Geography Curriculum Map

Intent – By the end of KS3, pupils will understand what it is to be a geographer. Pupils will have a curiosity and fascination in finding out about the world and its people. They will have developed a passion and commitment to the subject. Our pupils will have developed an excellent knowledge of where places are and what they are like on a local, regional, and global scale. They will have a holistic understanding of how places are interdependent and interconnected, and how human and physical environments are interrelated, alongside creating synoptic links across their curriculum at Lambeth Academy. Pupils will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our pupils will have an extensive core of geographical knowledge and vocabulary and will be able to communicate this, in a variety of ways, routinely. 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 an increasingly complex, independent geographical inquiry, using their geographical literacy, ask their relevant questions, make sense of geographical data, think critically about different views, and justify their 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. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens. Geographers at The Elms Academy will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact.

Implementation

Term	1	2	3	4	5	6
Year 7	**T1. Introduction to Geographical Skills** This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess pupils' geographical capabilities related to the expectations of an 11-year-old; and to provide a benchmark for the rest of Year 7. Pupils will develop their understanding of physical and human geography through skills. 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. Students will be introduced to the 'decision-making element' of Geography and develop their critical thinking skills on location, encompassing the skills they develop in this unit.	**T2. Water and Rivers** In this unit, students are reminded of the importance of fresh water as a natural resource (KS2). Students review the processes of the water cycle (KS2) and are taught the key features of the drainage basin and the processes that operate within them. They will be taught how the processes of erosion, transportation and deposition in rivers form waterfalls, meanders and floodplains. They will then learn about the causes, effects and responses to flooding, and how humans may manage flood risks. Furthering their knowledge from T2 and T3, students will students will review climate change from when learning about the contributing factors to flooding of rivers in Bangladesh, 2022. **Links to prior learning:** • Unit 1. Geographical skills.	**T3. Introduction to global climate** Students will learn about the six main climate zones before being introduced to the natural process of the greenhouse effect and how human activity – such as burning of fossil fuels – has accelerated this to create unnatural global warming. Students will learn some of the causes and effects of climate change and consider their individual role and how some actions have larger impacts than others **Links to prior learning:** • Unit 1. Geographical skills.	**T3. Development** In this unit, pupils will examine the distribution of development globally. Students should consider methods of measuring and comparing development and explain the factors that affect the varying rates of development. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations. Pupils are required to consider the causes of world poverty before investigating what can change people's quality of life, globally and from a personal and community scale. Students will then assess the effectiveness of one strategy, which improves quality of life in a specific location, in the developing world. The knowledge of indicators, factors affecting development, top-down and bottom-up approaches to development, which are also in the GCSE. **Links to prior learning:** • Unit 1. Geographical skills. • Unit 2. Rivers	**T5. World of Work** This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries. The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally. The Butler model is introduced in the early stages of this unit and this could be explored through a living graph / thinking skills activity. The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location picked by the school. Students will explore the economic, social, environmental opportunities and challenges created by this industry. **Links to prior learning:** • Unit 1. Geographical skills. • Unit 2. Rivers • Unit 3. Development.	**T6. Geography of the Middle East** 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. **Links to prior learning:** • Unit 1. Geographical skills. • Unit 2. Rivers • Unit 3. Development.	**Revision and exam feedback**

Year 8	**T7. Tectonics** Students develop their knowledge of natural hazards through tectonic events and landforms and the processes, which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards. This unit provides an opportunity to build on pupil understanding of development from Y7 through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development and provides a strong basis for further study in KS4. **Links to prior learning:** Unit 1 – Geography skills. Unit 2 – Geology. Unit 2 – Geology. Unit 3 – World development.	**T8. Population and migration** In this unit of year 8, pupils 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 pupils' knowledge of different parts of the world from the 'What is a geographer' unit in Y7. The latter half 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. This unit provides opportunities for pupils to explore their personal geographies as many have heritage from around the world, as well as topical news events such as the conflict and refugee crisis surrounding events in Ukraine, as well as migration from Mexico to the USA. **Links to prior learning:** Unit 1 – Geography skills. Unit 3 – World development. Unit 4 – World of work. Unit 5 – Rivers. Unit 6 – Coasts.	**T9. Coastal landscapes** This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on unit Rivers in Year 7, but now applied to a coastal context. Pupils will have further opportunities to interpret a variety of maps, GIS, 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 out the latter activities pupils will engage in understanding the cause, effect and success of coastal management along the Holderness Coastline, UK. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether defence of areas of coastline were successful in Happisburgh. This unit will lay the foundation of knowledge which can be built upon in KS4 Topic 4 UK landscapes. If pupils do not take GCSE, pupils will not leave KS3 without an understanding of the coastal landscapes around them. **Links to prior learning:** Unit 1 – Geography skills – using UK and global locations, using maps and photos. Unit 2 – How does geology shape the UK? Unit 4 – World of work. Unit 5 – Rivers - Erosion, deposition, transportation processes.	**T10. East 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. **Links to prior learning:** Unit 1. Geographical skills. Unit 3. World development. Unit 7. Population distribution. Unit 2. Rivers and the Nile. Unit 4. World of work. Tourism.	**Revision and exam feedback**

Year 9	**T11. Climate change** In this unit pupils will investigate the challenge of a changing climate, its causes (both human and natural), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the challenges differing communities face (Topic 3 development). Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their impact on global warming. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development. In contrast to years 7 and year 8, in year 9 pupils are expected to be able to 'assess' and 'evaluate' an issue or theme. Time should be spent on embedding this skill with pupils through the acronym APDD APDD C. This skill is assessed on their mock exams and will form a basis for GCSE. **Links to prior learning:** Unit 3 – World development Unit 5 - Rivers Unit 6 - Coasts **Unit 9 - Weather and climate**	**T12. Life in an emerging country** Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the newly emerging economies. One of the key outcomes should be that pupils understand the characteristics and features of countries which are classed as newly emerging. Pupils will investigate, using a range of geographical data the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced within a rapidly growing urban area in an NEE. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence. **Links to prior learning:** Unit 3 – World development Unit 4 – World of work Unit 5 - Rivers Unit 8 – Population and migration	**T13. Issues of urbanisation** This unit focuses on urban areas in the UK. A central theme is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK. Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors that have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon certain cities whilst connecting with their own personal experiences of inner city decline and regeneration. The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of Stratford, London. **Links to prior learning** Unit 1 – Geography Skills Unit 3 – World development Unit 5 – World of work Unit 8 – Population and migration Unit 10 – Climate Change Unit 11 – Life in an emerging country	**T14. Energy** This unit concludes KS3. The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future. Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. Pupil's will link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies. Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally. **Links to prior learning** Unit 3 – World development Unit 4 – World of Work Unit 9 – Weather and climate Unit 10 - Ecosystems Unit 11 – Climate change Unit 14 – Issues of urbanisation in the UK	**Revision and exam feedback**

Year 10	**Hazardous Earth (P1)** This topic provides an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations. All of the events studied, from tropical cyclones to tectonic hazards, have taken place during the students' lives in order to encourage students to engage with current affairs and news stories and broaden their understanding of life in other parts of the world. **CASE STUDY:** Typhoon Haiyan / Hurricane Katrina / Tohoku Earthquake / Haiti Earthquake	**Development Dynamics (P1)** This topic provides an understanding of the scale of global inequality. In addition, students will study one emerging country and the consequences for people, environment and the country's relationship with the wider world. It builds on the learning from Y7, 8 and 9. Continued learning from the topic that will centre on a detailed case study of India, an emerging economy, which builds on the foundations of students' development understanding from KS3 **CASE STUDY:** India	**Challenges of an Urbanising World (P1)** This unit 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. The place of study is Lagos, Nigeria, to give students a deeper understanding of what it is like to live in an emerging country. It will also focus on the challenges and opportunities presented to residents of Lagos. **CASE STUDY:** Lagos, Nigeria	**UK Human Landscape (P2)** **T**his 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 – Birmingham. 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. **CASE STUDY:** London

Year 11	**UK Physical Environment (P2)** 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 depth studies of distinctive landscapes – Coastal change (building on learning in Y8) and conflict and river processes and pressures (building on the foundations of knowledge learned in Y7). This unit will also set the basis for fieldwork taking place in the start of year 11, enabling students to apply the theory and case studies learned in lessons to the world around them. **CASE STUDY:** Holderness Coastline / Boscastle Flood	**Fieldwork** In this unit students will go on two trips. One physical geography field trip to Walton-on-the-Naze, where they will investigate coastal processes and management strategies, and a human geography field trip to Clapham Common, where they will investigate the impact of location on quality of life. This unit will provide the foundation for fieldwork in Year 11, allowing students to apply theoretical knowledge from lessons to real-world environments.	**People and Environment Issues – Making Geographical Decisions (P3)** This topic provides an overview of current global issues, ranging from energy consumption to deforestation of habitats. This learning will build upon pupil's prior knowledge from KS3, whilst consolidating their ability to make synoptic links between climate changes to challenges of an urbanising world, to deforestation. This unit will see pupils synthesise their ability to create a balanced argument on one environmental issue.	
Year 12	**Dynamic Physical landscapes – Tectonics** Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence. **Dynamic Human landscapes – Globalisation** Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.	**Dynamic Physical landscapes – Coastal landscapes** Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK. **Dynamic Human landscapes – Regenerating Places** Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed. Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped. Both the local place and the contrasting place should be a locality, a neighbourhood or a small community, either urban or rural	**Dynamic Physical landscapes – Water** Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. Dynamic Human landscapes – Superpowers Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.	
Year 13	Dynamic Physical landscapes – Water **Dynamic Human landscapes – Migration and Identity** Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.	**Dynamic Physical landscapes – Carbon Cycle and Change** A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions. **Coursework** Students are required to complete a minimum of four days of fieldwork. This fieldwork must relate to processes in both physical and human geography. It must also provide an introduction to the nature and process of a high-quality geographical enquiry. Ours will always be an urban theme that relates to Regenerating Places to have the most relevance. 3000-4000 words.	Synoptic paper Coursework	