

GEOGRAPHY CURRICULUM MAP

Year 7



| | Topic | Core declarative knowledge: what should students know? | Core procedural knowledge: what should students be able to do? |
|----------|-------------------------------|---|---|
| Module 1 | Introduction to Geography | <ul style="list-style-type: none"> What is physical geography? What is human geography? What are the continents and Oceans of the World? What is the physical geography of the UK? | <ul style="list-style-type: none"> Use an atlas skills to find the world’s oceans and continents Define and use key words such as: Human and Physical Use an atlas skills to find out about the physical geography of the UK. |
| Module 2 | Introduction to Map Skills | <ul style="list-style-type: none"> What is a grid reference? How can I read contour lines? How can I Interpret OS maps of my local area? How can I conduct a local fieldwork study? | <ul style="list-style-type: none"> Find a 4 figure and 6 figure grid reference Interpret contour lines on an OS map Interpret an OS map of the local area Use fieldwork skills to conduct a study of the local area. |
| Module 3 | Physical landscapes of the UK | <ul style="list-style-type: none"> What is a landscape? Why are landscapes important? What is an urban landscape? What are landscape processes? How can I define coastal/river/glacial and mountainous landscapes? | <ul style="list-style-type: none"> Continue to use OS map skills to understand different types of environments Understanding the rock cycle and how this has impacted the formation of the world Investigating different landscapes including: coastal, river and mountainous. |

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| Module 4 | Ecosystems | <ul style="list-style-type: none"> What is an ecosystem? What are global ecosystems? What is a coral reef ecosystem? What are the threats/values to the coral reef ecosystem? What and where are cold environments? | <ul style="list-style-type: none"> Interpret food chains and food webs Recall what a coral reef ecosystem is Recall what changes are faced by a coral reef ecosystem Recall and interepret world ecosystems Investigate a cold environment ecosystem. |
| Module 5 | Tropical Rainforests | <ul style="list-style-type: none"> What is the structure of rainforest? What are the components of the rainforest? (climate/soils/plants & animals) What are the threats to the rainforest? | <ul style="list-style-type: none"> Annotate the rainforest structure Recall the components of a rainforest Recall the threats to the rainforest. |
| Module 6 | Coasts | <ul style="list-style-type: none"> What is a coastline? What are the erosional features of a coastline? What are the different systems connected to coastline formation? What is the relationship between coast and human populations? Is hard engineering better than soft engineering in preventing coastal erosion? | <ul style="list-style-type: none"> Recall what a coastline is Recall and explain the different types of weathering and erosion (and how they occur) Understand and explain the different coastal erosional and depositional landforms Explain the difference between hard and soft engineering. |

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Year 8



| | Topic | Core declarative knowledge: what should students know? | Core procedural knowledge: what should students be able to do? |
|----------|----------------------------|---|---|
| Module 1 | Tectonic Hazard processes | <ul style="list-style-type: none"> What are the plate margins? What is the distribution of earthquakes and volcanoes? What are the effects of earthquakes (and hazards)? | <ul style="list-style-type: none"> Recall the layers of the earth from inside to out (and vice versa), 2 types of crust (oceanic and continental), learn the names of at least 7 of the tectonic plates and be able to locate them on a map Recall the 4 types of plate boundaries and what happens at each type of boundary. |
| | Tectonic Hazard management | <ul style="list-style-type: none"> What is it like living with hazard risk? How can we reducing the risk of hazards? How can I write a constructive essay? | <ul style="list-style-type: none"> Recall and draw plate margins Interpret distribution of earthquakes and volcanoes on a map Recall the effects of earthquakes and volcanoes Write a constructive essay. |
| Module 2 | | | |
| Module 3 | Urbanisation | <ul style="list-style-type: none"> What is urbanisation? What is rural-urban migration? What are the social and economic challenges in Rio? How can life be made more desirable for the Urban poor (Dharavi case study)? (squatter settlements and planning for the urban poor) | <ul style="list-style-type: none"> Use an atlas to locate Brazil Define rural-urban migration Recall the social and economic challenges faced in Rio Recall ways to improve quality of life for Rio's poor. |
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| Module 4 | China | <ul style="list-style-type: none"> Where is China? What are the physical and human characteristics of China? How has China developed? What are the causes, effects and solutions to air pollution? How did China control population growth? What is the North-South water transfer project? | <ul style="list-style-type: none"> Use map skills (Year 7, Mod 1+2) to describe and locate China Use GCSE graph analysis to identify patterns and trends Recall key terms related to Urban environments (Year 8, Mod 4). |
| Module 5 | Africa | <ul style="list-style-type: none"> What is the physical geography of Africa? How did colonialism shape present Africa? Is the Green Wall initiative an effective solution to desertification? What climate zones make up Africa? How is Nigeria as example of an NEE? | <ul style="list-style-type: none"> Use an atlas to locate and describe Africa Recall physical features found in Africa Recall climate zones (ecosystems) in Africa. |
| Module 6 | River landscapes | <ul style="list-style-type: none"> What are the river erosion processes? What are the river deposition processes? What are the river Landforms? Why are areas at risk of flooding? (case study). | |

GEOGRAPHY CURRICULUM MAP

Year 9



| | Topic | Core declarative knowledge: what should students know? | Core procedural knowledge: what should students be able to do? |
|----------|--------------------------------------|--|--|
| Module 1 | Glaciation | <ul style="list-style-type: none"> What and where are glaciers? How are glaciers formed? What are the erosional and depositional landforms of glaciated landscapes? What economic opportunities do glaciers provide? How can glaciers be sustainably managed? | <ul style="list-style-type: none"> Use map skills to be able to identify where glaciers are located in the world Explain in detail how glaciers are formed, and what causes them to move Explain how glaciers are used in terms of tourism, hiking and for freshwater stores. |
| Module 2 | Development | <ul style="list-style-type: none"> How do we measure development? What are the causes of uneven development? What are the forms of aid? What is fair trade? How can development be acheived: aid vs trade? | <ul style="list-style-type: none"> Use map skills to identify countries in different stages of development Students should be able to use math skills to interpret graphs to compare countries using different development indicators. |
| Module 3 | Resource Management (food and water) | <ul style="list-style-type: none"> What is a resource? Why are resources important? What are the global inequalities in food production and supply? What are the global inequalities in food production and supply? What is the impact of water insecurity? How does water supply link to global warming and climate change? | <ul style="list-style-type: none"> Use map skills and GCSE graph analysyis to identify patterns and trends Explain the natural and human causes of food and water shortages (insecurity). |

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Year 9



| | Topic | Core declarative knowledge: what should students know? | Core procedural knowledge: what should students be able to do? |
|----------|------------------------------|--|--|
| Module 4 | Resource Management (energy) | <ul style="list-style-type: none"> What is an energy resource? How is natural gas, oil and crude oil formed? What are renewable and non-renewable energy source? What is sustainable energy supply? | <ul style="list-style-type: none"> Use map skills and GCSE graph analysyis to identify patterns and trends Explain how humans’ use of non-renewable energy causes climate change. |
| Module 5 | Extreme weather | <ul style="list-style-type: none"> What is the difference between weather and climate? What is extreme weather? What extreme weather does the UK experience? What causes tropical storms? Hurricane case study - is extreme weather reponsible for climate change? | <ul style="list-style-type: none"> Recall map skills (Year 7, Mod 1+2), climate zones and the factors which influence weather and climate. |
| Module 6 | Climate change | <ul style="list-style-type: none"> What is the evidence for climate change? What are the natural and human causes of climate change? How does climate change impact the planet? (focus on Antarctica) How can humans manage the impacts of climate change? | <ul style="list-style-type: none"> Recall evidence of Climate change Explain the natural and human causes of climate change Explain how humans can manage the impact from climate change. |