Geography KS3 and KS4 Curriculum Map 2021/2022

Curriculum Overview:

The East Manchester Academy's geography curriculum allows pupils to build knowledge and awareness of the world they live in and the global issues that they will be impacted by or will need an awareness of in their lives beyond the school.

Our curriculum will also ensure that pupils are exposed to both human and physical topics so that they have a sufficient breadth of knowledge but also equal development of the skills that they will need in KS4. Pupils will develop their ability to use geographical skills, data, maps and construct arguments using evidence. These lessons will help them to develop skills that will be crucial in the world of work.

Through the study of geography pupils are given the opportunity to develop an understanding of the opportunities and challenges that they will face in their lives, whilst developing resilience in witnessing how these challenges can be overcome. This aligns with the whole school vision of developing pupils with the skills and knowledge to contribute positively to their communities and be active, global citizens.

In order to be active citizens, pupils will explore key geographical themes such as globalisation, development, migration, climate change, healthcare and sustainability. All of these themes are impacting local and international communities and will be hotly debated topics in forthcoming political debates that our pupils will vote on in the future. Through exploring these topics now, pupils will be encouraged to form their own opinions on these themes and consider how they can be a positive force for change.

Our curriculum offers our pupils a wide-ranging and diverse experience, where they can explore their local area, the country they live in and the wider world. This will give pupils an idea of the opportunities and challenges they face in their own country and allow them to empathise with others around the world. Therefore, the school wide values are embedded within the subject. Through their geographical journey, emphasis is placed on respect and care for people regardless of nationality or cultural beliefs. Pupils also consider the reasons for local and global inequality and evaluate the actions that could be taken to alleviate this. Through this process pupils are encouraged to show hard work and ambition for themselves but also for the human race as a whole.

		Term 1		**Term 2**		**Term 3**	
	No. of Weeks	7	7	7	5	6	7
Year 7	*Topic Title and NC link*	**<u>Manchester and Geographical skills</u>** (locational knowledge)		**<u>World cities</u>** (knowledge of place and environmental regions)		**<u>Weather and ecosystems</u>** (Physical Geography)	
	Pupils should know… (Core knowledge and concepts to be learned)	Pupils will need to know how to read maps, including 4 and 6 figure grid references, compass directions and the location of the different continents. Pupils will learn these skills by learning more about the city they live in and apply the skills to their local area. Pupils will also be introduced to social, environmental and economic opportunities and challenges and the impact they have had on Manchester.		Pupils will be introduced to a number of global cities including Rio de Janeiro, Jakarta and Mumbai. This will allow them to investigate why people move to cities, why people choose to leave their homes and how large levels of migration can impact a city. Pupils will also explore how squatter settlements have been created and the impacts that this had had.		Pupils will need to be able to define weather, climate and be able to explain what the difference is between them. They will look at how weather is measured and how this allows us to make forecasts. This knowledge of climates will allow pupils to explain how ecosystems differ across the world. Pupils will know what an ecosystem is, what components they are made up of, what food webs and chains are and how changes to an ecosystem can impact this. Pupils will need to understand what a biome is. They will look at the rainforest and polar biome to explore this further.	
	Pupils should be able to do… (Skills being developed)	Pupils should be able to use basic map skills to answers questions on compass directions, grid references, scale and height. Pupils should also begin to consider the importance of different opportunities in Manchester and be developing their ability to evaluate them.		Pupils will have opportunities to revisit their map skills from half term 1, whilst also using graphs, data and photographs to draw conclusions, make inferences and analyse the characteristics of different cities.		Pupils will create and interpret climate graphs. This will allow pupils to develop their skills in using graphs and data to reach conclusions. Pupils should start to develop a solid understanding of the basic components of an ecosystem and be able to explain some geographical concepts such as adaptions and the impacts of changes in an ecosystem. Whilst investigating deforestation, pupils should be developing their ability to assess arguments for different points of view and make considered judgements.	
	Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	Pupils arrive at TEMA from a variety of schools with a variety of geographical knowledge. This unit ensures all pupils are competent in the same basic skills that they will need throughout their geographical journey. By looking at Manchester, pupils will learn the skills in a context that they are more familiar with, whilst also allowing them to learn more about their community and area.		Introducing pupils to a number of cities around the world will develop pupils understanding of the world map and where continents are found. This will build on their previous mapwork skills. Looking at different global cities will introduce pupils to concepts such as urbanisation, development, migration and sustainability that will underpin future learning. Pupils will also be able to make comparisons between the cities they have looked at this term and Manchester.		The knowledge of how weather differs across the world and the importance of distance from the equator will develop their geographical skillset. This knowledge of weather will allow them to link weather and the characteristics of an ecosystem. This will increase their knowledge of the world they live in and how countries across the world have unique characteristics. They will also be aware of how their actions can impact ecosystems.	

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	7	5	6	7
Year 8	*Topic Title and NC link*	**Rivers** (Understand processes- Physical and Human Geography with place- based examples)		**Africa** (Environmental Regions)		**Volcanoes and earthquakes** (Physical and Human Geography)	
	Pupils should know… (Core knowledge and concepts to be learned)	Pupils will need to know the 3 courses of a river and the different characteristics that exist in each. They will learn the different fluvial processes and use these to explain the formation of river landforms, including meanders, waterfalls and levees. Pupils will also investigate flooding, including the causes and impacts.		During this topic, pupils will be asked to challenge the perceptions they already have of Africa that they have created through engaging in cinema, news and society. Pupils will learn about economic successes in Africa, through tourism in Kenya and the rapidly advancing Nigerian economy. We will also explore the challenges that still face development in Africa, particularly health, historical colonisation and climatic. Through these challenges facing Africa, we will explore global inequalities in health and explore how countries develop.		Pupils will need to know how the earth is structured and how we know the tectonic plates move. Pupils will learn about convection currents and why it causes a tectonic plate to move. This will allow pupils to explain how earthquakes and volcanoes form and why they can have different characteristics. Pupils will investigate different earthquakes that have occurred, explain why they happened and the impacts that they had. They will use this knowledge to compare how countries with differing levels of wealth will have different impacts from hazards. Pupils will consider why people live near tectonic hazards.	
	Pupils should be able to do… (Skills being developed)	Pupils will develop skills in plotting long profiles of a river, field sketches and using diagrams to accurately explain geographical processes. Pupils will have developed their ability to describe the processes that are taking place and to be able to explain what is causing them using key geographical terminology.		Pupils will develop skills in use of maps, choropleth maps, data and graphs to develop their ability to describe distributions, explain trends and reach conclusions. Pupils will also develop their ability to explain the positive and negative impacts of strategies to increase development.		Pupils will develop their ability to explain natural processes using key geographical vocabulary. Pupils will develop their ability to compare different disasters and to explain the impact that a country's level of development will have on their ability to respond.	
	Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	This unit introduces pupils to the different features of a river and teaches them how the structure of a river changes across the different courses. This knowledge is important for pupils as rivers have been important in the development of major cities, including Manchester. They will also be introduced to the concepts of erosion, transportation and deposition that will be important for explaining physical processes. This knowledge of rivers and flooding will encourage pupils to make links to their work on weather in year 7.		This unit will develop pupils understanding of like in Africa and highlight generalisations that are made about the continent. This will build on previous learning on climate, by showing that as Africa is over 1000km in length it has many different characteristics and biomes. Pupils will explore key themes such as inequality, development indicators and economic development that will be developed across other units.		Understanding the causes and impacts of tectonic hazards will give pupils a more developed understanding of the challenges that face people across the world. The unit will build on the knowledge they have developed in their previous unit by exploring how wealth impacts the damage caused by tectonic hazards. The dangers of physical processes will also build on the challenges of flooding highlighted in term 1.	

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	7	5	6	7
Year 9	*Topic Title and NC link*	**Population issues**	**Middle East**	**Energy**	**Extreme Weather**	**Coasts & Fieldwork**	**Global fashion**
	Pupils should know… (Core knowledge and concepts to be learned)	Pupils will need to know why population can rise and fall and the impact this will have. They will also learn how an ageing population can have a negative impact. By learning the demographic transition model, pupils will be able to explain how these changes in population are impacted by levels of development.	Pupils will explore the human and physical features and challenges of life in the Middle East. Physically, pupils will develop an understanding of the climate, relief and biomes of the area and some of the challenges that exist as a result. From a human geography point of view, pupils will learn about wealth inequalities, the crisis in Yemen, sustainability and the challenges associated with the Qatar football world cup.	Pupils will need to know the difference between renewable and non-renewable energy and why both will continue to make up the global energy mix. They will have to know the costs and benefits of different examples of renewable and non-renewable energy. They will need to understand the causes of climate change and the potential impacts that these will bring.	Pupils will be taught about the causes, distribution, frequency and impact of a variety of extreme weather types. They will look at why tornadoes, hurricanes and droughts occur in different areas of the world and what causes them to form. They will look at the impact that these have on human life and how these risks can be minimised.	Pupils will study the effects that erosion, transportation and deposition have on a coastline. This will enable to explain some landforms that form there. Through this knowledge, pupils will be able to plan and complete fieldwork.	Pupils will explore how the increase of globalisation has changed the way that clothing in produced and sold around the world. This will develop an understanding of how globalisation allows products to be produced for cheaper, however can lead to the exploitation of people abroad and structural unemployment of people in the UK.
	Pupils should be able to do… (Skills being developed)	Pupils should be able to assess how different countries are impacted by changing population sizes, assess the merits of different policies to counter this and explain the impacts this will have on society.	Pupils will develop their ability to use data, photographs and maps to reach conclusions. Pupils will develop their ability to consider benefits and costs of decisions in the Middle East and evaluate their success.	Pupils will use a range of different evidence types to investigate alternative energy sources and will reach conclusions on the benefits and costs of each one.	Pupils will develop their ability to draw and annotate key diagrams, describe distributions and explain how weather patterns form and the impact that they will have.	Pupils will develop an understanding of how fieldwork is planned, conducted, presented and evaluated. This will develop skills using graphs, data and sampling.	Pupils will develop their chain of reasoning skills by explaining how one change can cause other impacts. They will develop knowledge of UK and global job sectors and be given the opportunity to empathise with others and reach conclusions about what is morally and economically right and wrong.
	Why are we doing this now? *How does it build on prior learning and prepare for knowledge and learning still to come?*	As inhabitants of a major city, pupils will be able to investigate how cities are impacted by population change and look at what can be done to combat this. This will also help to develop pupil's ability to write responses to longer answer questions. The work in this unit will build on pupils' knowledge of Manchester and global cities covered in year 7. Pupils will also develop an understanding of the world they live in by looking at a variety of recent case studies from around the world.	This unit will build on the human and physical geography that pupils have learnt in the last two years. It will build on their understanding of the fragility of the planet as well as help them to engage with issues that are currently topical and frequently in the news. It will also boost their understanding of different cultures and customs from an area many pupils will not be familiar with.	This unit will develop pupil's knowledge of energy which will enable them to engage in the global debate on future energy sources. This will also build on their previous considerations of what human actions are sustainable. The topic extends pupils knowledge of the world we live in by analysing why climate change is occurring and looking at solutions to this problem that they will be challenged by in their lifetime. Issues like nuclear power, fracking and carbon emissions that are regularly in the news will be considered throughout.	This will build on the work they did in year 7 on weather and climate by focusing in on how extreme weather occurs, who it impacts and how these impacts can be reduced. This will provide pupils with a better understanding of how different parts of the world are exposed to different threats.	This will prepare pupils for conducting fieldwork in the future and boost their ability to work with numerical and graphical data. Pupils will build on their previous knowledge of fluvial processes, studied in year 8, to explain how coastlines change overtime.	This unit is done at the end of year 9 as it builds on the knowledge of globalisation and increasing population developed throughout the year from looking at population issues and the Middle East. It also allows pupils to develop their understanding of the area they live in, by considering the loss of manufacturing jobs and their own personal impact of consuming low-cost fashion.

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	7	5	6	7
Year 10	*Topic Title and NC link*	**Tectonic hazards (Paper 1)**	**Weather Hazards (Paper 1)**	**GCSE Living World (Paper 1)**	**Coasts (Paper 1)**	**Rivers (Paper 1)**	**Fieldwork and data skills (Paper 3)**
	Pupils should know… (Core knowledge and concepts to be learned)	Pupils will need to know that there are geological and atmospheric hazards. Across the world different areas will have different levels of hazard risk, dependant on location, wealth, and climate. Pupils will learn about how tectonic plates move, the different types of plate boundaries and the types of earthquakes and volcanoes these will create. They will study earthquakes in Nepal and Chile and compare the effects and the responses. This will allow them to reach conclusions on the impact that the wealth of a country has on managing volcanoes. Finally, we will look at how monitoring, prediction, planning and protection can reduce hazard risk.	Pupils will need to know why global weather patterns occur using the global atmospheric circulation model. From this knowledge they will be able to explain what a tropical storm is and the conditions they need to form. They will use Typhoon Haiyan as a case study to explain the effects and responses of tropical storms. Using the UK Somerset floods, pupils will then explain weather hazards in the UK. Finally, pupils must know about why climate change is occurring and be able to explain the impact this will have on the frequency of tropical storms.	Pupils will need to know that Epping Forest is a small-scale UK ecosystem and be able to explain how changes there can occur. Pupils will need to understand why biomes are distributed across the world and then will look at rainforests in detail. Using the Amazon as a case study, pupils will have to be able to explain interdependence, adaptions, deforestation and the value of tropical rainforests. Finally, using Svalbard as an example, pupils will need to understand why people live in cold environments and the challenges and benefits they bring.	Pupils will need to know the characteristics of the different types of waves, and the impact these can have on the coast. This knowledge will allow them to explain the coastal processes such as characteristics and formation of headlands, bays, cliffs, wave-cut platforms, beaches, sand dunes, spits and bars. Pupils will then look at hard and soft engineering and managed retreat to combat coastal erosion. They will need to know the Dorset coast line as a case study for coastal features and Medmerry as a case-study for managed retreat.	Pupils will need to know the different characteristics of the upper, middle and lower course of a river. This will allow them to explain the formation of a waterfall, gorge, interlocking spurs, meanders ox-bows, levees, floodplains and estuaries, Pupils will need to know the River Tees as a case study for this. Pupils will then look at flood risk and hard/ soft engineering. Pupils will need to know Banbury flood alleviation scheme as a case study for flood management.	In paper 3, pupils are expected to answer questions on the planning, completion and conclusions of a human and physical fieldwork investigation. During this term we will visit a river to test the Bradshaw model and New Islington to investigate the success of regeneration. In lessons, pupils will look at the reasoning behind undertaking these investigations and the conclusions that their data suggests. In addition, the unit will revisit data skills, mathematical skills and graph skills that they have been learning throughout their geographical experience at TEMA.
	Pupils should be able to do… (Skills being developed)	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.
	Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	Pupils will build on the knowledge of tectonics studied during KS3. This is the first unit of paper 1 and will help to support the weather hazards unit that follows.	This will build on pupil's knowledge of weather and climate change that they have developed during KS3. We complete this unit after tectonics as it builds on their prior learning of primary and secondary effects and immediate and long-term responses.	This unit will build on pupil's prior knowledge of ecosystems that they have studied in KS3. We complete this unit after weather hazards as knowledge of climate differences across the world helps to explain the distribution of global ecosystems.	This unit will build on pupils KS3 knowledge of erosion, deposition and transportation. We complete this unit at this point as the concept of weathering builds on their knowledge of weather hazards and their study of living world gives them an understanding of the vulnerability of physical landforms.	This will build on pupil's knowledge of rivers that they developed during KS3. This will also develop pupils understanding of physical processes explored during the previous topic.	Pupils complete this unit at this point as it builds on their knowledge of rivers that they have learnt the previous term. Furthermore, the weather will be at its best, giving us a higher chance of good conditions.

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	7	5	6	7
Year 11	***Topic Title and NC link***	**Urbanisation (Paper 2)**	**Economic World (Paper 2)**	**Resource Management (Paper 2)**	**Revision and Pre-Release (Paper 3)**	**Revision**	
	Pupils should know… (Core knowledge and concepts to learned)	Pupils will need to know why urbanisation has increased throughout the world and the global patterns. They will then use Manchester and Rio de Janeiro as two case studies to compare how urbanisation has had different impacts on a HIC in comparison to a LIC. They will look at the location, opportunities, challenges and urban planning that have taken place in Rio. They will then look at importance, migration, opportunities, urban change and regeneration in Manchester. Finally, they will look at transport schemes, environmental opportunities and challenges, brownfield and greenfield sites and urban greening in the UK.	Pupils will need to know how development differs across the world. In order to do this, we will study the global north-south divide, development indicators, the demographic transition model, the causes and consequences of uneven development. Having explored the formation of differences in development, pupils explore how the development gap can be closed and will need to know, how Jamaica has benefitted from tourism, and use Nigeria as a case study to show the causes and impacts of development.	Pupil will need to know how food and energy is distributed around the world and what is meant by the term deficit and surplus. Pupils will need to know how food and water are distributed in the UK. Pupils will need to understand the impacts of energy insecurity and how energy use can be more sustainable. Nepal will need to be understood for how renewable energy is being used in a LIC.	Pupils will need to understand all words, key concepts and content that is contained in their pre-release document and know how to deconstruct it. Pupils will need to be able to answer example questions that will be provided for them to give themselves the best chance of being able to successfully answer the pre-release section of their paper 3.	All topics covered.	
	Pupils should be able to do… (Skills being developed)	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils should be able to answer questions on revision topics using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	
	Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	This will build on pupil's knowledge of Manchester and other global cities they have explored during KS3. We start with this topic in Year 11 as the comparisons between Manchester and Rio de Janeiro case studies will help to prepare pupils for the themes explored in changing economic world.	This will build on pupil's knowledge of development from KS3 and will build on the themes explored during the urbanisation unit.	This will build on pupil's KS3 investigations into alternative energy sources. Pupils will complete this unit at this point as it builds on themes such as increasing population and impacts of energy production explored in the previous 2 units.	Paper 3 of the GCSE sees pupils receive a 6-page booklet on a geographical topic. This is received 2 months before the exam and so can make notes and practice the sort of questions they could get in the exam. To develop this skill, pupils will complete the pre-release lessons to ensure they are ready for this section of paper 3.	To best prepare our pupils for their GCSE exams.	