

# Curriculum Map 2020-21

Subject: Geography (Recovery Curriculum adapted)

		Term 1	Term 2	Term 3 & 4	Term 5 & 6	Term 6
Year 7	<b>Assessment task(s)/title(s)</b>	Retrieval Quiz End of topic test	Retrieval Quiz End of topic test	Retrieval Quiz End of topic test	Retrieval Quiz End of topic test	DME on 'Is he Geography of Russia a help or hinderance'
	<b>Key knowledge</b>	To understand the location of the UK on a global scale. To understand the countries and major cities that make up the UK including Tamworth To understand the physical features of the UK – Rivers, Geology, Upland areas and ecosystems. To understand the main tourist landmarks of the UK To understand how the UK economy and settlements have changed over time.	To understand how maps can show the following features. <ul style="list-style-type: none"> <li>• Continents and oceans</li> <li>• Major Countries and cities</li> <li>• Location knowledge and writing</li> <li>• How to read OS Maps</li> <li>• Grid referencing</li> <li>• Scale</li> <li>• Direction</li> <li>• Distance</li> <li>• Relief</li> </ul>	To understand what we mean by Development To understand how we measure development To understand the Characteristics of a Low-Income Country To understand the Characteristics of an Advanced Country To understand the development gap To understand how we can stop Poverty To understand the concept of a NEE To assess if China will be the next Super Power	To understand the Water cycle To understand the location of major Rivers around the world To understand the features of a river and how the river changes downstream To understand the different processes of Erosion and how that creates landforms To understand how erosion and deposition creates a landform in the middle course To understand the causes of Flooding To understand the consequences of Flooding in the UK and Bangladesh To evaluate Management of flooding	To understand the Human and physical features of Russia To understand how history impacts development To understand how do these features affect the development of the Country
	<b>Vocabulary instruction</b>	Continent, Europe, Biome, Ecosystem, Sedimentary, Igneous, Metamorphic, upland areas, tourism,	Physical and human Geography, Continent, OS maps, grid referencing, longitude and	Advanced Country, Low Income Developing Country, Nearly Emerging Economy, Poverty,	Mouth, Source, Upper, middle and lower course, Evaporation Erosion, Hydraulic action, Precipitation, deposition,	Development, physical and Human features, politics, Nearly Emerging

	economy, settlements, population.	latitude, direction, spot height, contour, layer shading, scale.	Human development index, Distribution, Development	Primary data, Secondary data, Hard and soft engineering, flooding.	Economy, Decision Making Exercise.
<b>Subject-specific strand(s)</b>	Physical and Human Topic – UK Geography	Physical Topic - Map skills	Human Topic – International Development	Physical Topic with fieldwork – Rivers and Hydrology	Physical and Human Topic - Russia

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<b>Assessment task(s)/title(s)</b>	Retrieval Quiz End of Topic Test	Retrieval Quiz End of Topic Test	Retrieval Quiz Exam Style Question Retrieval Quiz Exam Style Question End of Topic Test		Retrieval Quiz End of Topic Test	Field work Report – ‘The impacts of Tourism in location X’
	<b>Key knowledge</b>	To Define of weather and climate To understand the factors that cause Climatic zone To understand how we measure weather To understand the UK Climate To understand Microclimates To understand Tropical storms and Haiyan case study To understand droughts in Ethiopia To understand how the global climate is changing	To understand settlements and settlement factors To understand what urbanisation is, what causes it and global distributions To understand push and pull factors To understand how rapid urbanisation affects cities in LIDC’s and AC’s To understand the challenges of life in these cities To understand how we can overcome these problems	To understand the distribution of Tropical Rainforest and Deserts TO understand the characteristics of these ecosystems To understand the plant and animal adaptations in these ecosystems To understand how humans use and impacts these ecosystems To understand how we can sustainably manage these ecosystems		To understand the where are the ice worlds To understand the features and characteristics of ice and polar regions To understand how climate and humans are affecting these areas To understand how we protect them sustainability	To understand the growth and importance of Tourism To understand the different effects of tourism To understand how tourism can help countries develop To understand the different types of tourism including Dark tourism and Ecotourism To understand tourism in the UK To produce primary fieldwork and complete a write up

	<b>Vocabulary instruction</b>	Weather, climate, climatic zones, Thermometer, Barometer, rain gauge, wind vane Hurricane, tropical storms, Typhoon, Drought, climate change	Urbanisation, Rural urban migration, suburbanisation, Regeneration, de-industrialisation, slums, sustainability, Burgess Model, CBD, Inner-city, suburbs	Biomes, ecosystems, Distribution, TRF, Desert, Sustainable, adaptation, biodiversity, exploitation, deforestation, climate	Biomes, ecosystems, Distribution, Polar, Glaciation, Glaciers, ice sheets, ice caps, climate change, Sustainable, Antarctic Treaty, global organisation	Positive and negative effects, adventure Tourism, Dark Tourism, Ecotourism, development, primary fieldwork, methods, conclusion, evaluation
	<b>Subject-specific strand(s)</b>	Physical Topic – Weather and Climate	Human Topic – Urbanisation	Physical and Human Topic – Ecosystems in Africa	Physical Topic – Ice Worlds	Human Topic with Fieldwork - Tourism

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Year 9	<b>Assessment task(s)/title(s)</b>	Retrieval Quiz End of Topic Test	Retrieval Quiz End of Topic Test	Retrieval Quiz End of Topic Test	Retrieval Quiz End of Topic Test	<b>DME - Middle East</b> 'What is the importance of the Middle East'	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)
	<b>Key knowledge</b>	To understand the Factors that affect Population To understand the DTM Model To understand Population structures To understand Global population distributions To understand the impacts of overpopulation	To understand earth structure and plate tectonics To understand the distribution of Tectonic Hazards To understand the creation and characteristics of Volcanoes To understand how an eruption can affect people and how can we respond to it	To understand the worlds resources and where they are located To understand the causes of water insecurity To understand the solutions to water insecurity To understand the causes of food insecurity To understand the Solutions to food insecurity	To understand the difference between Constructive and Destructive waves To understand the erosion and transportation methods To understand the process of the formation of arches, stacks and stumps To understand hard and soft	To understand the location and place knowledge of the middle east To understand the features of the Middle East (Human and Physical) To understand the population characteristics of the region To understand the Resources in the Middle East and	To understand the pattern of global climate change To understand what evidence there is for climate change To understand the natural and human causes of climate change. To understand the social, economic and environmental impacts of Climate

		To evaluate strategies to deal with overpopulation To understand the UK ageing population To evaluate strategies to deal with an ageing population	To understand the creation and characteristics of Earthquakes To understand how Earthquake can affect people and how can we respond to it	To understand the causes of Energy security/insecurity To understand the conflict due to poor resource management	engineering methods To research a case study of a UK Coastline – Holderness Coast To understand how waves can create renewable energy	how this has led to conflict To understand the development of the region	change on the world and the UK To understand how we can adapt and mitigate against Climate Change
	<b>Vocabulary instruction</b>	Birth rate, death rate, life expectancy, Natural increase, overpopulation, optimum population, underpopulation, DTM model, Population structure, strategies	Magma, Tectonic plates, Conservative, destructive, conservative, Pyroclastic flow, eruption, ash clouds, Epicentre, focus, seismic waves, 3P' s, Primary and secondary impacts, short- and long-term responses	Security, Insecurity, Distribution, Consumption, Agriculture Sustainable, Commercial farming, Drought, Flooding, conflict, non-renewable and renewable	Constructive and destructive waves, erosion, Hydraulic Action, Abrasion, Attrition, Solution, longshore drift, Hard and soft engineering	Population distribution, Development, resources, conflict, desert, Oil, Newly Emerging Economy, water security, drought, Sustainability	Reliability, Trend, GHG, Ozone Layer, Resources, Fossil fuels, renewable and non-renewable
	<b>Subject-specific strand(s)</b>	Human topic- Population	Physical Topic – Tectonic Hazards	Human and Physical Topic – The Worlds Resources	Physical Topic - Coasts	Human and Physical Topic – Middle East	GCSE TOPIC – Physical Topic – Changing Climate

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Year 10	<b>Assessment task(s)/title(s)</b>	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)		Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)	

	<b>Key knowledge</b>	To understand what is development and how it is measured What has led to uneven development To understand how a LIDC (DRC) has developed so far To understand the global connections influence its development To understand what development strategies is most appropriate for the DRC	To understand what ecosystems are, their characteristics & location To understand what biodiversity exists in the tropical rainforest To understand why TRF's are being exploited and how we can manage this sustainably To understand what it is like in the Arctic and Antarctica To understand the human impact on the polar regions To understand how we can sustainably manage the polar environments	To understand how the global pattern of urbanisation is changing To understand how rapid urbanisation affects cities in LIDC's and AC's To understand what life is like for people in AC and LIDC cities To understand the challenges of life in these cities To understand how cities can become more sustainable	To understand what a landscape is Where are the physical landscapes of the UK? To understand the physical processes that shape our landscapes To understand the characteristics and landforms of the River and Coasts To understand how human activity, including management, works in combination with geomorphic processes
	<b>Vocabulary instruction</b>	Distribution, Advanced Country, Low Income Developing Country, DRC, Rostow model, Millennium Development Goals, Trade, aid, Trans-national companies, top down and bottom up strategies, Debt relief	Biomes, ecosystems, Interdependence, Distribution, TRF, Polar, Sustainable, adaptation, nutrient cycle, biodiversity, exploitation, forestry, deforestation, whaling	Urbanisation, Rural urban migration, suburbanisation, Counter urbanisation, Regeneration, de-industrialisation, slums, sustainability, Burgess Model, CBD, Inner-city, suburbs	Geology, Sedimentary, Metamorphic, Igneous, upland areas, erosion, Hydraulic action, Abrasion, weathering, Upper course, Middle course, Lower course, River basin, Constructive and destructive waves, deposition, transportation, longshore drift, management, flooding
	<b>Subject-specific strand(s)</b>	Human Topic – Dynamic Development	Physical Topic – Sustaining Ecosystems	Human Topic – Urban Futures	Physical Topic – Distinctive Landscapes

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Year 11	<b>Assessment task(s)/title(s)</b>	)	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)	Retrieval Quiz 6-mark Exam Question End of topic test (SAM paper)		
	<b>Key knowledge</b>	See Term 1 recovery map for 11A and 11B	To understand why we have weather extremes	To understand the reasons for the increase in demand of resources	To understand what the UK looks like in the 21st century including	Revision and Paper 3	

			<p>To understand how extreme weather can become a hazard</p> <p>To understand the processes that occur at a plate boundary</p> <p>To understand how tectonic movement can be hazardous</p> <p>To understand how does technology have the potential to save lives in hazard zones.</p>	<p>To understand how this demand will impact our planet</p> <p>To understand what it means to be food secure</p> <p>To understand how countries can ensure their food security</p> <p>To understand how sustainable strategies are to be food secure</p>	<p>population, land use, water stress and housing shortages</p> <p>To understand how the UK's population changing</p> <p>To understand how the UK's economy changing</p> <p>To understand the UK's political role in the world</p> <p>To understand the UK's cultural influence changing</p>		
	<b>Vocabulary instruction</b>		<p>Core, Upper crust, Mantle, Magma, shield and composite volcano, Depression, Hadley cell, Equator, global circulation, tropical storms, drought, plate tectonics, seismic activity, focus, epicentre, 3P's</p>	<p>Distribution, Food security, Food insecurity, Sustainability, demand, agriculture, water transfer, reservoirs</p>	<p>Densely/ sparsely, Industrial revolution, Pattern, Global significance, ageing population, migration, water stress, economy, economic hubs, media.</p>		
	<b>Subject-specific strand(s)</b>		<p>Physical Topic- Hazards</p>	<p>Human Topic – Resource Reliance</p>	<p>Human Topic – UK in the 21<sup>st</sup> Century</p>		