

## Geography KS4 Curriculum Map

### A. Formal Curriculum Key Stage 4

<b>Core Content &amp; Skills</b>		By the end of key stage FOUR we want all students of Geography to know and do the following things: Explore a range of case studies in the UK and the Wider World (HIC's NEE's and LIC's). Explore both Human and Physical concepts and processes (climate change, poverty, deprivation, global shifts of economic power and challenge of resource use). Be able to understand their role in society by considering different viewpoints, values and attitudes. Development of Geographical skills including Cartographic, graphical, numerical and statistical skills and enquiry skills.					
<b>Prior Knowledge &amp; Skills</b>		In KS4, students of Geography will build on the following prior learning: Knowledge of places at a variety of scales. OS map skills and geographical research skills. An understanding of the human and physical aspects of geography and their importance. Physical and human processes and development of landscapes.					
<b>Future knowledge</b>		The Curriculum in KS4 Geography will prepare students for the following future learning: To apply and develop knowledge of geographical concepts: interdependence, equilibrium, identity, globalisation, inequality, causality, representation, systems, mitigation, risk. Independent geographical research.					
Year 11	<b>Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Economic World</b> Human processes, systems and outcomes and how these change both spatially and temporally. Global variations in economic development, strategies to reduce the development gap, social environmental and cultural change because of rapid development. Major changes in the UK economy and the resulting Economic Futures in the UK HIC – UK and LIC Nigeria		<b>Urban Environments</b> Human processes, systems and outcomes and how these can change both spatially and temporally. Urban growth and the challenges and opportunities created by this in both the UK and a LIC/NEE. Urban sustainability including the management of resources and urban transport.		<b>Revision</b> Targeted revision depending on the class. Use of a range of revision strategies used.	
	<b>Key assessment points</b>	Key exam questions highlighted in topic checklists.	EOU assessment	Key exam questions highlighted in topic checklists.	EOU assessment		
Year 10	<b>Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Coasts</b> The physical processes operating along the coast and the distinctive landforms associated with different types of Geology. Holderness Coast example. The costs and benefits of the different management strategies on the coastline.	<b>Living World</b> Ecosystems at various scales and their biotic and abiotic factors. Tropical rainforest characteristics. Deforestation and its economic and environmental impacts and sustainable management. Desert environments and their characteristics. The opportunities and challenges that desert environments bring (Western Desert case study). Causes of desertification and strategies for its management.		<b>Hazards</b> Develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for sustainable management strategies. Typhoon Haiyan case study Haiti – LIC Case study Christchurch – HIC Case study Example of an extreme weather event in the UK – Boscastle.		<b>Resources</b> Food, water and energy are fundamental resources for life. The opportunities and challenges created by the changing provision in the UK. Energy – The demand for energy supply increasing globally and the conflicts that may arise. Strategies to increase the supply of energy.
	<b>Key assessment points</b>	EOU exam	Key exam questions highlighted in topic checklists.	EOU exam	Key exam questions highlighted in topic checklists.	End of unit exam	

### B. Holistic development via Enrichment/Personal Development Curriculum

- Fieldwork in Skegness – Human and fieldwork
- Fieldwork - Microclimate.
- Tutor2u update magazine – electronic version.
- Wider reading texts shared
- Careers information

Geography KS3 Curriculum Map							
A. Formal Curriculum Key Stage 3							
<b>Core Content &amp; Skills</b>		By the end of key stage 3 we want all students of Geography to know and do the following things: Understand the themes of place, sustainability, development, inequality, interdependence, hazards and cycles. Be able to describe and explain, make decisions and justify them. Understand and apply knowledge of place and sustainability. Knowledge of and use of maps, images, graphs and GIS.					
<b>Prior Knowledge &amp; Skills</b>		In KS3, students will build on the following prior learning: knowledge of diverse places, people, resources and human and physical environments and their interactions. A knowledge of physical and human processes and the formation of landscapes. Consider earth's features at different scales, how they are shaped and change over time. Collect, analyse and communicate data gathered through fieldwork.					
<b>Future knowledge</b>		The Curriculum in KS3 Geography will prepare students for the following future learning: A range of case studies at different levels of development. The human and physical interactions in these locations. Introduce the concepts of climate change, inequity, deprivation, global shifts of economic power and challenge of resource use. Geographical skills and independent research.					
Year 9	<b>Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>The Almighty Dollar</b> Students will follow the journey of a single dollar around the World to gain an understanding of how the Global Economy works. It considers economic forces that are shaping our lives for example globalisation, free trade, TNC's		<b>Weather and Climate</b> This topic gives students the opportunity to study the underlying concepts of Weather and climate. Cloud formations, measuring the weather, air pressure, weather systems. These are important building blocks for learning about Global climate change. Microclimate fieldwork in the school grounds.		<b>Rivers</b> The long profile and the changing cross profile of a river and its valley – to include the processes operating in each section. Characteristics and formation of erosional and depositional landforms with a focus on the River Tees catchment. The use of hydrographs to monitor a River Basin. Management strategies and their costs and benefits.	<b>Coasts</b> The physical processes operating along the coast and the distinctive landforms associated with different types of Geology. Holderness Coast example. The costs and benefits of the different management strategies on the coastline.
	<b>Key assessment points</b>	Essay on Neocolonialism	Presentation on where the dollar has travelled.	Yr 9 exams	EOU test exam	EUO assessment	GCSE style exam questions.
Year 8	<b>Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Fantastic Places</b> To stimulate an interest in and a sense of wonder about places and consider the concept of Place. Developing students' 'geographical imaginations' of places at a variety of scales and understanding the physical and human characteristics of them. The physical and human processes that have created, changed and sustained them. Svalbard and arctic environments, Coral Reefs, Dubai, Coastal environments.		<b>Glaciation</b> Glaciers are found all over the World and they play an important role in the hydrological cycle and are a key indicator of climate change. Students will learn to identify the difference between polar and alpine glaciers, be able to describe the processes involved in their formation and explain the formation of the resulting landforms. They will investigate how they have shaped landscapes (with a focus on the UK) using GIS.		<b>China – The rise and Rise of China.</b> Students will look at China in a local, regional and national scale and explore the interactions between the human and physical aspects of China. Population and urbanisation in China and the impacts of this are considered. Sustainability and energy use in China – including the three Gorges Dam. Students will consider levels of development and China's position in the World.	
	<b>Key assessment points</b>	National Geographic entry for Svalbard or Blog about Svalbard.	Group poster and presentation on their fantastic place.	Research and Story map to show the formation of an erosional glacial landform.	EOU exam	Essay on the 3 Gorges Dam.	EOY exam.
Year 7	<b>Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>What is Geography? And Map skills</b> An introduction to the three strands that makes up Geography (Human, Physical and Environmental). Maps help students to access geographical ideas and develop spatial thinking. Understanding maps is an important life skill, not just to aid navigation but to understand the world and to understand how maps can present a particular worldview. Presenting data visually on map can aid understanding. We feel that map skills underpin the whole curriculum in Geography and therefore we focus on them for the first topic. We also cover atlas skills, research skills and field sketches.		<b>British Isles and its landscape</b> To know what countries, make up the British Isles and locate the main counties, cities rivers and mountain regions. We consider what a landscape is and the impacts that people can have on these landscapes. How these landscapes are changing and how we can protect them. We look at the impact of farming, tourism, energy and erosion on our landscapes.		<b>Into Africa</b> How are our lives connected to Africa? The topic aims to show students that the Continent of Africa is extremely diverse geographically, culturally, religiously and politically. It will highlight the interdependence between places and promote increased sensitivity and tolerance, enabling students to become global citizens. Food, football, tourism, mobile phones are looked at.	<b>Louth Local Study</b> To introduce Geographical enquiry. Students will look at all aspects of enquiry from formulating hypotheses to data collection, presentation, analysis and evaluation. This is conducted in the school grounds and in their local area. GIS used to collect environmental quality data.

	<b>Key assessment points</b>	Baseline assessment	Map skills assessment	Tour of England presentation.	British Isles/Quiz	Presentation -connections to Africa.	EOY exam
B. Holistic development via Enrichment/Personal Development Curriculum							
<ul style="list-style-type: none"> <li>- Local fieldwork in Louth</li> <li>- Wider reading</li> <li>- Career information</li> </ul>							