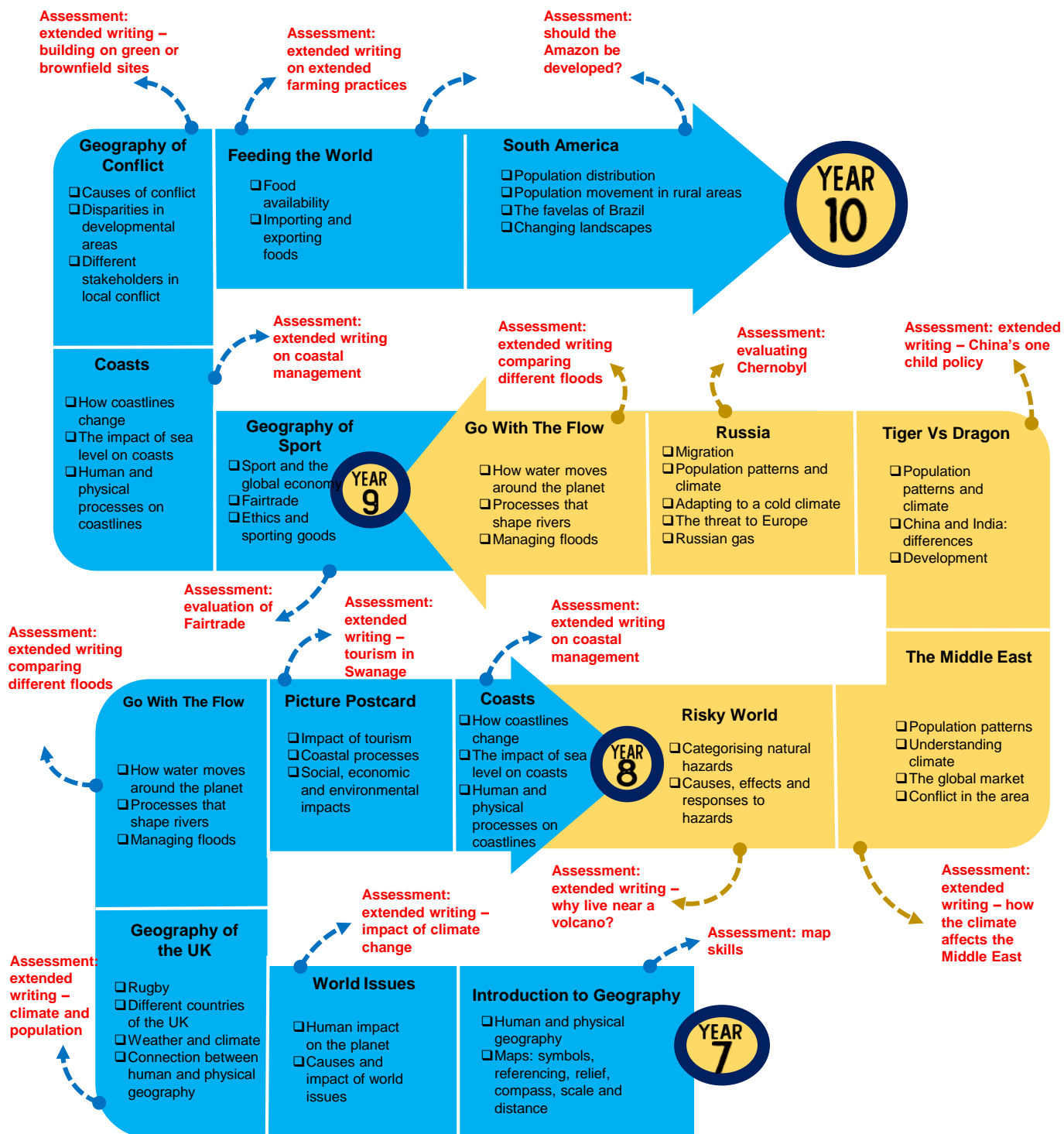




# From January 2022 – modified curriculum

## GEOGRAPHY CURRICULUM MAP



**GEOGRAPHY SKILL**  
Understand and interpret maps

**GEOGRAPHY SKILL**  
Construct, presenting and analysing data

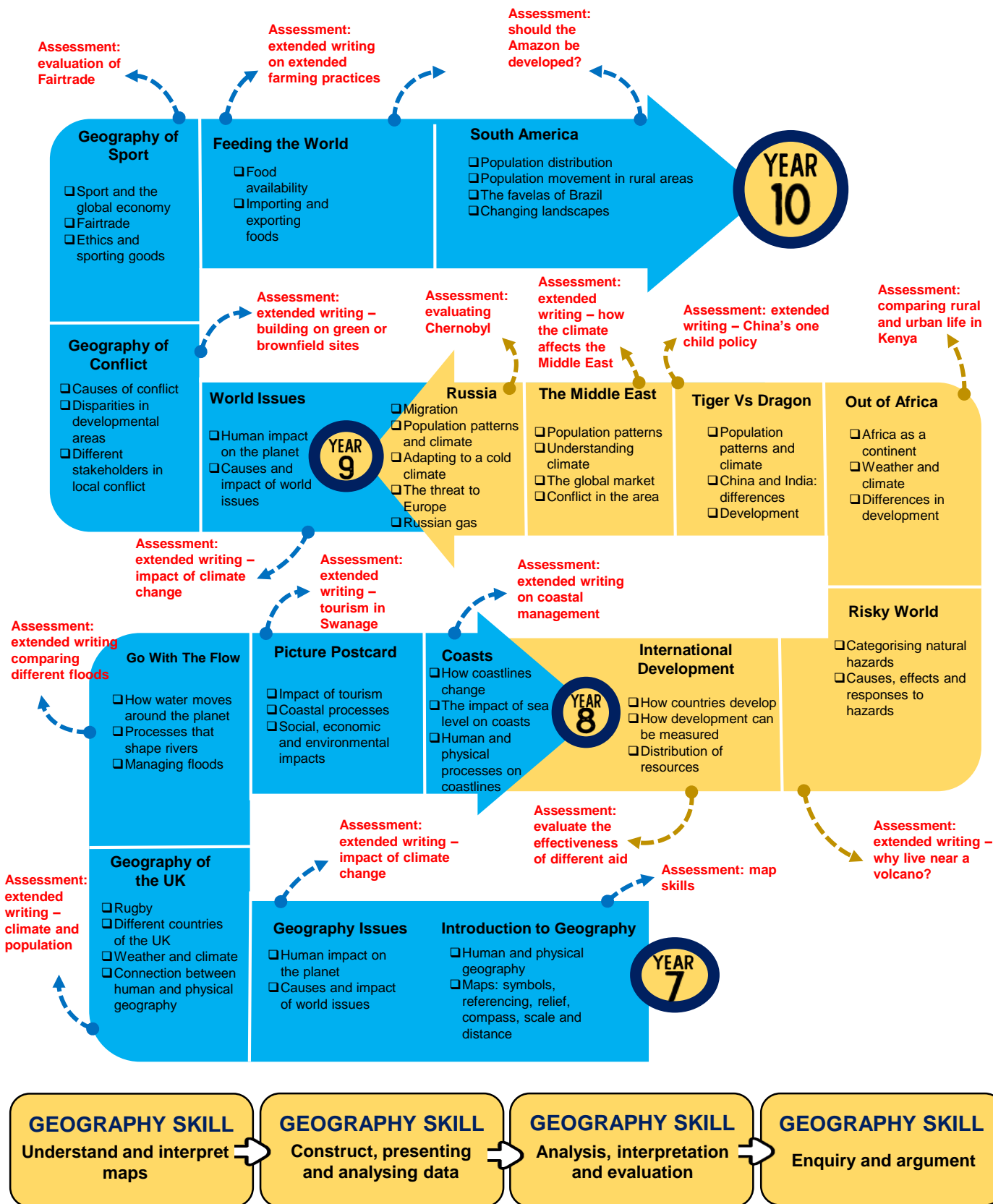
**GEOGRAPHY SKILL**  
Analysis, interpretation and evaluation

**GEOGRAPHY SKILL**  
Enquiry and argument



From September 2022

# GEOGRAPHY CURRICULUM MAP





# GEOGRAPHY CURRICULUM MAP

## FURTHER STUDY

- A level Geography

## CAREER PATHS

- University, Planning and Development, Surveyor, Environmental Consultant, Climatology

## SKILLS

- Critical analysis, interpretation, evaluation, map work

### REVISION & EXAMS

#### Resource Management

- ❑ Patterns of resource consumption
- ❑ Future solutions

Assessment: UK resource management

#### The Living World

- ❑ Human impact on the environment
- ❑ Living in extreme conditions

#### The Changing Economic World

- ❑ How towns and cities can respond to de-industrialisation
- ❑ Economic inequalities in the UK and globally

Assessment: case study analysis - rainforests

Assessment: case study analysis of Nigeria and the UK

Assessment: rivers and coasts analysis

#### The Challenge of Natural Hazards

- ❑ Impact of weather
- ❑ Climate change

#### UK Physical Landscapes

- ❑ The water cycle
- ❑ Process – coasts and rivers
- ❑ Managing challenges

#### UK Physical Landscapes

- ❑ How human and physical processes affect landscapes

YEAR 11

#### The Changing Economic World

- ❑ Measuring developmental needs
- ❑ How different countries are interlinked through globalisation

#### The Challenge of Natural Hazards

- ❑ Categorising natural hazards
- ❑ Impact of natural hazards
- ❑ Case study analysis

#### Urban Issues and Challenges

- ❑ Redevelopment
- ❑ Urbanisation rates
- ❑ Sustainable living

#### Urban Issues and Challenges

- ❑ Reasons and patterns of urbanisation
- ❑ Opportunities and challenges

YEAR 10

Assessment: tectonic hazards; atmospheric hazards

Assessment: case study analysis - Lagos

Assessment: challenges facing urban London

### GEOGRAPHY SKILL

Understand and interpret maps

### GEOGRAPHY SKILL

Construct, presenting and analysing data

### GEOGRAPHY SKILL

Analysis, interpretation and evaluation

### GEOGRAPHY SKILL

Enquiry and argument



# A LEVEL GEOGRAPHY CURRICULUM MAP

## FURTHER STUDY

University study  
Post-graduate  
study

## CAREER PATHS

Researcher, Planning and  
Development, Surveyor,  
Environmental Consultant,  
Climatology

## SKILLS

Critical analysis, interpretation,  
evaluation, fieldwork

Assessment: formal end of unit, testing a range of  
skills and knowledge/understanding – with a focus  
mainly on the governance and global commons

Assessment: formal mid-unit, testing a  
range of skills and knowledge /  
understanding and with a focus mostly  
on globalisation and trade

## Revision and examination practice

### Global Systems and Governance

- ☐ explain the inequalities of influence on a global scale and what causes these
- ☐ explain how governance operates at different scales and how these different groups might interact
- ☐ apply earlier learnt knowledge to Antarctica and analyse how it has developed as a 'Global Common'
- ☐ assess the positives and negatives associated with global trade
- ☐ assess contemporary world affairs and their own place in and perspective on them

### NEA Coursework

- ☐ understand how to formulate an hypothesis
- ☐ generate a range of questions at different levels of complexity
- ☐ develop a detailed plan
- ☐ undertake specific fieldwork studies
- ☐ collect, analyse and present fieldwork data
- ☐ draft a cohesive extended individual response exploring, analysing and interpreting key geography concepts, theories and models

Assessment: Formal mid-unit,  
testing a range of skills and  
knowledge / understanding and  
with a focus mostly on coastal  
processes and features

Assessment: formal mid-unit, testing a  
range of skills and knowledge /  
understanding and with a focus mostly on  
sense of place and influencing factors

**YEAR  
13**

### Coasts

- ☐ understanding of coastal processes and human use of the coast
- ☐ explain the different landforms that are created on the coast
- ☐ examine the different ways in which coastlines can be managed
- ☐ evaluate the different factors that impact on coastal erosion
- ☐ assess the potential impact of climate change on the coastlines
- ☐ critically examine the protection of coastlines from erosion

### Changing Places

- ☐ understanding of global urbanisation patterns
- ☐ understanding of factors impacting people's connections
- ☐ explain how settlements are influenced by both internal and external factors
- ☐ explain why people's sense of place may differ from others
- ☐ examine the way that people's sense of place can be influenced by both internal and external factors

### Hazards

- ☐ understanding of key natural hazards
- ☐ understanding of how hazards can impact on people
- ☐ explain the different ways in which hazards can be managed, including people's perception of risk
- ☐ examine the need to protect people against hazards and its cost
- ☐ assess the potential impact of climate change on hazards
- ☐ critically examine, the resilience of people living in multi-hazard environments

Assessment: formal end of  
unit, testing a range of skills  
and knowledge / understanding  
and with a focus mainly on the  
challenges in urban areas, but  
revisiting some earlier learning  
exam practice throughout

Assessment: formal mid-unit,  
testing a range of skills and  
knowledge / understanding and  
with a focus mostly on volcanic  
and seismic hazards

Assessment: formal end of unit,  
testing a range of skills and  
knowledge/understanding and  
with a focus mainly on  
atmospheric hazards and fires,  
but revisiting some earlier  
learning

### Contemporary Urban Environments

- ☐ understanding of global urbanisation patterns
- ☐ understanding of urban growth
- ☐ explain the different ways in which urban areas develop in different countries
- ☐ examine the challenges posed from urban areas and ways to overcome these
- ☐ evaluate how changes in policy impacted urban development
- ☐ assess the further potential changes which could occur in the future

### Water and Carbon Cycles

- ☐ understanding of the water cycle
- ☐ understanding of current climate change
- ☐ explain the causes of changes both within the water and carbon cycle and how transfers are made within both
- ☐ explain how people can impact on both cycles
- ☐ make connections between the water and carbon cycles and examine their interdependence
- ☐ assess the further potential changes which could occur in the future

**YEAR  
12**

Assessment: formal mid-  
unit, testing a range of  
skills and knowledge /  
understanding – with a  
focus mostly on  
urbanisation patterns and  
urban demographics

Assessment: formal end of  
unit, testing a range of skills  
and knowledge / understanding  
and with a focus mainly on the  
carbon cycle, but revisiting  
some earlier learning  
exam practice throughout

Assessment: formal mid-unit,  
testing a range of skills and  
knowledge/understanding – with  
a focus mostly on the water  
cycle

## GEOGRAPHY SKILL

Understand and interpret  
maps

## GEOGRAPHY SKILL

Construct, presenting  
and analysing data

## GEOGRAPHY SKILL

Analysis, interpretation  
and evaluation

## GEOGRAPHY SKILL

Enquiry and argument