**The Nottingham Emmanuel School – GeographyCurriculum Map (2022-2023)**

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| Intent statement | The discipline of geography is a celebration of our extraordinary, diverse and inspirational planet and the people who populate it. Through deliberate delivery of interleaved content and specialist skills, we instil a global perspective on issues and cultures so students understand their role and responsibility in society as a global citizen. By considering different viewpoints, values and attitudes, the curriculum supports the development of the student’s character by allowing them to formulate moral and ethical decisions from a knowledge, evidence based stance. From studying a wide range of case studies, understanding is developed by enquiry into how the population interact with the mechanisms of the Earth.  |
| Diversity across the curriculum | Our curriculum represents the diversity of our students by studying a breadth of case studies exploring a range of socio-economic backgrounds and cultures. We study the migration patterns, both nationally and globally and how these have shaped the world we live in. We encourage the acquisition of national and local knowledge to support student locational understanding.  |
|  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Year 7 | Title and objectives | Discovering geography | Population and settlement | Tectonics | Weather and Climate | Threatened Places | Jamaica |
| Core knowledge | 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. | 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. | 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. | 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. | 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 AntarcticaUnderstand 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) | A skills unit to draw upon human and physical geographies.Focused on JamaicaInvestigate the advantages and disadvantages of sectors to develop JamaicaEcotourism as a suitable alternative to tourism.Literacy lessons focused on ‘The Explorer’ |
| Skills | * Direction
* Atlas skills
* Locating on a map
* Communication skills
* OS Map
* Symbols
* Sketch map
* Scale
* 4 figure grid references
* 6 figure grid references
 | * Photo analysis
* Map analysis
* Choropleth map
* Graph skills
* DME
 | * Drawing diagrams
* Map skills
* Describing location
* Comparisons
* Categorising
 | * Graph skills
* Climate graphs
* Map skills
* Photo analysis
* Drawing diagrams
* Fieldwork (onsite)
* Synoptic charts
 | * Justification
* Photo analysis
* Bar charts
* Describing location
* Using figures
* Graph analysis and completion evaluation
 | * Choropleth maps
* Line graphs
* Map skills
* Photo analysis
* Mathematical skills
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| Covid recovery | This unit is taught in a non-covid year but has been adapted to support upcoming cohorts and their varied time on geography at KS2. 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. | 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 |  |  |  |  |
| Careers | Future geographers wanted - Surveyor | Future geographers wanted – Urban Planner | Future geographers wanted – Volcano Vlogger | Future geographers wanted - Meterologist | Future geographers wanted – Sludge Scientist | Future geographers – sustainable tourism officer |
| Year 8 | Title and objectives | Physical Geography of the UK – Rivers | Ecosystems – Rainforests | Globalisation and development | Water and sustainability | Physical Geography of the UK – Coasts | Energy |
| Core knowledge | * Understanding the difference between physical and human geography
* Understanding physical processes of weathering and erosion and how they create distinct landforms
* Understanding the course of the river and how it changes and why
* Understanding the causes and impacts of flooding
 | * Understanding what is an ecosystem and how abiotic and biotic components interact
* Understand the distribution, climate and structure of the rainforests
* Understand animal and plant adaptations
* Understanding of causes and impacts of deforestation in the rainforest
* Understand how to manage and conserve the rainforests
 | * Understanding the process, causes and consequences of globalisation
* Understanding what is meant by development, how development varies globally and how to measure it
* Understand the differences in development within a country and between countries
* Understand strategies to reduce the development gap
 | * Understand the global distribution of water
* Understand UK water consumption trends
* Causes of water scarcity
* Understanding how and why water needs to be managed sustainably
 | * Understanding how human and physical processes impact coastlines
* Understanding how waves shape the coast
* How does erosion and deposition create distinct landforms
* Managing and protecting the coastline
 | * 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 through a range of diverse case studies
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| Skills | * Atlas skills
* Photo analysis
* OS Map skills
 | * Climate graphs
* Interpreting food chains and webs
* Constructing graphs
* Describing distributions
* Choropleth maps
* Pie charts
* Map skills
 | * Figure analysis
* Photo analysis
* Statistics
* Mapping
* Constructing graphs
* Choropleth maps
 | * Choropleth map
* Graph skills
* UK maps
* DME
 | * UK maps
* Geology maps
* DME
* Creating diagrams
 | * Distribution maps
* Energy mix (divided pie chart)
* Map skills
* DME
* Evaluation
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| Covid recovery | More skills have been added to this scheme of work to accommodate for lost time. Extended writing command words moved to later in the year to embed command words learnt in year 7 further.  | More skills have been added to this scheme of work to accommodate for lost time. Transfer tasks build on Aut 1, but with more variety.  |  |  |  |  |
| Careers | Future geographers wanted – Hydrologist | Future geographers wanted – Ecologist | Future geographers wanted – UN communications officer | Future geographers wanted - Severn Trent – External visitor | Future geographers wanted - geomorphologist | Future geographers wanted – Substation engineer apprentice |
| Year 9 | Title and objectives | Natural Hazards | Regeneration | Thinking like a Geographer | Ecosystems  | Ecosystems | TBC – human geography topic to be decided at Curriculum Convergence Meeting |
| Core knowledge | * What is a hazard?
* Tropical storms and responses
* Droughts leading to famine
* Wildfires
* Thunderstorms
* Avalanches
* Tectonic hazards
* Tsunamis
 | * What is regeneration?
* What makes regeneration successful?
* Why might some people not be viewed as successful?
* What are the methods of regeneration?
* Case studies
 | * 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.
 | * UK ecosystems and their interdependence
* Overview of distribution and characteristics of large scale global ecosystems
* Characteristics of tropical rainforest
* Animal and plant adaptations
* Threats to biodiversity
 | * Deforestation case study
* Causes
* Impacts
* Strategies to manage
* Cold environments
* Characteristics
* Interdependence
* Development opportunities
* Adaptation
* Values
* Managements
 |  |
| Skills | * Interpreting synoptic weather charts
* Mapping and reading storm tracks
* Graph skills
* Locational skills
 | * Evaluating
* Graph skills
* Locational skills
* DME
 | * Graph skills
* Calculation skills
* Evaluation skills
 | * Climate graphs
* Locational skills
* Evaluation
* Statistical skills
 | * Climate graphs
* Locational skills
* Evaluation
* Statistical skills
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| Covid recovery | Two units created to cover a basis of complex human and physical geography content before starting GCSE content | 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.  |  |  |  |
| EBACC Stream Geographers | Students on the EBacc Stream will use their additional time to focus on skills, current affairs and geographical debates. The allocated time will also be given to DME style activities to deepen thinking and analysis. |
| Careers | Future geographers wanted - Senior Catastrophe Risk Analyst | Future geographers wanted – Town planner |  |  |  |  |
| Year 10 | Title and objectives | Global Development | Resource management | Rivers | Rivers fieldwork | Coasts | Revision for EOY mocks and UK Challenges |
| Core knowledge | * Definition of Development
* Development Indicators
* Development gap within and between countries
* Impact of uneven development
* Strategies to reduce the development gap
* In-depth study of Tanzania
 | * Patterns of distribution and consumption of natural resources.
* National and global variations in resource availability and use
* The role of renewable and non-renewable resources in energy supply
* Energy Mix of countries at different stages of development
* Evaluate the sustainability of current energy mix
* Differing viewpoints of interest groups
* Management of energy supplies for the future
 | * Sub-aerial processes of weathering and mass movement
* River processes of erosion, transportation and deposition
* Erosional and Depositional Landforms
* Causes and impacts of flooding
* Flood Management strategies
 | * Formulate enquiry questions relating to river investigations
* Plan fieldwork incorporating a risk assessment
* Conduct a range of qualitative and quantitative fieldwork techniques
* Collect secondary data to support primary findings
* Analyse findings of fieldwork and draw conclusions
* Evaluate findings and the overall investigation
 | * Sub-aerial processes of weathering and mass movement
* Coastal processes of erosion, transportation and deposition
* Erosional and Depositional Landforms
* Causes and impacts of coastal recession
* Coastal Management strategies
 | * Population change in the UK
* Resource consumption in the UK
* Landscapes and environmental concerns in the UK
* Economic changes in the UK
* Climate change in the UK
* Sustainability in the UK
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| Skills | * Numeracy skills – calculate mean, mode, median and range
* Interpretation of choropleth maps to identify variations in development
 | * Describing distribution on a map
* Comparing energy mix pie charts
 | * Interpreting a flood hydrograph
* Evaluation of strategies
 | * Fieldwork skills assessed throughout
 | * Calculating rates of recession
* Evaluation of strategies
 | * Graph skills
* Evaluation skills
* Numerical skills
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| Covid recovery |  |  |  |  |  |  |
| Careers |  |  |  | National Trust careers talk on fieldtrip |  |  |
|  | BLOCK B | Development | Development and Resources | Physical landscapes and Rivers | Rivers and rivers fieldwork | Coasts | UK Challenges and revision |
| Year 11 | Title and objectives | Physical landscapes of the UK | Preparation for MocksUrban fieldwork | Resource managementUK Challenges | Rivers fieldworkMocks and feedback | Revision |  |
| Core knowledge | * How geology shapes the landscape
* Geological variations across the UK
* Physical processes that shape the land
* Human processes that shape the land
* Sub-aerial processes of weathering and mass movement
* Coastal processes of erosion, transportation and deposition
* Erosional and Depositional Landforms
* Causes and impacts of coastal recession
* Coastal Management strategies
* Sub-aerial processes of weathering and mass movement
* River processes of erosion, transportation and deposition
* Erosional and Depositional Landforms
* Causes and impacts of flooding
* Flood Management strategies
 | * Formulate enquiry questions relating to urban investigations
* Plan fieldwork incorporating a risk assessment
* Conduct a range of qualitative and quantitative fieldwork techniques
* Collect secondary data to support primary findings
* Analyse findings of fieldwork and draw conclusions
* Evaluate findings and the overall investigation
 | * Patterns of distribution and consumption of natural resources.
* National and global variations in resource availability and use
* The role of renewable and non-renewable resources in energy supply
* Energy Mix of countries at different stages of development
* Evaluate the sustainability of current energy mix
* Differing viewpoints of interest groups
* Management of energy supplies for the future
* Population change in the UK
* Resource consumption in the UK
* Landscapes and environmental concerns in the UK
* Economic changes in the UK
* Climate change in the UK
* Sustainability in the UK
 | * Formulate enquiry questions relating to river investigations
* Plan fieldwork incorporating a risk assessment
* Conduct a range of qualitative and quantitative fieldwork techniques
* Collect secondary data to support primary findings
* Analyse findings of fieldwork and draw conclusions
* Evaluate findings and the overall investigation
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| Skills | * Interpreting a flood hydrograph
* Graph skills
* Locational skills
* Evaluation of strategies
 | * Fieldwork skills assessed throughout
 | * Graph skills
* Evaluation skills
* Numerical skills
* Describing distribution on a map
* Comparing energy mix pie charts
 | Fieldwork skills assessed throughout |  |  |
| Covid recovery |  |  |  | National Trust careers talk on fieldtrip | Time given to revise topics covered on remote learning before formal summer exams. |  |
| Careers |  |  |  |  |  |  |
| Covid recovery |  |  |  |  |  |  |
| Careers |  |  |  |  |  |  |

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| Year 12 | Title and objectives | Edexcel GCE GeographyPaper 1 Section A TectonicPaper 2 Section A Globalisation | Edexcel GCE GeographyPaper 1 Section A TectonicPaper 2 Section A Globalisation | Edexcel GCE GeographyPaper 1 Section B Coastal Landscapes & ChangePaper 2 Section B Regenerating Places | Edexcel GCE GeographyPaper 1 Section B Coastal Landscapes & ChangePaper 2 Section B Regenerating Places | Edexcel GCE GeographyPaper 1 Section C The water cycle & water insecurityNEA Preparation | Edexcel GCE GeographyPaper 1 Section C The water cycle & water insecurityNEA Preparation |
| Core knowledge | Tectonics EQ 1 Why are some locations more at risk from tectonic hazards? Tectonics EQ 2 Why do some tectonic hazards develop into disasters?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? | Tectonics EQ 3 How successful is the management of tectonic hazards and disasters?Globalisation EQ3 What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? | Coasts EQ1 Why are coastal landscapes different and what processes cause these differences?Coasts EQ2 How do characteristic coastal landforms contribute to coastal landscapes?Regeneration EQ1 How and why do places vary?Regeneration EQ2 Why might regeneration be needed? | 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?Regeneration EQ3 How is regeneration managed?Regeneration EQ4 How successful is regeneration? | Preparation for Independent InvestigationWater 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? | Preparation for Independent InvestigationWater EQ3 How are the carbon and water cycles linked to the global climate system? |
| Skills | TECTONICSAnalysis of distribution patterns Statistical analysis to identify trends and correlationsEvaluation of data to assess data reliability and to identify and interpret complex trends.Use of GIS  | GLOBALISATIONUse of proportional flow lines/arrows Ranking and scaling data to create indices.Analysis of human and physical features on mapsUse of datasets to analyse trends and make comparisonsUse of a range of graph types | COASTSMap and photo analysis and interpretationField Sketches Statistical methods and analysisUse of GIS Cost Benefit Analysis and Environmental Impact Assessments | REGENERATIONSource analysis to investigate place, conflicting views and evaluate changeInterpretation of datasetsStatistical AnalysisUse of Index of Multiplee Deprivation (IMD) database appreciation of why they create different representations and image of a local place. | WATERUse of diagrams showing proportional flows within systems.Comparative analysis of datasetsAnalysis and construction of graphs. Interpretation of synoptic charts Map analysis to identify distribution and trends | NEADevelop an enquiry question, investigation title and write a proposal.Research and collect secondary dataPlan and conduct a range of fieldwork techniquesContextualise, analyse and summarise findings and data Draw conclusions and evaluate the investigation.  |
| Covid recovery | Additional in-lesson support with essay structure and planning | Deliberate spaced retrieval planning to ensure full coverage of past topicsAdditional in-lesson support with essay structure and planning | Deliberate spaced retrieval planning to ensure full coverage of past topicsAdditional in-lesson support with essay structure and planning | Deliberate spaced retrieval planning to ensure full coverage of past topicsAdditional in-lesson support with essay structure and planning | Deliberate spaced retrieval planning to ensure full coverage of past topicsAdditional in-lesson support with essay structure and planning | Deliberate spaced retrieval planning to ensure full coverage of past topicsAdditional in-lesson support with essay structure and planning |

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| Year 13 | Title and objectives | Edexcel GCE GeographyPaper 2 Section A SuperpowersPaper 2 Section C Health, Human Rights and Intervention | Edexcel GCE GeographyPaper 2 Section A SuperpowersPaper 2 Section C Health, Human Rights and Intervention | Edexcel GCE GeographyPaper 1 Section C The carbon cycle and energy securityPaper 3 Preparation and Revision | Edexcel GCE GeographyPaper 1 Section C The carbon cycle and energy securityRevision and Exam Preparation | Edexcel GCE GeographyRevision and Exam Preparation | x |
| Core knowledge | Superpowers EQ1 What are superpowers and how have they changed over time?Superpowers EQ2 What are the impacts of superpowers on the global economy, political systems and the physical environment?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? | Superpowers EQ3 What spheres of influence are contested by superpowers and what are the implications of this?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? | 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? | Energy EQ3 What spheres of influence are contested by superpowers and what are the implications of this? | Revision and exam preparation | x |
| Skills | SUPERPOWERSConstructing power indexes using complex data sets, including ranking and scaling. Mapping data to show changes over time, trends and patterns.Using graphs and analysing datasets | HEALTH & HUMAN RIGHTSUse of scatter graphs and correlation techniques. (3) Use of qualitative and quantitative indicators to rank and evaluateInterpreting and evaluating a range of source materialStatistical analysis | ENERGYUse of maps and diagrams Plotting of data and graphical analysis Analysis of map flowsUsing GIS to map land-use changes  | Revision of previously taught skills | Revision of previously taught skills | x |
| Covid recovery | Spaced retrieval split between content and skills focusOne hour per week dedicated to NEA support for first term then used for essay writing support/timed essays | Spaced retrieval split between content and skills focusOne hour per week dedicated to NEA support for first term then used for essay writing support/timed essays | Additional foundational knowledge covered for Energy (as Resource Management was covered as part of the GCSE)Spaced retrieval split between content and skills focusOne hour per week dedicated to NEA support for first term then used for essay writing support/timed essays | Spaced retrieval split between content and skills focusOne hour per week dedicated to NEA support for first term then used for essay writing support/timed essays | Spaced retrieval split between content and skills focusOne hour per week dedicated to NEA support for first term then used for essay writing support/timed essays | Spaced retrieval split between content and skills focusOne hour per week dedicated to NEA support for first term then used for essay writing support/timed essays |
| Careers |  |  |  |  |  |  |