



GEOGRAPHY CURRICULUM MAP

BIG IDEAS: We seek to give pupils the ability to “write the world”. Our aim is that they will be able to understand why the world is the way that it is and make justifiable predications about how it is likely to change in the future. To meet this goal, we seek to create knowledgeable pupils who are confident in their understanding of both human and physical processes. This is the substantive and propositional knowledge that underpins our curriculum. Our curriculum reflects this desire though our structure which explores thematic topics before applying them to regions and through our choice of in-depth case studies on contemporary issues. We have thousands of years of recorded observations about the world to pass on to the next generation. This combined wisdom of how the world works is our gift to them; it is their inheritance. With this inheritance comes the responsibility to seek to add to this body of knowledge themselves. Therefore, we also seek to develop the disciplinary knowledge and procedural skills necessary for them to investigate the world themselves. These are ways that geographers think about the subject, such as the routes of enquiry, and the tools they need to carry out investigations through fieldwork, data presentation and data analysis.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Yr 7 | Comparing Places How do countries differ? An investigation into the different geographies of Uganda and the UK. | Shaping the Land How do rivers change as they move downstream? An investigation into the physical processes that shape rivers and are shaped by rivers. | Fieldwork: <i>Introduction using GIS: spatial distribution of noise pollution in the Wealden area.</i> MENA Migration Factors explaining patterns of migration in the Middle East and North Africa. An investigation into drivers of migration, the impact regionally and internationally. | Weather and Climate Why do patterns of weather vary in different parts of the school, country and world? An investigation into factors that affect climate at a range of different scales. | Fieldwork: <i>Micro-climate enquiry.</i> Emerging Economies Is rapid development a “good thing”? An investigation into the development of China and its implications for them and us. | Sustainable World Should we ban single use plastics? An investigation into the complexities of plastic waste. |
| Yr 8 | Tectonics: Why do some volcanoes have higher death tolls than others? Investigation into the causes of tectonic hazards and factors that affect risks posed. | East Africa Is our portrayal of Africa out of date? An investigation into how Africa has been shown over time and how this contrasts to Africa today. | Making Landscapes: Why does East Sussex look the way it does? An investigation into processes that shape landscapes before applying them to our local area. | Russia - Power and Borders Why did Russia annex Crimea? An investigation into how the geography of a place influences its geopolitics. | Haiti - Shaping a Country Why is Haiti the poorest country in the western hemisphere? In this unit the various threads across the last two years are tied together in an investigation into why Haiti has struggled to develop. | |
| Wider/Super Curriculum | Assemblies and Tutor time package; Fieldwork; Heathfield Vine; House Competitions; Guest Speakers; Super curriculum Fortnight Enrichment Week activities | | | | | |

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| Yr 9 | <p>Tectonic Hazards How do people respond to the tectonic risks? An investigation into the causes, effects and management of earthquakes and volcanoes.</p> <p>Fieldwork: Data collection</p> | <p>Resource Management How can we best manage food, water and fuel in the UK?</p> <p>An investigation into the pressures facing the UKs abilities ensure resource security.</p> | <p>UK's Economic Change How should the UK manage its shift from an industrialised to knowledge-based economy?</p> <p>An investigation into how the UKs economy has changed over time, will change in the near future and how we can best manage that change.</p> | | | |
| Yr 10 | <p>London's Challenges How can London overcome the challenges created by the wider changes in the UK's economy?</p> <p>An investigation into how the changes identified in the UK's economy are shaping London and creating both opportunities and challenges.</p> | <p>Rivers and Coasts How do rivers and waves shape the land and how does this create challenges for people?</p> <p>An investigation into the work of rivers and waves and their management.</p> | | <p>Fieldwork <i>Eastbourne trip: Comparing quality of life in two areas. Investigating coastal management.</i></p> <p>Weather Hazards How do storms form and create risks? An investigation into the causes, effects and management of tropical and non-tropical storms.</p> | <p>Climate change Who will be most affected by a changing climate?</p> <p>An investigation into the evidence for climate change and its likely impacts.</p> | |
| Yr 11 | <p>Living World How do ecosystems operate and vary in contrasting parts of the world? Investigation into the processes of ecosystems and how human activity interferes with this.</p> | <p>Water Resources How can we manage global water supplies to ensure a sustainable supply? An investigation into the different ways of increasing water security around the world.</p> | <p>Hot Deserts What opportunities exist for development in desert areas?</p> <p>An investigation into the pressures on desert areas in the USA and Sahel region.</p> | <p>Nigeria and Lagos What impact is the rapid development of Nigeria having on the country and on Lagos in particular? An investigation into the way a country's economic structure changes and the impact this has on different regions within a country.</p> | <p>Revision and examinations</p> | |
| Wider Super Curriculum | Assemblies and Tutor time package; Fieldwork; Heathfield Vine; House Competitions; Guest Speakers; Super curriculum Fortnight Enrichment Week activities | | | | | |

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| Yr 12 Phys | Earth's Life Support Systems How does human action prevent our life support systems finding their natural equilibrium? An investigation into how our planet's finely tuned global systems can be affected by human action. | | Coastal Landscapes Do human or physical processes play a more significant role in shaping the coastline? An investigation into why the world's coastlines look the way that they do and the interplay between human and physical processes. | | Non-Examined Assessment Fieldwork <i>Wilderness Wood: how to investigate water and carbon cycles.</i> <i>Sussex Coast trip to investigate coastal processes and management.</i> | |
| Yr 12 Hum | Changing Spaces, Making Places Why are places the way that they are? An investigation into how people create and change places and the impact of this on different groups of people. | | | | Fieldwork: <i>Local area study in Heathfield: how to investigate quality of life and impacts of time-space compression on the high street.</i> <i>Brighton fieldwork: reading urban landscapes and rebranding resulting from the i360.</i> Global Systems - Migration How do flows of people shape our world? An investigation into the drivers for migration and the impact it has on places of different levels of development. | |
| Yr 13 Phys | Non-Examined Assessment | Tectonic Hazards Why are some places at greater risk from tectonic hazards than others? An investigation into the human and physical factors that affect a communities ability to prepare for, and respond to, tectonic hazards. | | | Revision and exams | |
| Yr 13 Hum | Disease Dilemmas How do geographers' study and respond to the threat of disease? An investigation into the factors that control the spread of disease and people's abilities to respond to them | | Global Governance - Human Rights Why is global governance needed for the protection of human rights? An investigation into the way the world responds to human rights abuses. | | | Revision and exams |