



# Geography Curriculum Knowledge Map



## Year 7

<p><b><u>Geographical and Map skills</u></b></p> <ul style="list-style-type: none"> <li>-Continent</li> <li>-Country</li> <li>- Capital City</li> <li>-Oceans</li> <li>-Location</li> <li>-Compass directions</li> <li>- Environment</li> <li>- Cartographic</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of 'C.L.O.C.K' for locality of countries</li> <li>• Applying their knowledge on the 'continents and oceans' with key facts</li> <li>• Capital Cities and Flags</li> <li>• Importance of compass directions for spatial awareness (e.g north, east, south, west)</li> <li>• Understanding map skills (e.g title, key, map symbols, scale, relief, grid references)</li> <li>• Practicing scale and creating different types of scale.</li> <li>• Application of map skills in the creation of their own map (e.g Treasure Island)</li> <li>• Longitude and Latitude understanding</li> <li>• Understanding the importance of an atlas, including the retention of key skills needed to utilise it effectively.</li> <li>• OS map understanding, creation and assessment.</li> <li>• Winter festivals</li> <li>• Summer festivals</li> <li>• Asia importance (international importance)</li> <li>• Africa importance (international importance)</li> </ul>
<p><b><u>The British Isles</u></b></p> <ul style="list-style-type: none"> <li>-Sovereign State</li> <li>-Population</li> <li>-Distribution</li> <li>-Density</li> <li>-Sparsity</li> <li>-Economy</li> <li>-Ecosystem</li> <li>-Transect</li> <li>-Climate</li> <li>-Ethnicity</li> <li>-Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the difference between the British Isles, Great Britain and the UK</li> <li>• Understanding a 'sovereign state'</li> <li>• Applying map skills to create their own map of the British isles with key features (e.g rivers, mountains, national parks, capital cities)</li> <li>• Climate in the British Isles, including temperature and rainfall (e.g relief rainfall)</li> <li>• Interpreting, analysing and creating climate graphs, including comparison between Dubai and London.</li> <li>• Analysing the 'transect' of 'John O Groats', looking at the economic/social importance of each city</li> <li>• Understanding the importance of 'national parks', their ecosystems and tourism impacts</li> <li>• Analysing the 'population' of the British Isles, looking at density, sparsity, urban and rural areas (e.g satellite maps).</li> <li>• Understanding the economic structure in the British Isles, including primary, secondary, tertiary and quaternary industries)</li> <li>• Analysing the 'north and south' divide in the UK, linking to the economic structure.</li> <li>• Brownfield and greenfield sites, in relation to regeneration in the British Isles</li> <li>• Multiculturalism in the UK, celebrating history (cross-curricular links)</li> <li>• Ecosystems in the UK, including deciduous forests in the UK</li> <li>• Attempting to critically analyse data through 'microclimate' fieldwork, offering evaluation and justification.</li> </ul>
<p><b><u>Africa</u></b></p> <ul style="list-style-type: none"> <li>-Religion</li> <li>-Language</li> <li>-Culture</li> <li>-Tourism</li> <li>-Ecosystem</li> <li>-Ethnicity</li> <li>-Nationality</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping the African country, including locality of countries (N/E/S/W)</li> <li>• To understand the languages spoken in Africa, climate, customs, religions,foods, and landforms across the continent.</li> <li>• To appreciate physical landmarks in the African continent, including rivers, mountains, volcanoes and waterfalls</li> <li>• Case Studies: Victoria Falls, The River Nile, Mount Kilimanjaro</li> <li>• To create a letter to UNESCO about natural conservation, encouraging them to identify threats to the natural geography of Africa.</li> <li>• To identify and differentiate between Africa's richest ecosystems, including deserts, tropical rainforests and savannahs (Climate, Latitude, Characteristics)</li> <li>• Case Study: Savannah in Africa, including adaptations such as the elephant, giraffe, cheetah. Lion and zebra</li> <li>• Tourism in Kenya, evaluating the benefits and costs</li> <li>• Comparing tourism in Kenya to the British Isles.</li> <li>• Case Study: Masai Mara tribe. Evaluating threat to their culture.</li> <li>• Case Study: To investigate reduction in the development gap in Nigeria (social, economic and environmental reasons)</li> </ul>
<p><b><u>Rivers</u></b></p> <ul style="list-style-type: none"> <li>-Long profile</li> <li>-Cross profile</li> <li>- Erosion</li> <li>- Deposition</li> <li>- Velocity</li> <li>- Discharge</li> <li>- Engineering</li> <li>- Flooding</li> </ul>	<ul style="list-style-type: none"> <li>• To understand a river drainage basin, along with the links between the water cycle.</li> <li>• To understand the downstream changes of a river's long-profile and cross profile</li> <li>• To explain how processes (erosion, deposition, transportation) influence the changing shape of a river.</li> <li>• To describe and explain upper course formations such as interlocking spurs, waterfalls and gorges</li> <li>• To describe and explain middle course formations such as meanders and oxbow lakes</li> <li>• To describe and explain lower course formations such as floodplains and levees</li> <li>• Human and natural causes of flooding.</li> <li>• To distinguish the differences hard and soft engineering strategies for river flooding.</li> <li>• To evaluate and justify the advantages and disadvantages of hard and soft engineering strategies to reduce flooding risk of a river, using a case study (Jubilee River)</li> </ul>

# Geography Curriculum Knowledge Map



## Year 8

<p><b><u>Development</u></b></p> <ul style="list-style-type: none"> <li>- GNI</li> <li>- Uneven development</li> <li>- Foreign Investment</li> <li>- Aid</li> <li>- Wealth</li> <li>- Poverty</li> <li>- Migration</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the development indicators that a country's development, including GNI</li> <li>• To assess whether the HDI scale (Human Development Index) is a good measure of development</li> <li>• To evaluate the causes of uneven development, including war, natural disasters, money and social indicators (healthcare and education)</li> <li>• Case Study: Ghana (assessing the causes of uneven development)</li> <li>• Case Study: Democratic Republic of Congo (Consequences of uneven development, including wealth, health and migration disparities)</li> <li>• To evaluate the strategies to reduce uneven development, including 'Fair Trade' and aid.</li> <li>• Blood diamond- how can diamonds be a curse or reward? (Case Study: Sierra Leone)</li> <li>• Case Study in Rio De Janeiro (Urban Issues)- How foreign investment has reduced the development gap.</li> </ul>
<p><b><u>Climate Change</u></b></p> <ul style="list-style-type: none"> <li>- Global Warming</li> <li>- Mitigation</li> <li>- Adaptation</li> <li>- Atmosphere</li> <li>- Greenhouses gases</li> <li>- Pollution</li> <li>- Sustainability</li> <li>- Small-Scale vs Large Scale</li> <li>- Fossil Fuels</li> <li>- Renewable energy</li> <li>- Infinite vs finite</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the evidence of global warming, including temperature levels for judgement</li> <li>• To understand how the earth stays warm, including the 'Greenhouse Gas Effect.'</li> <li>• To evaluate the natural causes of climate change, including orbital theories, sunspot activity and volcanic eruptions.</li> <li>• To evaluate the human causes of climate change, including deforestation, agriculture and fossil fuels.</li> <li>• To understand the direct effects of climate change, including the sea levels rising in the Maldives.</li> <li>• Case Study: Climate Refugees in Bangladesh.</li> <li>• To evaluate the strategies for mitigation in reducing the impact of climate change, including international agreements, afforestation, carbon capture and renewable energy.</li> <li>• Wind Turbine farms in Essex</li> <li>• To evaluate strategies on adaptation for climate change, including desalination and management strategies.</li> <li>• To investigate COP26 and its purpose.</li> <li>• To investigate pollution in London, including strategies to reduce the impacts (e.g supercycle highways)</li> <li>• Recycling measures, including reduce, reuse and reduce</li> <li>• Social Action: BEDZED community as a sustainable urban living environment</li> <li>• Future of Climate change.</li> <li>• To investigate how big corporations are becoming more sustainable.</li> </ul>
<p><b><u>Coasts</u></b></p> <ul style="list-style-type: none"> <li>- Erosion</li> <li>- Deposition</li> <li>- Transportation</li> <li>- Waves</li> <li>- Fetch</li> <li>- Longshore Drift</li> <li>- Landforms</li> <li>- Hard vs Soft engineering</li> <li>- Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how erosional, depositional and transportational processes shape the coastline.</li> <li>• To learn about mini fieldwork skills when applying knowledge of the Jurassic Coastline.</li> <li>• To describe and explain the difference between constructive and destructive waves</li> <li>• To understand how fetch, time and speed can influence the power of waves</li> <li>• To understand longshore drift and how this creates depositional landforms.</li> <li>• To understand how erosional landforms shape the coastline, including Old Harry's rock.</li> <li>• To understand the impact of coastal recession from coastal processes</li> <li>• To understand how tourism impacts the Jurassic Coastline, including physical landmarks and EQS investigation skills</li> <li>• To evaluate coastal management strategies at reducing coastal erosion, including the UK</li> <li>• Case Study: Holderness Coastline (Effects of coastal recession, impacts of engineering strategies, including social, economic and environmental aspects).</li> </ul>
<p><b><u>Migration and Population</u></b> (anti-racism unit)</p> <ul style="list-style-type: none"> <li>- Push and Pull factors</li> <li>- Natural increase</li> <li>- Population</li> <li>- Climate</li> <li>- Migrant</li> <li>- Immigration</li> <li>- Economic</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the evidence of global warming, including temperature levels for judgement</li> <li>• To understand the difference between the types of migrants, including climate and economic migration.</li> <li>• To understand the differences between push and pull factors and how this shapes a population</li> <li>• To understand natural increase, and how this influences a healthy population.</li> <li>• Cross curricular links with 'Windrush Generation' and 'Transatlantic Slave Trade' topics</li> <li>• To understand the history of African and Caribbean migration into London and parts of the UK, including exercises on timelines, choropleth maps and line graphs.</li> <li>• To understand how colonialism and landlocked countries have impacted development within Africa, including skills on gapminder.</li> <li>• To learn about population pyramids and how this aims to demonstrate age/sex/development within a country, including possible links with the 'Demographic Transition Model.'</li> </ul>
<p><b><u>Crime in the UK</u></b></p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Authority</li> <li>- Mental health</li> <li>- Deprivation</li> <li>- Urban</li> <li>- Poverty</li> <li>- Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• To define the term crime and consider the different forms it takes.</li> <li>• To describe how types of crime may differ between different locations</li> <li>• To describe the social, economic, environmental and political influences on crime</li> <li>• To explain the influences on crime</li> <li>• To assess how the environment can be altered to reduce crime</li> <li>• To define 'urban deprivation'</li> <li>• To explain how urban deprivation can lead to a cycle of poverty, using a case study (e.g Liverpool)</li> <li>• To examine a strategy which can reduce urban deprivation</li> <li>• To plot a bar chart displaying crime data, using crime statistics in Stratford in comparison to the rest of London</li> <li>• To describe and explain data, learning skills in making valid conclusions</li> <li>• To evaluate strategies that would have helped catch Jack the Ripper? (cross-curricular link)</li> <li>• To investigate and challenge misconceptions about crimes and ethnicity in the UK (<i>controversial lesson</i>)</li> </ul>



# Geography Curriculum Knowledge Map



## Year 9

<p><b><u>Wildfires/Climate Change</u></b></p> <ul style="list-style-type: none"> <li>- The 'theory' of Climate change</li> <li>- The synopticity (interconnected) between Distribution and Density</li> <li>- Management</li> <li>- Relief</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of wildfires (cross-curricular links)</li> <li>• Distribution of wildfires (T.E.A)</li> <li>• Climate change synopticity with wildfires, along with case studies on 'Greece' and 'USA.'</li> <li>• To investigate the 'worst' wildfire in history,. For example, Australia.</li> <li>• To investigate the short term and long-term relief strategies immediately after a wildfire.</li> <li>• Evaluation on 'Direct and indirect' management strategies to combat wildfires and their responsibilities</li> <li>• Decision making on preventative measures to wildfires- Yosemite National Park (USA)</li> <li>• To investigate responsibility of wildfires, including hikers, tourists, government and scientists.</li> <li>• To predict the future of wildfires</li> <li>• Deforestation and wildfires</li> </ul>
<p><b><u>Ecosystems/Oceans</u></b></p> <ul style="list-style-type: none"> <li>- To understand 'Adaptation'</li> <li>- Biodiversity</li> <li>- Biotic/Abiotic components</li> <li>- Biome/Large-scale ecosystem</li> <li>- Gulf Stream</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding on the science of 'ecosystems'</li> <li>• Adaptations of 'large-scale ecosystem' ecosystems and their disruption from human</li> <li>• Importance of the ocean, including the 5 main layers and ocean currents (e.g Gulf Stream)</li> <li>• Investigation into the importance of coral reefs and their adaptations (e.g cuttlefish)</li> <li>• Human Uses of the ocean (Case study: Bajau People)</li> <li>• Human impacts of the ocean (e.g plastic pollution) and management strategies to reduce the impact (mitigation)</li> <li>• Antarctic Ice vs Arctic Ice (Evaluation on sea levels rising)</li> <li>• Trade importance for non-landlocked countries</li> <li>• Case Study: 'Timor Leste' mitigation strategies</li> </ul>
<p><b><u>Tropical Rainforest Issue evaluation</u></b></p> <ul style="list-style-type: none"> <li>- Interdependence</li> <li>- Deforestation</li> <li>- Social, economic and environmental</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of tropical rainforests and the interdependence</li> <li>• Adaptations of the tropical rainforest, including plants and animals.</li> <li>• The concept of 'deforestation' and their impacts (social, economic, environmental)</li> <li>• Strategies to protect the tropical rainforest (mitigation)</li> <li>• Value of the rainforest and its link to climate</li> <li>• Case Study: 'Peruvian' Rainforest, including C.L.O.C.K and facts about deforestation</li> <li>• Interdependence of rainforests</li> </ul>
<p><b><u>Tectonics</u></b></p> <ul style="list-style-type: none"> <li>- Convection Currents</li> <li>- Plate boundaries</li> <li>- Continental Drift</li> <li>- Structure of the earth</li> </ul>	<ul style="list-style-type: none"> <li>• The 'theory' of continental drift and convection currents</li> <li>• Distribution of tectonic activity</li> <li>• Plate boundary movement, including the main main types (destructive, conservative, constructive)</li> <li>• Shield and Composite volcanoes/Earthquakes/Seismic wave activity</li> <li>• Hotspot activity in Hawaii</li> <li>• To investigation why people live near volcanoes, including Iceland.</li> <li>• Fold Mountains (e.g Mount Everest) and collision plate margins</li> <li>• Case Studies: 'Yellowstone National Park Eruption', 'Montserrat Eruption', 'Japan's Tsunami', as well as comparative lessons on Haiti (LIC) and New Zealand (HIC)</li> </ul>
<p><b><u>Weather Hazards, including Tropical storms</u></b></p> <ul style="list-style-type: none"> <li>- Eye of the storm</li> <li>- Evaporation</li> <li>- Condensation</li> <li>- Pressure zones</li> <li>- Global atmospheric Circulation</li> </ul>	<ul style="list-style-type: none"> <li>• The 'concept' of tropical storms and its science (cross-curricular link)</li> <li>• Distribution of Tropical Storms (T.E.A)</li> <li>• Structure, Characteristics and Formation of a tropical storm</li> <li>• Global atmospheric circulation and location</li> <li>• Coriolis effect</li> <li>• Case Study: 'Typhoon Haiyan (LIC)', 'Hurricane Katrina (HIC)'- Evaluating the responses to the storm (HIC VS LIC)</li> <li>• 3 PPPs of Tropical Storms (Prediction, Protection, Planning), e.g Bangladesh</li> <li>• UK weather Hazards, including drought, heatwaves and flooding</li> <li>• Hosepipe ban in the UK</li> <li>• Drought in the Sahel, including causes and strategies to combat climate change.</li> </ul>
<p><b><u>Globalisation</u></b></p> <ul style="list-style-type: none"> <li>- Containerisation</li> <li>- Transnational corporation</li> <li>- Fairtrade</li> <li>- Digital Divide</li> <li>- Development</li> <li>- Economy</li> <li>- Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• The theory of 'Globalisation, including 'time-space convergence'</li> <li>• The 'idea' of containerisation and advanced technology</li> <li>• To investigate Transnational corporations (Case Studies: Nike, Primark, BT, Coca Cola)</li> <li>• How manufacturing industries increases the economy</li> <li>• To be able to refine decision making skills in the 'trading game' and 'factory location'</li> <li>• The purpose of Fairtrade to reduce the development gap</li> <li>• The research into the 'digital divide' of countries (HIC vs LIC)</li> <li>• The 'American Dream' and how globalisation spurred the USA to become a popular city for migration (Case Study: Detroit)</li> <li>• Diseases and Globalisation (Case Study: COVID-19, Malaria, HIV)</li> <li>• Globalisation and Sport (Case Studies: RIO and TOKYO olympics/Stratford regeneration)</li> <li>• Globalisation and Tourism (Case Study: Portugal)</li> <li>• Globalisation and Trade (e.g China and the UK)</li> </ul>