

## Class of 2026/2027 Curriculum Map

## Geography

	ı	2 3	4	5 6	7	8	9	10	11 1	2 13	14 15	16	17	18	19	20 21	22 2	24	25	26	27	28 29	30	31	32 33	34 35 36	37 38	39
Post 16 Study				dents to develop their knowledge and ed citizens, who understand the role :							dge, theory and skills to the	world around them. Students																
Changing Economic World															Revision					Pre-Release						T		
	ow can we Wi	What are the causes How are various What are the How and why has What are the How does infrastructure What is the place How is Brazil How has Brazils How has economic						How has economic	Rivers  How are features in the upper, middle and lower course of a river formed? What are					Revision of key concepts from paper 1. Revision of key concepts from paper 2. Focusing on Revision of paper :			Revision of paper 3. Pro	er 3. Practicing applying their skills to Demonstrate geographical skills and										
=		consequences of populations strategies that the economy of regional improvement and of the UK in the impoortant regionally, industrial development impacted Brief provided in the industrial structured? The populations structured is the UK changed? It is the impoortant regionally, industrial development impacted Brief provided in the impoortant regionally.				elopment impacted Brazil?	the features					Focus on formation of features and case major case studies of London, Rio de Janeiro, The UK and study specifics Brazil			unsee	unseen fieldwork. applied knowledge and understanding by looking at a particular issue(s) derived from the specification												
ear	what are the limitatins to these			the development	impact the UK? internationally? changed why?			changed and why?			of the River			of the River	1					using secondary sources								
	methods?			gap?										Thames?														
	Two pieces of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and AO4									Two pieces of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and AO4					Extended writing pieces focusing on AOI, AO2 and AO3			03	Continous peer assessment in lesson focusing on AO3 and AO4									
		The Living World Global Resource Management							Urban Issues and Challenges								Coasts			Fieldwork			'	Tectonic Hazards				
		e the physical characteristics of How can hot deserts What are the causes and impacts of Why are there variations between global What is impact of How can global energy (Urbanisation in What opportunities and chall																										
	Vhat are the physical ch the hot dese		used for economic	desertification? How can these be			What is impact of Hor energy insecurity use		Urbanisation in W HICs and LICs	hat opportunities and challenge Rio?	exist in How are challer	cities in th	re the major e UK and how	What aopportunities and	d challenges exi	rege		an processes of	How do erosional pro coastlir		low do depositional rocesses shape the coastline?	How is the holderness coastline protected against coastal erosion?		al management in Southend ( ic management strategies in S		earthquakes What were the effects and responsances form? Italy 2016 and Nepal 2015 earthqua	ake? How do tectonic	lo people live near : hazards? And how
ar 1			development? resolved?			sustainable?						is the population distributed?						be weathering, erosion de and mass movement?					Sea			they compare?		reduce the impacts of a disaster.
×																	mo	nabl										
	Two pieces of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and  Two pieces of extended writing and an end of topic assessment focusing on AO1,									Two pieces of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and AO4						e? Two pieces of extended writing ar			g and an end of topic assessment focusing on AO1, AO2, AO3, and AO4  One					sessment Two	ieces of extended writing and an end of topic assi	essment focusing on AC	O1, AO2, AO3, and	
	AO4 AO2, AO3, and AO4																				focusing on AO2, AO3, and A				A04			
		Climate Change Flooding and its impacts								UK Resource Management							Weather Haza	Weather Hazards			Ecosystem			ns and Rainforests of Brazil				
		know cliamte change is What are the scoial and environmental impacts of dwhat are the causes? What are the scoial and environmental impacts of the causes? How can war with the factors that affect the risk of How can various strategies rec dwhat are the causes? If the factors that affect the risk of a river flooding? If the factors that affect the risk of a river flooding? If the factors that affect the risk of a river flooding?					w is water as a resource manag the UK?	ed within How is fo	od as a resource managed within the UK? How is energy as a resource managed within the UK?				How does global atmospheric How do tropical circulation help to determine storms form? And			Hurricane Matthew; what were the effects, responses and strategies to reduce future		n the east impact the UK?	K? What different components make up the ecosystem and how are they How can changes impact food chains and		act food chains and webs?	characteristics of characteristics of the adapted to survive in the tropical occur? What are the impacts						
r 9	6 1				impacts of climate change?											patterns of weather and clima	e? what is their structure?	effects?	?			connected?			different biomes around the world	tropical rainforest? rainforest?	t? ar	nd solutions?
Yea																												
	One piec	One piece of extended writing and an end of topic assessment focusing on NC3 and NC4  One piece of extended writing and an end of topic assessment focusing on NC2,  NC3 and NC4					O	One piece of extended writing and an end of topic assessment focusing on NC2 and NC3					One piece of extended writing and an end of topic assessment focusing on NC2 and NC3				g on NC2 and NC3	One piece of extended writing and a				an end of topic assessment focusing on NC1, NC2 and NC3						
NG3 and NC4																												
	How are testonic barre	USA China  China					uu has China's asanamu   1	Antarctica  How can Chinese cities can What is the physical geography of Antarctica Why are Antarcica's resources What are t				he positives and			tures of the Middle	Middle East  Why are there varying population densities across   Why is oil important to the Middle   What are the reasons for			Sustainability   Sustainability   Is Dubai a sustainable city?   How can we live a more a sustainable life to   Fieldwork: Is Corenlius Vermuyden School sustainable?									
	world?		tributed around the How do different tectonic disaster impact people around the world?			features of China?		was Clinas one Clin	grown and what has been impact of this?		ecome more sustainable?	and how have animal ac				res to tourism in Anta	tica and how does tic Treaty help red	he East?			Why are there varying population densities across the Middle East?		Why is oil important to the Middle What are the reasons for conflict in the region and what are the social impacts?		1	ect our planet?	orenius verniuyden sch	iooi sustamable:
<b>∞</b>										impact of this					\ ^	Alla coca: Alla	them?											
Year																												
	One piec	One piece of extended writing and an end of topic assessment focusing on NC3 and NC4  One piece of extended writing and an end of topic assessment focusing on NC1, NC2 and NC4						focusing on NC1, NC2 and NC	d NC4 One piece of extended writing and an end of topic assessment focusi					ing on NC2, NC3 and NC4			One piece of extended writing and an end of topic assessment focusing				cusing on NC1 and NC2			One piece of extended writing and an end of topic assessment focusing on skills and fieldwork, and human geography				
																					South sheet							
		Map Skills United Kingdon								India							Africa							Russia				
						for How are the features alo	g the UK's coastline formed	What are the physical feature	hat are the physical features of India? How does population growth and migration				impact India's cities? What are the various economic activities in India?		How and why do the ecosystems within Africa What impact do humans have on desertific: vary? region?			dification in the Sahel How does the quality of life between Nigeria's urban and rural areas differ?			Why is Russia's physical Why does Russia have contrasting How important are fossil fuels to Russia's landscape the way it is? people and economy?							
location of places around the world?		und the world?				the UK's climate?										activities in India?	vary!	vary!		region?				landscape the	way it is? population densities?	people and	l economy?	
Š																												
	Self and peer assessment of skills through out the unit. End of topic assessment focusing on NC4  One piece of extended writing and an end of topic assessment focusing on NCI and NCI								nt focusing on NC1 and NC3	NC3 One piece of extended writing and an end of topic assessment focusing					ing on NCI, NC2 and NC3 One piec			One piece of extend	siece of extended writing and an end of topic assessment focusing on NC1, NC2, and NC3				One piece of extended writing and an end of topic assessment focusing on place knowledge, physical and human geography					
Pre-																												
secondary	ipiis snould nave a deep	knowledge about tr	ie United Kingdom	and their locality and have begun to	extend their knowle	edge to include Europe, N	orth and South America.	. I his will include the	e location and charact	eristics of a range of the world	most significant numan and	physical features. I ney should ur	nderstand basic sub	oject-specific vocabulary rela	ting to human a	and physical geography and t	gin to use geograph	cal skills, including first-hand obs	servation, to enhance	their locational awaren	ess.							
	ational Curriculum	dadar af sha baassa	£ - d - b - db d db -		des les les des des les des des des des des des des des des d	deficient charles and house				hun	-Locational Knowledge: De- an characterisitic, countries		e world's countries	s using maps of the world to	focus on Afric	ca, Russia, Asia and the Midd	East focusing on th	eir environmental regions, includi	ding polar and hot des			e of locations, places, processes, envir cal understanding of: concepts and ho		places, environments and pro	cesses; the interrela	ionships between places, environments and proc	esses.	
	actions of processes  NC3-Physica											NC2-Human Geography: Population and urbanisation; internation development; economic activity and the use of natural resources  • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements  • AO4: Select, adapt and use a variety of skills and sechniques to investigate questions and issues and																
-understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time -rangement in the assemblical feature and the state of t											Students also need to know how human and physical processes interact with one another.  NC4-Geographical Skills and Fieldwork: Use of globes, maps and atlases to show location									c	communicate findings							
				ing maps, diagrams, globes and aerial p uding through maps, numerical and qu		writing at length.																						
Curriculum Principles  Coherent - Makes explicit connections and links between the different subjects/experiences encountered.													Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.															
Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.  Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.									Pro	Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)  Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.								Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for st						students to make inf	ormed choices.			