

Humanities Department – Curriculum Map

Geography



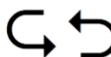

Curriculum Intent

At Broadwater School, the curriculum is more than just the lessons. Our aim is to provide a broad, balanced and rigorous curriculum that enables students to develop knowledge and skills that prepare them for the future. Most importantly, the curriculum hopes to cultivate a life-long enthusiasm for all humanities subjects.

In **geography**, we seek to understand the physical and human world around us. Our curriculum intends...

- To instil an appreciation for and tolerance of diverse places, people and resources.
- To support students in developing geographical skills so that they can explore and engage in local, national and global issues which affect the future interests of our planet.

Big Ideas

Human		Human geography is the study of societies, cultures and economies and how human activity affects or is influenced by the earth's surface.
Physical		Physical geography is the study of landscapes and environments. For example, processes and formations in the natural environment.
Interactions		Geographical connections and relationships between the physical and human world.
Sustainability		The ability of society to meet the needs of today without preventing future generations from meeting their needs.

National Curriculum

[National Curriculum - Geography key stages 3 and 4](#)

GCSE Pearson Edexcel A:

[Edexcel Pearson Geography GCSE](#) 1GA0/123

- Paper 1 Physical Environment
- Paper 2 Human Environment
- Paper 3 Geographical Investigations and UK Challenges (includes Fieldwork)

Disciplinary knowledge



Geographical Applications

Context	<i>National Curriculum 2014</i> - develop and extend their knowledge of different scales including global; and of social, political and cultural contexts (know geographical material)
Geographical applications	<p>Map skills</p> <ul style="list-style-type: none"> - Sketches, cartographic skills, six-figure grid references, flow lines, proportional symbols map, dot line, choropleth maps, isoline maps, sphere of influence maps, thematic maps <p>Investigative skills</p> <ul style="list-style-type: none"> - Fieldwork - hypothesis, methodology, sampling types, risk assessment, data collection, data presentation, quantitative and qualitative data, primary, secondary data, data analysis, conclusion, evaluation <p>Graphical skills</p> <ul style="list-style-type: none"> - Cross profiles, pie charts, compound line graphs, compound bar graphs, proportional flow diagrams, histograms, radar graphs, scatter graphs, line graphs, kite diagrams <p>Mathematical skills</p> <ul style="list-style-type: none"> - Percentages and degrees, percentage increase and decrease, statistical skills, mean, mode, median and range, interquartile ranges <p>OS skills</p> <ul style="list-style-type: none"> - Scale, symbols, 4 and 6 figure grid references, contour lines, compass directions, latitude and longitude <p>Geo-spatial skills</p> <ul style="list-style-type: none"> - Photo and satellite imagery (ground, aerial, oblique), GIS use, site and settlement pattern, interpret and recognise patterns (vegetation, land use, communications and infrastructure) - <p><i>National Curriculum 2014</i> - develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)</p> <p><i>Edexcel GCSE Specification 2016</i> – geographical skills: atlas and map skills; graphical skills; data and information research skills; investigative skills</p> <p><i>Edexcel GCSE Specification 2016</i> – mathematical skills: cartographic skills; graphical skills; numerical skills; statistical skills</p>

Careers

[Geographical Association - Careers in Geography](#)

<ul style="list-style-type: none">- Cartographer- Climate scientist- Conservation officer- Education- Environmental consultant- Geoscientist- GIS officer- International aid worker- Landscape architect- Risk analyst- Social researcher- Surveyor- Sustainability consultant- Tourism officer- Travel agent- Urban planner	<ul style="list-style-type: none">- AECOM- Deloitte- Ernst and Young- Local councils- National Trust- Wildlife Trust
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Key Stage Three

Year 7

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1	Skills & Human & Physical	Geographical Applications, linked to the UK	<u>Geographical Applications</u> <ul style="list-style-type: none"> - UK landscape - Multiple Graphical skills - Multiple map skills - London case study
Autumn 2	Human Sustainability	Where, why and how? Space and time Resources	<u>Settlements</u> <ul style="list-style-type: none"> - Settlement Hierarchy - Site and location - Settlement patterns - Greenfield sites - Brownfield sites - Sustainable settlements
Spring 1	Physical Formations Interactions	Formation physical Processes Impacts	<u>Glaciation</u> <ul style="list-style-type: none"> - Formation of glaciers - Glacial processes - Deposition - Erosion
Spring 2	Human	Population changes Reasons Impacts	<u>Populations</u> <ul style="list-style-type: none"> - Global population distribution - Population pyramids - Demographic Transition Model - Ageing and youthful populations - Rural-urban national migration - International migration - Impacts of migration
Summer 1	Physical Formations Interactions		<u>Rivers</u> <ul style="list-style-type: none"> - Water cycle - Drainage basin - Key processes - River landforms - Flooding - Hydrographs and river floods - Boscastle case study
Summer 2	Geographical applications & Physical	Fieldwork enquiry Maths skills Graphical skills Map skills	<u>Climate and fieldwork</u> <ul style="list-style-type: none"> - TBC

Year 8

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1	Human Physical Interactions	Influence of physical features on development Access to resources Emerging economies	<u>Country Carousel of rapidly emerging countries</u> <ul style="list-style-type: none"> - China - India - Brazil - Russia
Autumn 2	Human Physical Interactions	Influence of physical features on development Access to resources Emerging economies	<u>Lessons Continued.....</u> <u>Comparison to developed countries</u> <ul style="list-style-type: none"> - Australia - Japan - UK
Spring 1	Physical Interactions Sustainability		<u>Coasts</u> <ul style="list-style-type: none"> - Waves and tides - Processes - Landforms of erosion and deposition - Managing coastlines - Holderness case study -
Spring 2	Physical Sustainability Human		<u>Resources</u> <ul style="list-style-type: none"> - Resources - Inequality of access - Water resources - Biodiversity resources - Fuels - Sustainable use
Summer 1	Physical Interactions		<u>Ecosystems</u> <ul style="list-style-type: none"> - Continents and oceans - Biomes and location - Climate and location - Chains and webs - Animal adaption - Deserts and rainforests
Summer 2	Human Physical Geographical Applications		<u>Fieldwork in my town</u> <ul style="list-style-type: none"> - My town - Issues in my area - Fieldwork introduction - Litter fieldwork - Flood risk fieldwork

Year 9

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1	Physical	Where, why and how?	<u>Tectonic Hazards</u> <ul style="list-style-type: none"> - Structure of the Earth - Plate boundaries and hazards - Volcanic eruptions - Montserrat case study - Effects of Earthquakes
Autumn 2	Human Sustainability		<u>Development and globalisation</u> <ul style="list-style-type: none"> - Unequal development - Development indicators - Demographic Transition Models - Population structures - Uneven development
Spring 1	Physical Interactions Sustainability		<u>Climate change - causes & threats</u> <ul style="list-style-type: none"> - Weather and climate - Global climate circulation - Rainfall - UK weather - Climate change - Microclimates
Spring 2	Human		<u>Our Changing Economic world</u> <ul style="list-style-type: none"> - Uneven development - Reducing the gap - India case study - UK economy
Summer 1	Physical Interactions		<u>River & coastal process & management</u> <ul style="list-style-type: none"> - Drainage basins - Fluvial processes - Geological impact - Erosional landforms - Holderness case study - Coastal management
Summer 2	Human Sustainability		<u>UK in the 21st Century</u> <ul style="list-style-type: none"> - Physical geography of UK - Human geography of UK - Urban and rural - Ageing population - Migration - Globalisation and UK - Farming in the UK

Key Stage 4

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn/ Spring	Physical Interactions Formation Threats/ Solutions Sustainability	Formations Interactions Impacts on humans Impact of humans	<u>Physical Environment</u> <ul style="list-style-type: none">- Landscapes- Coasts- Rivers- Weather and climate- Ecosystems
Spring / Summer			<u>Human Environment</u> <ul style="list-style-type: none">- Changing cities- Global development- Resource management- Water Resource Management

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn			<u>Fieldwork</u> <ul style="list-style-type: none">- Fieldwork - rivers- Fieldwork - urban- UK challenges
Spring			<u>Revision of:</u> <ul style="list-style-type: none">- Physical Environment- Human Environment- Fieldwork
Summer			

Year 11 (3-yr GCSE)

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1	Interactions Physical Human Sustainability	Geog skills Exam practice Key P3 content	<u>Fieldwork</u> <ul style="list-style-type: none"> - Fieldwork - rivers - Fieldwork - urban - UK challenges
Autumn 2	Interactions Physical Human Sustainability	Geog skills Exam practice Key P3 content	<ul style="list-style-type: none"> - <u>Revision of:</u> - Physical Environment - Landscapes - Coasts - Rivers - Weather hazards and climate change - Ecosystems & management
Spring			<u>Revision of:</u> <ul style="list-style-type: none"> - Paper 2 - Human Environment - Paper 3 - UK Challenges & Fieldwork
Summer			