

Subject Group	Subj. Set	Geography	Curriculum Map						Assessment		
			Term 1	Unit 1	Term 2	Unit 2	Term 3	Unit 3		Term 4	Unit 4
Year 7	Curriculum/Syllabus Coverage	Geographical skills	Ecosystems	Rivers and flooding	Globalisation	Glacial Landscapes	School Fieldwork Investigation	Assessed down GCSE paper - knowledge questions (MCQ, short answers), graphical skills (graphs, maps, charts, tables) and extended writing answers (GCSE-style questions requiring chains of reasoning)			
	Unit Title	Longitude and latitude, using directions. Using scale and measurements accurately, link to maps. Contour lines. Grid references. Graphical skills	look into the ecosystem of Shore. Place and location skills	Develop an understanding of the physical processes involved in rivers including erosion, deposition and transportation. Students will also look at the landforms created in rivers and how they can change over time, including the physical and human causes of flooding, and the social, economic and environmental impacts of river flooding. Processes, time, solution	Overview of globalisation from Windustriation all the way through to China becoming a global superpower. Investigation into globalisation and China looking at positives and negatives. Millennium development goals. Place, scale, SEE, interconnections	Develop an understanding of glacial processes that shape glacial landscapes. Investigate how land use can affect glacial landscapes and how they should be managed to preserve them for all stakeholders. Processes, time and place	Students introduced to the idea of fieldwork in as a geographical discipline, distinct from the sort of experiments they may have done in science. Investigation and enquiry				
	Literacy & reading	Map reading	text books, debate information a	Text books, case studies, news reports	Newspaper articles	Text books, case studies, news reports	Textbook, case studies				
	Differentiation for MA & LA	MA= 6 figure grid references LA= 4 figure grid references	text books, case studies, news reports throughout the debate. LA=	MA= more challenging reading LA= differentiated sheets	MA= make links between problems and solutions LA= use of social, economic, environmental	MA= more challenging reading LA= differentiated sheets	MA= GCSE-style questions LA= differentiated sheets				
	Enrichment & cultural refs	Map skills	al area, the UK and global differenc	Investigating the rest of the UK	Daily lives and UK	Investigating the rest of the UK	Education				
	British Values & SMSC	Moral dilemmas	Diversity of our planet	Conservation	Democracy, moral dilemmas	Conservation	Responsibility of individual behaviour				
Personal Dev	Understanding of natural processes	Care for local area	Conservation	Understanding of UK issues	Conservation	Care for school environment					
Careers	Naturalist	Ecologist/biologist/zooologist	Water company/conservationist	Engineer	Water company/conservationist	Urban planning, hydrologist					

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			Term 1	Unit 7	Term 2	Unit 7	Term 3	Unit 8		Term 4	Unit 8
Year 8	Curriculum/Syllabus Coverage	Weather and Climate	Climate Change	Challenges for the planet	Hackney Fieldwork Investigation	Assessment	Assessed down GCSE paper - knowledge questions (MCQ, short answers), graphical skills (graphs, maps, charts, tables) and extended writing answers (GCSE-style questions requiring chains of reasoning)				
	Unit Title	Introduction to physical Geography processes. Difference between short term weather and long term climate. Investigate the extreme weather the UK can face. Investigate the causes of different climates around the world and in the UK. Process, comparison	Factors that effect climate change. How climate change works. The big freeze in the USA case study vs the big thalwaive in Australia case study. Predicting the rise of climate refugees. Scale, impact, SEE, interconnection, time, scarcity	Solutions: Investigating strategies to help the UK and the rest of the world move towards a sustainable future. Scale, impact, SEE, interconnection, time	A look at some of the most pressing issues facing the planet. Resource security. An overview of global inequalities in supply and consumption of resources. Plastic pollution: causes & impacts, with a particular focus on the world's oceans. Population growth: causes & impacts of exponential pop growth, linked to resource security and plastic pollution. Scale, impact, SEE, interconnection, time, scarcity	Students introduced to the idea of fieldwork in as a geographical discipline, distinct from the sort of experiments they may have done in science. Investigation and enquiry					
	Literacy & reading	Newspaper articles	Newspaper articles, debates, website information, case studies	Newspaper articles, debate information	Textbook, case studies						
	Differentiation for MA & LA	MA= analyse the effects. LA= link effects to social, economic and environmental	MA= Analyse a range of 'knock on effects. LA= develop snowball technique	MA= more challenging reading LA= differentiated sheets	MA= GCSE-style questions LA= differentiated sheets						
	Enrichment & cultural refs	Local area and UK	Current affairs	Current affairs, application to student lives, links to climate change	Education						
	British Values & SMSC	Mutual respect	Protecting the earth - individual responsibility	Responsibility of individual behaviour	Responsibility of individual behaviour						
Personal Dev	Understanding of world issues	Our future earth - global citizen	Globalisation - global citizen	Care for school environment							
Careers	Meteorologist	Charity worker, campaigner, surveyor, energy companies	Policy, Government, NGO	Urban planning, hydrologist							

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			Term 1	Unit 11	Term 2	Unit 12	Term 3	Unit 12		Term 4	Unit 13
Year 9	Curriculum/Syllabus Coverage	International Development	Life in London	Tectonic Hazards	Dangerous Weather	Assessment	GCSE-type questions covering AG1, AG2 and AG4 from GCSE Specification (MCQ, knowledge, maps, charts, graphs)				
	Unit Title	What is development? HDI, NEEs, LICs. HDI and obstacles to development. Top-down and bottom-up approaches to development. Sustainable Development Goals. Case study TBC. Comparative wealth, nuance, time, scale, solution	Overview of the distribution of population and the major cities in the UK. A deep case study of London and its issues and challenges, with focus on London and the local area. SEE, sustainability, scale, time	Study the theory of plate tectonics, look at types of plate boundary, features of each, and the hazards associated - earthquakes and volcanic eruptions. Case studies to exemplify the impact of tectonic hazards on countries at different levels of development. A Living with tectonic hazards - looking at the reasons people live in these areas, and how the risks can be managed. Scale, time, process, solutions	of both tropical storms and extreme wea. Scale, time, process, solutions						
	Literacy & reading	per articles, debates, website info	Text books, case studies, news reports	Text books, case studies, damage reports	Textbooks and case studies.						
	Differentiation for MA & LA	LA = identification and MA = understanding of why countries are developed.	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets						
	Enrichment & cultural refs	Current affairs	Hackney	Museum	London examples						
	British Values & SMSC	Culture and diversity	Empathy	Awareness	Awareness and empathy						
Personal Dev	Empathy	Acceptance	Responsibilities	Global citizenship							
Careers	NGO Worker	Politician/town planner/developer	Engineer, volcanologist, seismologist	NGO worker, meteorologist, government							

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			Term 1	Unit 15	Term 2	Unit 15	Term 3	Unit 16,17		Term 4	Unit 18
Year 10	Curriculum/Syllabus Coverage	The living world	Rivers/coastal Landscapes	Urban issues and challenges	Challenges of resource management	Physical Fieldwork - Rivers	Assessment	GCSE past papers - sections from the units covered (not full papers)			
	Unit Title	Eco systems. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems. Tropical rainforests. Scale, time, SEE, solutions	Hot deserts. The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. Cold environments. Scale, time, SEE, solutions	Develop an understanding of the physical processes involved in river and coastal environments, including erosion, deposition and transportation. Students will also look at the landforms created in river and coastal environments and how they can change over time. Understand the challenges of living in river and coastal environments, and assess the strategies used to manage these challenges. Processes, time, solution	Urban issues and challenges. A deep case study of Rio de Janeiro and its issues and challenges. SEE, sustainability, scale, time, wealth comparison	The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources, then focusing on supply and demand issues of water, food and energy in the UK. A deep focus on global supply and demand of food. Scarcity, SEE, sustainability, scale, time, wealth comparison	Students will be expected to apply knowledge and understanding to interpret, analyse and evaluate information and issues related to a geographical enquiry. They also need to select, adapt and use a variety of skills and techniques to investigate questions and issues in the enquiry. Enquiry, investigation, analysis, conclusion, evaluation				
	Literacy & reading	Articles, case studies, news reports	Articles, case studies, news reports	Text books, case studies, news reports	Text books, case studies, news reports	Text books, case studies, news reports	Travel guides, case studies and textbooks				
	Differentiation for MA & LA	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more analysis and links between fieldwork LA= differentiated sheets				
	Enrichment & cultural refs	Documentaries	Documentaries	Investigating the rest of the UK	Future tech and careers	Fieldtrip outside of London					
	British Values & SMSC	Understanding of how UK contributes to global issues	Understanding of how UK contributes to global issues	Conservation	Tolerance	Respect for global challenges	Analytical Skills				
Personal Dev	Organisation	Organisation	Conservation	Empathy	Empathy	Being able to perform an investigation					
Careers	Zoologist/conservation/NGO	Zoologist/conservation/NGO	Water company/conservationist	Town planner	Urban farming/NGO/scientist	Geological Survey					

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			Term 1	Unit 21	Term 2	Unit 22	Term 3	Unit 23		Term 4	Unit 24
Year 11	Curriculum/Syllabus Coverage	London Fieldwork - Regeneration	The Changing Economic World	The Changing Economic World	Resource Booklet	Revision/Resource Booklet	NA	Assessment	GCSE past papers - complete papers		
	Unit Title	Students will be expected to apply knowledge and understanding to interpret, analyse and evaluate information and issues related to a geographical enquiry. They also need to select, adopt and use a variety of skills and techniques to investigate questions and issues in the enquiry. Enquiry, investigation, analysis, conclusion, evaluation	development gap. A case study of active wealth, nuance, time, scale, solution	have affected, and will continue to affect. Change, time, scale, solution	Assessing the pre release resource booklet and building their knowledge around it. Synoptic thinking	Assessing the pre release resource booklet and building their knowledge around it. Synoptic thinking					
	Literacy & reading	Travel guides, case studies and textbooks	Textbooks and case studies.	Textbooks and case studies.	Text books, case studies, news reports	Text books, case studies, news reports	NA				
	Differentiation for MA & LA	MA= more analysis and links between fieldwork LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more challenging reading LA= differentiated sheets	MA= more depth of knowledge to revise LA= less depth	MA= more depth of knowledge to revise LA= less depth	NA				
	Enrichment & cultural refs	Fieldtrip within London	Hackney fieldtrips for UK sector	Case study investigations	Learning about the wider UK	Learning about the wider UK	NA				
	British Values & SMSC	Analytical skills	Awareness and empathy	Awareness and empathy	Communication and Analysis	Awareness	NA				
Personal Dev	Being able to perform an investigation	Global citizenship	Global citizenship	Decision Making	Decision making	NA					
Careers	Council worker	NGO worker	Development Officer	Analyst	Analyst	NA					

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			Term 1	Unit 25	Term 2	Unit 26	Term 3	Unit 27		Term 4	Unit 28
Year 12	Curriculum/Syllabus Coverage	Paper 1: A. Water & Carbon Cycles	Paper 2: A. Global Systems & Governance	Paper 1: B. Coastal Systems & Landscapes	Paper 2: B. Changing Places	NA	NA	Assessment	A Level past papers (sections)		
	Unit Title	at or near the Earth's surface and the cycle explains the magnitude and significance of processes, solution, scarcity, SEE, sustain	Focus on globalisation- the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Place, time, scale, processes, solution, scarcity, SEE, sustainability, nuance, wealth comparison, impact	Focuses on glacial zones, which are dynamic environments in which landscape through contemporary processes. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable in common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance on human habitats. Place, time, scale, processes, solution, scarcity, SEE, sustainability, nuance, wealth comparison, impact	Focuses on people's engagement with places, their experience of them and the qualities they ascribe to them. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Place, time, scale, processes, solution, scarcity, SEE, sustainability, nuance, wealth comparison, impact	Non-examined assessment. Written report based on individual and group fieldwork. Note: only general guidance can be given. No marking or individual/specific feedback can be provided as per exam board specification	Non-examined assessment. Written report based on individual and group fieldwork. Note: only general guidance can be given. No marking or individual/specific feedback can be provided as per exam board specification				
	Literacy & reading	Articles, textbook, academic literature	Articles, textbook, academic literature	Articles, textbook, academic literature	Articles, textbook, academic literature	Literature review of academic material relevant to investigation	Literature review of academic material relevant to investigation				
	Differentiation for MA & LA	NA	NA	NA	NA	NA	NA				
	Enrichment & cultural refs	Places where environment is worse affected	Democracy	Fieldtrip to Flatford Mill	Fieldtrip of 'local place study, and trip to Flatford Mill	Write up of Flatford Mill trip	Write up of Flatford Mill trip				
	British Values & SMSC	Environmental champion	Global Citizenship	Investigation and report writing	Qualitative methodology, sense of place, local/global citizenship	Research, analysis, report writing, independence	Research, analysis, report writing, independence				
Personal Dev	Environmental surveyor, water company, s	IT professionals, Research, Journalism, Politics	Tourist management, local government, ecologist	Research, local government, civil engineering	Scientist	Scientist					
Careers											

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			Term 1	Unit 31	Term 2	Unit 32	Term 3	Unit 31&32		Term 4	Unit
Year 13	Curriculum/Syllabus Coverage	Paper 1: C. Hazards	Paper 2: C. Population and the Environment	Paper 1: C. Paper 2C: Population and the Environment	Revision	Revision	NA	Assessment	A Level past papers (full papers where possible)		
	Unit Title	exploring the origin and nature of these hazards, solution, scarcity, SEE, sustainability, nuance	Explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Place, time, scale, processes, solution, scarcity, SEE, sustainability, nuance, wealth comparison, impact	See Aut1 and Aut2	Specific revision to planned and sequenced in line with student demand. Students to use PLCs, assessments and notes to identify areas of focus	Specific revision to planned and sequenced in line with student demand. Students to use PLCs, assessments and notes to identify areas of focus					
	Literacy & reading	Articles, textbook, academic literature	Articles, textbook, academic literature	NA	NA	NA	NA				
	Differentiation for MA & LA	NA	NA	NA	NA	NA	NA				
	Enrichment & cultural refs	Local exemplification of contrasting develop	Contemplating relationships between population and	NA	NA	NA	NA				
	British Values & SMSC	Places where environment is worse affected	Respect and Tolerance, empathy for populations and ecosystems.	NA	NA	NA	NA				
Personal Dev	Geospatial and statistical skills	Observation skills, geospatial mapping skills, statistical skills	NA	NA	NA	NA					
Careers	Hazard management, insurance, scientis	Civil engineering, environmental researcher	NA	NA	NA	NA					