

Humanities Department – Curriculum Map

Geography

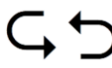
Curriculum Intent

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	Map skills - Sketches, cartographic skills, six-figure grid references, flow lines, proportional symbols map, desire line, choropleth maps, isoline maps, sphere of influence maps, thematic maps Investigative skills - Fieldwork - hypothesis, methodology, sampling types, risk assessment, data collection, data presentation, quantitative and qualitative data, primary, secondary data, data analysis, conclusion, evaluation Graphical skills - Cross profiles, pie charts, compound line graphs, compound bar graphs, proportional flow diagrams, histograms, radar graphs, scatter graphs, line graphs, kite diagrams Mathematical skills - Percentages and degrees, percentage increase and decrease, statistical skills, mean, mode, median and range, interquartile ranges OS skills - Scale, symbols, 4 and 6 figure grid references, contour lines, compass directions, latitude and longitude Geo-spatial skills - Photo and satellite imagery (ground, aerial, oblique), GIS use, site and settlement pattern, interpret and recognise patterns (vegetation, land use, communications and infrastructure) <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) <i>Edexcel GCSE Specification 2016</i> – geographical skills: atlas and map skills; graphical skills; data and information research skills; investigative skills <i>Edexcel GCSE Specification 2016</i> – mathematical skills: cartographic skills; graphical skills; numerical skills; statistical skills

Careers

[Geographical Association - Careers in Geography](#)

- Cartographer - Climate scientist - Conservation officer - Ecologist - Education/ Teacher/ Lecturer/ Information Officer - Environmental consultant/ management - Geoscientist - GIS officer/analyst - International aid worker - Landscape architect - Risk analyst - Social researcher - Surveyor - Sustainability consultant - Tourism officer - Transport planner - Travel agent - Urban planner - Water source specialist	- AECOM - Deloitte - Ernst and Young - Local councils - National Trust - Wildlife Trust
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Key Stage Three

Year 7

Overriding scheme is Landscapes (including basic skills & f/work as foundation)

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Physical	Geographical applications Explain	<u>7.1 - Geographical skills</u> How to use Geographical skills related to British landscapes
	Human	Locate Geographical applications Explain Justify Assess Evaluate	<u>7.2 - Settlements</u> Why do we build where we do and can we make it more sustainable?
Spring	Physical Interactions	Geographical applications Explain Assess Examine Discuss	<u>7.3 - Glacial landscapes</u> How have glaciers shaped the landscape?
	Human	Geographical applications Reasoning Explain Assess	<u>7.4 - Population</u> Why do populations change over time and space?
Summer	Physical Interactions	Geographical applications Explain Discuss	<u>7.5 - Rivers</u> How do rivers shape the landscape and how do we affect them?
	Geographical applications Physical	Geographical Applications Fieldwork skills Explain Conclude Analyse Evaluate	<u>7.6 - Weather and climate</u> What is weather and how does our micro-climate compare to the UK?

Year 8

Overriding theme is Space and Place

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Interactions	Graphical Applications Explain Link	<u>8.1 - Emerging countries</u> How does physical geography affect the development of emerging countries?
	Interactions	Graphical Applications Explain Link Compare Assess	<u>8.2 - Russia</u> Is Russia's geography a curse?
Spring	Physical Interactions	Graphical Applications Explain Link Compare Assess	<u>8.3 - Coasts</u> Should we protect our coastlines?
	Sustainability	Graphical Applications Explain Link Compare Evaluate	<u>8.4 - Resources</u> How can we use resources sustainably?
Summer	Interactions	Graphical Applications Explain Link Compare Evaluate Use located examples	<u>8.5 - Climate and ecosystems</u> How does climate affect ecosystems?
	Geographical Applications	Local geographical knowledge Fieldwork experience Geographical skills	<u>8.6 - My town</u> Fieldwork in my town

Year 9

Over-riding theme is scale (local- national -global)

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Interactions	Graphical Applications Explain Link Compare Evaluate or Assess Located examples	<u>9.1 - Climate change</u> What are the impacts of climate change?
	Physical	Graphical Applications Explain Link Compare impacts Located examples	<u>9.2 - Tectonic hazards</u> Are tectonic hazards a greater threat to EDCs or developed countries?
Spring	Sustainability	Graphical Applications Explain Link Compare impacts Comparing countries at a range of levels	<u>9.3 - Uneven development</u> Are solutions to uneven development sustainable?
	Human	Graphical Applications Compare Assess Justify	<u>9.4 - Globalisation</u> Is globalisation positive or negative?
Summer	Interactions	Graphical Applications Explain Examine Assess	<u>9.5 - Flooding</u> Why don't we protect all our coasts and rivers from flooding?
	Human Sustainability	Graphical Applications Explain Categorise Assess Justify	<u>9.6 - UK challenges</u> What is the biggest challenge facing the UK in the 21st century?

Key Stage 4

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn/ Spring	Physical Interactions	Graphical Applications (maps, data, graphs, tables) Identify,plot, calculate Explain (2, 3 & 4 marks) Categorise / Justify Examine (8 marks) Located case study knowledge	<u>Paper 1 - Physical Environment</u> - Landscapes - Coasts - Rivers + Fieldwork - Weather and climate
Spring / Summer	Human Physical Interactions	Graphical Applications (maps, data, graphs, tables) Identify,plot, calculate Explain (2, 3 & 4 marks) Categorise / Justify Evaluate & Assess (8 marks) Located case study knowledge	<u>Paper 1 - Physical Environment</u> - Ecosystems <u>Paper 2 - Human Environment</u> - Changing cities + Fieldwork

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Human Interactions	Graphical Applications (maps, data, graphs, tables) Identify, plot, calculate Explain (2, 3 & 4 marks) Categorise / Justify Evaluate & Assess (8 marks) Discuss (12 marker Paper 3 only) Located case study knowledge	<u>Paper 3 - Fieldwork</u> - Fieldwork - rivers - Fieldwork - urban - Fieldwork trip <u>Paper 2 - Human Environment</u> - Global development - Resource management - Water Resource Management
Spring	Geographical applications Geographical theory		<u>Paper 3 - Fieldwork</u> - Consolidation of Fieldwork - UK Challenges
Summer		Identify, plot, calculate Explain (2, 3 & 4 marks) Located case study knowledge Examine, Evaluate & Assess (8 marks) Discuss (12 marker Paper 3 only) Using - graphical Applications (maps, data, graphs, tables)	<u>Revision of:</u> - Paper 1 - physical - Paper 2 - human - Paper 3 - fieldwork and UK challenges

Age-related Expectations

In geography, age-related expectations are made up of multiple geographical skills and written work:

1. Geographical Applications (maths, statistics, maps, graphical skills)
2. Fieldwork skills
3. What students are expected to be able to write (i.e. the application of knowledge and skills to a particular question) In real terms, this means that the progression model is based on:
 - Knowledge organisers
 - Model answers
 - Model analysis of, construction of, and plotting of, graphs/maps/tables
 - Practical experience in the field

Year 7 example

'We should protect the world's cold environments.' Explain this statement (6 marks)

The average temperature of the earth has changed over time. More than 12,000 years ago the Ice Age meant that there were glaciers over most of northern Europe including the UK. This led to landforms being created by the glaciers. Some landforms were made by erosion as the glacier 'plucked' and abraded the landscape, for example...*pyramidal peaks*..... Some landforms were made by deposition as the glaciers melted at their snout, for example... *drumlins*.....

Many plants and animals, including humans, are dependent on these cold environments. For example, one advantage of living in a glacial environment could be*there are a lot of fish due to the fertile waters*... this means that...*they can be sold for income, as well as provide food for settlements*... However, one disadvantage of living in a glacial environment could be...*the risk of hypothermia*.... This means that*people have to protect themselves with lots of special clothing, housing, and vehicles*.....

Many people have adapted to life in glacial environments. One way people have adapted to living in glacial environments is....*by hunting local reindeer for their furs and bones*.... , this is important because.....*it is a traditional way of life passed down through Arctic tribes people*... (could be about specialist jobs such as glacial research/oil/mineral mining etc)

A species of animal that is adapted to this environment is*the arctic fox*.... , for example it has*thick white fur for camouflage from predators but also to keep it warm*..... It is important to protect these animals because..... *they are part of a complicated food web, without the arctic fox, predators like wolves and polar bears would go hungry, and the foxes prey would grow in number, eg. lemmings*....

Year 8 example

'There will be more Bistro napkins and trays as litter than any other types of litter around Broadwater school.' Data analysis and evaluation

Data Analysis: My ...*compound* graph shows me that the most litter was*chewing gum*..... in the*food tech stairwell*....., with However, my results found that the most litter outside was*drinks bottles and cans*..... with compared to *Bistro napkins* which had This might be because ...*paper napkins blow away easily outside*.....

We carried out our data collection at o clock, this is before/after ...break/lunch... This might have an impact on our results because.....the site staff have already/have not yet picked up litter.....

The most common type of litter over all was ...chewing gum....., we believe that this is because...students don't consider the impact of spitting out or dropping their chewing gum....

Evaluation: One thing that went wrong was...some litter was counted twice..., which meant that.....our data was not accurate and more than it should have been.

Another thing that affected our data was ...the time of day... this meant that ..
...there was less/more litter than there might be at the end of the day.
...The amount of time we took.... might have biased our recording because
...we were rushing to get through each site.....

If I could complete this work again to make my findings more **accurate**, I could ...give each person one type of litter to count.... Which would make the data more accurate because.....we would be less likely to duplicate counting. Another way we could do it better is.....carry out the litter survey another day.... Which would mean that.....we would have a better representation.

Year 9 example

Evaluate whether immigration into the UK is mainly positive or negative? (8 marks)

Net migration figures for the UK have topped 948,000 in 2024, as many people seek to come to developed countries for employment or places at university , or to be with family members. This has caused some social conflict and many people have different views on this.

On the one hand, immigration into the UK has many positive aspects, for example, ... many people are working in skilled jobs that we don't have enough trained people for, for example nursing..., which means that....more people are being seen at hospital and appointment times will go down..

Another positive of immigration is ...that economic migrants are paying taxes and spending money..... which means that.....the local economy will benefit and also the government's financial reserves will be maintained, eg for pensions...

On the other hand, immigration has some negative aspects because,....some political parties believe that immigrants are costing the government money through benefit claims..... which means that.. the government has less money to spend on British people.
In addition, it can cause...more competition for jobs.. . Which could lead to social conflict.

Overall, in my opinion...immigration is a positive for the UK because we have an aging population and decreasing young dependent population which means that there are not enough working age people to create taxes for the future.....