

## Nailsea School Curriculum Map – Geography

Year 7		Topic Title	Key Skills	Content
	Term 1	<b>My place in the world.</b>  <i>What does it mean to be a Geographer?</i>	Investigating my place in the world through map and atlas skills. Enquiry completing fieldwork in the school grounds and at home.	<ul style="list-style-type: none"> <li>Human, physical and environmental Geography.</li> <li>Asking geographical questions</li> <li>Latitude and longitude</li> <li>Different types of maps.</li> <li>How to use an Atlas.</li> <li>Direction</li> <li>Scale</li> <li>4 and 6 figure grid references.</li> <li>Contours</li> <li>Using a key.</li> <li>Fieldwork in the school grounds and at home.</li> </ul>
	Term 2	<b>The weather and you!</b>  How does the weather affect us?	<i>Skills: Measuring weather, evaluating data and drawing conclusions, drawing and interpreting climate graphs, interpreting synoptic charts, interpreting climate data, describing and explaining weather patterns. Range and average.</i>	Key theme: <b>Risk, System, Causality</b> <ul style="list-style-type: none"> <li>Why is the weather important?</li> <li>How do we measure the weather?</li> <li>Micro climate around the school site.</li> <li>What type of weather does low and high pressure bring?</li> <li>Weather forecasting.</li> <li>Extreme weather, 2014 floods.</li> <li>Climate change.</li> <li>Geological timescale.</li> <li>Past climate change</li> <li>Causes of climate change.</li> <li>Impacts of climate change.</li> </ul>
	Term 3 and 4	<b>Africa and a study of Kenya.</b>  What is our image of Africa?	<i>Skills: Mapping, describing map location and map features, interpreting and drawing climate graphs, introduction to population pyramids, interpretation of population statistics, split bar graphs and percentages,</i>	Key theme: <b>Identity, Inequality, Interdependence, Sustainability</b> <ul style="list-style-type: none"> <li>Portrayals of Africa.</li> <li>54 separate countries.</li> <li>Key climate and biomes.</li> <li>Study of East Africa.</li> <li>Is Kenya likely to stay poor?</li> <li>Mapping of key places and landforms.</li> <li>Where do people live in Kenya?</li> <li>Climate of Kenya</li> <li>Life in the cities.</li> </ul>

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			<i>evaluation of impacts of tourism.</i>	<ul style="list-style-type: none"> <li>Life in rural areas.</li> <li>Tourism in Kenya.</li> </ul>
	Term 5	<b>People and place</b>  What is our local place like?	<i>Skills: Interpreting satellite and OS maps, justifying opinions, decision making.</i>	Key theme: <b>Identity, Sustainability</b> <ul style="list-style-type: none"> <li>Studying maps and aerial images of Nailsea.</li> <li>Land use in Nailsea.</li> <li>Change in Nailsea?</li> <li>How do settlements change?</li> <li>Locating a settlement.</li> <li>Settlement Hierarchies.</li> <li>Changes in settlements.</li> </ul>
	Term 6	<b>Coasts</b> What happens when the land meets the sea?	<i>Skills: Interpreting satellite and OS maps, justifying opinions, decision making.</i>	Key themes: <b>Causality, Risk, Mitigation and adaptation.</b> <ul style="list-style-type: none"> <li>Coastal processes.</li> <li>Landforms of erosion, transportation and deposition.</li> <li>Coastal management.</li> <li>Holderness decision making exercise.</li> </ul>
Year 8		Topic Title	Key Skills	Content
	Term 1	<b>The Middle East: an important world region?</b>  Why is the Middle East an important world region?	<i>Skills: Climate graphs, atlas and map skills, comparisons of characteristics of biomes, interpretation of population maps, use of data to justify an answer.</i>	Key themes: <b>Identity, Interdependence, Sustainability, Inequality</b> <ul style="list-style-type: none"> <li>Locating the Middle East</li> <li>Explaining the physical environment (Biomes and Climate)</li> <li>The main characteristics of deserts.</li> <li>Population of the Middle East</li> <li>Interconnectivity with the UK and the rest of the world.</li> <li>Resources and development in the Middle East.</li> <li>Conflict in the Middle East.</li> <li>Sustainable Futures.</li> </ul>
	Term 2-3	<b>Rivers, Watery World</b>  How do rivers shape our land?	<i>Skills: Map and OS work, identification of landforms, explanation of key geomorphic processes, measuring infiltration rates, group</i>	Key themes: <b>Systems, Causality, Risk, Mitigation and adaptation.</b> <ul style="list-style-type: none"> <li>Hydrological cycle and drainage basin.</li> <li>Infiltration around the school site.</li> <li>Geomorphic process of weathering, erosion, transportation and deposition.</li> <li>Landforms of erosion, transportation and deposition.</li> <li>Map skills</li> </ul>

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			work and presentation skills.	<ul style="list-style-type: none"> <li>Why are rivers important in our lives?</li> <li>How are rivers used?</li> <li>River management.</li> <li>Flooding.</li> </ul>
	Term 4	<b>The Chinese are Coming!</b>  Is China the future world super power?	<i>Skills: Locating and mapping, population pyramids, interpretation of population data, evaluation and cost benefit, decision making.</i>	Key theme: <b>Sustainability, Interdependence, Globalisation, Identity, Inequality.</b> <ul style="list-style-type: none"> <li>Locating China</li> <li>Key physical and human landscapes.</li> <li>Superpower concept. China's change over time.</li> <li>China's changing population and consequences and response to the one child policy.</li> <li>China's development.</li> <li>Environmental impact of China's growth.</li> <li>The three gorges dam.</li> <li>Tibet.</li> </ul>
	Term 5	<b>Environments: Polar and desert.</b>  How do environments contrast?	<i>Skills: Climate graphs, biome mapping, decision making.</i>  <i>Fieldwork: Arnos Vale, comparing environments. Enquiry process</i>  <i>Local fieldwork in the Den and around school grounds.</i>	Key theme: <b>Sustainability, Risk, Mitigation and adaptation.</b> <ul style="list-style-type: none"> <li>Locating the Tundra.</li> <li>Climate of the tundra.</li> <li>Interdependence in polar environments.</li> <li>Human Activity</li> <li>Locating the Aral Sea</li> <li>Causes, consequences and responses to the shrinking sea.</li> <li>Fieldwork in the school grounds assessing environments.</li> </ul>
	Term 6	<b>Globalisation</b>  How does globalisation affect us? What are the benefits and problems of globalisation?	<i>Skills: Analysing data, decision making, presenting skills.</i>	Key themes: <b>Globalisation, Interdependence, Inequality, Sustainability, Identity.</b> <ul style="list-style-type: none"> <li>Defining globalisation</li> <li>Reasons for accelerating globalisation.</li> <li>Changing employment structures.</li> <li>TNCs</li> <li>Social, economic and environmental impacts of globalisation.</li> </ul> Globalisation on trial

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Year 9		Topic Title	Key Skills	Content
	Term 1	<b>Risky World</b>  Why do we live in a risky world?  What are the impacts of tectonic events?	<i>Skills: Mapping of plate boundaries, interpretation of data on tectonic hazards, log scale- Richter scale, analysis of tectonic patterns using GIS</i>	Key theme: <b>Risk, Mitigation and adaptation.</b>  <ul style="list-style-type: none"> <li>• Structure of the Earth.</li> <li>• Convection currents and slab pull, ridge push.</li> <li>• Destructive, constructive, collision and conservative plate boundaries.</li> <li>• Shield and Composite Volcanoes.</li> <li>• Anatomy of an earthquake. What are the impacts of tectonic events?</li> <li>• Boxing day tsunami or Japan tsunami.</li> <li>• Montserrat Volcanic eruption.</li> </ul>
	Term 2	<b>Tropical Rainforests: A natural resource.</b>  How are we changing the tropical rainforest?	<i>Skills: Mapping and locating ecosystems, group presentations, climate graphs. Range, average, median and mode.</i>	Key theme: <b>Sustainability, Systems, Causality, Globalisation, Interdependence.</b>  <ul style="list-style-type: none"> <li>• What is an indigenous people?</li> <li>• Location of tropical rainforests.</li> <li>• How do indigenous people use the TRF?</li> <li>• Climate of the tropical rainforest.</li> <li>• Cycles. Nutrient and water cycle.</li> <li>• Threats to the tropical rainforest.</li> <li>• Sustainable solutions.</li> </ul>
	Term 3	<b>Population and migration</b>  How is the world's population changing?	<i>Skills: Analysis of population data, population pyramids.</i>	Key theme: <b>Inequality, Sustainability, Globalisation</b>  <ul style="list-style-type: none"> <li>• Factfulness questions. Challenging preconceptions.</li> <li>• Classification of countries.</li> <li>• Development indicators changing over time.</li> <li>• How does a population change?</li> <li>• Youthful population structure.</li> <li>• Ageing population structure.</li> </ul>
	Term 4	<b>Population and migration</b>  Why do people migrate and	<i>Skills: Analysis of population data, population pyramids.</i>	Key theme: <b>Inequality, Sustainability, Globalisation</b>  <ul style="list-style-type: none"> <li>• Types of migration</li> <li>• Causes of migration.</li> <li>• USA/ Mexico border.</li> <li>• Impacts of migration.</li> </ul>

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		what are the impacts?		
	Term 5	<b>Russia</b>  How does power and borders shape Russias geography?	<i>Skills: Analysing data, decision making, presenting skills.</i>	Key themes: <b>Globalisation, Interdependence, Sustainability, Identity.</b> <ul style="list-style-type: none"> <li>• The physical and human Geography of Russia?</li> <li>• Russia's geography creates advantages and disadvantages?</li> <li>• Challenges does living in the Arctic cause?</li> <li>• Changing Russia's borders</li> <li>• The global importance of Russia's energy.</li> <li>• The impacts of climate change on Russias's future</li> </ul>
	Term 6	<b>Glaciation</b> How have glaciers shaped the land?	<i>Skills: Interpreting photos, OS skills</i>	Key themes: <b>Systems, Causality, Risk</b> <ul style="list-style-type: none"> <li>• Ice age Britain.</li> <li>• Formation of a glacier</li> <li>• Glacial process</li> <li>• Glacial landforms.</li> <li>• Map skills</li> <li>• Human activity in glacial landscapes.</li> </ul>
Year 10		<b>Topic Title</b>	<b>Key Skills</b>	<b>Content</b>
	Term 1	Global Hazards	<i>Skills: analysing data, assessing and evaluating, photo interpretation, GIS data, choropleth maps.</i>	How can our weather be hazardous?  How do plate tectonics shape our world?  Case studies: Nepal earthquake, Typhoon Haiyan, Summer UK drought of 2012
	Term 2	Changing Climate	<i>Skills: analysing data, averages, means, modes and medians. Range in data. Scatter graphs- positive, negative and no corellation.</i>	What evidence is there to suggest climate change is a natural process?

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	Term 3	Distinctive Landscapes	<i>Skills: Interquartile ranges, OS map skills, GIS, links made to field work skills. Pie charts.</i>	<p>What makes a landscape distinctive?</p> <p>What influences the landscapes of the UK?</p> <p>Case Studies: Holderness Coast and the River Severn</p>
	Term 4	Sustaining ecosystems	<i>Skills: Climate graphs, range, mean, mode, medians, analysis of graphs.</i>	<p>Why are natural ecosystems important?</p> <p>Why should tropical rainforests matter to us?</p> <p>Is there more to polar environments than ice?</p> <p>Case Studies: Clyde River Wildlife Sanctuary, Baffin Island. The Antarctic Treaty.</p>
	Term 5	<b>Fieldwork:</b> Coastal:  Mock examination	<i>Enquiry Process.</i>	Coastal Fieldwork to Sand Bay.
	Term 6	Urban Futures	<i>Skills: Population pyramids, analysis of data.</i>	<p>Why do more than half the worlds population live in urban areas?</p> <p>What are the challenges and opportunities for cities today?</p> <p>Case Studies: Mumbai and Bristol</p>
Year 11		Topic Title	Key Skills	Content
	Term 1	<b>Urban Futures/ Dynamic Development.</b>	<i>Skills: Fieldwork skills: Urban. Analysing data</i>	<p>Urban field work to Whapping Wharf and Cabot Circus.</p> <p>Why are some countries richer than others?</p>

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		<b>Fieldwork:</b> Urban		
	Term 2	<b>Dynamic Development/ UK in the 21<sup>st</sup> Century.</b>	<i>Skills: Analysis of data, mapping, population pyramid, line graphs. Clark Fisher Model. Percentages.</i>	Mock examination.  Are LIDCs likely to stay poor?  Case Study: Zambia
	Term 3	<b>UK in the 21<sup>st</sup> Century</b>	<i>Skills: Analysis of data, line graphs, bar graphs, climate graphs population pyramids, DTM</i>	How is the UK changing in the 21 <sup>st</sup> Century?  Is the UK losing its global significance? Case Studies: Ukraine Conflict and London.
	Term 4	<b>Resource Reliance.</b>	<i>Skills: Decision making, analysis of data. Line graphs, pie charts, bar graphs.</i>	Will we run out of resources?  Can we feed 9 billion people by 2050?  Case Study: Tanzania
	Term 5	Preparation for paper 3. Revision	<i>Skills: Decision Making</i>	Preparation for paper 3 and revision.
	Term 6			
Year 12		<b>Topic Title</b>	<b>Key Skills</b>	<b>Content</b>
	Term 1	<b>Coastal landscapes and change.</b>	<i>Skills: Enquiry process, cross sectional areas, cliff surveys,, clast size, field sketches Analysis of data, GIS, data shine, IOMD, Spearman's rank.</i>	Why are coastal landscapes different and what processes cause these differences?          How and why do places change?

		<p><b>Regenerating places.</b></p> <p><b>Preparation for NEA.</b></p>		<p><b>Fieldwork :</b> Lulworth Cove</p>
	Term 2	<p><b>Coastal landscapes and change.</b></p> <p><b>Regenerating places.</b></p> <p><b>Preparation for NEA</b></p>	<p><i>Skills: T-test, analysis of data, GIS, enquiry process.</i></p>	<p><i>How do characteristic coastal landforms contribute to coastal landscapes?</i></p> <p><i>How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</i></p> <p><i>Why might regeneration be needed?</i></p> <p><i>How is regeneration managed?</i></p>
	Term 3	<p><b>Residential field work.</b></p>	<p><i>Skills: Enquiry Process, EQA, I of D, GIS, Clast analysis, Pedestrian count, questionnaire, land use survey, clone</i></p>	<p>Residential and class time to work on NEA.</p>



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		NEA.	<i>town/home town. Photo analysis Statistics. Evaluation. Conclusion.</i>	
	Term 4	<b>Coastal landscapes and change</b>  <b>Regenerating places.</b>  <b>NEA research and write up.</b>	<i>Skills: Introduction, methodology, data presentation, analysis, conclusion, evaluation.</i>	How can coastlines be managed to meet the needs of all players?  How successful is regeneration?
	Term 5	<b>Tectonic processes and hazards</b>  <b>Globalisation</b>  <b>NEA hand in.</b>	<i>Skills: GIS analysis, scatter graphs, positive, negative and no correlation.</i>	Why are some locations more at risk from tectonic hazards?  Why do some tectonic hazards develop into disasters?  What are the causes of globalisation and why have they accelerated in recent decades?  What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

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	Term 6	<b>Tectonic Process and Hazards</b>	<i>Skills: Drawing Lorenz curve and working out Gini Coefficients.</i>	How successful is the management of tectonic hazards and disasters?
		<b>Globalisation</b>		What are the consequences of globalisation for global development and the physical environment and how should different players respond to the challenges?
		<b>Year 12 mock</b>		
Year 13		Topic Title	Key Skills	Content
	Term 1	<b>The Carbon Cycle and Energy Security</b>	<i>Skills: Drawing storm hydrographs, river regimens, water balance</i>	How does the carbon cycle operate to maintain planetary health?  What are the consequences for people and the environment of our increasing demand for energy?
		<b>The Water Cycle and Water Insecurity</b>		What are the processes operating within the hydrological cycle from global to local scale?  What factors influence the hydrological system over short and long term timescales?
	Term 2	<b>The Carbon Cycle and Energy Security</b>	<i>Skills: Data analysis and evaluation</i>	How are the carbon and water cycles linked to the global climate system?

	The Water Cycle and Water Security		How does water insecurity occur and why is it becoming such a global issues for the 21 <sup>st</sup> Century?  Year 13 mock
Term 3	<b>Super Powers.</b>    <b>Health, Human Rights and Intervention.</b>	<i>Skills: Spearmans rank, analysis of data, GIS, Choropleth mapping.</i>	What are superpowers and how have they changed over time?  What are the impacts of super powers on the global economy, political systems and the physical environments?  What is human development and why do levels vary from place to place?  Why do human rights vary from place to place?
Term 4	<b>Super Powers.</b>    <b>Health, Human Rights and Intervention.</b>	<i>Skills: Assessing, evaluating and analysing.</i>	What spheres of influence are contested by superpowers and what are the implications of this?  How are human rights used as arguments for political and military intervention?  What are the outcomes of geopolitical interventions in terms of human development and human rights?
Term 5	<b>Preparation for paper 3.</b>	<i>Skills: OS map, data interpretation, decision making.</i>	Revision and preparation for Synoptic

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		Revision.		
	Term 6			