

Curriculum and Skills Mapping Template

Subject : Geography Key Stage: 3 Year: 8

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1	Where can geography take you? Mapping the UK and IOM.	<p>To know what makes a good geographer.</p> <p>Asking geographical questions</p> <p>Key aspects of studying people and places.</p> <p>How to use geographical data, including maps.</p> <p>Locate and describe places using latitude and longitude.</p> <p>Create and interpret population pyramids.</p>	<p>Baseline Assessment start of Year 7</p> <p>Where can geography take you?</p>	<p>Geographical Skills: Locate and describe places using latitude and longitude. Map Skills. Photo interpretation. Creating and interpreting Graphs. Specialist geographical terms.</p>	<p>Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy</p>
Autumn Term 2	Tourism	To define tourism and describe why tourism is important.	Academic Poster: National Parks.	<p>Interpreting tourism figures. Mapping the location of National Parks.</p>	<p>Understanding different viewpoints Reflection Responding to Feedback Resilience</p>

		<p>To understand sustainable tourism in Antarctica.</p> <p>To classify the positive and negatives both in Antarctica and Isle of Man.</p> <p>Define movie tourism. How can movies increase tourism and the positive and negative impacts on an area?</p> <p>To describe and explain why National Parks were set up, why they are of importance and what conflicts exist.</p>		<p>Conflicts in National Parks – different viewpoints.</p> <p>Classifying information.</p> <p>Specialist geographical terms.</p>	<p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Spring 1	How has Africa's past shaped its present?	<p>Understand the opportunities and challenges facing Africa. Describe the physical and human geography of Africa.</p> <p>Identify the effects of European colonialism in Africa from the fifteenth</p>	Africa assessment	<p>Interpret climate maps and graphs for Africa. Use atlas maps and photos to investigate Africa.</p> <p>Interpret graphs, statistics, population density maps.</p> <p>Use Dollar Street to investigate and compare two families</p>	<p>Understanding different viewpoints</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

		<p>to the twentieth centuries.</p> <p>Understand the differences in levels of development across African countries Understand and describe the pattern of climate zones and biomes across Africa.</p> <p>Identify the causes and consequences of desertification in the Sahel.</p> <p>Understand the challenges and opportunities of urbanisation in Africa.</p> <p>Understand the trading links between Africa and China.</p>		<p>from contrasting economic backgrounds. Challenging stereotypical views about the continent of Africa. Apply understanding of development and Sustainable Development Goals to Africa. Classifying information. Specialist geographical terms.</p>	<p>Values of a global citizen.</p>
Spring 2	The Global Fashion Industry	<p>Know the ethical and sustainability issues in the fashion industry.</p> <p>To know the patterns of consumption are changing.</p>	The global fashion industry assessment	<p>Photo interpretation Graphs to show footwear consumption Classify statements Specialist geographical terms.</p>	<p>Understanding different viewpoints Reflection Responding to Feedback Resilience Evaluation</p>

		<p>To understand what t-shirts are made of and how they are produced. To know where jeans are made.</p> <p>To define the meaning of fast fashion, and why supply the chains are important in clothing production.</p> <p>To understand why fast fashion is a global industry.</p> <p>To know how we can make fashion more ethical and sustainable.</p>			Drawing conclusions Oracy
Summer 1	Changing Landscapes: Rivers	<p>To identify the human and physical features of the river Tees.</p> <p>Locate the world's major river basins.</p> <p>Understand the water cycle and drainage basin processes.</p> <p>Understand river processes – erosion,</p>	Changing Landscapes: Rivers Assessment	<p>Comparing an OS Map with an aerial photo to identify river features. Drawing a cross section of a river valley. Use Digimaps (GIS) to investigate the long profile of the River Tees. Specialist geographical terms.</p>	<p>Understanding different viewpoints Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving Oracy</p>

		<p>transportation, deposition to create landscapes.</p> <p>Identify river landscapes and explain their formation, waterfall, meanders, ox-bow lakes.</p> <p>To identify river landforms in OS maps.</p> <p>Identify how people use rivers.</p> <p>Understand why people investigate drainage basin processes.</p> <p>Know to how human and physical factors cause rivers to flood.</p> <p>Identify ways people respond to river flooding.</p>			
Summer 2	Changing Landscapes: Coasts	To understand what shapes our coastline landscapes.	Changing Landscapes: Coasts Assessment	Comparing an OS Map with an aerial photo to identify coastal features. Specialist geographical terms.	Understanding different viewpoints Reflection Responding to Feedback Resilience

		<p>To understand the importance of geology in shaping the coastline. To describe and explain the forms of erosion that take place on the coast.</p> <p>To identify and describe the landforms created by different forms of erosion.</p> <p>Understand how transportation and deposition change the coastline.</p> <p>To understand how life on the Holderness Coast has changed.</p> <p>To understand what is meant by coastal management and identify types of sea defences.</p>		<p>Classification of information. Fieldwork skills.</p>	<p>Evaluation Drawing conclusions Decision making and problem solving Oracy</p>
				<p>Comparing an OS Map with an aerial photo to identify river features.</p>	

				<p>Drawing a cross section of a river valley. Use Digimaps (GIS) to investigate the long profile of the River Tees. Specialist geographical terms.</p>	
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Curriculum and Skills Mapping Template

Subject : Geography Key Stage: 3 Year: 9

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1	Urban Issues	<p>Understand the process of rural to urban migration.</p> <p>Understand urbanisation and how cities evolve.</p> <p>Understand how global patterns of urbanisation are changing and consider the problems cause by urbanisation.</p> <p>Understand how urbanisation is changing lives in Karnataka, India.</p> <p>Why do people live in poverty.</p> <p>Understand how cities change over time, Dubai.</p>	Urban Issues - Supersized earth essay assessment	<p>Geographical Skills: Interpret population data. Interpret population density maps Photo analysis Specialist geographical terms</p>	<p>Empathy Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy</p>

		<p>Understand what is a world city.</p> <p>Understand how we can design cities to be more sustainable.</p>			
Autumn Term 2	Re-thinking tropical rainforests?	<p>Know key facts about the Amazon rainforest.</p> <p>Know some examples of valuable services provided by tropical rainforest.</p> <p>Understand why rainforests are important for everyone Understand reasons why rainforests are at risk.</p> <p>Understand how governments have acted to reduce and to speed up destructive development of the rainforest.</p>	Re-thinking tropical rainforests assessment	<p>Interpret satellite images of the Amazon rainforest.</p> <p>Use geographical writing to describe and explain the impacts of destructive development of the rainforest</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Spring 1	Will we ever know enough about earthquakes &	Understand the theory of plate tectonics and how volcanoes and	Volcanoes and Earthquakes Assessment.	<p>Interpret atlas maps.</p> <p>Interpret eye-witness accounts.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p>

	<p>volcanoes to live safely?</p>	<p>earthquakes are linked to plate tectonics.</p> <p>Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries.</p> <p>Locate and investigate natural disasters in Haiti, Iceland, Japan and Nepal.</p> <p>The hazards for people and associated with these events.</p> <p>How scientists attempt to predict, manage and prevent these hazards.</p>		<p>Use new geographical terminology.</p>	<p>Resilience Evaluation Drawing conclusions Decision making and problem solving Oracy</p>
Spring 2	<p>What is development?</p>	<p>Understand the global patterns of developments, locating countries in different states of development. Consider the different definitions of development and measures of development.</p>	<p>Development assessment</p>	<p>Use the Development Compass Rose to classify indicators of development. Interpret statistics. Dollar Street website and choropleth maps to investigate patterns of development at different scales.</p>	<p>Empathy Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving Oracy</p>

		<p>To understand where and why inequality occurs. Understand the different reasons for poverty, including gender inequality.</p> <p>To understand the actions taken by individuals, governments and communities to aid development.</p>		Use of new geographical terminology.	Values of global citizen
Summer 1	What is weather & climate?	<p>Understand concepts of weather and climate.</p> <p>To understand the elements that make up the weather and climate.</p> <p>Understand the basic principles, process, and patterns of weather and climate.</p> <p>Understand how the weather affects our daily lives.</p> <p>To be able to read weather maps using synoptic codes.</p>	Weather & Climate Assessment	<p>Geographical enquiry and skills – school microclimate.</p> <p>Use synoptic code, weather charts and satellites to analyse weather patterns.</p> <p>Interpret and draw climate graphs for the UK.</p> <p>Interpret climate maps for the UK and world</p> <p>Use new geographical terminology.</p>	<p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Oracy</p>

		Understand how the weather is measured, recorded and forecast.			
Summer 2	Energy	<p>Know that energy is an essential resource for development and quality of life.</p> <p>Understand that energy comes from different sources: most energy currently comes from fossil fuels, formed millions of years ago; some energy from renewable sources.</p> <p>Understand the world's demand for energy is increasing, and some reasons why.</p> <p>Understand that energy consumption is uneven, between high, middle and low income countries as well as having contrasting patterns of energy use in different sectors of their economies.</p>	Energy Assessment	Retrieve and interpret data from a variety of graphs and maps. Classifying information. Use of geographically terminology.	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Oracy</p>

		<p>To understand that energy resources and production are not evenly distributed: some counties have better energy security than others.</p> <p>Understand energy production and use can have significant downsides, particularly the air pollution and climate change impacts of burning fossil fuels.</p>			

Curriculum and Skills Mapping Template

Subject: Geography Key Stage: 4 Year: 10

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1	2.4. Weather 2.5 Climate and Natural Vegetation	Describe how weather data are collected. Make calculations using information from weather instruments. Use and interpret graphs and other diagrams showing weather and climate data. Describe and explain the characteristics of two climates: - equatorial and a hot desert. Describe and explain the characteristics of tropical rainforest and hot desert ecosystems	End of unit assessment: Weather, climate and natural vegetation	Interpret and analyse geographical data. Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form. Use geographical data to recognise patterns in data and describe relationship. Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.	Empathy Reflective Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving Oracy

		<p>Describe the causes and effects of deforestation of tropical rainforest.</p> <p>Develop case study knowledge of an area of tropical rainforest and an area of hot desert.</p>			
Autumn Term 2	<p>1.1 Population Dynamics</p> <p>1.2 Migration</p> <p>1.3 Population Structure</p> <p>1.4. Population density & Distribution</p>	<p>Describe and give reasons for the rapid increase in the world's population.</p> <p>Show an understanding of over-population and under-population.</p> <p>Understand the main causes of a change in population size.</p> <p>Give reasons for contrasting rates of natural population change.</p> <p>Describe and evaluate population policies.</p> <p>Develop case study knowledge of the following: A country which is over-populated.</p>	End of unit assessment: Population.	<p>Interpret and analyse geographical data.</p> <p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Empathy</p> <p>Reflective</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

		<p>A country which is under-populated.</p> <p>A country with a high rate of natural population growth.</p> <p>A country with a low rate of population growth (or population decline).</p> <p>Explain and give reasons for population migration.</p> <p>Demonstrate an understanding of the impacts of migration.</p> <p>Develop case study knowledge of international migration. Identify and give reasons for and implications of different types of population structure.</p> <p>Develop case study knowledge of a country with a high dependent population.</p> <p>Describe the factors influencing the density</p>			
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		<p>and distribution of population.</p> <p>Develop case study knowledge of a densely populated country or area (at any scale from local to regional) and a sparsely populated country or area (at any scale from local to regional).</p>			
Spring 1	<p>2.2 Rivers</p> <p>3.6 Water</p>	<p>Explain the main hydrological characteristics and processes which operate in rivers and drainage basins.</p> <p>Demonstrate an understanding of the work of a river in eroding, transporting and depositing.</p> <p>Describe and explain the formation of the landforms associated with these processes.</p> <p>Demonstrate an understanding that rivers present hazards</p>	End of unit assessment: Rivers & Water.	<p>Interpret and analyse geographical data.</p> <p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Empathy</p> <p>Reflective</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

		<p>and offer opportunities for people.</p> <p>Explain what can be done to manage the impacts of river flooding.</p> <p>Develop case study knowledge of the opportunities presented by a river or rivers, the associated hazards and their management.</p> <p>Describe methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development.</p> <p>Explain why there are water shortages in some areas and demonstrate that careful management is required to ensure future supplies.</p>			
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		Develop case study knowledge of water supply in a country or area.			
Spring 2	2.1 Earthquakes & Volcanoes 1.5 Settlements (rural and urban) and service provision 1.6 Urban settlements 1.7 Urbanisation	Describe the main types and features of volcanoes and earthquakes. Describe and explain the distribution of earthquakes and volcanoes. Describe the causes of earthquakes and volcanic eruptions and their effects on people and the environment. Demonstrate an understanding that volcanoes present hazards and offer opportunities for people. Explain what can be done to reduce the impacts of earthquakes and volcanoes.	End of unit assessment: Volcanoes & Earthquakes End of unit assessment: Settlement	Interpret and analyse geographical data. Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form. Use geographical data to recognise patterns in data and describe relationship. Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.	Empathy Reflective Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving Oracy

		<p>Develop case study knowledge of an earthquake and a volcano.</p> <p>Explain the patterns of settlement.</p> <p>Describe and explain the factors which may influence the sites, growth and functions of settlements.</p> <p>Give reasons for the hierarchy of settlements and services.</p> <p>Develop case study knowledge of settlement and service provision in an area.</p> <p>Describe and give reasons for the characteristics of, and changes in, land use in urban areas.</p> <p>Explain the problems of urban areas, their</p>			
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		<p>causes and possible solutions.</p> <p>Develop case study knowledge of an urban area or urban areas.</p> <p>Identify and suggest reasons for rapid urban growth.</p> <p>Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts.</p> <p>Develop case study knowledge of a rapidly growing urban area in a developing country and migration to it.</p>			
Summer 1	3.1 Development	<p>Use a variety of indicators to assess the level of development of a country Identify and explain inequalities between and within countries.</p> <p>Classify production into different sectors and</p>	End of unit assessment: Development.	<p>Fieldwork Skills – River Neb</p> <p>Develop techniques for observing and collecting data.</p>	Groupwork Resilience

		<p>give illustrations of each.</p> <p>Describe and explain how the proportions employed in each sector vary according to the level of development.</p> <p>Describe and explain the process of globalisation, and consider its impacts.</p> <p>Develop case study knowledge of a transnational corporation and its global links.</p>			
Summer 2	Geographical Skills (preparation for Paper 4)	<p>Develop geographical skills in preparation for paper 4.</p> <p>Develop skills and analysis.</p> <p>Develop techniques for organising and presenting data.</p>	Year 10 Exam	Geographical literacy Interpretation of data, recognising patterns. Analysis and interpretation of data.	<p>Reflective</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p>

Curriculum and Skills Mapping Template

Subject: Geography Key Stage: 4 Year: 11

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1	2.3 Coasts	<p>Demonstrate an understanding of the work of the sea and wind in eroding, transporting and depositing.</p> <p>Describe and explain the formation of the landforms associated with these processes.</p> <p>Describe coral reefs and mangrove swamps and the conditions required for their development.</p> <p>Demonstrate an understanding that coasts present hazards and offer opportunities for people.</p> <p>Explain what can be done to manage the</p>	End of unit assessment coasts	<p>Interpret and analyse geographical data.</p> <p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Empathy</p> <p>Reflective</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

		<p>impacts of coastal erosion.</p> <p>To develop case study knowledge of the opportunities presented by an area or areas of coastline, the associated hazards and their management.</p>			
Autumn Term 2	3.2 Food Production	<p>Describe and explain the main features of an agricultural system: inputs, processes and outputs.</p> <p>Recognise the causes and effects of food shortages and describe possible solutions to this problem.</p> <p>Develop case study knowledge of a farm or agricultural system and a country or region suffering from food shortages.</p>	<p>Year 11 Mock exam - (part paper 1 and a full paper 2).</p> <p>Exam Questions</p>	<p>Interpret and analyse geographical data.</p> <p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Reflective</p> <p>Resilience</p> <p>Responding to feedback</p> <p>Empathy</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Spring Term 1	3.3 Industry	<p>Demonstrate an understanding of an industrial system:</p>	<p>End of unit assessment - Industry</p>	<p>Interpret and analyse geographical data.</p>	<p>Reflective</p> <p>Resilience</p>

		<p>inputs, processes and outputs (products and waste).</p> <p>Describe and explain the factors influencing the distribution and location of factories and industrial zones.</p> <p>Develop case study knowledge of an industrial zone or factor.</p>		<p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Responding to feedback</p> <p>Empathy</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Spring Term 2	3.4 Tourism	<p>Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape.</p> <p>Evaluate the benefits and disadvantages of tourism to receiving areas.</p> <p>Demonstrate an understanding that</p>	End of unit assessment - tourism	<p>Interpret and analyse geographical data.</p> <p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns</p>	<p>Reflective</p> <p>Resilience</p> <p>Responding to feedback</p> <p>Empathy</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

		<p>careful management of tourism is required in order for it to be sustainable.</p> <p>Develop case study knowledge of an area where tourism is important.</p>		<p>in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	
Summer Term 1	3.5 Energy	<p>Describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; globally and in different countries at different levels of development.</p> <p>Evaluate the benefits and disadvantages of nuclear power and renewable energy sources.</p> <p>Develop case study knowledge of energy supply in a country.</p>	End of unit assessment - energy	<p>Interpret and analyse geographical data.</p> <p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Reflective</p> <p>Resilience</p> <p>Responding to feedback</p> <p>Empathy</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Summer Term 2	3.7 Environmental Risk of Economic Development	Describe how economic activities may pose threats to the natural	Exam Questions	Interpret and analyse geographical data.	<p>Reflective</p> <p>Resilience</p>

		<p>environment and people, locally and globally.</p> <p>Demonstrate the need for sustainable development and management.</p> <p>Understand the importance of resource conservation.</p>	<p>Students to complete a full paper 1, in preparation for May exams.</p>	<p>Use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form.</p> <p>Use geographical data to recognise patterns in data and describe relationship.</p> <p>Develop an appreciation of the attitudes, values and beliefs of others in geographical issues.</p>	<p>Responding to feedback</p> <p>Empathy</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

Curriculum and Skills Mapping Template

Subject: Geography Key Stage: 5 Year: 12

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1	Core Physical Geography: Hydrology and fluvial geomorphology	<p>To study the Drainage Basin System – outputs, stores and flow.</p> <p>To describe river Discharge and the relationships within Drainage Basins.</p> <p>To describe the river Channel Processes and Landforms.</p>	Exam Questions - Hydrology and fluvial geomorphology	<p>Geographical Skills: Analysis of river data. Use data to identify patterns and trends. Interpret diagram – Hjulstrom Curve. Use diagrams to illustrate geographical features. Different viewpoints. Photo analysis. Specialist geographical terms.</p>	<p>Empathy Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy</p>
Autumn Term 1	Core Human Geography: Population	<p>To understand the natural increase.</p> <p>Describe the factors affecting levels of fertility and mortality.</p> <p>To describe and explain population pyramids.</p>	Exam Questions – Population.	<p>Geographical Skills: Analysis of Population/census data. Use data to identify patterns and trends. Interpret diagram – Population pyramids.</p>	<p>Empathy Reflection Responding to Feedback Resilience Evaluation Drawing conclusions</p>

		<p>Describe and explain population structure (age, gender, dependency, and dependency ratio)</p> <p>To study demographic transition.</p> <p>Issues of youthful and ageing populations.</p>		<p>Different viewpoints. Specialist geographical terms.</p>	<p>Decision making and problem solving oracy</p>
Autumn Term 2	<p>Core Physical Geography: Hydrology and fluvial geomorphology</p> <p>Core Physical Geography: Atmosphere and Weather</p>	<p>To describe and evaluate the Human Impact on rivers.</p> <p>Evaluate the Prevention and Amelioration of river floods, forecasts and warnings, hard and soft engineering.</p> <p>To study a case study of a recent river flood event – Storm Desmond and Glenridding floods.</p>	<p>End of unit assessment: Hydrology and fluvial geomorphology</p>	<p>Geographical Skills: Analysis of river and climate data. Use data to identify patterns and trends. Use diagrams to illustrate geographical features. Different viewpoints. Photo analysis. Specialist geographical terms.</p>	<p>Empathy Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy</p>

		<p>To study Diurnal Energy Budget and describe its key features.</p> <p>To study the Global Energy Budget and describe its key features.</p>			
Autumn Term 2	Core Human Geography: Population	<p>To study population-resource relationships.</p> <p>To describe the concept of food security, food shortages.</p> <p>To study the management of natural increase – China's One Child Policy.</p>	End of unit assessment: Population.	<p>Evaluate China's One Child Policy.</p> <p>Use data to identify patterns and trends.</p> <p>Use diagrams to illustrate geographical features.</p> <p>Different viewpoints.</p> <p>Photo analysis.</p> <p>Specialist geographical terms.</p>	<p>Evaluation</p> <p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Drawing conclusions</p> <p>Decision making and problem solving oracy</p>
Spring Term 1	Core Physical Geography: Atmosphere and Weather	<p>To study weather Processes and Phenomena.</p> <p>To describe the Human Impact on atmosphere and weather. Describe and explain the enhanced greenhouse effect and global warming: the evidence,</p>	Exam Questions – Atmosphere and Weather.	<p>Geographical Skills: Analysis of climate data.</p> <p>Use data to identify patterns and trends.</p> <p>Use diagrams to illustrate geographical features.</p> <p>Different viewpoints.</p> <p>Photo analysis.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving oracy</p>

		<p>possible causes and atmospheric impacts.</p> <p>To study an example of the Urban Heat Island effect e.g. London and Chicago.</p>		Specialist geographical terms.	
Spring Term 1	Core Human Geography: Migration	<p>To study Migration as a component of population change – movements of populations, causes of migration.</p> <p>To describe and explain Internal Migration (within a country).</p> <p>To describe and explain International Migration.</p> <p>To describe and explain the management of International Migration.</p>	End of unit assessment: Migration.	<p>Geographical Skills: Analysis of Migration data.</p> <p>Use data to identify patterns and trends of Migration.</p> <p>Different viewpoints of Migration</p> <p>Photo analysis.</p> <p>Specialist geographical terms.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving oracy</p>
Spring Term 2	Core Physical Geography: Rocks and Weathering	<p>To describe the nature of Plate tectonics.</p> <p>To describe and explain Weathering – physical and chemical</p>	End of unit assessment: Atmosphere and Weather	<p>Visit to Ronaldsway Met Office.</p> <p>Geographical Skills: Use data to identify patterns and trends.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p>

		<p>weathering.</p> <p>To study Slope processes, mass movement – heaves, flows, slides and falls. Water and sediment movement on slopes.</p> <p>To describe The Human Impact - impact of human activities on the stability of slopes: increasing stability and decreasing stability.</p>	Exam Question – Rocks and Weathering.	<p>Interpret diagrams – Peltier diagram. Use diagrams to illustrate geographical feature. Different viewpoints. Photo analysis. Specialist geographical terms.</p>	<p>Drawing conclusions Decision making and problem solving Oracy</p>
Spring Term 2	Core Physical Geography: Settlement	<p>To describe changes in rural settlements.</p> <p>Describe and explain urban trends and issues of urbanisation.</p> <p>Describe and explain the changing structure of urban settlements.</p> <p>To describe and explain the management of urban settlements.</p> <p>Case study of a shanty town (squatter</p>	End of unit assessment: Settlement.	<p>Geographical Skills: Evaluation Use data to identify patterns and trends. Interpret diagrams – (Burgess’s concentric ring model, Hoyt’s sector model, Harris and Ullman multiple nuclei model, bid rent theory of urban morphology, functional zonation, core and frame of the CBD, PLVI – Peak land value intersection). Different viewpoints.</p>	<p>Empathy Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy</p>

		<p>settlement) - Dharavi, Mumbai.</p> <p>Case study of providing transport infrastructure for a city.</p>	<p>Mock exam in preparation for AS exams.</p>	<p>Photo analysis.</p> <p>Specialist geographical terms.</p>	
Summer Term 1	Advanced physical options: Coastal Environments	<p>To study Coastal Processes.</p> <p>Describe and explain wave generation and characteristics.</p> <p>Describe Marine Erosion.</p> <p>Describe Sub-aerial processes.</p> <p>Describe and explain Marine transportation and Deposition.</p>	<p>May – AS Examinations – Core Physical Geography.</p>	<p>Geographical Skills:</p> <p>Use data to identify patterns and trends.</p> <p>Interpret diagrams – constructive and destructive waves. Use diagrams to illustrate geographical features.</p> <p>Different viewpoints.</p> <p>Photo analysis.</p> <p>Specialist geographical terms.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>oracy</p>
Summer term 1	Advanced human options: Environmental Management.	<p>To study sustainable energy supplies.</p> <p>Describe and explain renewable and non-renewable energy resources.</p>	<p>May – AS Examinations – Core Human Geography.</p>	<p>Geographical Skills:</p> <p>Use data to identify patterns and trends of energy use.</p> <p>Different viewpoints of renewable and non-renewable energy.</p> <p>Photo analysis.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to Feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p>

				Specialist geographical terms.	Decision making and problem solving oracy
Summer Term 2	Advanced physical options: Coastal Environments	Describe and explain the Characteristics and formation of coastal landforms. Describe and explain Erosional landforms. Describe and explain Depositional landforms.	Exam Questions – coastal environments.	Fieldwork skills – Blue Point and Castletown Beach. Interpret diagrams – different erosional and depositional landforms. Use diagrams to illustrate geographical features. Different viewpoints. Photo analysis. Specialist geographical terms.	Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy
Summer Term 2	Advanced human options: Environmental Management	Identify the trends in consumption of fossil fuels, nuclear power and renewables. To evaluate the environmental impact of energy production.	Exam questions – environmental management.	Geographical Skills: Use data to identify patterns and trends consumption of fossil fuels, nuclear power and renewables. Different viewpoints of renewable and non-renewable energy. Photo analysis.	Reflection Responding to Feedback Resilience Evaluation Drawing conclusions Decision making and problem solving oracy

				Specialist geographical terms.	
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Curriculum and Skills Mapping Template

Subject: Geography Key Stage: 5 Year: 13

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1	Advanced physical options: Coastal Environments	<p>To study the characteristics and formation of coastal landforms.</p> <p>Describe and explain depositional landforms (swash and drift aligned beaches, simple and compound spits, tombolos, offshore bars, barrier beaches, coastal dunes, tidal sedimentation, saltmarshes, and mangroves).</p> <p>To study the characteristics, distribution and formation of Coral Reefs (fringing, barrier, atolls).</p> <p>Describe and explain the conditions required</p>	Exam Questions	<p>Geographical Skills:</p> <p>Photo analysis.</p> <p>Interpret diagrams</p> <p>Different viewpoints.</p> <p>Specialist geographical terms.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

		<p>for coral reefs to develop,.</p> <p>Describe and explain the threats to coral reefs.</p>			
Autumn Term 1	Advanced Human Geography options: Environmental Management	<p>To study the environmental impacts of energy production, transport and usage at local and global scales.</p> <p>To study the management of energy supply.</p> <p>Case study of a country's overall electrical energy strategy.</p> <p>Case study of a located scheme to produce electricity.</p>	Exam Questions	Geographical Skills: Photo analysis. Data interpretation. Different viewpoints. Specialist geographical terms.	<p>Empathy</p> <p>Reflection</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Autumn Term 2	Core Physical Geography: Coastal Environments	Describe and explain the Sustainable Management of the coasts.	<p>End of unit assessment - Coastal Environments Assessment (35 minutes)</p> <p>Nov/Dec Mock exam – Coastal Environments.</p>	Geographical Skills: Photo analysis. Interpret diagrams Different viewpoints. Specialist geographical terms.	<p>Empathy</p> <p>Reflection</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

	Hazardous Environments	<p>To study the Hazards resulting from tectonic processes.</p> <p>Describe the global distribution of earthquakes and volcanoes.</p> <p>To study volcanoes and their resultant hazards.</p>			
Autumn Term 2	Advanced Human Geography options: Environmental Management	<p>To study environmental degradation.</p> <p>To describe the nature, causes and solutions to pollution (land, air and water).</p> <p>To understand the factors in the degradation of rural and urban environments.</p> <p>Case study of one degraded environment.</p>	<p>End of unit assessment - Environmental Management Assessment (35 minutes)</p> <p>Mock exam: (Nov-Dec) Coastal Environments (1 hour 30 minutes).</p> <p>Mock Exam: (Nov-Dec) Environmental Management (1hour 30 minutes).</p>	<p>Geographical Skills: Photo analysis. Interpret diagrams Different viewpoints. Specialist geographical terms.</p>	<p>Empathy Reflection Responding to feedback Resilience Evaluation Drawing conclusions Decision making and problem solving Oracy</p>
Spring Term 1	Core Physical Geography: Hazardous Environments	<p>To study earthquakes and their resultant hazards.</p> <p>To describe the primary and secondary effects of earthquakes.</p>	Exam Questions	<p>Geographical Skills: Photo analysis. Interpret diagrams Different viewpoints. Specialist geographical terms.</p>	<p>Empathy Reflection Responding to feedback Resilience Evaluation Drawing conclusions</p>

		<p>To describe the primary and secondary effects of volcanoes.</p> <p>To describe and explain prediction, hazard mapping.</p> <p>Evaluate preparedness and monitoring of earthquakes and volcanoes and perception of risk.</p> <p>To study hazards resulting from mass movement.</p>			<p>Decision making and problem solving</p> <p>Oracy</p>
Spring Term 1	<p>Advanced Human Geography options:</p> <p>Global Interdependence</p>	<p>To study trade flows and trading patterns.</p> <p>To study international debt and international aid.</p> <p>Describe and explain the causes, nature and problems of debt for countries.</p>	Exam Questions	<p>Geographical Skills:</p> <p>Evaluate impact of international aid on receiving countries.</p> <p>Photo analysis.</p> <p>Data interpretation.</p> <p>Interpret diagrams.</p> <p>Different viewpoints.</p> <p>Specialist geographical terms.</p>	<p>Empathy</p> <p>Reflection</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>

Spring Term 2	Core Physical Geography: Hazardous Environments	<p>To study the hazards resulting from atmospheric disturbances – small scale – tornadoes.</p> <p>To study the hazards resulting from atmospheric disturbances – large scale – Hurricanes.</p> <p>Case study of a hazardous environment – The Philippines.</p>	End of unit assessment (35 minutes)	Geographical Skills: Photo analysis. Interpret diagrams Different viewpoints. Specialist geographical terms.	<p>Empathy</p> <p>Reflection</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Spring Term 2	Advanced Human Geography options: Global interdependence	<p>To study the development of international tourism (reasons, impacts).</p> <p>Define and explain carrying capacity and the tourism multiplier effect.</p> <p>Case study – one tourist area of resort (growth and development, evaluating impacts)</p>	End of unit assessment: Global Interdependence.	Geographical Skills: Interpret tourism data, identify trends. Photo analysis. Interpret diagrams Different viewpoints. Specialist geographical terms.	<p>Empathy</p> <p>Reflection</p> <p>Responding to feedback</p> <p>Resilience</p> <p>Evaluation</p> <p>Drawing conclusions</p> <p>Decision making and problem solving</p> <p>Oracy</p>
Summer Term 1	Exam Preparation - Essay Skills and Revision	Further development examination technique.	Mock exam Physical Geography – 1 hour 30 minutes and	Essay techniques	<p>Evaluation</p> <p>Responding to feedback</p> <p>Resilience</p>

			Human Geography - 1 hour 30minutes		
			May Exams		