

TKS CURRICULUM MAP GEOGRAPHY (ALL YEARS)

Year 7	Geographical Skills	Settlement and Population	Rivers	Weather and Climate	Transport and Industry
Overview	Pupils are to be given the basic geographical skills need to navigate the rest of the Geography curriculum and the world around them. This includes: Sketching Describing maps and graphs Maps skills Understanding of the causes, effects and responses to climate change	Pupils are introduced to basic ideas about changing urban environment: This includes: Causes and Impacts of population growth Migration Urbanisation and land use models Building and regeneration Shopping	Pupils are taught the main processes shaping rivers, the landforms created on and around rivers and causes, impacts and management strategies of river flooding	In this unit the focus is on giving pupils and understanding of the UKs weather and climate and the important factors producing our weather both at home and worldwide. Then, linking back to their work on climate change, pupils study the rise of extreme weather events in the UK	Finally, in year 7, pupils investigate the UKs industrial structure and how it is changing, focusing on industries like farming, manufacturing and the rise of MNCs. After this, pupils look at both local, national and global transport issues, like the possibility of a bypass around Kibworth and the building of HS2
End Point	To be able to use and understand different maps. Understand the impacts of Climate Change	To understand how settlements and population change over time and the consequences and issues created by these changes	To understand key processes, the landforms they produce and how people manage the impact of these processes	To understand (and to be able to explain) what produces our weather and be able to describe the weather competently	To understand the UK's employment structure and how and why it has changed and to evaluate the issues created by the created by the UK's changing transport network
Knowledge and Skills	To be able to recognise different maps symbols and different geographical features of maps.  Use four and six figure grid references and navigate different map environments  Explain the causes and effects and impacts of climate change and evaluate their importance	Explaining causes and effects of population changes.  Interpreting population models and apply them to real places  Debate and evaluating issues  Speech writing and working interdependently in groups	Explain how processes work to make landforms.  Evaluate effectiveness of flood management.  Understand views of different stakeholder groups regarding flood management.	Describe the UK's climate and explain what produces it.  Explain how different types of rainfall are created and draw accurate diagrams.  Evaluate the impacts of extreme weather	Understand the different types of jobs in UK economy and how these jobs have changed.  Draw and describe graphs.  Evaluate geographical issues and their impacts.
Knowledge Organiser	Geographical skills	Settlement and population	Rivers	Weather and Climate	Transport and Industry

Assessment	Baseline test and then a map skills exam (with an extended answer at the end)	Supermarket debate (group work, extended writing and oral presentation)	River Tees Booklet (extended project)	Extreme Weather in the UK newspaper report	Transport in the future poster
Reading Opportunities	Articles about Climate Change Textbook	Textbook	Textbook	Articles about extreme weather in the UK Textbook	Textbook Newspaper articles about Kibworth Bypass and HS2
Writing Opportunities	Exam Extended writing task evaluating the best ways to stop climate change	Persuasive speech writing for assessment Several opportunities for extended writing about population and migration issues	River Tees booklet] Flood management DME	Newspaper assessment Rainfall poster	Transport in the future poster
Vocabulary Focus	Physical Geography Human Geography Environmental Geography Urban Rural Sparsely populated Densely populated Latitude Longitude Relief Grid references Climate Change Enhanced Greenhouse Effect Greenhouse gases Deforestation Agriculture Industry	Demographic transition model Site Situation Megacity CBD/ Central Business District Land use Function Settlement hierarchy Services Slum Settlement Pattern Migration Push factors Pull Factors	Erosion Transportation Deposition V-shaped valley Waterfall Meander Confluence Tributary Mouth Source	Weather Climate Meteorology Temperature Air pressure Cloud cover Visibility Precipitation Wind speed Wind direction Convictional rainfall Frontal rainfall Relief rainfall Drought Tropical storms	Private transport Public transport Infrastructure Route Transport network Network density By-pass Passengers Congestion Motorway Primary Secondary Tertiary Quaternary
NC benchmark	Understand how human and physical processes interact to influence, and change landscapes, environments and the climate Build on their knowledge of globes, maps and atlases	Human geography (population and urbanisation)	Physical Geography (hydrology)	Physical Geography (weather and climate)	Human geography (economic activity in the primary, secondary, tertiary and quaternary sectors)

Year 8	Coasts	Resource Management	Ecosystems	Sustainability and Tourism
Overview	Study of coastal processes and the landforms they produce. Options available for coastal management and their effectiveness	Climate Change causes and impacts. Resources Food, water and energy with more in-depth focus on energy.	Study of how ecosystems work (energy and nutrient flows) Examples of global ecosystems, hot deserts and rainforest. Debate on rainforest exploitation.	The study of sustainability, in particular how tourism can be made more sustainable, both at home and abroad.
End Point	To understand key processes, the landforms they produce and how people manage the impact of these processes	Understanding of our consumption of resources and how this can be made more sustainable	To apply theory of ecosystems to examples and assess the impact of humans on that ecosystem.	To understand the concept of sustainability and be able suggest ways that different activities can be made more sustainable
Knowledge and Skills	Explain how processes work to make landforms.  Evaluate effectiveness of sea defences.  Understand views of different stakeholder groups regarding coastal management.	How understanding of man-made and natural climate change. The impacts of climate change and actions that individuals and governments can take to limit climate change.  How our energy, food and water supply systems work, what impacts these systems have and how they can be made more sustainable.	Food chains, Food webs, Trophic levels, nutrient cycle.  Know and explain the characteristics of hot desert and rainforest ecosystems.  Understand human use of the rainforest (both indigenous tribes and non-native use) and the impacts of this use.  Understand views of different stakeholder groups regarding rainforest development.	Describe and explain the concept of sustainability  To understand the principles of National Parks and consider and respond to the opinions of different stakeholders  Improve decision making and issue-based understanding
Knowledge Organiser	Coasts	Resource Management	Ecosystems	Sustainability and Tourism
Assessment	End of unit exam with DME (exam)	Energy saving booklet (extended project work)	Albraz deforestation debate (group work and speech)	Tourism Enquiry (DME and extend writing task)
Reading Opportunities	Textbook	Textbook	Albraz extended reading Textbook	Textbook
Writing Opportunities	DME section of coast exam	Energy Saving Booklet	Desert Survival Booklet	Tourism Enquiry

	Coastal conflicts			Albraz Debate		
Vocabulary Focus	Weathering Mechanical weathering Chemical weathering Erosion Hydraulic action Abrasion Attrition Solution Longshore drift Headlands and Bays Beaches Spits Bar Hard Engineering Sea Walls Rock armour Groynes Soft Engineering Beach nourishment Dune migration Marsh creation Managed retreat		Renewable Energy Non-renewable Energy National Grid Climate Change Enhanced greenhouse Effect Greenhouse gases Carbon footprint Energy consumption Energy Security Energy Insecurity		Biodiversity Tropical rainforest Hot deserts Adaptations Nutrients Desertification Deforestation Conservation Logging	Sustainability Development Tourism Eco-tourism Fairtrade Globalisation Development indicators The Development Gap Food miles Aid National Parks
NC benchmark	Locational knowledge, physical geography (coasts, weathering and physical processes)		Human geography (use of natural resources) and climate changes		Physical geography (ecosystems, interactions between humans and their environments) and locational knowledge	Geographical skills (maps skills), locational knowledge
Year 9	Natural Hazards	Economic Change and Development	Glaciation and Cold Environments	Changing World: Asian Tigers and African Lions	Skills and GIS	
Overview	Unit gives pupils an overview to different types of hazards and their impacts on different places and is split into the following two sections: <ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>• Weather hazards</li> </ul>	Unit gives pupil an understanding of development, how it measured and how economic change is happening in the UK	This unit is really two combined. Firstly, pupils study glacial landscapes and the processes. Then, they study polar regions as an example of a major world biome	At the end of year, pupils are to study China and Nigeria and the links between the two places. In particular, China's 'Belt and Road' policy and its impact in Africa	Give pupils an introduction to GIS and use simple software to analyse and interpret places and data	
End Point	To understand the causes of hazards, their impact on people and places and how they might be managed.	To understand the forces that cause economic change and their effects	To appreciate how glaciated landforms are created and the challenges and opportunities provided by cold environments	Extend pupils locational knowledge and deepen their spatial awareness of the world's countries and the	To understand the use of GIS and be familiar with how to use some mapping software	

				physical and human issues that affect each	
<b>Knowledge and Skills</b>	<p>Explain why different hazards occur</p> <p>Develop research skills</p> <p>Evaluate the responses to different hazards in different types of countries</p>	<p>Describe different development indicators</p> <p>Explain the different factors that influence the development</p> <p>Evaluate the merits of different strategies for reducing the global development gap, including investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans and their impacts on countries like Nigeria.</p>	<p>Describe the characteristics of different cold environments and the different components that they are made up of</p> <p>Explain how processes work to make landforms.</p> <p>Produce a guide of surviving cold environments</p>	<p>Describe and explain the different human and physical characteristics of different countries in Asia and Africa</p> <p>Understanding the influence of China on the rest of the world</p> <p>Able to evaluate the role of China in the world</p>	<p>Learn how to use basic mapping software</p> <p>Interpret data sets</p> <p>Draw evidence together to make conclusions about geographical issues</p>
<b>Knowledge Organiser</b>	Natural Hazards	Economic Change	Glaciation and Cold Environments	Changing World: Asian Tigers and African Lions	None
<b>Assessment</b>	End of unit exam (also mid unit newspaper report)	Essay: How can Nigeria close the development gap?	Cold environments survival guide	Poster	None (only 4 lesson unit)
<b>Reading Opportunities</b>	Haiti earthquake article textbook	Articles about aid and closing the development gap textbook	textbook	textbook	Information sheets, websites,
<b>Writing Opportunities</b>	Newspaper report about Haiti earthquake	End of unit assessment Class work Aid speeches	Survival Guide	Poster	Write up to GIS activities
<b>Vocabulary Focus</b>	<p>Tectonic</p> <p>Constructive margin</p> <p>Destructive margin</p> <p>Conservative margin</p> <p>Collision Zone</p> <p>Earthquake</p> <p>Volcanoes</p> <p>Tropical Storms</p> <p>Tornadoes</p> <p>Extreme weather</p> <p>Drought</p> <p>Magnitude</p>	<p>Birth rate</p> <p>Death rate</p> <p>De-industrialisation</p> <p>Demographic Transition Model</p> <p>Development</p> <p>Development gap</p> <p>Globalisation</p> <p>Gross national income (GNI)</p> <p>Infant mortality</p> <p>Life expectancy</p>	<p>Abrasion</p> <p>Arête</p> <p>Bulldozing</p> <p>Conservation</p> <p>Corrie</p> <p>Drumlin</p> <p>Erratics</p> <p>Freeze-thaw weathering</p> <p>Glacial trough</p> <p>Hanging valley</p> <p>Land use conflicts</p> <p>Moraine</p>	<p>Demographic Transition Model</p> <p>One Child Policy</p> <p>Belt and road</p> <p>Ageing population</p> <p>Family planning</p> <p>Industrial development</p> <p>Transnational Corporations</p>	<p>Database</p> <p>Base layer</p> <p>Coordinate</p> <p>Geographic Information System</p> <p>Global Positioning System</p> <p>Spatial Analysis</p>

	Richter Scale Saffir-Simpson Scale		Outwash Plucking Pyramidal peak Ribbon lake Truncated spur		
NC benchmark	Physical geography natural hazards, interactions between humans and their environments) and locational knowledge	Human (international development) geography	Physical (Glaciation and ecosystem) geography	Place knowledge (Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia)	Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
GCSE AQA: Human Geography	Urban Issues and Challenges	The Changing Economic World	The Challenge of Resource Management	Human Fieldwork	
Overview	<p>This unit is concerned with the development of urban areas, both in the UK and in LICs/NEEs around the world. Broadly speaking, the unit is split into two parts, both focused around a case study. These are:</p> <ul style="list-style-type: none"> <li>Urban growth in a megacity (Lagos)</li> <li>Urban change in a city in the UK (Leicester)</li> </ul> <p>Finally, pupils will learn about how urban areas could be managed more sustainably.</p>	<p>The changing economic world unit contains many of the most challenge ideas discussed throughout the course. Students consider:</p> <ul style="list-style-type: none"> <li>Variations in economic and social development</li> <li>Strategies for closing the development gap, including tourism (a case study of Bhutan is used here)</li> <li>Rapid economic development in a LIC or NEE (Nigeria)</li> <li>Major changes in the UK economy</li> </ul>	<p>In this unit pupils are asked to study the challenges of managing major resources, i.e. water, food and energy. The unit is split up into two parts:</p> <ul style="list-style-type: none"> <li>An overview of issues around water, food and energy management</li> <li>A more in-depth study of energy issues in the UK and around the world</li> </ul> <p>This second section includes two case studies, one focusing on fossil fuel exploration (fracking in Yorkshire) and renewable energy in a LIC (HEP in Nepal)</p>	<p>Pupils are required detailed understanding of how to conduct all aspects of fieldwork in the human environment. In short these are:</p> <ul style="list-style-type: none"> <li>Question setting</li> <li>Data collection</li> <li>Data presentation</li> <li>Data analysis</li> <li>Drawing conclusions and evaluating work</li> </ul>	
End Point	To have detailed knowledge of the issues causing urban change (urbanisation, migration, population growth, urban sprawl and urban regeneration) and their impacts on the economy, on people and the environment	To understand the complex and multifaceted reasons why places develop at different rates and the forces creating economic change and their impacts on different places	To understand that different issues impacting the management of resources and be able to evaluate the sustainability of different management strategies.	Pupils consolidate and extend their geographical understanding by relating learning to real experiences of the world.	
Knowledge and Skills	Describe the location and importance of places at different scales	Describe the different ways that development can be measured  Explained how different places develop and what strategies can be	Describe the UKs energy mix  Explain, in detail, the factors affecting supply and demand of different resources	Identify questions and sequences of enquiry  Write descriptively, analytically and critically	

	<p>Explain factors causing urban change and be able to explain their effects of different groups</p> <p>Cartographic skills</p> <p>Evaluate the opportunities and challenges of urban change</p>	<p>used to increase the rate of development</p> <p>Graphical and numerical skills</p> <p>Evaluate the impacts of economic change on people and place</p>	<p>Evaluate how resources management can be made more sustainable.</p>	<p>Communicate their ideas effectively</p> <p>Develop an extended written argument</p> <p>Draw well-evidenced and informed conclusions about geographical questions and issues</p>
Knowledge Organiser	2.1 Urban Issues and Challenges	2.2. The Changing Economic World	2.3. The Challenge of Resource Management	3.1 Geographical Enquiry
Assessment	End of unit exam, year 10 mock and year 11 mock	End of unit exam	End of unit DME (paper 3 practice) Year 10 mock and year 11 mock	Year 11 Mock
Reading Opportunities	Newspaper articles about transport in Nigeria and living in slums GeoActive article about sustainable urban living Textbook	textbook	Various articles about renewable energy Source sheet about fossil fuels Exam pre-release booklet	Article about Oadby
Writing Opportunities	Lagos revision guide Extended exam questions	Nigeria booklet Extended exam questions	DME (exam question)	Booklet write up
Vocabulary Focus	<p>Megacities</p> <p>Urbanisation</p> <p>Slums</p> <p>Push and pull factors</p> <p>Natural increase</p> <p>Informal economy</p> <p>Counter urbanisation</p> <p>Rural sprawl</p> <p>Urban regeneration</p> <p>Migration</p> <p>Sustainable urban living</p>	<p>Development</p> <p>Development gap</p> <p>Aid</p> <p>Microfinance</p> <p>Tourism</p> <p>TNCs</p> <p>Multiplier effect</p> <p>Globalisation</p> <p>Deindustrialisation</p> <p>North south divide</p>	<p>Water stress</p> <p>Water transfer schemes</p> <p>Food Miles</p> <p>Agribusiness</p> <p>Energy mix</p> <p>Energy security</p> <p>Renewable energy</p> <p>Fossil fuels</p> <p>Enhanced greenhouse effect</p>	<p>Hypotheses</p> <p>Risk Assessment</p> <p>Primary Data</p> <p>Secondary Data</p> <p>Quantitative Data</p> <p>Mean</p> <p>Median</p> <p>Mode</p> <p>Dispersion</p> <p>Range</p>
GCSE AQA: Physical Geography	The Challenge of Natural Hazards	The Living World	Physical Landscapes of the UK	Physical Fieldwork
Overview	<p>Unit is split up into three main parts. Pupils are to study in detail:</p> <ul style="list-style-type: none"> <li>Tectonic hazards (causes, impacts and management)</li> <li>Climatic hazards (causes, impacts and management)</li> <li>Climate Change</li> </ul> <p>Pupils are also required to learn four case studies. These are: two tectonic hazards in areas of contrasting levels of development (earthquakes in</p>	<p>Unit comprises three main sections. These are:</p> <ul style="list-style-type: none"> <li>How ecosystems operate</li> <li>Rainforests</li> <li>Hot deserts (though AQA gives schools the option of also studying cold environments)</li> </ul> <p>The first section of this topic should provide the basis to help study the other two, in terms of how each</p>	<p>Physical Landscapes of the UK is split into two main sections. These are:</p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Coasts</li> </ul> <p>Each topic follows the same format. First, pupils study the processes that shape the land. This is followed work on the landforms created by these processes. Finally, pupils learn about the management strategies at the coast (to stop it eroding away) and</p>	<p>Pupils are required detailed understanding of how to conduct all aspects of fieldwork in the physical environment. In short these are:</p> <ul style="list-style-type: none"> <li>Question setting</li> <li>Data collection</li> <li>Data presentation</li> <li>Data analysis</li> <li>Drawing conclusions and evaluating work</li> </ul>

	Japan and Nepal,) a tropical storm (Typhoon Haiyan) and an extreme weather event in the UK (The Heatwave of 2019)	ecosystem functions and the key theory. Each section requires a case study. These are Brocks Hill Country Park (small scale ecosystem,) The Amazon rainforest and the Sahara Desert.	around rivers (to manage the risk of flooding) Pupils need two case studies for each landscape. One about landforms and the other about management	
End Point	To understand the causes of hazards, their impact on people and places and how they might be managed	To appreciate how different ecosystems work and the challenges and opportunities of living in them	To understand how the different landscapes in the UK have been created and how human's are attempting to manage them	Pupils are able to consolidate and extend their geographical understanding by relating learning to real experiences of the world.
Knowledge and Skills	Describe and explain the distribution of different hazards.  Explain possible causes of climate change both natural (orbital changes, volcanic activity and solar output) and human (use of fossil fuels, agriculture and deforestation) and how the impacts can be mitigated  Evaluate the impacts of hazards on people and how different places respond differently to their threats.	Have an overview of the distribution and characteristics of large scale natural global ecosystems (Biomes)  Explain the interdependence of climate, water, soils, plants, animals and people in different ecosystems at a range of different scales.  Evaluate the success of strategies used to manage ecosystem change, be that deforestation in the rainforest or desertification on the fringes of desert.	Describe and explain the major processes that shape the landscapes of the UK (weathering, erosion, transport and deposition)  Using detailed written work and accurate diagrams, explain the sequence of the formation of landforms at the coast and on rivers  Evaluate the strengths and weaknesses of river flooding and coastal management schemes and their impact on different stakeholders.	Identify questions and sequences of enquiry Write descriptively, analytically and critically Communicate their ideas effectively Develop an extended written argument Draw well-evidenced and informed conclusions about geographical questions and issues
Knowledge Organiser	1.1. Natural Hazards	1.2 The Living World	1.3 Landscapes of the UK	3.1 Geographical Enquiry
Assessment	End of unit exam (plus question appears on year 11 mock)	End of unit exam	End of unit exam (plus question appears on year 10 mock and year 11 mock)	Year 11 mock exam
Reading Opportunities	GeoActive articles about Typhoon Haiyan and Nepal earthquake Living near volcanoes article UK heatwaves newspaper article Various news articles about climate change Textbook	News articles about desertification in the Med and Deforestation in the Amazon Information booklet about the Sahara Exam questions sources GeoActive article about desert adaptations Textbook	GeoActive articles about the river Tees and Dorset Coast News article about managed retreat Cliff collapse at Happisburgh information sheet Textbook	Brocks Hill Information sheet
Writing Opportunities	Nepal earthquake newspaper article Japan Earthquake proofing guide Extended exam questions	Extended exam question Small scale ecosystem poster	River Tees Poster Dorset Coast leaflet Exam questions	Booklet write up
Vocabulary Focus	Hazard Tectonic plates Plate boundaries Earthquakes	Ecosystems Food chains Nutrient cycling Small scale ecosystem	Relief Marine processes Fluvial processes Weathering and subaerial processes	Hypotheses Risk Assessment Primary Data Secondary Data



	Volcanoes Primary and secondary effects Immediate and long-term responses Global atmospheric pressure Hadley cell Tropical storms Climate change Mitigation Adaptation	Rainforest Adaptation Deforestation Hot desert Desertification Development	Erosion, transport and deposition Coastal and river landforms Management strategies Hard engineering Soft engineering	Quantitative Data Mean Median Mode Dispersion Range
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