Geography Curriculum Map

Intent – By the end of KS3, students will understand what it is to be a geographer. They will have a curiosity and fascination in finding out about the world and its people, as well as having an interest and intention to travel to deepen their understanding of a range of places. They will have developed a passion and commitment to the subject. Our students will have developed an excellent knowledge of where places are and what they are like. They will have a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated. Students will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our students will have an extensive core of geographical knowledge and vocabulary, which will be learned and regularly practised so that students are confident and comfortable using academic language in every context that requires it throughout their education and beyond. They will have good spatial awareness and be able to use a wide range of maps effectively to investigate places routinely. They will be able to carry out increasingly complex, independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions.
The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts from Parsons Green to the Amazon. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a dynamic and interdependent world. Geographers at The Hurlingham Academy will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact on the people and places around them.

Implementation - Lessons are engaging because they are rigorous. Students want to succeed, and through hard work and achievement, they want to learn more. Modelling is a key aspect of teaching in geography. Through regular feedback and guided practice, students master key concepts, places, and processes. Teachers explicitly teach students how to learn and revise so that they can be successful in regular knowledge and vocabulary tests. This helps to ensure long-term retention of core principles from KS3 through to KS4 and beyond. Fieldwork opportunities at KS3 and KS4 provide students with real world contexts to apply their knowledge. Key concepts are revisited over key stages as well as between lessons to practise retrieval and recall. Case studies that are taught are relevant to the lived experience of the students and cover a range of countries so that students leave as well-rounded and knowledgeable geographers. Each unit will be assessed throughout as well as at the end of the unit, encouraging students to be synoptic by drawing from knowledge of previous geography units.

Term	1		2	3	4	5	6
Year 7	What is a geographer? This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess students' geographical capabilities related to the expectations of an 11-year-old; to provide a benchmark for the rest of Year 7. This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge they have already gained, encouraging them to talk about the geography they already know. The unit concludes with a mini-investigation into noise levels around the school site, introducing pupils to the stages of investigation process.	Introduction to Climate Change In this unit students study Earth's different climate zones, and are introduced to the greenhouse effect which makes the planet habitable. Students then learn how the enhanced greenhouse effect is making the planet warmer, and the specific impacts of this warming. Lastly students learn a number of actions that can be taken to reduce the impacts of climate change, and how their role as geographers empowers them to do this.	Development Students will analyse the distribution of developed, developing and emerging countries. They will consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development. Students will then investigate how countries become more developed via economic development driven by tourism, top-down and bottom-up aid projects.	Rivers and Flooding This unit focuses on the hydrological cycle and the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Students have the opportunity to progress their map skills learnt earlier in Y7, to investigate how rivers change along their course. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally, and globally. By the end of the unit, the pupils will have gained knowledge on the ways in which rivers shape the land; and the relationship humans have with rivers in the context of flooding and flood prevention.	World of Work In this unit pupils will understand the four types of employment, and how the proportions of these types of employment in the UK has changed over time. They will understand the important locational factors behind where, for example, high-tech quaternary employment is situated, and how this differs from the needs of manufacturing secondary employment or tertary employment such as retail. The unit ends with a study on trade and looking at Russia in particular with regards to this.	The Middle East In this unit students explore the physical and human geography of the region of the Middle East and locate countries within the region. They will learn about the importance of the oil and gas industry within the Middle East and diversification of industries through looking at Saudi Arabia. Students will also learn why development across the region is so variable, with a particular focus on Yemen.
Term	1	2	3	4	5	6	

Year 8	Population and Migration In this unit, students will study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution. This builds on students' knowledge of different parts of the world learnt so far at KS3. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a particular place.	Coasts This unit further progresses student understanding of the processes of erosion, deposition and transportation, building on their learning of rivers in Year 7, now applied to a coastal context. Pupils will have further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying these activities, students will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria. Students will also build on their map skills by identifying coastal landforms on OS maps.	Ecosystems This units studies the Earth's differential heating and climate zones, including the role of the Earth's tilt in creating seasons. Students will learn key geography skills such as how to read, interpret and draw climate graphs. Students will study the Taiga biome's specific animal and plant adaptations, and the concept of interdependence in those ecosystems. They will then take these concepts to understand them in the Tropical Rainforest as a strongly contrasting biome, looking at the opportunities and threats faced by the forest.	Tectonic Hazards Students develop their knowledge of tectonic events and landforms and the processes that create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Students gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Case studies will be relevant to the time e.g. including the 202 Sulawesi earthquake in Indonesia. Current case studies show the dynamic nature of the subject and its relevance around the world. This unit provides an opportunity to build on pupil understanding of development from Year 7 through the investigation of the differing impacts of volcanoes and earthquakes on countries at different stages of development.	Weather and Climate In this unit, students focus on how weather can affect our daily lives and how weather in different parts of the world links to climate. They will look at the difference between weather and climate and how weather can be measured, recorded and presented. Students will understand the factor that determine the UK's weather and what depressions and anticyclones bring.	The Horn of Africa This unit explores East Africa, focusing on population distribution, the importance of and conflict over the Nile River. Students will examine Kenya's location, human features and the impact of tourism on its economy. Additionally, opportunities and challenges in Nairobi will be studied to understand the region's dynamics. Pupils will combine their knowledge on development as well as world of work through investigating a new region.
Year 9	Emerging Economies Students will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on Asia, investigating key physical and human characteristics, countries, and major cities. One of the key outcomes should be that pupils understand how diverse Asia is as a continent. Pupils will investigate, using a range of geographical data including the use of GIS to determine the reasons why countries in Asia are emerging as global superpowers. The unit also provides an opportunity for pupils to reflect on their understanding of change from their learning about development in Year 7 and compare and contrast this with the changes occurring in countries in Asia. This unit further develops pupil understanding of development and interdependence.	Climate Change This unit builds on students' learning of weather & climate in Year 8, focusing on patterns and processes associated with weather and climate and the differences between these, as well as the impact of human activity on the climate. Students will study the consequences of rising temperatures, including glacial retreat, and extreme weather events, and what we can do to try and mitigate and prevent these. This element of the unit builds on their understanding of river and coastal flooding studied in Year 7 and 8. Students will study climate change through a range of geographical locations and understand the importance of international co-	**GCSE COURSE**: Component 3 - **People** and Environment Issues – Making Geographical Decisions In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. This component has three sections: • Topic 7: People and the biosphere – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources. • Topic 8: Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management. • Topic 9: Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management. This component builds on learning from Development, Population and Emerging Economies as students explore the impact of increasing wealth and growing populations on the natural environment. The decision-making element of the exam paper challenges students to make decisions as they did in the Coasts topic from Year 8. **This unit also includes a fieldwork investigation into small-scale ecosystems within the school grounds, taught at the end of Topic 7. The addition of fieldwork enables students to build on their understanding of geographical enquiry further in KS3. It also gives them a solid basis for which to approach their GCSE fieldwork if they choose to study Geography further.**		

		operation in achieving a positive outcome for the planet.	

Term	1		2	3	4	5	6
	Component 1: Global Geographical Issues					Component 2: UK Geographical Issues	
Year 10	Topic 1A: Hazardous Earth - Climate This topic provides an understanding of the global circulation of the atmosphere and changing climate. Students will also study two in-depth studies of an extreme weather hazard (tropical cyclones) at contrasting locations. A number of case studies/examples included have taken place during the students' lives - to encourage them to engage with current affairs and news stories.	Topic 1B: Hazardous Earth – Tectonics This topic provides an understanding of Earth's structure and plate tectonics by looking at both the formation of volcanoes and earthquakes. Students will also study two in-depth case studies of a tectonic hazard event at contrasting locations. A number of case studies/examples included have taken place during the students' lives - to encourage them to engage with current affairs and news stories.	Topic 2: Development Dynamics This topic provides an understanding of the scale of global inequality. In addition, students will study one emerging country – India, and the consequences for people, environment and the country's relationship with the wider world. It builds on the learning from Year 7, 8 and 9 including learning about development in Year 7, population and migration in Year 8 and emerging economies in Year 9.	Topic 3: Challenges of an urbanising world This topic gives students an overview of the causes and challenges of rapid urbanisation across the world. In addition to this, students study one detailed case study of a megacity in a developing or emerging country - Mumbai, India. This gives students a deeper understanding of what it is like to live in an emerging country. It will also focus in on life in one part of the large country they studied in the Development Dynamics topic earlier in the year. **Topic 6: Geographical investigations - physical fieldwork** **This term will also include a fieldwork opportunity at the coast enabling students to apply the theory and case studies learned in lessons to the world around them.**	Topic 4: UK Physical Environment This topic provides an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. In addition, two in-depth studies of distinctive landscapes – Coastal change (building on learning in Year 8) and conflict and river processes and pressures (building on the foundations of knowledge learned in Year 7). Topic 5: UK Human Environment This topic provides an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. In addition to this, there is a case study of a major UK city – London.	

	Component 2: UK Geographical Issues	
Year 11	Topic 5: UK Human Environment – continuation from Year 10 This topic provides an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. In addition to this, there is a case study of a major UK city – London. **Topic 6: Geographical investigations – human fieldwork** **The learning from this topic will support a further fieldwork opportunity, which will take place later in the year that allows students to focus on their local area. Developing a sense of place will prepare students for the independent investigation that is required in A Level study.**	. Revision and past paper practice to deeply embed knowledge and skills

Impact – Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple-choice questioning and through feedback. This plays a crucial role in assessing depth of student understanding and analysing students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery of geographical knowledge, understanding and skills is achieved through regular opportunities to practise recalling key information, and redrafting and improving work based on feedback from the teacher. Student knowledge, understanding and skills is tested in summative assessments twice a year based on the KPIs (KS3) and AOs (KS4) as well as practice exam questions. Outcomes from assessments can be used by teachers to review and reteach parts of the curriculum. This can be done straight away or built into learning in the next unit if appropriate. This may lead to classes starting topics in different weeks but will ensure all students are secure in their understanding. Key terms and case study details will be learnt and tested fortnightly. Students will be tested on terms learnt recently as well those from previous weeks to practise recall and retrieval.

Engagement in geography will be evident in a healthy uptake for GCSE, and again on to A Level when they leave THA. Students will be inspired to sign up for Duke of Edinburgh as the map and navigation skills required links closely with core geographical map skills that features throughout the course from KS3 to undergraduate level. Conversations about home countries travel and holidays throughout the school year will show students interest in applying their geography knowledge to places they have visited. Geographers at THA will be proud to talk of their travels to other countries, visits to different parts of London, and documentaries and TV programmes showing the impact of people and processes on the places that people live in. At first, conversations may be started by staff members, but in the future, the diverse and knowledge rich curriculum here should develop confident and articulate geographers who want to learn more about the world around them.