

## The Misbourne Curriculum Map - Geography

Year group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>7</b>  <b>KS3</b>	Places and Skills	Africa	Coasts	Weather and Climate	Glacial environments	Field work
<b>8</b>  <b>KS3</b>	Water Supply	Rivers and Flooding	Population	Urbanisation	Asia	Global Warming
<b>9</b>  <b>KS4</b>	Tectonic hazards	Climatic hazards	Climate change	Ecosystems / Tropical rainforests	Hot deserts	Skills and application
<b>10</b>	Coastal Landscapes	Rivers landscapes	Urban world	Urban change in the UK	Urban sustainability	Fieldwork
<b>11</b>	Development Gap	Nigeria: A NEE	Resources management	Food management	Unit 3 preparation and Revision	
<b>12</b>	Teacher 1: Global systems and global Governance Teacher 2: Carbon and Water cycle	Teacher 1: Global systems and global Governance Teacher 2: Carbon and Water cycle	Teacher 1: Global systems and global Governance Teacher 2: Carbon and Water cycle	Teacher 1: Changing Places Teacher 2: Coastal systems	Teacher 1: Changing Places Teacher 2: Coastal systems	Teacher 1: Population and the environment Teacher 2: Hazards
<b>13</b>	Teacher 1: Population and the environment Teacher 2: Hazards	Teacher 1: NEA Teacher2: Statistical skills	Teacher 1: NEA Teacher 2: Hazards	Teacher 1: Population and the environment Teacher 2: Water and Carbon cycle application	Revision	

## **KS3 Geography at the Misbourne is designed to fulfil the National Curriculum**

### **Locational knowledge**

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa and Asia on their environmental regions, hot deserts, key physical and human characteristics, countries and major cities

### **Place knowledge**

- understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia

### **Human and physical geography**

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

### **Geographical skills and fieldwork**

- build on their knowledge of globes, maps and 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 photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

The KS4 curriculum has been designed to cover the AQA specification. Units are designed to cover the physical geography topics first and then the human topics. Skills will be taught throughout and given a designated period of time in the summer time of year 9. Field work will be carried out in the last summer term, with the physical element going to the River Chess with the FSC and the human element utilising the local area.

The KS5 curriculum builds upon the AQA GCSE specification. Two teachers will be teaching the topics in tandem, each focusing on either the human or physical components. The fieldwork for the independent NEA will be a week's residential to Nettlecombe Somerset in the November.