

Stalham High School Geography Curriculum Map

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9(GCSE)	YEAR 10(GCSE)	YEAR 11(GCSE)
AUTUMN	Our place on the planet	Resource management	Challenge of Natural Hazards (<i>tectonic hazards, weather hazards, climate change</i>)	The changing economic world (<i>the development gap, Nigeria and changing UK economy</i>)	The challenge of resource management (<i>resource and food management</i>)
	Wild weather	Restless Earth			
SPRING	Climate change	Ecosystems	Urban Issues and Challenges (<i>Rio, London, Urban sustainability</i>)	Physical Landscapes in the UK (<i>coastal and glacial landscapes</i>)	Mock Exams – Feedback/Revision Issue evaluation Pre-release (<i>12 weeks before exam</i>) Revision
	The cryosphere	Amazing Landscapes			
SUMMER	Coasts	Russia	The living world (<i>ecosystems, tropical rainforests, hot deserts</i>)	Fieldwork (<i>preparation, execution and analysis</i>)	
	Rivers and The Broads	Fieldwork			
Subject specific skills These skills are embedded within the curriculum and applied at every opportunity (when appropriate).	Cartographic skills <ul style="list-style-type: none"> ✚ use and understand gradient, contour and spot height on OS maps and other isoline maps (e.g. weather charts, ocean bathymetric charts) ✚ interpret cross sections and transects ✚ use and understand coordinates, scale and distance ✚ describe and interpret geo-spatial data presented in a GIS framework (e.g. analysis of flood hazard using the interactive maps on the Environment Agency website) 	Graphical skills <ul style="list-style-type: none"> ✚ select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals ✚ interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols) ✚ interpret population pyramids, choropleth maps and flow-line maps 	Numerical skills <ul style="list-style-type: none"> ✚ demonstrate an understanding of number, area and scale and the quantitative relationships between units ✚ design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability ✚ understand and correctly use proportion and ratio, magnitude and frequency (e.g. 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude) 	Statistical skills <ul style="list-style-type: none"> ✚ use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) ✚ calculate percentage increase or decrease and understand the use of percentiles ✚ describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends ✚ be able to identify weaknesses in selective statistical presentation of data 	Literacy skills <ul style="list-style-type: none"> ✚ Formulating enquiry and argument ✚ identify questions and sequences of enquiry to write descriptively, analytically and critically ✚ communicate ideas effectively, ✚ develop an extended written argument ✚ draw well-evidenced and informed conclusions about geographical questions and issues

✚ draw informed conclusions from numerical data

Personal Development

Our geography curriculum supports personal development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of geography and how small changes in climate can have far reaching consequences.

✚ *Spiritual development*

There are many ways in which geography can contribute towards spiritual development, the study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of an environment; and to explore their own feelings about the people, places and environments they are learning about.

✚ *Moral development*

Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rainforest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? Discussion, role-play and decision-making exercises enable pupils to explore such issues, in doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

✚ *Social development*

Activities in the geography, such as; pair work, group work, role-play and geographical games, foster good social behaviour and self-discipline. Fieldwork within geography makes a considerable contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline. Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development.

✚ *Cultural development*

Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment. Geography is a natural vehicle for exploring our own multicultural society.