

Curriculum Intent

Theme	Year 7	Year 8	Year 9 - slightly different order of themes
What it means to be a Geographer....	Thinking Geographically	Developing Enquiry Skills	Glaciation and Changing climate (Human interaction with the physical world)
Human interaction with the physical world	Biomes and Biodiversity	Weather and Climate.	Development (Human Issues of the 21st Century)
Human Issues of the 21 st century	Population	Resources	Hazardous Earth (How the physical world works)
How the physical world works	Coasts	Rivers	Exploring Place - Africa and Asia (Exploration of Place)
Exploration of Place	Exploring place - Russia	Exploring Place - The Middle East	Geographers as Critical thinkers - Taking an active part in debate and activism (What it means to be a Geographer...)

Figure 1 Summary Table of the Core Geographical Knowledge and Understanding taught in our Key Stage 3 Curriculum

Skills	Brief description
Investigative/Field Work (including data and information research skills)	Students develop the ability to understand, design and implement a geographical enquiry: <ul style="list-style-type: none"> • asking enquiry questions • selecting suitable locations • carrying out field work with suitable sampling methods • researching an issue • presenting and analysing data • drawing conclusions and • being able to critically evaluate their work and that of others
Atlas and map skills	Students develop the ability to read and interpret a variety of maps including GIS.
Graphical skills	Students develop the skills to construct, interpret and communicate with different diagrams, maps, graphs, sketches, and photographs.
Numerical and Statistical Skills	Students understand how maths is used in Geography. Students develop the skills to interpret and communicate with different numerical information in geography. Students develop the skills to be able to identify weakness in the statistical presentation of data and to draw informed conclusions from numerical data.
Extended writing skills The ability to assess/evaluate	Students develop the ability to write a geographical extended response (which includes drawing conclusions) to 'assess' and 'evaluate' statements, reflection on differing opinions of an issue and when presented with various forms of data on a geographical issue.

Figure 2 Summary of the Core Geographical Skills taught in our Key Stage 3 Curriculum:

Please note that the reference to the Geog. books (in the resources/support at home section) is in relation to OUP published textbooks which can be found here: <https://global.oup.com/education/content/secondary/series/geog-123-fifth-edition/?region=uk>

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Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Resources/support at home
Autumn 1	THEME - What it means to be a geographer... Topic: Thinking Geographically	<p>Students will develop an understanding of why and how geographers study the world. This will include how explorers past and present learn about the world.</p> <p>Students will also be introduced (or maybe revisiting) the key geographical skills of map skills, what we mean by enquiry and GIS.</p> <p>They will also be introduced to how geographers view issues – thinking about matters in social, economic and environmental terms before coming to substantiated and evidenced conclusions.</p>	<p>What to read - Geog.1 OUP Chapter 2. Horrible Geographies - Wicked Tour of the World, Horrible Geographies - Intrepid Explorers</p> <p>Where to visit - Natural History Museum</p>
Autumn 2	THEME - How the Physical World Works? Topic - Coasts	<p>Coasts (12 lessons)</p> <p>Students will learn about the key processes and landforms that operate and exist in the coastal environment. They will also learn about the challenge and opportunities coastal areas present to humans. There will be a focus on UK areas in this topic.</p>	<p>What to read – Geog. 2 OUP Chapter 4 for theoretical support. Horrible Geographies - Cracking Coasts for something a little more fun.</p> <p>What to watch – https://www.bbc.co.uk/iplayer/episode/b09hs07h/blue-planet-ii-series-1-6-coasts and https://www.bbc.co.uk/iplayer/episode/b0074mn1/the-blue-planet-8-coasts</p> <p>Where to visit – the seaside! The Essex coast has some great examples of sea defences and is a short train ride from London</p>
Spring 1	Theme - Human interdependence with the physical world Topic - Weather and Climate	<p>Students will develop an understanding of the difference between weather and climate, how we measure (using the school site as a field work location) weather, and key weather systems such as why it rains and air pressure. Students will explore different climates around the world (after a focus on our own UK climate) and how extreme weather impacts on humans.</p>	<p>What to read - Geog. 2 OUP Chapter 5 for theoretical support. Horrible Geographies - Stormy Weather and Wicked Weather for something a little more fun.</p> <p>What to watch - Weather channels on the news / Met Office videos from their website.</p> <p>Where to visit - Although a long way (Exeter, Devon) it is possible to visit the Met Office on one of their public open days https://www.metoffice.gov.uk/about-us/contact/open-days</p>

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Spring 2	THEME - Human Issues of the 21st Century Topic - Population	Students will gain an understanding of global population trends in growth, density and distribution and how this may change over time. They will learn about population structures and how countries attempt to manage the opportunities and challenges of an aging population and migration. They will also explore the causes and impacts of our increasingly urbanised world as most of us know live in urban areas.	What to read – Geog. 2 OUP Chapter 2 for theoretical support. Horrible Geographies - Planet in Peril for something a little more fun. What to watch –Horizon Jan 2020 - 7.7 Billion and Counting https://www.bbc.co.uk/iplayer/search?q=7.7+billion (with parental supervision) Where to visit – Museum of London – exploring the growth of London
Summer 1	THEME - Exploration of Place Topic - Russia	Students will take part an in depth place study of the physical and human features of the Russia.	What to read – Geog. 3 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun.
Summer 2	Topics run across half terms as there are five geographical themes in each year		
Yr8 (KS3)	Topic Area	Knowledge/Skills that are taught	Resources/support at home
Autumn 1	THEME - What is means to be a geographer... Topic: Geographical Enquiry	As part of developing investigation/fieldwork skills, students investigate a local urban landscape (Muswell Hill, London). They learn how the local area is similar to and different from other urban landscapes and changes in this area compared to others. The focus of this topic is developing several Geographical skills of primary and secondary data collection. Students discuss how to set up a Geography investigation and consider concepts of sampling, risk assessment and ethics in fieldwork. Sources of secondary data collection will include maps (OS and GIS), photographs, film, blogs as well as census and crime data to investigate the local area	What to read - The Creighton Report (a 1970s report on the School – former name of Fortismere) Images of London: Highgate and Muswell Hill by Joan Schwitzer and Ken Gay (includes many old photos) The Road Home by Rose Tremain (novel part set in Muswell Hill) Constitutional by Helen Simpson (a novel mostly set in nearly Hampstead Heath) London: The Biography by Peter Ackroyd (a history of the city) What to watch - Archive footage by Haringey Council. This shows a range of sites from 1950s (buildings, roads etc) in the western part of the (current) Borough & includes Muswell Hill. Fever Pitch (film based on book by Nick Hornby which was part filmed on Fortismere School site). Where to visit – Muswell Hill library, Alexandra Palace, Parkland Walk (disused branch railway), Hornsey Historical Society (they have much material from around the Borough),

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			Bruce Castle Museum (in Tottenham but with information from around Borough, as above), St James's Church, Odeon Cinema (1930s art deco building), Walk around the area to see other sites/buildings of different ages and functions, some of which have changed from original uses (eg Sainsburys (site of former music hall), steakhouse restaurant (former Presbyterian church), Highgate and Queens Woods (ancient and protected woods managed by the Corporation of London).
Autumn 2	THEME - How the Physical World Works? Topic - Rivers	Students will learn about the key processes and landforms that operate and exist in the river environments. They will also learn about the challenge and opportunities rivers present to humans. There will be a focus on UK areas in this topic.	<p>What to read – Geog. 1 OUP Chapter 5 for theoretical support. Horrible Geographies - Raging Rivers for something a little more fun.</p> <p>What to watch - The Thames: Britains Great River https://www.channel5.com/show/the-thames-britains-great-river-with-tony-robinson/</p> <p>Where to visit - The River Thames, The Thames Barrier</p>
Spring 1	THEME - Human interaction with the Physical World Topic - Biomes and Biodiversity	After learning about the key processes within an ecosystem, students will develop an understanding of the world's biomes and global climate zones with a focus on the Taiga, Rainforest and Desert Biomes. They will explore the threats to biodiversity in these biomes and consider solutions to biodiversity loss including a look at the role of ecotourism.	<p>What to read – Biome Geo Facts by Izzi Howell and Monkey Magic: The Curse of Mukada by Grant S. Clark. Horrible Geographies - Blooming Rainforests and Desperate Deserts for something a little more fun.</p> <p>What to watch – Seven Worlds, One Planet - https://www.bbc.co.uk/iplayer/episodes/p07dzjwl/seven-worlds-one-planet Biomes clips - https://www.bbc.co.uk/programmes/articles/4SDRrCdH8Ngys9RVRkHvJ1H/ecosystems-and-biomes</p> <p>Where to visit - Kew Gardens, London Zoo, London Aquarium</p>
Spring 2	THEME - Human Issues of the 21st Century Topic - Resources	Students will develop an appreciation of the earth's resources (water, soil, and energy) and how they essential to life on earth and our current lifestyles. They will then explore the pressures on these resources and the implications of our misuse and overexploitation (including the potential for conflict between countries). Students will then explore strategies for the conservation of these resources.	<p>What to read – Geog. 3 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun. Horrible Geographies - Planet in Peril for something a little more fun.</p> <p>What to watch –Horizon Jan 2020 - 7.7 Billion and Counting https://www.bbc.co.uk/iplayer/search?q=7.7+billion (with parental supervision)</p> <p>Where to visit: Kew Gardens</p>

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Summer 1	THEME - Exploration of Place Topic - The Middle East	Students will take part in an in depth place study of the physical and human features of the Middle East. Students will also consider conflict in the Middle East and its geographical position in our globalised world.	What to read – Geog. 3 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun.
Summer 2	Topics run across half terms as there are five geographical themes in each year		
Yr9 (KS3)	Topic Area	Knowledge/Skills that are taught	Resources/support at home
Autumn 1	THEME - Human interaction with the Physical World Topic - Glaciation and Climate Change	Students will gain an appreciation of Geological time and past climate change. To understand how glaciers and the surrounding landscape are formed – here there will be a focus on the UK. Students will learn about the causes, consequences and potential solutions of global climate change.	<p>What to read – Geog. 2 and 3 OUP for theoretical support. <i>The Week Junior</i> (a weekly periodical aimed at readership of 11-15 with a summary of news stories including those from science. Often many good short articles about climate change and the environment) Many articles that appear in the <i>New Scientist</i> and <i>Geography Review</i> (these are both aimed at a readership of A level and above level but could still be suitable for some able students) Margaret Atwood's Oryx and Crake. A novel for teenagers about the possible future impacts on the environment. The Carbon Diaries 2015 by Saci Lloyd (a teenage novel about the lives of a teenager and family living with the growing effects of climate change)</p> <p>What to watch – Climate Change, BBC David Attenborough documentary 2019 Prof Iain Stewart documentary , Men of Rock (they will have seen short clips in class but could watch whole 60 minute documentary.) BBC Frozen Planet documentary series. They will have seen parts of , On Thin Ice, in class but could watch more at home or other parts of this series.</p> <p>Where to visit –Natural History Museum (Earth Sciences galleries) Science Museum</p>

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			British Geological Survey (based in the NHM and their website) Royal Geographical society, (RGS) on Exhibition Road, SW7 – near Science Museum. See website for public talks and temporary exhibitions. The Lake District!
Autumn 2	THEME - Human Issues of the 21st Century Topic - Development	Students will explore how we measure and define development before learning about the causes, consequences and theories which attempt to explain global inequalities. Students will then consider the advantages and disadvantages of a variety of ways to close the development gap including top down and bottom up approaches as well the role of Transnational Corporations and Intergovernmental Organisations. Students will also consider the view that the UK is a wealthy nation.	What to read - Geog. 3 OUP for theoretical support What to watch – https://www.youtube.com/playlist?list=PLEbUo-BtusZucqIRWXvrqMH0odrX3xXXw – great set of revision videos Where to visit – Museum of London docklands, Museum of London, Science Museum (industrial revolution).
Spring 1	THEME - How the Physical World Works? Topic - Natural Hazards - Tectonics	Students will learn about the structure of the earth and the theory of plate tectonics. They will then learn about the different plate boundaries and tectonic hazards they create when they move. Students will then learn about the impacts of and responses to volcanic and earthquake hazards.	What to read – Geog. 3 OUP for theoretical support. Horrible Geographies - Violent Volcanoes and Earth Shattering Earthquakes for something a little more fun. What to watch - Professor Iain Stewart's DVD - Power of the Planet Where to visit - The Restless Earth section of the Natural History Museum
Spring 2	THEME - Exploration of Place Topic - A region of Africa and a region of Asia	Students will take part in an in depth place study of the physical and human features of the continents of Africa and Asia. A detailed comparison (exploring similarities and differences) of the Horn of Africa and South West China, as regions of Africa and Asia	What to read – Geog. 1 and 2 OUP for theoretical support. Horrible Geographies - Wicked Tour of the World for something a little more fun.
Summer 1	THEME - What it means to be a geographer... Topic: Geographers as Critical Thinkers - Taking an Active Part in Debate and Activism <i>Note - this theme comes</i>	This topic will support students to understand and reflect on how their knowledge and understanding in Geography may help them in taking an active part in debate and to consider the role of activism in facilitating change. One of the key issues of focus here will be climate change.	

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	<i>at the end of the Year rather than at the beginning in Years 7 and 8 as students will need to use all of their knowledge and understanding from across KS3 in this topic</i>	<i>NB - This topic has been designed with the rising involvement of young people in the climate change debate. We are aiming for this topic to provide students with the tools to be able to take an active part in debate and activism in a safe and constructive manner.</i>	
Summer 2	Topics run across half terms as there are five geographical themes in each year		