Geography

KEVI HWGA Curriculum Map 2023 - 24

Curriculum Purpose:

Context	Beyond KEVI HWGA:	Geography can be useful in many different job families such as environmental science, engineering and manufacturing, animals, agriculture, plants and land, construction, leisure, sport and tourism, transport and logistics. There is a range of vocational qualifications (such as BTECs, NVQ/SVQs and Diplomas) linked to an interest in geography including: travel and tourism, environmental sustainability, construction and built environment, applied science, countryside and environmental management Agriculture, horticulture,uniformed public services and teaching.
	KS5	At KEVI HWGA we study OCR's A Level in Geography which aims to encourage learners to develop a range of essential skills for Higher Education and the world of work through content which is relevant to any citizen of the planet in the 21st century. Through exciting topics learners will understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today.
	KS4	At KEVI HWGA we study OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) which will enable learners to build on their Key Stage 3 knowledge and skills to; Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer). Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).
	KS3	In Year 7 students are introduced the the idea of Geographical skills and key Geographical knowledge. The KS3 curriculum is sequenced to allow students to develop their knowledge and understanding of key Geographical and processeses and concepts in addition to learning about the place specific locations which are identified within the Geography KS3 NC. These skills are deepened and built upon as the KS3 Geography curriculum is sequenced across the three years of study.
	KS1/2 links	Studenets in KS2 should learn the following, as outlined in the NC. Basic Geographical skills, basic locational knowledge of countries and continents, basic understanding of the human and physical geographies of countries and The UK.

KING EDWARD VI HANDSWORTH WOOD GIRLS' ACADEMY

KEVI HWGA Curriculum Map

Big Qs	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 ZIM (Physical)	***Hazardous Earth*** ***Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated. Risks from tectonic hazards varies spatially and over time, with continued research and development there may be a point in the future when it will be possible to mitigate against the vulnerability to risk.***					***Exams***
Key Concepts	**Human Geography** **Physical Geography** **Place Specific Knowledge** **Locational Knowledge** **Environmental Geography**					
Key Knowledge & Skills	• *Structure of Earth* • *Plate Boundaries* • *Volcanoes* • *Earthquakes* • *Map Skills*					
Feedback & Assessment	• Plate Boundaries • Types of Volcanoes • Volanic Characteristics • Mid Unit Assessment • Living with Volcanoes/ Earthquakes • Hazard Recovery • End of Unit Assessment					
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*					
Careers	Landscape Designer Paleontologist Hazard Management					
EDI						

Year 13 AOG (Human)	***Disease Dilemmas*** ***Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them.***		***NEA*** ***Learners should use the geographical skills to collect, analyse and interpret geographical information throughout their studies, whilst gaining the ability to understand and apply suitable analytical approaches.***		***Exams***
Key Concepts	**Human Geography** **Physical Geography** **Place Specific Knowledge** **Locational Knowledge** **Environmental Geography**		**Physical Geography** **Human Geography** **Environmental Geography**		
Key Knowledge & Skills	• *Population Change* • *Migration* • *Data Analysis* • *Disease* • *Mitigation*		• *Hypothesis* • *Methodology* • *Data Collection* • *Data Analysis* • *Data Evaluation*		
Feedback & Assessment	• Communicable Vs. Non-Communicable • Climate Change and Disease Spread • Cholorea in Haiti • Mid Topic Test • Malaria in Mauritus Case Study • Cancer in UK Case Study • GSK Case Study • End of Unit Assessment		• NEA Write Up (20% of grade)		
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*		*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*		
Careers	Medical Worker Crisis Management MP		Data Analyst		
EDI					
Year 11	***Sustaining Ecosystems*** ***This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders***	***Distinctive Landscapes*** ***This topic gives learners the opportunity to unravel the geographical processes that make them distinctive.***	***Resource Reliance*** ***This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue***	***Dynamic Development*** ***Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in***	***Exams***

			of food security and considering the question 'can we feed 9 billion people?	***human geography relating to international development***	
Key Concepts	Physical Geography Locational Geography	Physical Geography Human Geography Place Specific Knowledge	Human Geography Environmental Geography	Human Geography Physical Geography Place Specific Knowledge	
Key Knowledge & Skills	• *Climate* • *Adaptation* • *Flora/Fauna* • *Atmospheric Circulation*	• *Deposition* • *Management* *Erosion* • *Transportation*	• *Supply* • *Demand* • *Balance*	• *Development Indicators* • *Conditions in ACs/LIDCs* • *Map Skills*	
Feedback & Assessment	• Rainforest Exploitation Challenge • Explain why natural ecosystems are important • Services/biotic & abiotic (8) • 20 Mark Review (20) • End of Unit Assessment	•Mid Unit Assessment – Coastal Landforms • Mid Unit Coasts Test • Explain formation of Headlands & Bays • Explain formation of a stump • Explain formation of Meanders Explain formation Waterfall • Explain formation of Levees • End of Unit Assessment	• Obtaining Energy & Commerical Fishing (8) • Mid Unit (15) • Tanzania Case Study • Permaculture (15) • End of Unit Assessment	• Population theories • Ethiopia's Development • The Rostow Model • End of Unit Assessment	
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	
Careers	Environmentalist Botonist Explorer	Environmentalist Coastal Engineer Town Planner	Environmentalist Aid Worker Sustainability Worker	Aid worker Economist	
EDI					
Year 10	***Global Hazards*** ***This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide.***	***Urban Futures*** ***This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities***		***Changing Climate*** ***In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes.***	***The UK in the 21st Century*** ***This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century***

Key Concepts	**Physical Geography** **Place Specific Knowledge**	**Human Geography** **Physical Geography** **Place Specific Knowledge** **Locational Knowledge**	**Human Geography** **Environmental Geography**	**Human Geography** **Physical Geography** **Place Specific Knowledge**
Key Knowledge & Skills	• *Structure of Earth* • *Plate Boundaries* • *Volcanoes* • *Earthquakes* • *Map Skills* • *Atmospheric Circulation* • *Natural Hazards* • *Forecasting/Presenting*	• *Urban Change* • *Map Skills* • *Migration* • *Urban Conditions* • *Rural Conditions*	• *Climate Change* • *Deforestation* • *Burning Fossil Fuels* • *Green House Effect*	• *Geopolitics* • *Economics* • *Population* • *Culture*
Feedback & Assessment	• Atmospheric Circulation Explanation • El Nino/La Nina Exam Question • Drought Timetable • Boscastle Case Study Exam Question • Mid Unit Assessment • Plate Boundaries Exam Question • E-16 Case Study Exam Questions • End of Unit Assessment	• Megacities exam question • Birmingham Migration exam question • Rosario Presentation • End of Unit Assessment	• Causes of Climate Change exam question • UK and Tuvalu Presentation • End of Unit Assessment	• UK Global Significance Presentation • Water Stress & DTM (8) • Mid Unit (15) • UK Diversity (6) • UK Conflict (6) • End of Unit Assessment
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*
Careers	Meterologist Landscape Designer Paleontologist Hazard Management	Town Planner Environmentalist MP	Environmentalist MP	Census Analysis Town Planner MP
EDI				
Year 9	***The Coastal Zone*** ***Students should understand, through the use of detailed place-based exemplars at a***	***Urban Vs. Rural*** ***Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to population & urbanisation***	***Weather & Climate*** ***Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to weather and climate***	***China*** ***Students should understand geographical similarities, differences and links between places through the study of the***

	variety of scales the key processes in physical geography relating to coasts.			***human and physical geography of a region in Asia, including China***
Key Concepts	**Physical Geography** **Human Geography** **Place Specific Knowledge**	**Human Geography** **Physical Geography** **Place Specific Knowledge** **Locational Knowledge**	**Physical Geography** **Place Specific Knowledge**	**Human Geography** **Physical Geography** **Environmental Geography** **Place Specific Knowledge**
Key Knowledge & Skills	• *Erosion* • *Transportation* • *Deposition* • *Management* • *Map Skills*	• *Urban Change* • *Map Skills* • *Migration* • *Urban Conditions* • *Rural Conditions*	• *Atmospheric Circulation* • *Natural Hazards* • *Forecasting/Presenting* • *Rainfall Types*	• *Environmental* • *Sustainability* • *Population Change* • *Resources* • *Map Skills*
Feedback & Assessment	• Popup Headland • Longshore Drift • Spit Formation • Coastal Management DME	• Urbanisation Graph Work • Opportunities & Challenges in Jakarta • Squatter Settlements • Sustainable Cities	• Types of Rainfall • Atmospheric Circulation • Weather Forecasting • Microclimate Write Up	• Great Leap Forwards • TNCs • One Child Policy • Air Quality in China
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*
Careers	Environmentalist Coastal Engineer Town Planner	Town Planner Environmentalist MP	Meterologist Landscape Designer	MP
EDI Link				

Year 8	***Development*** *Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to international development*	***Plate Tectonics*** *Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to plate tectonics.*	***Population & Migration*** *Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to population & urbanisation*	***Climate Change*** *Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to the changing climate from the Ice Age to present.*	***Russia*** *Students should understand geographical similarities, differences and links between places through the study of the human and physical geography of Russia.*

Key Concepts	**Human Geography** **Locational Knowledge** **Place Specific Knowledge**	**Physical Geography** **Place Specific Knowledge**	**Human Geography** **Place Specific Knowledge**	**Human Geography** **Environmental Geography**	**Human Geography** **Physical Geography** **Environmental Geography** **Place Specific Knowledge**
Key Knowledge & Skills	• *Development Indicators* • *Conditions in ACs/LIDCs* • *Map Skills*	• *Structure of Earth* • *Plate Boundaries* • *Volcanoes* • *Earthquakes* • *Map Skills*	• *Population Change* • *Migration* • *Data Analysis* • *Map Skills*	• *Climate Change* • *Deforestation* • *Burning Fossil Fuels* • *Green House Effect*	• *Map Skills* • *Geopolitics* • *Population* • *Culture* • *Climate*
Feedback & Assessment	• Kenya Essay • MDG Poster • Inequalities write up	• Plate Boundaries • Volcanoes Test • Plate Boundaries Question • Mt St Helens Newspaper • The Next Big One	• Born Abroad Extended Project • Population Change Discussion • Population Distribution • Population Structure • Migration Essay • Population Change Essay	• Greta Thunberg • Causes of Climate Change Question • Climate Change Campaign	• Russia Forms Quiz • UK and Russia compared • Russia Identity
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*
Careers	Aid worker Economist	Paleontologist Hazard Management	Census Analysis Town Planner MP	Environmentalist MP	MP
EDI Link					
Year 7	***My World & Map Skills*** ***Students should build on their knowledge of globes, maps and***	***Environments*** ***Students should understand how human and physical processes***	***Rivers & Flooding*** ***Students should understand, through the use of detailed place-based exemplars at a variety of scales***	***The School Environment*** ***Students should build on their knowledge of globes, maps and atlases, and***	***The Middle East*** ***Students should understand geographical similarities, differences***

	atlases, and apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photograph	***interact to influence and change landscapes, environments***	***the key processes in physical geography relating to hydrology.***	***apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photograph***	***and links between places through the study of the human and physical geography of The Middle East.***
Key Concepts	**Locational Knowledge**	**Physical Geography**	**Physical Geography** **Human Geography** **Place Specific Knowledge**	**Environmental Geography**	**Locational Knowledge** **Place Specific Knowledge** **Human Geography** **Physical Geography**
Key Knowledge & Skills	• *Map Skills*	• *Climate* • *Adaptation* • *Flora/Fauna*	• *Erosion* • *Transportation* • *Deposition* • *Flooding*	• *Enquiry Planning* • *Hypothesis* • *Methodology* • *Data Collection* • *Data Analysis* • *Data Evaluation*	• *Map Skills* • *Geopolitics* • *Population* • *Culture* • *Climate*
Feedback & Assessment	• Mid Unit My World Challenge • Baseline • My World Assessment • Map Skills Assessment	• Desert Survival Guide Poster • Animal Adaptation • Deforestation Panorama • Desert Survival Guide	• River Processes Key Word Quiz • River Features Key Word Quiz • Water Droplet Story • Flooding Presentation • Explain formation of Waterfall • Explain formation of Meanders	• Fieldwork Techniques • School Environment Write Up	• GIS Mapping Exercise • Qatar Vs Yemen Population • Oil Presentation • Qatar Vs Yemen Characteristics
HPL	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*	*Metacognition* *Intellectual Confidence* *Precision* *Fluent Thinking* *Critical or Logical Thinking* *Seeing Alternative Perspectives*
Careers	Cartographer Airline Pilot	Environmentalist Botonist	Flood Management Civil Engineer	Data Analysis	Oil Engineer

	Town Planning	Explorer	Environmental Agency Engineer Farmer		
EDI Link					