Zones of the World**	**Greece**	**Food and Farming**
	Key Concepts	**Location and place** **Cause and effect**	**Location and Place** **Change**	**Change and Decision Making**
	Prior Learning	The equator is a 'line' that sits across the centre of the Earth. It separates the world into the Northern and Southern hemisphere. How to label the countries of Europe on a map. How to use simple compass directions to describe the location of a geographical feature. How to name the 7 continents and 5 oceans of the world. How to use standard map symbols.	Knowledge linked to Tourism unit: Llandudno is a town in North Wales. Llandudno is different to Blyth and this can be seen by looking at aerial photographs. Llandudno is a popular tourist resort in North Wales. It has different landscapes, buildings, economic activities and types of leisure e.g. tourism. Land use in Llandudno and Blyth has both similarities and differences.	Trees are grown (primary industry) for Egger's manufacturing process (secondary industry) The raw material (timber) is transported by road to the plant. Know about the employment habits of working parents/carers in their school. E.g. the most common employment sectors • how far they travel to work • how employment relates to earnings Know how employment in Hexham has changed over time
	Key Knowledge	**Substantive** The equator is a 'line' that sits across the centre of the Earth. It separates the world into the Northern hemisphere and Southern hemisphere. The equator represents the part of the Earth that is always closest to the sun. 5 of the climate zones are polar, temperate, desert, Mediterranean and tropical. Climate zones are areas across the world which have the same climate. A biome is large area of land which has the same type of land, e.g. forest, desert, rainforest etc. **Disciplinary** How to name physical geographical features How to name human geographical features. How to use a range of sources of information.	**Substantive** Know that temperature drops with distance from the Equator Vegetation is affected by temperature Vegetation patterns in Europe Commit to memory the location of Greece Describe the relative location of Greece Knows the UK is larger in area and population than Greece. Knows that Greece is, on average, hotter than the UK. Provides examples of how this affects food and lifestyle Develop familiarity with the countries of Europe Introduce pupils to the term topography and relief. Know that Kefalonia has changed over time and can exemplify the nature of changes. **Disciplinary** Understands the term 'pull' factors and can explain what 'pulls' people to Greece. Recognises differing human and physical characteristics of Greece Provide examples of the positive and negative impact of changes in Kefalonia.	**Substantive** Knows that bees forage to collect nectar and pollen and this enables pollination. Knows that pollinator numbers are declining, and this has sparked media interest. Knows that bees are used commercially to pollinate crops such as almonds. Knows three farming types in the UK (arable, pastoral, mixed) Can give examples of where food in the UK originates. Can describe changing family food habits since the 1950's and can give reasons for these changes. Knows that some food arrives on our plate much the same as when it left the farm while other food is processed before it reaches us. **Disciplinary** Identifies farming types and explains how land and weather influence the type of farming. Becoming aware that some farming types are changing because of science and technology Can give examples of the various ways in which farms have changed. Knows that changes to farming practice have increased food production but this has had a negative effect on pollinators. Can give examples of sustainable gardening and farming methods. Knows that pesticides and insecticides have positive and negative effects. Knows that there can be a tension between food production and environmental management.
	Next Steps	**Year 5: Rainforest and Tundra**	Year 5: Rainforest and Tundra	Year 5: Energy
	Enrichment/Careers		Tourism	Farming and Food Industry in the North East

Geography Curriculum Map

Year 5	Unit	**Mountains**	**Rainforest, Tundra and Deforestation**	**Energy**
	Key Concepts	**Cause and effect** **Change**	**Location and place** **Decision making**	**TBC**
	Prior Learning	How to describe physical geographical processes. How to use a range of appropriate geographical vocabulary. Continents are made up of lots of countries How to name the 7 continents and 5 oceans of the world. How to label the 4 countries of the UK on a map. How to label the 4 capital cities of the UK on a map.	How to describe physical features of a place. How to label 8 points of a compass How to accurately give a 4-figure grid references (No commas or brackets). A biome is a large area of land with a distinct climate and forms of life. There are 5 different climate zones: polar, temperate, arid/desert, Mediterranean and tropical. Climate zones are areas across the world which have the same climate.	**TBC**
	Key Knowledge	**Substantive** Climate is the weather in an area over a period of time. Many physical environments throughout the world determined by physical landscape, weather, soil and vegetation. Main mountain ranges in the UK and around the world and their highest peaks Not all mountains are the same due to how they are formed-features of a mountain Everest is the highest mountain on Earth and is in the Himalayas. Mallory and Irvine were some of the first explorers of Mount Everest Edmund Hillary and Tenzig Norgay were first explorers to reach the top of Everest. **Disciplinary** How to label the physical features of the UK on a map. How to use primary and secondary sources of evidence. How to investigate places on a larger scale e.g. mountain ranges. How to analyse evidence and draw conclusions e.g. temperature vs climate.	**Substantive** Tropical climate is found around the equator between the Tropic of Cancer and the Tropic of Capricorn Polar climate is found about the poles Climates vary as travel from north to south An ecosystem is a natural unit made up of living things The main biome in Brazil is the Rainforest. The main biome in Canada is the Tundra. Animals and plants adapt to their environment. The indigenous people of the tundra are Innuits, and indigenous people of the rainforest are the Indies. Human actions affect the rainforest and tundra. **Disciplinary** How to identify significant places and environments. How to describe human geographical processes. How to use a range of appropriate geographical vocabulary. How to use maps to find out about other features e.g. climate How to recognise places on maps of different scales e.g. Amazon river.	TBC
	Next Steps	**Year 6: Extreme Earth**	Year 6: Focus on North America	**TBC**
	Enrichments/Careers	Mountains homework project Visit from an experience mountain climber.	Northumberland Farming and Forestry Curse of the Maya reading spine text	TBC

Geography Curriculum Map

Year 6	Unit	**Rivers**	**Homes and Housing**	**Focus on North America**
	Key Concepts	**Cause and effect** **Location and place**	**Location and Place** **Change**	**Location and Place**
	Prior Learning	How to describe physical geographical processes. The water cycle takes water on a journey and is made up of six possible processes: condensation, infiltration, runoff, evaporation, precipitation and transpiration. How to label 8 points of a compass How to accurately give a 4-figure grid references (No commas or brackets).	How to describe physical features of a place. How to label 8 points of a compass How to accurately give a 4-figure grid references (No commas or brackets). Explaining change (e.g Salford Quays, Kefalonia) Decision Making units of work from previous year groups	
	Key Knowledge	**Substantive** Recognise features of a rivers of basin (tributary, course, channel, source, mouth, confluence, flood plain) Describe how a river course changes from source to mouth Can identify physical landforms such as a waterfall, gorge and meander. Locate ten world rivers including the longest river on each continent. Name and locate some of the UKs major rivers Describe how the land around a river changes in the upper, middle and lower course of a river. Exemplify this by referencing the River Tyne Know that erosion and deposition form meanders Identify and name different bodies of water. Know what a canal is. Know that the Salford Docks have declined from their heyday and the area has changed significantly today. **Disciplinary** Describe the location of a river using the CLOCK anagram. Provide examples of human interaction with rivers. Describe some of the similarities and differences between rivers and their use Know that we should use a range of information and expert guidance to use rivers safely. Recognise that the earth's surface affects the course of the river Use evidence to provide a succinct written account of change over time on the Salford Quays	**Substantive** Knows that climate, relief and natural hazards can influence buildings. Knows that there are different types of housing. Can recognise and name these. Using case study, exemplifies characteristics of sustainable cities. **Disciplinary** Using homes round the world, exemplify how people adapt to their physical environment (explorers will also explain how wealth influences this). Using case study evidence describes how Corbridge has changed over time Describes patterns of growth over time in Corbridge. Using secondary data, can give reasons that explain why Corbridge has grown. Provides examples of the challenges faced by expanding cities. Can locate Denmark and Saudi Arabia.	
	Next Steps	Year 7: Rivers	Year 7: Fantastic Places	
	Enrichment/Careers	Canal and Water Trust	Engineering, Construction, Building, Architecture	

Geography Curriculum Map

	Unit	Geographical Skills	India	Rivers	Fantastic places
Year 7	Key Concepts	**Location and Place** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions**	**Location and Place** **Physical interactions** **Human interactions**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
	Prior Learning	**Year 3: UK and Europe** Continents of the world. Each continent is made up of a number of countries. Interpreting and understanding Ordnance Survey maps.	**Year 3: The World** Understanding lines of latitude Understand Physical features are naturally occurring, and human features are a result of human activity e.g. building.	**Year 6: Rivers** The river course River features e.g. meanders	Year 5: Tundra Physical features Economic value
	Key Knowledge	**Substantive** To name and recognise continents. To name and recognise oceans. To name and recognise countries. To name and recognise UK physical and human features. Know what longitude and latitude represent. Know how to identify 4 and 6 figure grid references. Recognise a range of map symbols. **Disciplinary** To be able to accurately use: Longitude and latitude Grid references 4 and 6 Compass points Map Symbols Scale to measure distance Maps to recognise Height and topography Analysis of photos Be able to interpret a scale to measure distance. Be able to identify height from contour lines.	**Substantive** To know the location of India To be able to describe the climate of India To name the causes and effects of the Monsoon To know what life is like in Rural India To know what life is like in Dharavi To identify the sectors of employment and how they are changing over time in India To recognise poverty in India To know strategies for alleviating poverty To know what rural-urban migration is **Disciplinary** Describe the location of India, it's physical and human features. Explain how India's geographical location influences weather patterns. Explain why many people like living in Dharavi. Explain the causes of the monsoon and the impacts this has on people. Explain the causes of rural-urban migration and the impacts this has on people. Explain why some people live in poetry. Explain the shift from primary to tertiary industry and how this has led to a cultural shift in young people in India. Urban to rural migration patterns How employment structure is changing in India. Work as a group to overcome poverty	**Substantive** To know and recognise stores and transfers in the water cycle To know and recognise inputs and outputs in the water cycle To know and recognise the different fluvial processes To know and recognise the fluvial landforms. To know and recognise the causes of flooding To know and recognise the management options of rivers To understand the effects and responses to a flood. To know the location of Bangladesh. **Disciplinary** Explain how physical processes influence the location of physical features in a river. Explain how human and physical factors causing flooding in Bangladesh. Describe the change that human activities have on river flooding in Bangladesh. Evaluate the effects and responses to flooding in Bangladesh.	**Substantive** To be able to interpret the climate of the Arctic To name and recognise changes in the Arctic To know what climate change is To know what the effects of climate change are To know what human activity is happening in the arctic. To know who the Nenet people are, and why changes are affecting them To know the responses to climate change in the Arctic. To be able to interpret the climate of the Tropical Rainforest To name and recognise changes in the Tropical Rainforest To know what human activity is happening in the Tropical Rainforest To know the responses to climate change in the Tropical Rainforest **Disciplinary** Explain how physical processes influence the changing physical geography of the arctic Explain how human and physical factors causing a shrinking ice sheet Describe the change that human activities have on the physical geography of the arctic Evaluate the effects and responses to changes in the arctic
	Next Steps	Year 8: Blyth	Year 8: Africa	Year 8: Weather and Climate Year 10: Physical Landscapes and Rivers	How do resources cause conflict? Masdar and Amazon

Geography Curriculum Map

Year 8

Unit	Why should we love Blyth?	Weather and Climate	Resources	Development and Nigeria
Key Concepts	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
Prior Learning	**Year 7: India** Population growth and patterns Employment structures and impact on the development of an area. **Year 8: Living off Earth's resources** Sustainability of resources Renewable and non-renewable sources of energy	**Year 7: Rivers** Explain the stores and transfers in the water cycle. Explain climate change.	**Year 7 - Arctic**	**Year 8: Why should we love Blyth?** Causes and impacts of population growth of an area. Examine factors which can influence the growth of an area and it's industry.
Key Knowledge	**Substantive** To know how Blyth as changed over time To know the term 'demographic' To know the demographic characteristics of Blyth To know what deindustrialisation means To know how Blyth was affected by deindustrialisation To know what regeneration means To know how Blyth has been regenerated To identify the effects of demographic changed, deindustrialisation and regeneration on Blyth. To identify how and why regeneration has taken place in Blyth. **Disciplinary** Apply knowledge of Blyth's history e.g. deindustrialisation to interpret and explain demographic changes in Blyth. Link knowledge together to identify why Blyth was in need of regeneration and how successful and sustainable the regeneration has been to date.	**Substantive** To know the difference between weather and climate To know and locate climate zones To know and recognise factors affecting weather and climate To know why it rains To identify weather patterns in the UK To know how weather is measured To identify the formation stages of a hurricane To locate Hurricane Katrina To identify the causes, effects and responses to Hurricane Katrina To locate Hurricane Matthew To identify the causes, effects and responses to Hurricane Matthew To know how climate change is causes weather and climate to change **Disciplinary** UK – climate zones (N/S and E/W differences) Global climate differences – importance of latitude A range of factors influence climate: latitude, altitude, wind direction, distance from the sea, ocean currents Weather hazards, such as hurricanes are caused by a combination of factors Climate is changing because of a combination of natural and human factors; likely to cause more extreme weather Understanding climate impacts on building design, managing resources, food production etc.	**Substantive** To know what resources are. To identify the spread of resources globally To know what water deficit means To understand how water scarcity can be tackled To identify the importance of soil To locate the Sahel To identify and recognise the causes and effects of desertification To know why oil is used globally To know what fracking is To identify, and recognise, what fracking is and why it is controversial To understand what is meant by renewable energy and what the options are. **Disciplinary** Explain how physical processes influence the location of physical features in a the Amazon and Masdar Explain how human and physical factors causing changes in habitat Describe the change that human activities have on the inhospitable climate of Masdar Evaluate the effects and responses to living in these extreme climates	**Substantive** To identify human and physical features of Africa To know what urbanisation is To recognise the impact of urbanisation on a place. To know what is meany by development gap To identify development gap criteria To know where the Gambia is To recognise the impact of tourism on the Gambia To know the responses to the impacts in Gambia To know the location of Somalia To know and identify causes and effects of poverty in Somalia **Disciplinary** Explain how limitations of the natural environment can be overcome in spite of physical constraints eg development of eco-tourism Describe and explain the cause and effect of increasing urbanisation. Evaluate the impact of global, national and individual actions upon the future of Africa. Explain the choices impacting upon the widening development gap. Evaluate the impact/success of hosting a global event (World cup)
Next Steps	Year 9: Geog on the Tyne	Year 10: Weather hazards and climate change	Year 11 – ecosystems	Year 9: China

Geography Curriculum Map

Year 9

Unit	Globalisation and superpowers	Tectonics	Geog on the Tyne	Coasts
Key Concepts	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions**	**Location and Place** **Physical interactions** **Human interactions**
Prior Learning	**Year 7: India** Population growth and patterns. **Year 7: Why should we love Blyth.** The decline of industry in the UK primarily Blyth.	**Year 8: Africa** Define the Development gap. Identify ways in which the development gap can be measured and its impact on an area. **Year 6: Extreme Earth** Structure of the earth. Types of tectonic plate. Causes and impacts of volcanoes, tsunamis and earthquakes	**Year 8: Blyth** Causes of urban growth Impacts of urban growth Impacts of deindustrialisation on an urban area Urban growth models	**Year 7: Rivers** Describe erosion, deposition, transportation **Year 7: Map skills** Grid references 4 and 6 Compass points Map Symbols Scale to measure distance Maps to recognise Height and topography Analysis of photos
Key Knowledge	**Substantive knowledge** To know the process of globalisation To identify the consequences of globalisation To know what TNCs are and the SEE consequences To know fashion fast To identify the consequences of fast fashion To know what superpowers are To know and identify a superpower To know the human and physical geography of China **Disciplinary** Evaluate the impacts of TNC's. Assess using a criterion whether China is a superpower. Interpret a range of graphs and data to draw evidence to assess whether or not China is a superpower. Locate a number of locations across the world where iPhone components are manufactured.	**Substantive** To know, identify and recognise the structure of the Earth To locate earthquake and volcano patterns To name tectonic plates To understand the causes of earthquakes and volcanoes The identify and recognise the impacts of tectonic hazards on countries To locate developing and developed countries To understand the varying impacts on a country based on development levels To understand responses and management of events. **Disciplinary** Explain locational patterns of earthquakes and volcanoes including tectonic plates. Explain how some causes of earthquakes and volcanoes link together, including plate boundaries – destructive, constructive, collision and transform. Explain how past and present changes can be used to predict and manage future ones, e.g. prediction, preparation and planning for tectonic disasters. Explain how a country decides on its methods of prediction, protection and preparation.	**Substantive** To identify the causes of urban growth To identify areas of urbanisation on a global scale To describe patters of population trends in the UK To know the population characteristics of Newcastle and the reasons for this To identify and recognise the impact of migration on Newcastle and the reasons for this To know and identify what deindustrialisation is and how it has impacted upon Newcastle To define deprivation and understand how it is present in Newcastle To understand how retailing is changing To know and recognise how Newcastle is fighting back To know and define sustainability To understand how Newcastle is gaining sustainability across the city. Identify the causes of urban growth. Identify areas of urbanisation at a global scale. Describe population trends across the UK. Examine population characteristics of Newcastle and the reasons for these. Examine the impact of migration on Newcastle's population. Describe the process of deindustrialisation, its causes and impact on Newcastle. Define deprivation **Disciplinary** Make comparisons of Newcastle's growth compared to theoretical urban growth models. Interpret population pyramids. Interpret IMD data to identify areas of deprivation and explain why these areas exist.	**Substantive** To identify and name erosional, transportation and depositional process on a coastline To identify types of waves To know and understand the formation of coastal erosional landforms To know and understand the formation of coastal depositional landforms To identify the causes, effects and responses to coastal flooding To identify and recognise coastal management options To define hard and soft engineering. **Disciplinary** Explain the interaction between varying physical landscapes and processes Use knowledge of coastal processes to identifying appropriate forms of coastal management
Next Steps	Year 10: Changing Cities	Year 12: Tectonics	Year 10: Changing Cities	Year 10: Physical landscapes

Geography Curriculum Map

Year 10

Unit	Coasts Fieldwork	Physical Landscapes and Rivers	Resource Management	Changing Cities	Urban Fieldwork	Weather hazards and climate change
Key Concepts	**Location and Place** **Physical interactions** **Human interactions**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
Prior Learning	**Year 10: Coasts** Erosion, transportation, deposition. Coastal landforms Coastal flooding Coastal management **Year 10: Urban field work** Describe the different types of sampling and the advantages and disadvantages of these. Describe qualitative and quantitative methods. Describe sampling techniques Evaluate data collection, presentation and conclusions.	**Year 9: Coasts** Erosion, transportation, deposition. Influence of geological structure Coastal landforms Coastal flooding Coastal management **Year 7: Rivers** Causes, effects and responses to river flooding in Bangladesh.	**Year 8: Living off Earth's resources** Identifying renewable and non-renewable energy. Identifying advantages and disadvantages of using oil, shale gas, solar energy etc. Impacts of energy consumption on global climate.	**Year 10 Changing Cities** Describe how Newcastle has changed over time. Causes and impacts of deindustrialisation in Newcastle Evaluate projects to improve the sustainability of Newcastle.	**Year 8: Why we love Blyth** Causes of urban growth Impacts of urban growth Impacts of deindustrialisation on an urban area Urban growth models	**Year 7: Fantastic Places** Causes of climate change **Year 8: Weather and climate** Climate graphs, weather of the UK. impacts of hurricanes/tropical storms in developed and developing countries.
Key Knowledge	**Substantive** Describe the stages of this fieldwork investigation and how will it be assessed. Describe longshore drift, erosion, deposition, weathering and transportation. State why sites where located. Describe how to keep safe during the fieldwork. Suggest appropriate equipment: Quadrat, Calliper, Tape Measure, Clinometer, Ranging Pole and Random number generator to collect data. Draw a field sketch and annotate a photo. Describe the 3 types of sampling, Quantitative and Qualitative data and simple and sophisticated methods of data presentation techniques. Calculate averages. Draw a bar line graph, cross profile and bar chart. Explain how secondary data supports the enquiry. Evaluate data collection, presentation and conclusions. **Disciplinary** Explain how human ingenuity (coastal defences) can overcome the limitations of the coastal environment (erosion, LSD) allowing places to develop or be managed in spite of physical constraints. Explain how coastal processes interact to change the beach morphology and sediment. Describe how beach morphology (shape) and beach sediment change from north to south of the beach. Suggest and evaluate fieldwork methods and techniques.	**Substantive** Describe the main types and distribution of rock in the UK. Describe the influence of physical processes in the development river landscapes. Explain how the characteristics of river changes downstream. Explain how the UK's weather and climate impact on river landforms and the landscape. Explain the role of erosional and depositional processes in the development of river landforms. Explain the physical and human causes of flooding. Explain the impact of river flooding on people and the environment. Explain the use of different river management techniques. Explain the significance of the location of a distinctive river landscape within the UK, including how it has been formed and the most influential factors in its change. **Disciplinary** Explain how river landforms are affected by physical locational factors. Explain the different causes of river flooding. Explain how human activities and changes in land use have impacted on river landscapes. Evaluate the use of different river management techniques.	**Substantive** Describe the differences between renewable and non-renewable energy resources. Explain the advantages and disadvantages of the production and development of renewable and non-renewable energy resources. Describe the composition of the UK energy mix. Explain how the global energy mix varies due to a number of factors. Explain how and why the global energy demand and supply has changed over the past 100 years. Explain how non-renewable and renewable energy resources are being developed and their impact on people and the environment. Understand and explain the different attitudes to the exploitation and consumption of energy resources. Suggest why renewable and non-renewable resources require sustainable management. Explain different views on management and sustainable use of energy resource **Disciplinary** Explain how a countries choice of energy source is influenced by physical, climatic, socio economic, religious, political and historical factors Describe and explain the negative and positive consequences of developing different types of energy sources. Describe and explain the changes to energy use in China and Germany. Assess the viewpoints of different stakeholders in the management of energy resources	**Substantive** Describe the stages of fieldwork investigation and how will it be assessed. Describe regeneration, deindustrialisation and sustainable development. State why sites where located. Describe how to keep safe during the fieldwork. Draw a field sketch and annotate a photo. Describe the 3 types of sampling, quantitative and qualitative data and simple and sophisticated methods of data presentation techniques. Calculate averages. Draw compound bar chart, radar graph and a scatter graph. Explain how secondary data supports the enquiry. Evaluate data collection, presentation and conclusions. **Disciplinary** Evaluate the viewpoints of different stakeholders in the management of the Ouseburn.	**Substantive** Identify the causes of urban growth. Identify areas of urbanisation at a global scale. Describe population trends across the UK. Examine population characteristics of Newcastle and the reasons for these. Examine the impact of migration on Newcastle's population. Describe the process of deindustrialisation, its causes and impact on Newcastle. Define deprivation **Disciplinary** Make comparisons of Newcastle's growth compared to theoretical urban growth models. Interpret population pyramids. Interpret IMD data to identify areas of deprivation and explain why these areas exist.	**Substantive** Describe global heat transfer Explain how climate has changed overtime Explain human and natural causes of climate change Explain the impacts of climate change Describe the climate of the UK Explain the formation/impacts/responses to 2 contrasting tropical storms Explain formation/impacts/responses to 2 contrasting droughts **Disciplinary** Explain how global circulation and weather hazards such as tropical storms or droughts are affected by a range of locational factors. Explain how different causes (human and physical) have contributed to climate change. Explain how climate has changed over time including trends and patterns. Explain how social, economic and environmental impacts in a country can influence the type and level of response to a weather hazard.
Next Steps	Year 12: Coastal Landscapes	Year 11: Coasts	Year 12: Globalisation Year 12: Water and Carbon Cycle Year 13: Superpowers	Year 12: Regenerating Places	Year 10 Urban Fieldwork	Year 13: Water cycle and water insecurity

Geography Curriculum Map

Year 11

Unit	Global Development	Ecosystems	UK Challenges
Key Concepts	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
Prior Learning	**Year 7: India** Why do some people in India live in poverty? Employment sectors in India Urban vs Rural India	**Year 7: Fantastic places** Describe the human and physical features of a place. Explain human and natural climate change. Explain what deforestation is. Describe rainforest structures. **Year 8: Living off Earth's resources** Explain how the overuse of resources can affect the future of the planet. Explain choices for future sources of energy.	**This is a synoptic unit that pulls on knowledge from all 10 GCSE topics.**
Key Knowledge	**Substantive** Describe contrasting ways of defining development. Identify measures of development Describe and explain different factors that contribute to the human development of a country. Describe and explain the global pattern of development and its unevenness. Impacts of uneven development Top down and bottom-up approaches to reducing the development gap Explain the impact of uneven development on the quality of life in different parts of the world. Explain the range of international strategies that attempt to reduce uneven development. Describe the location and position of India in its region and globally. Describe the broad political, social, cultural and environmental context of India in its region and globally. Describe unevenness of development within India and explain the reasons why development does not take place at the same rate across all regions. Describe positive and negative impacts of changes that have occurred in the sectors of India's economy. Describe the characteristics of international trade and aid, and the India's involvement in both. Describe the changing balance between public investment and private investment for India. Describe the changes in population structure and life expectancy that have occurred in the last 30 years in India. Describe the changing social factors for India. Explain how geopolitical relationships with other countries affect the India's development. Explain how technology and connectivity support development in different parts of India and for different groups of people. Explain the positive and negative social, economic, and environmental impacts of rapid development for India. Explain how India's government and people are managing the impacts of its rapid development to improve quality of life and its global status. **Disciplinary** Explain how development patterns occur in India because of physical, climatic, socio economic, religious, political, historical, and cultural factors. Describe and explain the negative and positive consequences of development. Describe the changes to development in India over time using data. Explain how decisions made outside of India have an impact on it's development (geopolitical)	**Substantive** Describe the distributions and characteristics of the world's large-scale ecosystems Describe the resources that the biosphere provides including goods and services Describe the distribution and characteristics of the UK's ecosystems. Explain the characteristics of Tropical Rainforests including Abiotic and Biotic factors. Explain how climate change can impact on the Tropical Rainforest. **Disciplinary** Explain the different factors that influence the location of biomes. Explain the different causes of deforestation. Compare and contrast how climate change has affected the Tropical Rainforest. Evaluate different perspectives (local, national and international) on the need to manage tropical rainforests in a sustainable way	**Substantive** Describe how the population of the UK is expected to change over time. Describe and explain the pressures UK ecosystems will face because of a growing population. Describe and explain how transport in the UK can be made more sustainable. Describe and explain the 'two-speed economy' in the UK and how the economic gap between North and South can be addressed. Describe and explain the costs and benefits of development on greenfield and brownfield sites in the UK. Describe and explain migration to and from the UK and the views stakeholders have on migration. Describe and explain how sustainability can be addressed in the UK's National Parks. Describe and explain the risk of river flooding in the UK. Describe and explain the risk of coastal flooding in the UK. Describe and explain the variations to the UK's climate as a result of global climate change. Suggest reasons for differences in the reliability of predictions of changes to the UK's climate. Explain the possible impact global climate change can have on the UK. Explain how responses to climate change can be enacted at local and national scales. **Disciplinary**
Next Steps	Year 12: Globalisation	Year 13: Carbon and Water Cycles	Year 13: Synoptic Assessment

Geography Curriculum Map

	Unit	Regenerating Places	Tectonics	Coastal Landscapes	Globalisation	Non-examination assessment: Independent Investigation
Year 12	Key Concepts	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
	Prior Learning	**Year 10: Changing Cities** Identify the causes of urban growth. Describe population trends across the UK. Examining population characteristics Examine the impact of migration on an urban area. Describe the process of deindustrialisation, its causes and impact on Newcastle.	**Year 9: Tectonics** Describe the structure of the earth including: core, mantle, crust. Describe the location of earthquakes and volcanoes (tectonic plate margins). Explain the causes of earthquakes and volcanoes (plate boundaries). Evaluate the impact of earthquakes and volcanoes on developed and developing world including primary and secondary effects as well as social, economic and environmental. Explain the management of tectonic hazards including methods of prediction, protection and preparation.	**Year 10: Coasts** Describe the different types of erosion, transportation and deposition of sediment. Identify the types of wave and how the impact the coast Formation of coastal erosional landforms, e.g. headlands and bays Formation of coastal depositional landforms, e.g. spits and bars Explain the causes and effects of coastal flooding. Identify different types of coastal management, e.g. hard and soft engineering.	**Year 10: Changing Cities** Describe the process of deindustrialisation, its causes and impact on Newcastle.	Dependent on chosen topic possible links include **Year 10: Coasts** **Year 10: Rivers** **Year 12: Regeneration**
	Key Knowledge	**Substantive** To identify and explain the differences in successful and unsuccessful places in UK To assess the extent historical factors explain why regeneration is needed in some areas and not others To describe the strategies for regeneration and rebranding in rural and urban areas To measure success of regeneration attempts and understand decision making and decision makers **Disciplinary** Understand how attachment to place is affected by our attitudes, experiences and perceptions. Understand that different causes have different levels of significance in explaining why places are successful and can be regenerated successfully Past and present changes can be used to predict and manage future ones on the success of regeneration Recognise that decision making regarding the future of place creates conflict which can be resolved by a variety of mean	**Substantive** Describe the distribution of plate boundaries Explain the differences between destructive, constructive and conservative plate movements. Evaluate the different theories of plate tectonics Explain how physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone). Explain how earthquake waves cause crustal fracturing, groundshaking and secondary hazards. Explain how volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaup). Explain the cause and formation of a tsunami. Define the terms natural hazard and natural disaster. Recall the disaster risk equation. Assess how vulnerability and resilience affect different communities. Explain the impacts of tectonic hazards on countries at different levels of development. Create hazard profiles to compare different tectonic events. Evaluate the role of development in disaster impact. Describe and interpret the geophysical disaster patterns and trends since 1960 questioning accuracy and reliability. Evaluate two different case studies of mega-disasters. Assess why some countries suffer from multiple hazards and appreciate the impacts this can have on a country. Evaluate the importance/appropriateness of hazard-management strategies. Explain the difference between mitigation and adaptation. **Disciplinary** Describe the global distribution of earthquakes, volcanic eruptions and tsunamis and how this links to the location of plate boundaries. Determine the causes of intra-plate earthquakes and volcanoes. Explain the impacts of tectonic hazards on countries at different levels of development. Assess the impacts of tectonic hazards on countries at different levels of development. Assess the role of different players e.g. planners, governments, local governments and individuals in hazard preparation and response.	**Substantive** To explain why coastal landscapes and landforms are different and what leads to these formations and differences To assess the risks at the coast, erosion and flooding in a variety of locations and the contribution of sea level change to this To evaluate how coastal risk is managed in different locations and the importance of sustainability in this process **Disciplinary** Understand the influence of location, recognising where patterns exist between coastal locations and risk and how location can be overcome Understands that different causes of coastal risk have different LEVELS OF SIGNIFICANCE and different causes LINK TOGETHER to lead to events such as flooding in an interconnected WEB Identify past and present changes and how these can be used to predict and manage future change for coastal risks Recognises that people may have different POINTS OF VIEW and, as a result, may want/make DIFFERENT decisions. Stakeholders have different levels of power which mean there are winners and losers	**Substantive** Define globalisation Describe different global flows. Identify the factors accelerating globalisation. Examine the role of the main political and economic players in globalisation. Examine the role of national governments and trade blocs in managing globalisation. Explain the political and economic decisions that have driven globalisation in China. Rank countries according to their level of globalisation. Evaluate indicators of globalisation. Examine the role of TNCs in globalisation. Explain the benefits and costs of globalisation for people and the environment in developing countries. Explain the benefits and costs of globalisation for people and the environment in developed countries. Examine the push and pull factors or rural-urban migration. Explain how the world has become more interconnected due to migration. Identify social, political and environmental costs and benefits of migration for source and host countries. Define cultural diffusion and cultural erosion. Explain the idea of a 'westernised' global culture. Evaluate the impact of such a global culture on people and the environment. Explain the opposition to globalisation from a range of stakeholders. Contrast economic measures (income per capita, economic sector balance) and social development indicators (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices). Describe trends in widening income inequality, globally and nationally (measured using the Gini coefficient). Describe contrasting trends in economic development and environmental management between global regions since 1970 indicate differential progress that can be related to the outcomes from globalisation. Evaluate the attempts in some locations to control the spread of globalisation by censorship, limiting immigration and trade protectionism. Give examples of groups, who seek to retain their cultural identity within countries and seek to retain control of culture and physical resources and others that embrace economic advantages. Describe the role of local groups and NGOs in promoting local sourcing to increase sustainability. Refer to economic, social and environmental costs and benefits. **Disciplinary** Evaluate the physical, political, economic and environmental reasons behind the unequal spread of globalisation. Explain the challenges resulting from rapid urban growth. Explain how open borders, deregulation and encouragement of FDI create culturally mixed societies and thriving migrant diasporas in some locations, but tensions resulted elsewhere Explain the role of communications and transport in time-space compression. Discuss the role of fair trade and ethical consumption schemes in reducing environmental degradation, the inequalities of global trade and improving working conditions for some people. Evaluate the effectiveness of recycling's role in managing resource consumption, referring to product and place.	**Substantive** Will depend on the students chosen title and topic but must be linked to their learning **Disciplinary** Enquiry and Planning and Decision Making Fieldwork skills, Research Skills, data presentation, data analysis, drawing conclusions and evaluative skills. Writing geographical in report style. Atlas and map skills Graphical skills Data and information research skills Mathematics and Statistics Skills Cartographic skills/GIS Numerical skills
	Next Steps	Year 12/13: NEA		Year 12/13: NEA	Year 13: Regeneration	

Geography Curriculum Map

Year 13

Unit	Superpowers	Water Cycle and Water Insecurity	Carbon Cycle and Energy Security
Key Concepts	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
Prior Learning	**Year 9: China** Identify arguments for and evaluate whether or not China is a superpower.	**Year 10: Resource Management** Identify global patterns of consumption Identify the global, national and local impacts of energy consumption. **Year 10: Physical Landscapes** Describe the water /hydrological cycle	**Year 10: Resource Management** Identifying renewable and non-renewable energy. Identifying advantages and disadvantages of using oil, shale gas, solar energy etc. Impacts of energy consumption on global climate.
Key Knowledge	**Substantive** Define the terms superpower and emerging superpower. Define the terms uni-polar, bi-polar and multi-polar. Rank mechanisms of power from hard to soft power. Explain how the maintenance of power has changed over time. Explain the differences between direct and indirect power. Examine a range of theories that describe changing patterns of global power. Explain how superpowers influence the global economy (promoting free trade and capitalism) through a variety of IGOs (World Bank, IMF, WTO, World Economic Forum (WEF)). Explain how TNCs (public and state-led) are dominant economic forces in the global economy and economic and cultural globalisation in terms of technology (patents) and trade patterns. Explain how global cultural influence (the arts, food the media) and 'westernisation' is an important aspect of power, linked to economic influence and technology. Explain how superpowers and emerging nations play a key role in global action (crisis response, conflict, climate change). Evaluate the important Alliances, both military (North Atlantic Treaty Organisation (NATO), The Australia, New Zealand and United States Security Treaty (ANZUS) and economic (EU, North American Free Trade Agreement (NAFTA), ASEAN) and environmental (IPCC) increase interdependence and are important in geostrategy and global influence. Assess how superpower resource demands (food, fossil fuels, and minerals) can cause environmental degradation and their carbon emissions contribute disproportionately to global warming. Explain why there are differences in the willingness to act (USA, EU, China, and Russia) to reduce carbon emissions and reach global agreements on environmental issues. Explain how tensions can arise over the acquisition of physical resources (Arctic oil and gas) where ownership is disputed and disagreement exists over exploitation. Explain how the global system of intellectual property rights can be undermined by counterfeiting, which strains trade relations and TNC investment. Explain how political spheres of influence can be contested leading to tensions over territory and physical resources and in some cases resulting in open conflict with implications for people and physical environments. Explain developing economic ties between emerging powers and the developing world (China and African nations) increase interdependence, generate environmental impacts and bring opportunities and challenges. Assess how the rising economic importance of certain Asian countries (China or India) on the global stage increases the geopolitical influence of the region but also creates economic and political tensions within the region. Assess how cultural, political, economic and environmental tensions in the Middle East represent an ongoing challenge to superpowers and emerging powers due to complex geopolitical relations combined with the supply of vital energy resources. Assess the economic costs of maintaining global military power (naval, nuclear, air power, intelligence services) and space exploration are questioned in some existing powers. **Disciplinary** Explain how the British Empire maintained colonial power. Explain how the BRICs are becoming increasingly important and how this may change in the future. Assess how economic problems (debt, unemployment, economic restructuring, social costs) represent an ongoing challenge to the USA and EU. Evaluate the future balance of global power in 2030 and 2050 is uncertain and there are a range of possible outcomes (continued USA dominance, bi-polar and multi-polar structures). Evaluate the role of the UN (Security Council, International Court of Justice, and peacekeeping missions and climate change conferences) are important to global geopolitical stability.	**Substantive** To explain how water moves through the planet and river basin, focusing on river regimes of contrasting major rivers and influencing factors in differences To assess the impacts of flooding, drought and climate change on the water budget and humans To assess causes, consequences and management of water scarcity To evaluate the roles of key players in global to local water management **Disciplinary** Locational Patterns, a sense of place and Overcoming location Causal webs and Significance of factors Identifying change of time & space, Defining Change and Managing Change Values and, Power and Resolving Conflict	**Substantive** To describe where carbon is locked and explain processes by which it moves and is altered by human activity To assess energy security, the declining role of fossil fuels and availability of alternative energy sources To evaluate how Biological carbon cycles and the water cycle are threatened by human activity, affect human wellbeing and the key players in the management of the warming world **Disciplinary** Exemplify how human ingenuity in energy resources can overcome the limitations of the natural environment allowing places to develop or be managed in spite of physical constraints More complex relational thinking to explain how different causes of carbon emissions LINK TOGETHER to lead to climate change in an interconnected WEB of related causes and consequences. Explains geographical phenomena of carbon cycle changes by investigating how they develop over time Collective decision making regarding lowering of carbon emissions is determined by power. Some individuals or groups have a lot of POWER. Some have very little and are likely to LOSE OUT as a result of decisions
Next Steps		Year 13: Carbon Cycle and Energy Security Year 13: Synoptic Unit	

Geography Curriculum Map

Year 13

Unit	**Health and Human Rights**	**Synoptic Assessment**
Key Concepts	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**	**Location and Place** **Physical interactions** **Human interactions** **Planning and decision Making**
Prior Learning	**Year 12: Globalisation** Explain the benefits and costs of globalisation for people and the environment in developing countries. Explain the benefits and costs of globalisation for people and the environment in developed countries. **Year 12: Superpowers** Explain how political spheres of influence can be contested leading to tensions over territory and physical resources and in some cases resulting in open conflict with implications for people and physical environments. Assess how the rising economic importance of certain Asian countries (China or India) on the global stage increases the geopolitical influence of the region but also creates economic and political tensions within the region.	All year 12/13 subject as this is a synoptic unit.
Key Knowledge	**Substantive** Describe how human development has traditionally been measured using the growth of GDP as an end in itself but the relationship between human contentment and levels of wealth and income is complex (Happy Planet Index) and many dominant models are contested (? Sharia law or Bolivia under Evo Morales). Explain improvements in environmental quality, health, life expectancy and human rights are seen by some (Rosling) as more significant goals for development while economic growth is often the best means of delivering them. Explain how education is central to economic development (human capital) and to the understanding and assertion of human rights; this view is, however, not universally shared (attitudes to gender equality in education) as both access to education and standards of achievement vary greatly among countries (The United Nations Educational, Scientific and Cultural Organisation (UNESCO). Explain there are considerable variations in health and life expectancy in the developing world that are explained by differential access to basic needs such as food, water supply and sanitation, and which impact particularly on levels of infant and maternal mortality. Explain how the relationship between economic and social development is complex and dependent on decisions made by governments on the importance of social progress; this ranges from welfare states with high levels of social spending to totalitarian regimes run by elites with low levels of spending on health and education. Explain how the dominant IGOs (World Bank, IMF, WTO) have traditionally promoted neo-liberal views of development based on the adoption of free trade, privatisation and deregulation of financial markets but also, recent programmes have been aimed at improving environmental quality, health, education and human rights. Describe the Universal Declaration of Human Rights (UDHR) as a statement of intent and a framework for foreign policy statements to explain economic or military intervention but not all states have signed the Declaration. Describe how the European Convention on Human Rights (ECHR) was drafted by the nations of the Council of Europe to help prevent conflict and integrated into the UK by the Human Rights Act of 1998; the ECHR remains controversial as some see it as an erosion of national sovereignty. Describe how the Geneva Convention forms a basis in international law for prosecuting individuals and organisations who commit war crimes and is endorsed by 196 countries; however few cases come to trial and over 150 countries continue to engage in torture. Explain how some states frequently invoke human rights in international forums and debates whilst others prioritise economic development over human rights and defend this approach. Explain how some superpowers and emerging powers have transitioned to more democratic governments but the degree of democratic freedom varies (comparison of an authoritarian and a democratic system); the protection of human rights and degree of freedom of speech varies. Explain how levels of political corruption vary and can be measured (Index of Corruption); high levels of corruption are a threat to human rights as the rule of law can be subverted. Describe how in some states (post-colonial states) there are significant groups, defined by gender and/or ethnicity that have had fewer rights than the dominant group. Evaluate how differences in rights are frequently reflected in differences in levels of health and education (indigenous populations in both North and South America). Explain how a demand for equality from both women and ethnic groups has been an important part of the history of many states in recent years (Afghanistan, Australia, Bolivia) with progress taking place at different rates. Explain the wide range of geopolitical interventions to address development and human rights issues: development aid, trade embargoes, military aid, indirect and direct military action. Describe the interventions are promoted by IGOs, national governments and NGOs (Amnesty International, Human Rights Watch) but there is seldom consensus about the validity of these interventions. Explain how some Western governments frequently condemn human rights violations and use them as conditions for offering aid, negotiating trade agreements, and as a reason for military intervention, which challenge ideas of national sovereignty. Explain how development aid takes many forms from charitable gifts to address the impacts of hazards (Haiti) administered both by NGOs (Oxfam or Christian Aid) and national governments, to IGOs offering loans. Explain that the impact of development aid is contested, successes include progress in dealing with life-threatening conditions (malaria) and improvements in some aspects of human rights (gender equality) but critics suggest that it encourages dependency, and promotes corruption and the role of the elite at the expense of human rights and minority groups. Assess how some economic development, both by superpowers and TNCs, has very serious impacts on the environment in which minority groups live and disregards their human rights to their land and culture (oil in the Niger Delta or Peruvian Amazon, and land grabs in East Africa). Explain how global strategic interests might drive military interventions but are often justified by the protagonists in terms of human rights. Explain how military aid, both in terms of training personnel and weapons sales, is sometimes used to support countries that themselves have questionable human rights records (?). Evaluate how direct military intervention is increasingly part of a 'war on terror', which is partially justified as promoting human rights of minority communities (?) but is compromised by the use of torture by combatant states that have signed the Declaration of Human Rights (?). Describe the measurements of success comprise a wide range of variables, including improvements in health, life expectancy, educational levels, gender equality, freedom of speech and successful management of refugees as well as increases in GDP per capita. Explain how for some governments and IGOs, the introduction of democratic institutions is deemed important and freedom of expression is seen as central to the development of democratic and capitalist societies. Explain how for some countries, success is measured in terms of economic growth with less attention to holistic development (human wellbeing) or human rights and the development of democratic institutions. Assess the extent to which superpowers use development aid as an extension of their foreign policies and judge success in terms of access to resources, political support in IGOs and military alliances and formation of military alliances. Evaluate in recent history military interventions, both direct and indirect, have led to significant costs, including loss of sovereignty and human rights (?) and contrasts between short-term gains with long-term costs (?). Assess how other non-military interventions may have a stronger record of improving both human rights and development (? Cote d'Ivoire 2011). **Disciplinary** Explain how variations in health and life expectancy in the developed world are largely a function of differences in lifestyles, levels of deprivation and the availability, cost and effectiveness of medical care. Explain that there are significant variations in health and life expectancy within countries (UK or Brazil) that are related to ethnic variations (Aboriginal peoples in Australia) and income levels and inequalities, which, in turn, impact on lifestyles. Assess progress against the United Nation's Millennium Development Goals (MDGs) and how it has been mixed in terms of individual countries, global regions and targets; the UN post-2015 development agenda expands on the MDGs, setting new goals to include sustainable development. Assess how the relationship of aid, development, health and human rights is unclear, with relative success stories in some states (Botswana or Ebola in West Africa) contrasted with relative failure in other states (Haiti, Iraq). Assess how in some states that receive substantial development aid, economic inequalities have increased while in other states economic inequalities have decreased; this in turn impacts on health and life expectancy. Evaluate how the lack of action also has global consequences (?) which may impact negatively on progress in environmental, politica	**Substantive** All core topics from course - Globalisation, Superpowers, Carbon, Water and Tectonics **Disciplinary** Geographical Skills - from all the core units in Year 12 and 13
Next Steps		