

St Cuthbert Mayne School Curriculum Map 2020-2021



Department: GEOGRAPHY

Department Intent and overview

At STCM, Geography will inspire a curiosity and fascination about the world and its people. It will equip students with knowledge about diverse places, people, resources, human and physical environments, and a deep understanding of the Earth's key human and physical processes. Our curriculum is designed to be exciting, creative and dynamic, meeting the needs of all our students so they acquire skills for future learning & employment in an ever-changing world.

Key Stage 3 Curriculum Summary

Geography is the study of the Earth's people, places, landscapes and environments. It mixes the arts and the sciences, and bridges the learning gap between many other subjects.

Students have the opportunity to engage with a wide variety of learning resources and styles. For example, students develop their problem solving and researching skills by using ICT, fieldwork and diagrams, internet, maps, videos, newspaper articles, photographs and books. The following units are covered:

Year 7

- **Being a Geographer in Our World** - in this unit we will learn about being a Geographer and asking Geographical questions. We will be understanding how to use geographical information, in particular maps to help us to locate and describe places in the world.
- **Our Populated World** - In this unit we will learn about world population distribution and reasons for change. We will also be considering

the causes and consequences of migration. The growth of urban areas around the world with their different challenges and opportunities will be explored

- **Our Fluvial World** - In this unit we will be learning about rivers and how water flows in them. We will also be considering how weathering, erosion and transportation create river landforms, and how to identify these on OS Maps. The importance of river flooding, causes and impacts on communities and an evaluation of strategies will also be examined.
- **Our Living World** - In this unit we will be learning about global ecosystems and their distributions. We will be considering how different biomes have adapted and learning about the importance of bamboo and coral reefs, the reasons for them being under threat and how we can manage these ecosystems.
- **Our Economic World** - In this unit we will learn about economic activities and what they are like at different scales, from local to global. We will also examine the range of jobs people do and how this has changed. Trade links and the UK economy will be considered, and an understanding of globalisation through a case study of Apple.
- **Our Fantastic World** - In this unit we will be looking at different Fantastic Places around the world and understanding their main geographical features. We will be considering both human and physical geographical processes of these places. Be prepared to be amazed!

Year 8

- **Our Risky World** - In this unit we will explore how the Earth's surface in some places is very unstable and how this can lead to natural disasters. We will also consider the effects such disasters have on places around the world and how changes can be made to make places safer
- **Our Unequal World** - In this unit we will explore how some places are rich whilst other places are poor, and how development can be measured. We will also consider what life is like in a poorer country and what the impacts of inequality are, and look to the future in supporting development.
- **Our Diverse World** - In this unit we will explore the diversity of the Middle East region by considering the human and physical geographical features, but then linking these to the ongoing conflicts and controversies in the region. We will also be examining the

importance of this area to the Wider World.

- **Our Weather World** - In this unit we will learn about the concepts of weather and climate, and the elements that make them up. We will also be finding out about how to measure the weather and using synoptic weather maps to understand and interpret conditions. We will consider the different climates around the world and learn about the reasons for these variations, and finally understand some of the weird weather events taking place.
- **Our World's Future** - In this unit we will explore the controversial issue of climate change and the evidence presented. We will also be considering the causes and consequences of climate change and examining the options for our planet's future.

Year 9

- **Our World Full of Challenges and Opportunities** - In this unit we will consider the human and physical geography of Africa, and look at its colonial past. We will also be considering some of the challenges facing the area and then looking at the opportunities to develop and change. Finally, we will compare the challenges and opportunities to those being experienced in the UK.
- **Our Coastal World** - In this unit we will learn about how erosion, transportation and deposition create and change coastal landforms over time. We will consider how the coast is used by people and the impact of different coastal management strategies. We will be using our map skills to identify coastal landforms on OS maps.
- **Our Criminal World** - In this unit we will be looking at the **Geography of Crime** and how people in different communities around the world are affected and manage the different types of crime.
- **Our Resourceful World** - In this unit we will look at the distribution of resources around the world. We will consider the reasons behind unequal distributions and the impacts of these in areas of contrasting wealth and development. We will explore management strategies and evaluate their successes.

Year 7 Autumn Term 1

Topic/Unit	Me and My World	Maps, Maps & more Maps!	Where on Earth?	Where in the UK?	Finding my way around a Map
Knowledge (Content covered)	Introduction to the study of Geography. Understanding of physical, human, environmental Geography	Introduction to maps - what are maps why and how do we use them in our everyday lives?	The World Map - continents & oceans. An understanding of the	Map of the UK recognising Human and Physical features	Awareness of map skills important to read, understand and produce maps
Skills	Discussion Interpretation and understanding of media clips Categorisation of images	Atlas work Map interpretation and understanding of human and physical features	Atlas work Map interpretation and understanding of human and physical features Comparison of maps	Atlas work Understanding and interpretation of OS maps Map interpretation and understanding of human and physical features	Understanding OS Maps Using and understanding: Scale, height, direction, contours, spot heights, grid references, cross sections of physical landscapes
Assessment	Baseline Assessment Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes End of unit assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Cartographer GIS Specialist Armed Forces Land Surveyor Transport Planner Geography Teacher!				

Year 8 Autumn Term 1 - Our Risky World

Topic/Unit	Introduction to Risky World	The Inside of the Earth	It's a Jigsaw!	Creators and Destroyers	What's Super about a Volcano?	Waves of Destruction	Avalanche!
Knowledge (Content covered)	What's a hazard? Different categories of hazards. Distribution of natural hazards	The sections of the Earth, and their characteristics	How does the Earth's crust fit together. Plate movements and associated features	Types and features of volcanoes. Global distribution. Impacts of eruptions - case study work.	Comparison of composite and supervolcano. Causes of a supervolcano Effects and responses to a super eruption.	Features of an earthquake. Global patterns and reasons. Effects and responses of earthquakes in different parts of the world	What is an avalanche and the different types. Causes of avalanches and implications of climate change. Reducing the avalanche risk
Skills	Interpretation of images Categorisation of hazards Understanding and interpreting hazard maps Identifying trends and patterns	Understanding and interpreting diagrams.	Map work Label and annotate diagrams of plate margins. Understanding of plate movements	Describing physical landforms from visual media Drawing sketches Extracting information from maps and text.	Describing physical landforms from visual media Drawing sketches Extracting information from maps and text.	Map work. Describing physical landforms from visual media Drawing sketches Extracting information from maps and text.	Map work. Describing physical landforms from visual media Inferring human activity from map evidence
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes End of unit assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	GIS Specialist Environmental Consultant SSSI Warden Environmental Lawyer Disaster and						



	Emergency Planner International Aid Worker Seismologist Volcanologist Geologist						
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Gatsby 4 (Linking curriculum learning to careers)
[GATSBY BENCHMARK 4](#)

Water
Conservation
Officer
Tourism Office
Sustainability
Consultant
Human Rights
Officer
Conservation
Manager
Hydrologist
Climate Change
Analyst
International Aid
Worker

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Key Stage 4 Curriculum Summary

We follow the AQA A specification. Students have 5 lessons per fortnight. Geography is a very popular option and there are usually 3 – 4 groups of students.

Modules consist of:

- **The Challenge of Natural Hazards** - In this unit we will be learning about natural hazards and how they are the result of physical processes. We will be considering the effects of, and responses to, hazards in contrasting areas of wealth and how they are being managed. Finally, we will examine the causes and effects of climate change, and the various strategies to manage this issue.
- **The Living World** - In this unit we will explore living with the physical environment. We will be learning about physical processes and systems and how they change in different environments. We will be looking in particular at the environmental characteristics and development opportunities in tropical rainforests and hot desert ecosystems, and how these are sustainably managed.
- **Physical Landscapes of the UK** - In this unit we will explore living with the physical environment, and a focus on the physical landscapes in the UK. We will be looking in particular at the environmental characteristics and processes which have shaped our coastal landscapes and river landscapes. We will study how different management strategies can be used to protect coastlines and rivers from the effects of physical processes.
- **Urban Issues and Challenges** - In this unit we will be learning about human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will be focusing on Rio de Janeiro and Bristol and examining the challenges and opportunities experienced by both cities. The issue of sustainability will be considered.
- **Changing Economic World** - In this unit we will be looking at human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will particularly focus on Nigeria and the UK.
- **The Challenge of Resource Management** - In this unit we will be looking at how resources are distributed around the world and the issues that are caused by this uneven distribution. We will be considering food security and management strategies around the world to

deal with food issues.

An important element of the GCSE course is that of critical thinking and problem-solving. This will be covered in Paper 3 which will provide students with the opportunity to demonstrate geographical skills, and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Students will also undertake two geographical enquiries using primary data, collected as part of a fieldwork exercise.

Year 10 Autumn Term 1

Year 10 Autumn Term 1									
Topic/Unit	Overview of UK major cities	Introduction to Bristol	Social Opportunities in Bristol	Economic Opportunities in Bristol	Environmental Opportunities in Bristol	Environmental Challenges	Social Challenges	Urban Regeneration Project	Sustainable Urban Living and Transport)
Knowledge (Content covered)	Location of major towns and cities in the UK. Population distribution and density, factors involved	Location and importance of Bristol - nationally and internationally. Pattern and impacts of migration	Social and cultural factors and the opportunities they have created in Bristol	Changing industrial landscape in Bristol, and the development of high-tech industries	To know what Bristol is doing to improve its environment - focusing on integrated transport systems and urban greening	The changes in the economy and industry have created problems and challenges - derelict buildings and urban sprawl	Changes in Bristol have created social challenges - inequalities in two contrasting areas of Bristol	Reasons for the regeneration and how it has led to social, economic and environmental improvements	What a sustainable city looks like. Freiburg - social, environmental and economic planning, and sustainable living
Skills	Map/Atlas work Describing patterns	Identification of patterns. Describing trends Interpretation of photographs	Describing trends Interpretation of photographs	Presenting data using graphical techniques	Describing trends Interpretation of photographs	Presenting data using graphical techniques	Interpretation of visual media, analysis of economic data	Identification of patterns. Describing trends Interpretation of photographs	Identification of patterns. Describing trends Interpretation of photographs
Assessment	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing End of unit assessment

Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMA RK 4	Town planner Landscape Architect Transport planner Sustainability Consultant Land surveyor Air pollution analyst Environmental Lawyer								
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Year 11 Autumn Term 1

Topic/Unit	Introduction to Resources	Provision of Food in the UK	Provision of Water in the UK	Provision of Energy in the UK	Global Food Demand	Impacts of food Security	Increasing Food Supply	Sustainable Food Production
Knowledge (Content covered)	Definitions, global distribution of food/water/energy	Importing food and its impacts. Responses to challenges	Changing demand, water quality, supply/demand. Strategies to manage UK water	Changing energy mix, renewable energy, economic and environmental issues.	Surplus/deficit global patterns, increasing food consumption Factors affecting food supply.	Definitions of food security and food insecurity. Factors involved and impacts of food security	Strategies for increasing food supply around the world. Case study - , Indus Basin Irrigation System	Different strategies. Managing food supply in a sustainable way
Skills	Identification of patterns, comprehension and literacy - extended writing	Analysis of media clips Identification of patterns	Analysis of media clips Identification of patterns Extended writing Comprehension	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Interpretation of graphs Categorisation of factors	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Evaluation of strategies Application to different places
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes End of unit Formal Assessment
Gatsby 4 (Linking curriculum learning to careers)	GIS Specialist Environmental consultant Conservation Manager Human Rights Officer							

GATSBY
BENCHMARK 4

Refugee &
Asylum
Advisor
Sustainability
Consultant
Environmenta
l Lawyer
International
Aid Worker

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Key Stage 5 Curriculum Summary

At A level we follow the AQA specification which covers both human and physical units. Students have 9 lessons per fortnight. The Non-Examined Assessment is an important part of the course and students are guided through the process involved. This element prepares the student for research-based learning at university level, as well as providing opportunities to develop key investigative skills for the workplace.

Modules consist of:

- **Water and Carbon Cycle** - In this unit we will be focussing on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and our understanding of them is fundamental to many aspects of physical geography. We will also be considering the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.
- **Ecosystems under Stress** - In this unit we will focus on the biosphere and in particular the nature and functioning of ecosystems and their relationships to the nature and intensity of human activities. The impact of population growth and economic development on ecosystems at various scales will also be considered allowing students to engage with fundamental contemporary people-environment issues including those relating to biodiversity and sustainability.
- **Glacial Systems and Landscapes** - In this unit we will be examining glaciated landscapes. We will understand that these are dynamic environments in which landscapes continue to develop through contemporary processes but which mainly reflect former climatic conditions associated with the Pleistocene era.
- **Global Systems and Global Governance** - In this unit we will be exploring how the global economy and society have altered significantly in recent years as a result of globalisation. We will be looking at the links between economic, social and political change and engaging with contemporary issues of the global community.
- **Population and the Environment** - In this unit we will be exploring the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural

environment.

- **Changing Places** - In this unit we will be learning about the representations of place and how humans perceive and engage with places. We will also be looking at how places change over time and how external agencies improve perceptions of places

Year 12 Autumn Term 1 - Changing Places

Topic/Unit	Introduction to Changing Places	Character of Places	Perceptions of Place	Relationships and Connections of Place	Characteristics and Impacts of External Forces	Place Studies - distant and local
<p>Knowledge (Content covered)</p>	<p>The concept of place and the importance of place in human life and experience Insider and outsider perspectives on place; categories of place: near and far, experienced and media places</p>	<p>Factors contributing to the character of places Endogenous factors Exogenous factors</p>	<p>How humans perceive, engage with and form attachments to place and how they present and represent the world to others. How places are represented in a variety of different forms</p>	<p>The impact of relationships and connections on people and place with a focus on: Changing demographic and cultural characteristics and economic Change and social inequalities. How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.</p>	<p>The characteristics and impacts of external forces operating at different scales including either government policies or the decisions of multi-nationals or the impacts of international or global institutions. How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics.</p>	<p>Two place studies are required: one exploring the developing character of a place local to the home or study centre and the other exploring the developing character of a contrasting and distant place.</p>
<p>Skills</p>	<p>Use of key subject specific and technical terminology. Core and ICT skills</p>	<p>Use of key subject specific and technical terminology. Online research. Evaluating and</p>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p>	<p>Presentation, interpretation, analysis and communication of data. Retrieval and manipulation of</p>

		<p>presenting findings from research.</p> <p>Core and ICT skills</p>	<p>Critical questioning of information, and sources of information.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p>	<p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills</p>	<p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>secondary datasets.</p> <p>Use of geospatial technologies such as digital cartography and G.I.S.</p> <p>The use of different types of data allows the development of critical perspectives on the data categories and approaches.</p>
Assessment	Timed question - teacher and peer assessment.	Questioning In class assessment - teacher/peers	Timed question - teacher and peer assessment.	Questioning Mid point assessment - teacher assessed	Timed question - teacher and peer assessment.	Questioning In class assessment - teacher/peers
<p>Gatsby 4 (Linking curriculum learning to careers)</p> <p>GATSBY BENCHMARK 4</p>	<p>Town planner</p> <p>GIS Specialist</p> <p>Cartographer</p> <p>Transport Planner</p> <p>Sustainability Consultant</p> <p>Environmental Lawyer</p> <p>Climate Analyst</p>					

Year 13 Autumn Term 1 - Population and the Environment

Topic/Unit	Population and the Environment Introduction Global and regional patterns	Farming Systems and Impacts of Climate Change	Zonal Soils, Problems, Management and Implications for Food Security	Environment, Health and Well-Being	Environmental Variables linked to Disease	Management Strategies and the role of NGOs
Knowledge (Content covered)	<p>Key elements in the physical environment</p> <p>Key population parameters and development processes</p> <p>Global and regional patterns of food production and consumption</p> <p>Impacts of global environmental change on agricultural productivity and nutritional standards</p>	<p>Agricultural systems and productivity</p> <p>Relationship with key environmental variables – climate and soils</p> <p>Characteristics of two major climate zones to exemplify relationships between climate and human activities and numbers.</p> <p>Climate change as it affects agriculture</p>	<p>Characteristics of two key zonal soil types to exemplify relationships between soils and human activities, especially agriculture</p> <p>Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinization, structural deterioration</p> <p>Strategies to ensure food security</p>	<p>Global patterns of health, mortality and morbidity</p> <p>Economic and social development and the epidemiological transition</p> <p>Case study of a specified local area to illustrate and analyse the relationship between place and health</p>	<p>The relationship between environmental variables and incidence of disease</p> <p>The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease eg malaria; its links to physical and socio-economic environments including impacts of environmental variables on transmission vectors</p> <p>Impact on health and well-being</p> <p>Management and mitigation strategies</p>	<p>The global prevalence and distribution, impacts and management of one specified non-communicable disease, eg a specific type of cancer, CHD, asthma; its links to physical and socio-economic environment including impacts of lifestyles</p> <p>Impact on health and well-being</p> <p>Management and mitigation strategies</p> <p>The role of international agencies and NGOs in promoting health and combating disease at the global scale</p> <p>Complete case</p>

						study of a specified local area to illustrate and analyse the relationship between place and health
Skills	<p>Use of key subject specific and technical terminology.</p> <p>Cartographic skills – choropleth maps</p> <p>Graphical skills – line maps including compound line graphs</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research .</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> <p>Use of geospatial technologies such as digital cartography and G.I.S.</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> <p>Use of geospatial technologies such as digital cartography and G.I.S.</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> <p>Use of geospatial technologies such as digital cartography and G.I.S.</p>

Assessment	Timed question - teacher and peer assessment.	Questioning In class assessment - teacher/peers	Timed question - teacher and peer assessment.	Questioning Mid point assessment - teacher assessed	Timed question - teacher and peer assessment.	Questioning In class assessment - teacher/peers
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Conservation Manager Soil Mechanical Scientist International Aid Worker Sustainability Consultant Human Rights Officer Epidemiologist Hydrologist Agricultural Scientist Climate Change Analyst Environmental Lawyer					