

The Nottingham Emmanuel School – Geography Curriculum Map (2021 – 2022)



	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p>Discovering Geography</p> <p>Know the countries, capitals, major rivers and mountain ranges of the UK and be able to locate them on a map. Know the major continents and oceans and locate them on a map. Understand connections between places and people at a variety of scales (local, national and international). Be able to demonstrate a range of skills using OS maps.</p> <p>COVID RECOVERY This unit is taught in a non-covid year but has been adapted to support the particular cohort. There are more AfL opportunities built in to allow the teacher to assess prior learning and identify any gaps in knowledge linked to the KS2 curriculum.</p>	<p>Population and Settlement</p> <p>Understand the site, situation and function of different settlements. Understand how the UK population has changed over time and how migration has increased diversity. Apply map skills to understand settlement. Understand the causes of urbanisation in the UK and across the world and investigate the challenges this can create. Understand why urban areas have declined in some places and investigate what is being done to regenerate them.</p> <p>COVID RECOVERY Further embedding of the knowledge and skills from the Aut 1 topic is now throughout this topic, giving more opportunities for students to develop and demonstrate their skills</p>	<p>Tectonics</p> <p>Know the structure of the earth and compare the characteristics of the layers. Understand the different plate boundaries and the tectonic hazards they cause. Investigate the impacts and responses to a tectonic events in developed and developing countries. Understand how tectonic hazards can be predicted and prepared for.</p>	<p>Weather & Climate</p> <p>Understand the difference between weather and climate. Interpret climate graphs. Be able to explain the climate of the UK with reference to different factors (latitude, altitude and prevailing wind). Understand the formation of depressions and anticyclones and be able to explain what weather they bring to the UK. Develop weather forecasting skills.</p>	<p>Threatened Places</p> <p>Know the main threats to Planet Earth and understand how human activity is increasing these threats. Investigate the causes environmental damage to arid environments, coral reefs and Antarctica Understand plastic pollution and what can be done to reduce the impact on the environment. Investigate and evaluate a range of sustainable strategies at a variety of scales (UK, Nottingham and Global)</p>	<p>Energy and Sustainability</p> <p>Understand the range of resources used. Understand the role of fossil fuels in energy production and investigate their use – advantages and disadvantages. Understand the enhanced greenhouse effect, its main causes and impacts. Evaluate a range of alternative sources of energy such as wind and solar power.</p>

Year 8	Physical Geography of the UK	Tropical Rainforest Ecosystem	Water and Sustainability	Development	Coasts	Decision Making Exercise
	<p>Understand how the processes of weathering and erosion shape the landscape. Understand river processes and the landforms they create. Know the physical and human causes of flooding. Use examples to explain a range of impacts of flooding.</p> <p>COVID RECOVERY The inclusion of more skills to account for less input on this last year. Transfer Task questions adapted to consolidate and embed those introduced in Year 7. Extended response command words moved to later in the year.</p>	<p>Know what an ecosystem is and understand the interdependence of its components. Know where rainforests are located and be able to explain their distribution with reference to climate factors. Understand the importance of rainforests in terms of the goods and services they provide. Understand the causes and impacts of deforestation and consider different viewpoints. Evaluate strategies to conserve the rainforest.</p> <p>COVID RECOVERY The inclusion of more skills to account for less input on this last year. Transfer Tasks build on Aut 1 and increase in variety.</p>	<p>Know the global distribution of water supply. Understand the physical factors that affect water supply. Develop an awareness of the issues surrounding the supply and demand of water. Understand the causes and impacts of water scarcity. Evaluate water management strategies at a variety of scales.</p>	<p>Know what development is and how it is measured (development indicators). Understand a range of historical, environmental and socio-economic factors that have led to a development gap. Develop an awareness of inequality between and within countries. Study examples of an emerging country (India) and a developing country (Ghana). Evaluate top down and bottom up development strategies.</p>	<p>Understand the wide range of uses of the coast. Know the difference between tides and waves, constructive and destructive waves. Understand how coastal processes of erosion, transportation and deposition shape the land and create landforms. Understand the causes and impacts of coastal recession. Evaluate a range of coastal management strategies.</p>	<p>Apply a range of skills to interpret data from a range of sources. Understand the physical and human geography of Jamaica. Investigate the main social, economic and environmental challenges facing Jamaica. Evaluate a range of future options for the development of Jamaica and assess the sustainability.</p>

Year 9	Thinking Like a Geographer	Climate Change	Tropical Cyclones	Drought	Ecosystems: Tropical Rainforests	Ecosystems: Deciduous Woodlands
	<p>Understand a range of key geographical issues and concepts. Investigate new issues and places through the use of key skills. Develop geographical skills such as photo analysis, analysing a range of different maps, working with data and identifying information in text.</p> <p>COVID RECOVERY This is a bridging unit designed to identify gaps in knowledge and skills covered in the KS3 curriculum and support with the introduction and development of the skills required at GCSE.</p> <p>Climate Change (begin topic)</p>	<p>Understand the role of global atmospheric circulation and ocean currents. Understand the natural causes of climate change and how climate has been different in the past. Investigate how human activity is now changing the global climate and the impacts this may have on the UK and Bangladesh.</p>	<p>Know the common distribution of tropical cyclones and the conditions they require to form. Understand the impacts and responses to the natural hazards caused by tropical storms. Investigate how the impacts and responses to tropical storm events may differ according to the level of development of a country.</p>	<p>Know the distribution of arid environments and their characteristics. Understand the physical and human causes of drought. Understand the impacts of drought on people and the environment. Investigate how the impacts and responses to drought may differ according to the level of development of a country.</p>	<p>Know the characteristics of major world biomes and understand the local and global factors that determine the distribution. Understand the main UK terrestrial and marine ecosystems. Understand the distinguishing features of tropical rainforests – location, climate, specific flora and fauna, goods and services. Understand how and why rainforests are under threat. Evaluate different management strategies.</p>	<p>Understand the distinguishing features of deciduous woodlands – location, climate, specific flora and fauna, goods and services. Understand how and why deciduous woodlands are under threat. Evaluate different management strategies. Make comparisons between the tropical rainforests and the deciduous woodlands.</p>

Year 10	Changing Cities	Global Development	Changing Landscapes of the UK Coasts	Changing Landscapes of the UK Rivers	Resource Management	Urban Fieldwork
	<p>Know the past, present and future trends of urbanisation in the UK and across the world and understand the causes and impacts of these trends. In depth case study of Birmingham, how it has changed over time, the challenges it faces and proposed solutions. In depth case study of Sao Paulo, how it has changed over time, the challenges it faces and proposed solutions</p> <p>COVID RECOVERY There was a change to the sequencing of delivery in Year 9 to better suit remote learning. Changing Cities was covered in Year 9 instead of Ecosystems. Current Year 10 are Completing the Ecosystem unit in Aut 1 and Aut 2</p>	<p>Know the different ways that development is defined and measured. Understand how and why the level of development varies between and within countries. Investigate the consequences of uneven development. In depth case study of development in Tanzania.</p> <p>COVID RECOVERY Following the Autumn CAF taking place at the start of Aut 2 – spaced retrievals and skills will be devised to address the gaps and weak areas identified.</p>	<p>Know the geological variations across the UK. Understand how physical and human processes work to create distinct landscapes in the UK. Understand how coastal landforms are created by erosion and deposition. Understand how coastal erosion affects human activity and how different management strategies can be used to protect the coastline.</p>	<p>Know how physical processes interact to shape river landscapes. Understand how erosion and deposition interact with geology to create distinctive landforms. Understand how human activities change the river landscape and can affect people and the environment.</p>	<p>Know the patterns of the distribution and consumption of natural resources and understand how this varies on a global and a national scale. Understand the role of renewable and non-renewable resources in energy supply. Investigate the energy mix of different countries and evaluate their sustainability. Understand the different viewpoints of interest groups and a variety of ways in which energy supply can be managed.</p>	<p>Students will: Investigate human environments (central/inner urban area) Formulate enquiry questions. Plan the fieldwork. Conduct a range of fieldwork methods. Collect secondary data sources to support the research. Present the collected data using a variety of techniques Analyse findings and draw of conclusions. Evaluate their findings and overall study.</p>

Year 11 (2021-2022)	Rivers Fieldwork	UK Challenges	Rivers Fieldwork	Revision & Exam Prep	Revision & Exam Prep	Revision & Exam Prep
	<p>Students will: Investigate physical environments (river environment) Formulate enquiry questions. Plan the fieldwork. Conduct a range of fieldwork methods. Collect secondary data sources to support the research. Present the collected data using a variety of techniques Analyse findings and draw of conclusions. Evaluate their findings and overall study.</p> <p>COVID RECOVERY Due to less coverage of content in Year 10. Current Year 11 are completing Paper 1 Units this half term.</p>	<p>Investigate the UK's resource consumption and environmental sustainability challenge. Investigate the UK settlement, population and economic challenges. Investigate the UK's landscape challenges. Investigate the UK's climate change challenges.</p>	<p>Students will: Investigate physical environments (river environment) Formulate enquiry questions. Plan the fieldwork. Conduct a range of fieldwork methods. Collect secondary data sources to support the research. Present the collected data using a variety of techniques Analyse findings and draw of conclusions. Evaluate their findings and overall study.</p> <p>COVID RECOVERY This topic has moved here from Aut 1 due to restrictions on fieldwork and the need to prepare more sufficiently for the November mocks. This unit placed here will support with Paper 3 preparation and allow for revision of the rivers topic.</p>	<p>See mid-term plan for cohort and each class</p>	<p>See mid-term plan for cohort and each class</p>	<p>See mid-term plan for cohort and each class</p>
Y	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2

	<p>Tectonic Processes & Hazards</p> <p>Tectonics EQ 1 Why are some locations more at risk from tectonic hazards? Tectonics EQ 2 Why do some tectonic hazards develop into disasters?</p> <p>Paper 2 Section A: Globalisation</p> <p>Globalisation EQ1 What are the causes of globalisation and why has it accelerated in recent decades? Globalisation EQ2 What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p>	<p>Tectonic Processes & Hazards</p> <p>Tectonics EQ 3 How successful is the management of tectonic hazards and disasters?</p> <p>Paper 2 Section A: Globalisation</p> <p>Globalisation EQ3 What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p>	<p>Coastal Landscapes & Change</p> <p>Coasts EQ1 Why are coastal landscapes different and what processes cause these differences? Coasts EQ2 How do characteristic coastal landforms contribute to coastal landscapes?</p> <p>Paper 2 Section B: Regenerating Places</p> <p>Regeneration EQ1 How and why do places vary? Regeneration EQ2 Why might regeneration be needed?</p>	<p>Coastal Landscapes & Change</p> <p>Coasts EQ3 How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks? Coasts EQ4 How can coastlines be managed to meet the needs of all players?</p> <p>Paper 2 Section B: Regenerating Places</p> <p>Regeneration EQ3 How is regeneration managed? Regeneration EQ4 How successful is regeneration?</p>	<p>A Level NEA Preparation</p> <p>The Water Cycle & Water Insecurity</p> <p>Water EQ1 What are the processes operating within the hydrological cycle from global to local scale? Water EQ2 What factors influence the hydrological system over short- and long-term timescales?</p>	<p>A Level NEA Preparation</p> <p>The Water Cycle & Water Insecurity</p> <p>Water EQ3 How are the carbon and water cycles linked to the global climate system?</p>
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Year 13 (2021 – 2022)	<p>The Carbon Cycle & Energy Security</p> <p>Energy EQ1 How does the carbon cycle operate to maintain planetary health? Energy EQ2 What are the consequences for people and the environment of our increasing demand for energy?</p> <p>Health, Human Rights & Intervention</p> <p>Health EQ1 What is human development and why do levels vary from place to place? Health EQ2 Why do human rights vary from place to place?</p>	<p>The Carbon Cycle & Energy Security</p> <p>Energy EQ3 What spheres of influence are contested by superpowers and what are the implications of this?</p> <p>Health, Human Rights & Intervention</p> <p>Health EQ3 How are human rights used as arguments for political and military intervention? Health EQ4 What are the outcomes of geopolitical interventions in terms of human development and human rights?</p>	<p>Superpowers</p> <p>Superpowers EQ1 What are superpowers and how have they changed over time?</p> <p>Superpowers EQ2 What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p>Revision and Exam Preparation</p>	<p>Superpowers</p> <p>Superpowers EQ1 What are superpowers and how have they changed over time?</p> <p>Superpowers EQ2 What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p>Revision and Exam Preparation</p>	<p>Paper 3 preparation and revision</p>	<p>Exams</p>