

Geography Curriculum Map

YEAR 3 / 4 Year A	Improving our local area	Extreme Weather	Climate Zones World Map Skills
	<p>Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map</p> <p>To identify the difference between human and physical landscapes</p> <p>To record and collect and record evidence of settlement and land use</p> <p>To locate different places on a map following or giving simple directions</p> <p>To recognise patterns</p> <p>To collect and record evidence</p> <p>To recall and explain the effect that humans have on the environment</p> <p>To understand why it is important to recycle</p> <p>To know which materials it is possible to recycle or reuse</p>	<p>To understand and explain different types of extreme weather.</p> <p>To know how volcanoes form and how they erupt.</p> <p>To understand what is under our feet.</p> <p>To know the earth is made up of tectonic plates and how they move.</p> <p>To understand how earthquakes occur.</p> <p>To explain what a tsunami is and demonstrate how these happen.</p> <p>To know what a tornado is and how different air currents and temperatures cause these.</p>	<p>To understand and explain climate</p> <p>To understand and explain the three main types of climate</p> <p>To identify similarities and differences in the weather in different countries</p> <p>To understand and explain the different climates that countries have</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p>
<p>Extra Events: Hyde Park Orienteering – LookOut Centre</p>			

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		Autumn	Spring	Summer
		Locational and Place Knowledge	Settlements	Jamaica
YEAR 3 / 4 Year B		<p>Locational knowledge -UK Map skills Name and locate countries and cities in the UK (link to Roman settlements)</p> <p>Place knowledge: UK and European Contrasting Locality - a region in a European country (e.g. Italy)</p>	<p>To identify at least 4 important characteristics of a settlement</p> <p>To identify why a specific location was chosen by settlers</p> <p>To identify human and physical features of a settlement.</p> <p>To know that most places are connected to others</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>To compare the climate between two countries</p> <p>To compare industries between two countries</p> <p>To understand the importance of tourism</p>
	<p>Extra Events: Bee keeping workshop- looking after our environment. Jamaican afternoon for year 4.</p>			

Geography Curriculum Map

	Autumn	Spring	Summer
	Water	Compare and Contrast Locations: London and Belfast	Volcanoes and Mountains
YEAR 5	<p>Describe and understand key aspects of the water cycle, rivers and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To describe similarities and differences in water use in different parts of world</p> <p>To develop an understanding of how drought can affect people</p>	<p>To know where Belfast is.</p> <p>To recognise similarities and differences between Belfast and London.</p> <p>To identify human and physical features of Belfast.</p> <p>Use ordance survey maps to see how Belfast has changed over time.</p>	<p>To explain about the structure of a volcano</p> <p>To know there are different types of volcanoes</p> <p>To explain the effects of a volcanic eruption on the environment</p> <p>To discuss some famous volcanoes from the past and present</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To understand topographical features, reading and locating these on maps, atlases and globes</p> <p>To identify physical characteristics, environmental regions, and comparing Europe and N/S America</p> <p>To explain what is like to live on mountains through settlement and land use, economic activity, trade, food</p>
	<p>Extra Events: Thames flood barrier trip and Hampstead Heath educational centre – orienteering and map skills</p>		

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	Autumn	Spring	Summer
	Investigating Rivers	Trade and Economics	Rainforests
YEAR 6	<p>To identify the different stages of a river and the water cycle</p> <p>To identify the main features of a river and how these features are formed</p> <p>To locate rivers using atlas, maps and globes</p> <p>To collect data, sketch maps, interpret data, create graphs, measure, observe and recording human and physical features based on a fieldtrip</p>	<p>To explain the UK's trade links with other countries</p> <p>Use maps to show the UK's trade links with other countries</p> <p>Explain the importance of fair trade</p> <p>Explain the global supply chain</p> <p>Explain how trading has changed throughout history</p>	<p>To locate the Equator, Tropics of Cancer and Capricorn, and name and locate countries, using atlases, globes and digital mapping</p> <p>To identify the different foods, plant and animals that are in the rainforest</p> <p>To understand geographical similarities and differences between different regions</p> <p>To explain climatic zones and how these explain the climate in the rainforest</p>
	Extra Events: Rivers trip		

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	Autumn	Spring	Summer
	Africa	Tectonics	Rivers
YEAR 7	<p>To locate Africa on a world map and list 3 interesting facts about Africa.</p> <p>To identify the different landforms, rivers, lakes and deserts in Africa, and summarise key information about each of them.</p> <p>To explain the varying weather and climate across Africa.</p> <p>To define the word population and answer questions on Africa's population.</p> <p>To case study Egypt and identify the main human and physical features.</p> <p>To research a range of tourist activities in Africa and choose one to create a leaflet on.</p>	<p>To use maps and atlases to locate areas of tectonic activity and link with the location on plate boundaries.</p> <p>To explain where earthquakes are located and how these are formed.</p> <p>To explain the different types of volcanoes and locate where these occur.</p> <p>To identify the consequences of an earthquake or volcanic eruption on LIC and MIC, and how people can prepare for a tectonic event.</p>	<p>To understand how human and physical processes interact & that human activity relies on effective functioning of natural systems.</p> <p>Interpret geographical information: maps, photos, aerial photos in relation to the Bangladesh and Boscastle floods.</p> <p>Compare and contrast the differences in flooding between an LEDC and MEDC using a Venn diagram.</p> <p>Identify different ways that floods can be prevented.</p>

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YEAR 8	Autumn	Spring	Summer
	Coasts	Population	Tourism
	<p>To interpret information from photographs, diagrams and maps.</p> <p>To explain erosion, transportation and deposition and how these processes can form different features along a coastline.</p> <p>To identify and explain a variety of ways to manage the coastline through hard and soft engineering techniques.</p> <p>To use decision making to come up with the best option to protect the Holderness coastline.</p>	<p>To use key terminology to explain population distribution across the world and explain the impacts of overpopulation.</p> <p>To use key terminology (birth rate and death rate) and describe factors that influence change in these, looking at a range of countries across the world.</p> <p>To explain the different stages of the demographic transition model and identify different countries in each stage.</p> <p>To interpret a population pyramid answering a range of questions. To draw a population pyramid using a set of data.</p> <p>To identify ways populations are influenced and changed – aging, immigration, rural urban migration.</p> <p>To interpret information from photographs, diagrams and maps.</p>	<p>To use maps and atlases to locate areas popular to tourists.</p> <p>To demonstrate an understanding of how many can change the environment.</p> <p>To explain the social, economic and environmental impacts of tourism on Gambia.</p>
	<p>Extra Events: Combined Science and Geography trip to Kew Gardens Summer (TBC) or combined trip to BBC Earth Experience (TBC)</p>		

Geography Curriculum Map

YEAR 9 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The challenge of natural hazards: tectonics	The challenge of natural hazards: weather and climate change	The living world	Hot environments	The changing economic world	The changing economic world
	See attached AQA specification	See attached AQA specification	See attached AQA specification	See attached AQA specification	See attached AQA specification	See attached AQA specification
	Case study – Chile vs Nepal	Case study – Typhoon Haiyan Somerset level floods	Case study – Deforestation in Malaysia	Case study – Sahara Desert	Case study – Rio and Bristol	
Extra Events: Practice field work trip with Year 10 to Stratford						

YEAR 10 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Physical landscapes in the UK: UK rivers	Physical landscapes in the UK: UK coasts	The changing economic world	The changing economic world	Fieldwork	Fieldwork skills
	See attached AQA specification	See attached AQA specification	See attached AQA specification	See attached AQA specification	See attached AQA specification	See attached AQA specification
	Case study – River Tees and managing floods at Banbury	Case study – Swanage and coastal management at Lyme Regis	Case study – Jamaica	Case study – Nigeria (NEE) and UK		
Extra Events: Paper 3 field work trips to Stratford and Amersham						

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 11 GCSE	The challenges of resource management: Food	Revision	Revision	Geographical applications – seen paper released	Geographical applications – seen paper released Revision	
	See attached AQA specification				GCSE Exams	GCSE Exams