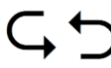Humanities Department – Curriculum Map

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	*National Curriculum 2014 -* 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) - *National Curriculum 2014 -* 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) *Edexcel GCSE Specification 2016 –* geographical skills: atlas and map skills; graphical skills; data and information research skills; investigative skills *Edexcel GCSE Specification 2016 –* 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

Key Stage Three

Year 7 Overriding scheme is <mark>basic skills as foundation - and Landscapes</mark>

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1	Human & Physical **Embedding foundation of skills required in Geog in all lessons**	Geographical Applications, incl: Math skills Graphical skills OS skills Explain	How to use Geographical skills related to British landscapes 1. UK landscape 2. Longitude and latitude 3. Grid references 4. Compass directions 5. Using scale 6. Graphical skills 7. Graphical skills - climate graphs 8. Mid term Test 9. Contours and relief 10. Photographic sources 11. London case study (L1-2)
Autumn 2	Human & Sustainability **how do we use our landscape for settlements and why?**	Locate Geographical, map and math skills Explain Justify Assess/Evaluate	Why do we build where we do and can we make it more sustainable? Concepts: - Where, why and how? - Space and time - Resources 1. . Settlement Hierarchy 2. Site and location 3. Location write up 4. Settlement patterns 5. Urban models 6. Growth of a large town (Guildford) 7. Greenfield vs Brownfield developments 8. Mid term test 9. Sustainable settlements 10. Changes to rural settlements 11. Geography detectives (using OS maps) 12. Assessment write up
Spring 1	Physical & Interactions **how have glaciers shaped our landscape and how can**	Geographical applications (maps, graphs) Explain, assess/examine Discuss	How have glaciers shaped the landscape? Concepts: land formation, processes, impacts and change 1. What are glaciers 2. How are glaciers formed 3. Glacial processes of erosion 4. Glacial landscapes of erosion 5. Glacial landscapes of deposition 6. Mid term quiz

	we identify it, use it		7. Map skills (glaciers) 8. Life in glacial regions 9. human activity 10. Glaciation and GIS (book computer room) 11. Antarctica a frozen wilderness (Oak academy)
Spring 2	Human & Interactions **Where are the people? How have some places become developed and other haven't (landscape, resources, climate)**	Geographical applications (map skills, using graphs, pop pyramids, DTM) Reasoning Explain Assess	<u>Why do populations change over time and space?</u> Concepts - time and space, cause and effect, human and physical 1. Global population 2. Population distribution 3. UK population distribution (GIS lesson - book computer room, 2nd half) 4. Population pyramids 5. Demographic Transition Model 6. Ageing populations 7. Mid term test 8. Youthful populations 9. Rural-urban national migration 10. International migration 11. Impacts of migration 12. China's 1 child policy solution
Summer 1	Physical & Interactions **how does the water cycle affect our landscape and how does that affect settlements**	Geographical applications (map skills, interpreting and plotting hydrographs) Explain Discuss	<u>How do river's shape the landscape and how we we affect them?</u> Concepts: land formation, processes, impacts and change 1. The hydrological cycle 2. The Drainage basin 3. Key physical processes 4. River landforms Upper course (erosional) 5. River landforms Middle course (erosional and depositional) 6. Mid term test 7. Causes of flooding 8. Hydrographs 9. Boscastle case study
Summer 2	Geographical applications & Physical **Embedding foundation of fieldwork skills required in Geog (paper**	Geographical Applications Fieldwork skills (Graphical, mathematical, methodology, etc) Explain Conclude Analyse	<u>What is weather and how does our micro-climate compare to the UK</u> 1. Weather or climate 2. How can we measure the weather 3. Comparing climate data 4. Different types of rainfall 5. What influences weather in the UK 6. Yr 7 yearly test

	3)	Evaluate	L7- 9 Micro-climate investigation Broadwater microclimate study L9 What caused the 2022 heatwave?

Year 8 <mark>Overriding theme is Space and Place</mark>

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1	Human Physical Interactions **Concepts: physical factors (landscape, climate, access to resources) affects level and speed of development (help and hinder)**	Graphical Applications (maps, data, graphs, tables) Explain Link	How does physical geography affect development of emerging countries **China** L1 Influence of physical features on development L2 influence of human features on development L3 Interaction between physical and human features **India** L4 Physical geography of India L5 human geography of India L6 sustainable growth of development of Indian cities L7 - mid term test **Brazil** L8 causes of deforestation to aid economic growth L9 impact on Brazilian tribes (different PoV) L10 How deforestation has led to rapid emerging economy L11 the impact of this is favellas - what is life like there
Autumn 2	Human Physical Interactions **Concept: Influence of physical, human and historical features on development**	Graphical Applications (maps, data, graphs, tables) Explain Link Compare Assess	How doe emerging and developed countries differ **Russia** L1 Where do the people live L2 why do they live there L3 russian economic sectors L4 where are the resources **Australia** L5 how do the climate and biomes of Australia impact where people are L6 How are the standards of living high despite having similar challenges to Russia? **Japan** L7 Why does Japan have natural

			hazards L8 Where are Japan's people L9 mid term test L10 Is singapore a developed country enquiry L11 Are Nordic countries developed?
Spring 1	Physical Interactions Sustainability **Concept - Localised factors (geology, weather, land use, stakeholders PoV) impacts on coastal erosion and what we should do to protect it**	Graphical Applications (maps, data, graphs, tables) Explain Link Compare Assess	Should we protect our coastlines? L1 what's the difference between waves and tide L2 What are the wave types L3 Physical processes of erosion L4 physical process of deposition L5 What other factors affect the coastal erosion L6 Coastal landforms of erosion Processes L7 mid term test - or Year 8 exam? L8 landforms of deposition L9 forms of coastal protection (hard and soft engineering) L10 Managing coastlines L11 Holderness case study L12 Stakeholders PoV
Spring 2	Physical Human Sustainability **Concepts- what do we use, where are they found, what are the impacts of over-use, and how can we use them more sustainably in future**	Graphical Applications (maps, data, graphs, tables) Explain Link Compare Evaluate	How can we use resources sustainably? L1 An introduction to what resources are L2 Where are the resources globally L3 inequality in access to resources L4 water resource access L5 UK water supply L6 biodiversity as a resource L7 mid term - or Year 8 exam? L8 controversy over GM crops L9 blood diamonds L10 recycling - sustainable use of resources
Summer 1	Physical Interactions	Graphical Applications (maps, data, graphs, tables)	How does climate affect Ecosystems L1 where are the continents and oceans

	Concept - complex interactions between location, climate and habitats creates different unique biomes	Explain Link Compare Evaluate Use located examples	L2 what is longitude and latitude L3 Biomes and location L4 Climate and location L5 How do chains and webs work L6 how have animals adapted L7 Life in a hot desert L8 comparing deserts to rainforest L9 to what extent does climate affect ecosystems *Potential field trip work on site?*
Summer 2	Human Physical Geographical Applications	Local geographical knowledge Fieldwork experience Geographical skills	<u>Fieldwork in my town</u> L1 what is geography (potential change) L2 Where is my town? L3 What are the attractions in my area? L4 - L5 Intro to field work - Where was I born L6-8 Litter fieldwork independent enquiry and assessment L9 Atlas Scavenger hunt (consolidation of unit) - *Flood risk fieldwork? Another possibility*

Year 9 Over-riding theme is scale (local- national -global)

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn 1 (moved from Spring 1 - change Homework booklets	Physical Interactions Sustainability Concepts are hard - how global air and water circulate to create climates, how climate change works, how can we reduce it, and impacts	Graphical Applications (maps, data, graphs, tables) Explain Link Compare Evaluate or Assess Located examples	<u>Climate change - causes & threats</u> L1 Weather and climate (local) L2 Global climate circulation L3 different types of rainfall (local) L4 UK weather (national) L5 evidence of climate change (global) L6 Causes of climate change (gl) L7 mitigating climate change (range of scales) L8 case studies of impacts of climate change to do

Autumn 2 ==(moved from Autumn 1- change Homework booklets==	Physical **Concept Where, why and how do tectonics operate?**	Graphical Applications (maps, data, graphs, tables) Explain Link Compare impacts Located examples	<u>Are Tectonic Hazards a greater threat to EDCs or developed countries?</u> L1 the Earth's Structure (global) L2 How the plates move (GI) L3 what are the different plate boundaries (GI) L4 what hazards occur at the plate boundaries (GI) L6 - L7 Managing the hazards of an eruption (national (Montserrat/Iceland)) L7 GIS lesson - locate the boundaries *-book Comp Room* L8 mid term test L9 How do effects of EQs vary (National) L10 How to prepare for EQ (Jnational) L11 Assess - EDCs or developed countries more affected?
Spring 1 ==(moved from Autumn 2- change Homework booklets==	Human Sustainability **Concept - Global inequality exists in many forms, and what are the solutions**	Graphical Applications (maps, data, graphs, tables) Explain Link Compare impacts Comparing countries at a range of levels	<u>Are solutions to Uneven development sustainable?</u> L1 Unequal development exists (GI) L2 using development indicators to measure this (GI) L3 variations in equality in the UK (national) L4 using the Demographic Transition Model (national) L5 DTM exam practice L6 Interpreting population pyramids (Nat) L7 Using the dependency ratio (Nat) L8 uneven development causes migration (GI) L9 mid term test L10 Aid as a solution (GI) L11 Fair trade as a solution (GI) L12 Trade game (GI)
Spring 2	Human **Concept - globalisation has had positive and negative impacts, and solutions**	Graphical Applications (maps, data, graphs, tables) Compare Assess Justify	<u>Are the Impacts of globalisation positive or negative</u> L1 What are the causes of globalisation (GI) L2 what are the impacts of globalisation on range of countries (GI) L3 development gap created -eg DRC (nat)

		India located case study UK located case study	L4 how can globalisation reduce the gap? (GI) L5 - L8 globalisation impacts on India case study (nat) L9 Globalisation impact on the UK economy (Nat) L10 the north south divide (nat)

Summer 1	Physical
	
	Interactions
	
	Human
	
	Concept - retrieval, consolidation of yr7 and yr8, plus management strategies and stakeholder PoV)
		Graphical Applications (maps, data, graphs, tables)
		
		Explain
		
		Examine
		
		Assess
		
		Located case study - erosion coastline
		Flooding rivers
			Why do people's views on river & coastal management vary?
			    L1 Drainage basins
			    L2 Fluvial processes
			    L3 L4 impact of geology
			    L5 landforms of erosion
			    L6 should we manage Holderness coastline
			    L7 mid term test
			    L8 - Coastal and river management options
			    L9 What causes flooding of rivers - hydrographs
			    L10 -L11 impact of flooding in Somerset

Summer 2	Human
	
	Sustainability
	
	Concept - what are the major issues facing us (and the students) in the UK today and what are sustainable solutions to these issues. Different people have different opinions
		Graphical Applications (maps, data, graphs, tables)
		
		Explain
		
		Categorise
		
		Assess
		
		Justify
		
		Located case study Birmingham
			Challenges facing the UK in the 21st Century (all national an local)
			    L1 Physical geography of UK
			    L2 Human geography of UK
			    L3 Urban and rural change in the UK
			    L4 UK's Ageing population
			    L5 the pros and cons of an ageing population
			    L6 UK migration issues
			    L7 Stakeholder PoV on migration
			    L8 misconceptions about migration (may need moving/adapting)
			    L8 Why do UK cities need regeneration
			    L9 Birmingham case study
			    L10 Is our agriculture sustainable
			    L11 impacts of globalisation on the UK

Key Stage 4

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn/ Spring	Physical Interactions **Concepts - Formation and processes, impacts on humans and impacts of humans, solutions.** **Sustainability**	Graphical Applications (maps, data, graphs, tables) Identify,plot, calculate Explain (2, 3 & 4 marks) Categorise / Justify Examine (8 marks) Located case study knowledge	**Physical Environment** - Landscapes - Coasts - Rivers *(Plus embedded fieldwork basics - Paper3)* - Weather and climate PPE 1 (part of paper1 only) *Continued into Spring/summer*
Spring / Summer	Human Physical Interactions **Concepts - earth in space, latitude, climate, interactions = ecosystems. Threats, solutions, management, sustainability**	Graphical Applications (maps, data, graphs, tables) Identify,plot, calculate Explain (2, 3 & 4 marks) Categorise / Justify Evaluate & Assess (8 marks) Located case study knowledge	**Physical Environment continued** - Ecosystems **Paper 2 Human Environment** - Changing cities *(Plus embedded fieldwork basics - Paper3)* PPE 2 (part of paper 2 only?)

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Human Interactions **Concepts - Location, access, historical**	Graphical Applications (maps, data, graphs, tables) Identify, plot, calculate	**Fieldwork (paper 3)** - Fieldwork - rivers - Fieldwork - urban Actual f/work Sept 22/23 **Continued Paper 2 Topics:** - Global development

	causes, inequalities, impacts, Impacts - positives and negatives **Sustainable solutions**	Explain (2, 3 & 4 marks) Categorise / Justify Evaluate & Assess (8 marks) Discuss (12 marker Paper 3 only) Located case study knowledge	- Resource management - Water Resource Management
Spring	Geographical applications Geographical theory		Paper 3 - UK challenges consolidation of Fieldwork And also 10 sections on UK Challenges **Revision of:** - Physical Environment - Human Environment - Fieldwork
Summer			

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 settlement*s… 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*…….