

GEOGRAPHY CURRICULUM MAP

BASSINGBOURN VILLAGE COLLEGE
AUTUMN 2020

CURRICULUM DELIVERY	Key skills and knowledge are developed through the variety of opportunities teaching of the Geography curriculum offers. The topics have been chosen to allow the students to study global case studies, as well as those closer to home. Students use their regular Geography lessons to explore the world around them, using their mathematical, interpretative and literacy based skills. Skills are revisited and interleaved to facilitate students' memorization of key applications and fluency with the skills learnt.		
CURRICULUM AIMS	The Geography department at BVC aims to stimulate a sense of intrigue and enquiry, which along with important geographical skills, will allow pupils to develop knowledge of places, an awareness of patterns and processes, and an understanding of environmental change and sustainable development. It is our principal aim to nurture in our pupils a love of Geography both at the personal, local, national and international scale.		
CURRICULUM CONTENT	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 7	<p>What skills do we need to be successful in geography? Geographical skills; maps, grid references, using scale, use of maps Speaking 'like a geographer' Asking geographical questions Knowledge Location and place knowledge Building their use of globes, maps and atlases. This will continue through their geography curriculum at BVC. Use of OS maps, grid references, topographical and aerial and satellite images.</p>	<p>Antarctica- A continent for sale? Use of GIS to interpret the continent and changes. Interpretation of images Debate Analyse differing opinions to an event/process Explanation of the formation of landforms/processes Knowledge Understanding of the importance of geography in politics Polar desert climate Glaciation Climate change</p>	<p>Weather and climate Skills Mathematical Explanation of the formation of landforms/processes Knowledge Environmental awareness and consultancy. Cause of weather Climate change Fantastic Places Skills Location Knowledge Location knowledge Africa, Middle East Asia. Comparing similarities and differences</p>
Year 8	<p>From Russia with Love? - Understanding of the importance of geography in politics- Russia and the diplomacy issues. Knowledge Location knowledge of Russia Biomes and ecosystems Environmental awareness Cultural similarities and difference</p>	<p>Tectonic Hazards Skills Hazard management Evaluation of the impact on different stakeholders Knowledge Enhancing students understanding of hazard management. Introducing them to need careers such as geologist, hazard management around the world as well as GIS software to monitor hazards. Geological timescales and plate tectonics. Understanding how understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human Coasts Skills Explanation of the formation of landforms/processes Field sketches To evaluate the sustainability of management choices Knowledge Rocks, erosions and weathering and soils Coasts Hydrology</p>	<p>The Almighty Dollar Skills Plotting data onto maps Awareness of sustainability Interpretation of data Knowledge Location knowledge North America, Asia, Africa, Europe Economic activity in population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Purchasing power, money transfer between USA and China, types of employment, Chinese investment in Africa (Nigeria), cycles of poverty, life in Nigeria, life in India, problems with infrastructure. Assessment by academic poster.</p>

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<p>Year 9</p>	<p>Factfulness- Is our understanding of the world wrong? Skills Interpretation of data Asking geographical questions Knowledge Key terms Comparisons between counties Media misrepresentation</p>	<p>Knowledge 1.1 Urbanisation in contrasting global cities 1.1.1 Urbanisation as a global pattern 1.1.2 Way of life and current challenges created by urbanisation in Sydney and Mumbai 1.1.3 Strategies used to manage the impacts Sydney and Mumbai 1.2 Urban and rural processes and change in the UK 1.2.1 Challenges for people in urban and rural areas 1.2.2 Distinctive features of urban areas in the UK 1.2.3 Factors driving urban and rural change 1.2.4 Cause and effect of change in retail 1.2.5 Issues associated with leisure in urban and rural areas in the UK</p>	<p>Knowledge 1.3 A global perspective on development 1.3.1 Patterns of development 1.3.2 Global processes that connect countries at different stages of development 1.3.3 Causes and consequences of uneven development 1.3.4 Advantages and disadvantages of different types of aid</p>
<p>Year 10</p>	<p>Theme 3 Skills AO1 Demonstrate knowledge of locations, places, processes, environments and different scales. AO2 Demonstrate geographical understanding of: □ concepts and how they are used in relation to places, environments and processes □ the inter-relationships between places, environments and processes. AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. AO4 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Knowledge 3.1 How ecosystems can function 3.1.1 Relationship between climate and global biomes 3.1.2 Physical processes and interactions within ecosystems 3.1.3 Small scale ecosystems in the UK 3.2 Ecosystems under threat 3.2.1 How are systems used by people? 3.2.2 How are ecosystems damaged by human activity? 3.2.3 Sustainable management of ecosystems 3.4 Desertification 3.4.1 Physical processes in a hot semi-arid regions which can cause desertification 3.4.2 Human activity contributing to desertification 3.4.3 Management of environments vulnerable to desertification</p>	<p>Theme 3 Skills AO1,2,3 and 4 Knowledge 3.3 Water resources and management 3.3.1 Varying supply and demand 3.3.2 Consequence when demand of water exceeds supply 3.3.3 Challenges of managing water supply 2.3 Weather and Climate 2.3.1 Why is the UK climate so variable? 2.3.2 Circulation of atmospheric pressure 2.3.3 Weather hazard patterns</p>	<p>Theme 2 Skills AO1,2,3 and 4 Knowledge 2.3 Weather and Climate 2.3.4 Cause, consequences and responses of two contrasting weather events (Hurricane Katrina and the California Drought) 2.4 Climate Change- cause and effect 2.4.1 How has climate changed in the Quaternary period? 2.4.2 Causes of climate change 2.4.3 Consequences of climate change 2.4.4 How and why do attitudes vary towards climate change? 2.4.5 What can individuals do in the UK to reduce the risk of climate change?</p>

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Year 11	<p>Knowledge 3.1 How ecosystems can function 3.1.1 Relationship between climate and global biomes</p> <p>3.1.2 Physical processes and interactions within ecosystems</p> <p>3.1.3 Small scale ecosystems in the UK</p> <p>3.2 Ecosystems under threat 3.2.1 How are systems used by people? 3.2.2 How are ecosystems damaged by human activity?</p> <p>3.2.3 Sustainable management of ecosystems</p> <p>3.4 Desertification 3.4.1 Physical processes in a hot semi-arid regions which can cause desertification 3.4.2 Human activity contributing to desertification 3.4.3 Management of environments vulnerable to desertification</p> <p>3.3 Water resources and management 3.3.1 Varying supply and demand 3.3.2 Consequence when demand of water exceeds supply 3.3.3 Challenges of managing water supply</p>	<p>Skills AO1,2,3 and 4</p> <p>Review Theme 2 Theme 1 Weather and climate Climate Change Coasts Rivers Exam work Fieldwork skills</p>	<p>Review and exam technique Urbanisation Globalisation Development Aid.</p>
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ENRICHMENT OPPORTUNITIES	Year 7	Year 8	Year 9	Year 10	Year 11
	Fieldwork around the school site	Fieldwork on the Norfolk Coast	Fieldwork in Ely exploring clone towns	GCSE fieldwork summer term	GCSE fieldwork autumn term

For more information please contact Head of Department Ms R Ward on rward@bassingbournvc.org