

## Class of 2024/2025 Curriculum Map

Geography

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	1 2	3 4	5 6	7	8	9	10	11 12 13	14	15 16	17	18 19	20 21	22 23	24	25	26	27	28 29	30	31	32 33	34 35	36 37	38 39
Post 16 Study								and places, and to apply their geographical know d's changing peoples, places and environments.	ledge, theory and sk	kills to the world around them. Students															
		Changing Economic World								Rivers				Revision					Pre-Release						
=	measure consequences of uned development and development?					the features				Revision of key concepts from paper 1. Focus on formation of features and case study specifics of London, Rio de Janeiro, The UK and Brazil specifics				ticing applying their skills to fieldwork.	Demonstrate geographi applied knowledge and understanding by derived from the sp	looking at a particular issue(s) ecifcation				1					
Year	what are the limitatins to these methods?	the the UK? Impact the UK? Internationally? changed and development gap?				of the River Thames?									using secondary s	ources									
	Two pieces of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and AO4							Two	Two pieces of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and AO4				Extended writing pieces focusing on AO1, AO2 and AO3				Continous peer assessment in lesson focusing on AO3 and AO4								
		The Living World Global Resource Management						Urban Issues and Challenges				Cc				s		Fiel	ldwork			Tectonic Hazards			
Year 10	What are the physical characteristics of the hot desert?	How can hot deser be used for econom development?			variations between global mption and production?			Urbanisation in What opportunities and chal HICs and LICs	enges exist in Rio?		Where are the major ities in the UK and how is the population distributed?	What appportunities and challenge	regenerati	Startford How can urb I and what living be mad I it have? more sustainal	e processes of			w do depositional coesses shape the coastline?	How is the holderness coastline protected against coastal erosion?	How effective is coastal ma				the effects and responses to the It epal 2015 earthquake? How do th compare?	ly Why do people live near y tectonic hazards? And how car they reduce the impacts of a disaster.
	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  AO3, and AO4								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 assessme				sessment focusing on AOI, A	focusing on AO2, AO3, and AO4				of extended writing and an end of topic assessment focusing on AO1, AO2, AO3, and AO4			
		Climate Change Flooding and its impacts					UK Resource Management				Weather Hazards					Ecosystems and Rainforests of Brazil									
Year 9	How do we know cliamte change is occuri and what are the causes?	What are the sco	ial and environmental impacts of clir change?	reduce the impact of climate change	s floodi		How can various strat risk of a river	tegies reduce the How is water as a resource flooding?  UK?	nanaged within the	How is food as a resource managed	d within the UK?	How is energy as a resource managed within the UK?	How does global atmospheric circulation help to determine patterns of weather and climate?	How do tropical storms fo And what is their structu		thew; what were the effects, d strategies to reduce future effects?	How did beast from t	the east impact the UK?	What different components make up the ecosystem and how are they connected?	How can changes impact for	od chains and webs?	What are the characteristics of different biomes around the world?	What are the physical characteristics of the tropical rainforest?	How have plants and animals adapted to survive in the tropi rainforest?	
	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							One piece of	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					One piece of extended writing and an end of topic assessment focusing on NC1, NC2 and					and NC3	1	
Pre- secondar	Pupils should have a deep knowledge abou	ut the United Kingdom	and their locality and have begun to	extend their knowledge	e to include Europe, Norti	h and South America.	. This will include the loc	cation and characteristics of a range of the world	's most significant hu	numan and physical features. They should un	nderstand basic subject-spe	ecific vocabulary relating to human and ph	rysical geography and begin to use ger	raphical skills, including fir	it-hand observation, t	o enhance their locational awar	reness.								
National Curriculum  develop contexual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes  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  are competent in the geographical skills needed to collect, analyze and communicate with a range of data gathered drough experiences of fieldwork that deepen their understanding of geographical processes  interper a range of sources of geographical information, including maps, dagrams, globes and serial photographs  communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.									characterisitic, of NC2-Human Ge NC3-Physical G Students also ne NC4-Geographi	Coherent - Makes explicit connections and finish between the different subjects lesser explicit connections.				±				AOI: Demonstrate knowledge of locations, places, processes, environments and different scales  AOI: Demonstrate knowledge of locations, places, processes, environments and processes.  AOI: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.  AOI: Demonstrate geographical understanding to interpret, analyses are geographical information and issues to make judgements  AOI: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings  Focussed – Seels to keep the curriculum manageable by searching the most important knowledge, identifies the big ideas or key concepts within a subject.							
	Balance — 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.								Progression M	Concerner - ruses explicit connections are time developed from the superchapter received and the second received from the								Pocusses — Jeess to keep the curriculum manageanie by securing the most important knowneege, lorentnes the big teach or key concepts within a subject.  Relevant — Seels to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.							
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