

Geography Curriculum Map

Key = matching colours denote links between topics either in content or skills across year groups and key stages.

	PLACE <i>Understanding the characteristics, how it became like this, and how its subject to forces of change</i>		EARTH SYSTEMS <i>Physical processes and cycles</i>
	SUSTAINABILITY <i>Meeting the needs of the people today, without compromising the needs of future generations</i>		SPACE <i>Location, pattern, distribution, interaction, and distance</i>
			EXTERNAL EXAMS

KEY STAGE 3	7	Why is geography fantastic?	Where do people live and why?	Why does the landscape look the way it does?	What is weather and climate?	Why is Asia globally significant?
	8	What happens where land meets water?	What happens when a natural hazard meets a vulnerable population?	Africa is not a country	Can 2 degrees change the world?	How sustainable is our school?
	9	Why is the Middle East globally significant?	What is the darker side of geography?	How does ice shape the world?	Is Russia a prisoner of geography?	What is the geography of conflict?

By the end of key stage 3, students should consolidate and extend their knowledge of the world's major countries and their physical and human features, understanding how geographical processes interact to create distinctive human and physical landscapes that change over time. They will become aware of increasingly complex geographical systems in the world around them and develop greater competence in using geographical skills in analysing and interpreting different data sources. Students will enhance their locational knowledge and spatial and environmental understanding.

KEY STAGE 4	10	Changing Economic World	Challenge of Natural Hazards: Tectonics	Living World	Urban Issues and Challenges in a LIC	Physical Landscapes in UK (coasts)	Urban Issues and Challenges in a HIC	Human Fieldwork Enquiry
	11	Physical Landscapes in UK: Rivers	Physical Fieldwork Enquiry	Challenge of Natural Hazards: Weather	Climate Change	Changing Economic World	Challenge of Natural Resources	Paper 3 Preparation, GCSE Revision, and Exams

By the end of key stage 4, students will be able to understand the balance of physical and human geography, and the links between them. They will gain understanding of and be able to compare UK case studies with higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students will gain an enhanced knowledge of climate change, poverty, deprivation, global shifts in economic power, and the challenge of sustainable resource use and understand their role in society, by considering different viewpoints, values, and attitudes.

KEY STAGE 5	12	Tectonic Processes and Hazards	Costal Landscape and Change	Fieldwork & NEA <i>Independent investigation relating to course content, where the student defines the issues for investigation</i>
		Globalisation	Regenerating Places	
	13	Water Cycle and Water Insecurity	Carbon Cycle and Carbon Insecurity	Synoptic links
		Superpowers: Global Politics	Health, Human Rights, and Intervention	Revision & A Level Exams

By the end of key stage 5, students will be able to evaluate key geographical issues that impact today's world, justifying their opinions through coherent arguments in essay style extended writing. They will be able to describe and explain the synoptic links between complex human and physical processes, and interpret data and identify trends accurately across a wide range of data sources. Students will be able to design, implement, and write and scientific report to investigate a geographical issue incorporating statistical analysis.