



Geography Curriculum Map

Intent

By the end of KS3, students will understand what it is to be a geographer. Students will have a curiosity and fascination in finding out about the world and its people. They will have developed a passion and commitment to the subject. Our students will have developed an excellent knowledge of where places are and what they are like on a local, regional and global scale. They will have a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated, alongside creating synoptic links across their curriculum at Lambeth Academy. Students will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our students will have an extensive core of geographical knowledge and vocabulary, and will be able to communicate this, in a variety of ways, routinely. They will have good spatial awareness and be able to use a wide range of maps effectively to investigate places routinely. They will be able to carry out increasingly complex, independent geographical enquiry, using their own geographical literacy, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions.

The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens. Geographers at Lambeth Academy will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact.

Term	1	2	2	3	4	5	6	6
Year 7	<p style="text-align: center;">What is a geographer?</p> <p>This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess students' geographical capabilities related to the expectations of an 11-year-old; to provide a benchmark for the rest of Year 7. Students will investigate features and characteristics of the area around their new school, while also further developing a range of geographical skills in a local context. This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge they have already gained, encouraging them to talk about the geography they already know.</p>		Review and Reteach	<p style="text-align: center;">Rivers</p> <p>This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Students have the opportunity to progress their map skills learnt in Y7 to investigate how river change along their course. To enhance their research skills, students could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. By the end of the unit, students will have gained knowledge on the power by which rivers shape the land; and the relationship humans have with rivers in the context of flooding and flood prevention, thus preparing them for the UK's Physical Landscapes in KS4.</p>		<p style="text-align: center;">Development</p> <p>In this unit, students will examine the distribution of development globally. Students should consider methods of measuring and comparing development and explain the factors that affect the varying rates of development. Students will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations. Students are required to consider the causes of world poverty before investigating what can change people's quality of life, globally and from a personal and community scale. Students will then assess the effectiveness of one strategy, which improves quality of life in a specific location, in the developing world. The knowledge of indicators, factors affecting development, top-down and bottom-up approaches to development, which are also in the GCSE.</p>		Review and Reteach
Year 8	<p style="text-align: center;">Coasts</p> <p>This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Rivers in Year 7, but now applied to a coastal context. Students will have further opportunities to interpret a variety of maps, GIS, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activities students will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserve to be defended based on a range of criteria. There is also the intention to build fieldwork into this unit to build on the skills learnt in the What is a Geographer unit from Y7.</p>		Review and Reteach	<p style="text-align: center;">Tectonics</p> <p>Students develop their knowledge of tectonic events and landforms and the processes, which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Students gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Students broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards. This unit provides an opportunity to build on pupil understanding of development from Y7 through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development and provides a strong basis for further study in KS4.</p>		<p style="text-align: center;">Population and Migration</p> <p>In this unit, students study different aspects of population growth, structure, density and distribution – in different contexts. Students will investigate where people of the world are currently living and understand the difference between density and distribution. This builds on students' knowledge of different parts of the world from the first unit in Y7. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a particular place. This unit provides opportunities for students to explore their personal geographies as many have heritage from around the world, as well as topical news events such as the conflict and refugee crisis surrounding events in Syria, as well as migration from Mexico to the USA.</p>		Review and Reteach



<p>Year 9</p>	<p>Issues of Urbanisation in the United Kingdom. This unit focuses on urban areas in the UK. A central theme is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK. Students will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Students will investigate the factors that have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Students will then investigate the impacts of this decay/ decline upon certain cities. The unit will conclude with students investigating the success/ failures of a regeneration project in improving the sustainability of a town, or part of a city, of the schools' choice. There is an opportunity for fieldwork in the local area within this unit to go to Stratford.</p>	<p>Review and Reteach</p>	<p>Emerging Economies Students will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on Asia, investigating key physical and human characteristics, countries and major cities. One of the key outcomes should be that students understand how diverse Asia is as a continent. Students will investigate, using a range of geographical data including the use of GIS to determine the reasons why countries in Asia are emerging as global superpowers. The unit also provides an opportunity for students to reflect on their understanding of change from Development in year 7 and compare and contrast this with the changes occurring in countries in Asia. This unit further develops pupil understanding of development and interdependence.</p>	<p>Climate Change This unit focuses on patterns and processes associated with weather and climate and the differences between these, as well as the impact of human activity on the climate. They will study the consequences of rising temperatures and more extreme weather events and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8. Students will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet.</p>	<p>Review and Reteach</p>
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Term	1	2	3	4	5	6
<p>Year 10</p>	<p>UK Physical Environment (P2) This topic provides an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. In addition, two depth studies of distinctive landscapes – Coastal change (building on learning in Y8) and conflict and river processes and pressures (building on the foundations of knowledge learned in Y7). This unit will also include a fieldwork opportunity either at the coast, or along a river, enabling students to apply the theory and case studies learned in lessons to the world around them.</p>	<p>Hazardous Earth (P1) This topic provides an understanding of the global circulation of the atmosphere and changing climate. Plus, two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations. All of the events studied, from tropical cyclones to tectonic hazards, have taken place during the students' lives in order to encourage students to engage with current affairs and news stories and broaden their understanding of life in other parts of the world.</p>			<p>Development Dynamics (P1) This topic provides an understanding of the scale of global inequality. In addition, students will study one emerging country and the consequences for people, environment and the country's relationship with the wider world. It builds on the learning from Y7, 8 and 9. Continued learning from the topic that will centre on a detailed case study of India, an emerging economy, which builds on the foundations of students' development understanding from KS3</p>	<p>Buffer period</p>



<p>Year 11</p>	<p>Urbanisation (P1)</p> <p>This unit gives students an overview of the causes and challenges of rapid urbanisation across the world. In addition to this, students study one detailed case study of a megacity in a developing or emerging country. This is likely to be Mumbai, in India, to give students a deeper understanding of what it is like to live in an emerging country. It will also focus in on life in</p>	<p>Urbanisation (P1)</p> <p>This unit gives students an overview of the causes and challenges of rapid urbanisation across the world. In addition to this, students study one detailed case study of a megacity in a developing or emerging country. This is likely to be Mumbai, in India, to give students a deeper understanding of what it is like to live in an emerging country. It will also focus in on life in</p>	<p>UK Human Landscape (P2)</p> <p>This topic provides an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. In addition to this, there is a case study of a major UK city – Birmingham. The learning from this topic will support a further fieldwork opportunity, which will take place later in the year that allows students to focus on their local area. Developing a sense of place will prepare students for the independent investigation that is required in A Level study.</p>	<p>People and Environment Issues – Making Geographical Decisions (P2)</p> <p>This topic provides an overview of current global issues, ranging from energy consumption to deforestation of habitats. This learning will build upon pupil’s prior knowledge from KS3, whilst consolidating their ability to make synoptic links between climate changes to challenges of an urbanising world, to deforestation. This unit will see students synthesise their ability to create a balanced argument on one environmental issue.</p>	<p>EXAM PERIOD</p>
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Impact

Progress in measures within lessons, over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple choice questioning and through marking. Feedback plays a crucial role in assessing depth of student understanding and analysing students’ answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular practice of the students and feedback from the teacher. KPIs are tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year. Data from end of topic tests will be entered into a QLA for teachers to use to review and reteach parts of the curriculum, which need to be consolidated to ensure students, have a solid understanding of the topic before they move on. This may lead to classes starting topics in different weeks but will ensure all students are secure in their understanding. Key terms and case study details will be learnt and tested fortnightly. Students will be tested on words their learnt that week, but also on key terms from previous lessons in order to practice recall and retrieval. While Engagement in geography will be evident in a healthy uptake for GCSE, and again on to A Level when they leave THA. Students will be inspired to sign up for Duke of Edinburgh as the map and navigation skills required links closely with core geographical map skills that features throughout the course from KS3 to undergraduate level. Conversations about home countries travel and holidays throughout the school year will show students interest in applying their geography knowledge to places they have visited. Whist at first conversations may be started by staff members, the diverse and knowledge rich curriculum here should develop confident and articulate geographers who want to learn more about the world around them.