The Buckingham School
Curriculum Map

Geography

KEY TOPIC/VALUE		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 6 / PRIMARY SCHOOL LEARNING	CONTENT	Learn to understand maps; 4,6 figure grid references. 8 points of the compass and OS maps.	Use fieldwork to investigate the local area. Identify patterns such as land use, human and physical features.	Undertake investigation of the human and physical features of a country; such as China. Understand how the physical features affect humans.	Travel and tourism. Understand how location can influence how we use the environment. Consider advantages and disadvantages of travel and tourism on a local and global scale.	Understand how features and places have changed over time, including topographical feature and land use.	Compare and contrast locations. Undertake place specific case studies to compare lives in different countries.
	SKILLS	Mapping, and compass skills.	Mapping, data collection and presentation.	Independent research. Collect data. Mapping skills.	Independent research. Collect data. Mapping skills.	OS, GIS and global mapping skills.	Global and OS mapping skills. Retrieval of

						Independent research.	information from atlases.
	THEMES	To be able to communicate geographically and be able to communicate knowledge of the UK and the world.	To investigate patterns in a local area.	To communicate geographically.	To investigate places.	To investigate patterns.	To communicate geographically.
YEAR 7	CONTENT	Mapping Understanding and applying key skills in various contexts.	Mapping Becoming secure with key skills such as longitude and latitude and understanding how they are used.	Explore UK Understanding the political boundaries of the UK. Applying map skills to analyse the relief and climate of the UK and how this impacts where we live.	Explore UK & Settlements Studying migration and land use in the UK.	Tectonics Show the composition of the Earth's structure and movement of tectonic plates.	Tectonics Identify natural disasters and how they impact human and physical features.
	SKILLS	4/6 Fig. Grid Referencing Scale & Distance	Relief Map – contour, spot height, shading Longitude & Latitude.	Use a variety of skills to describe location of UK Understand factors that affect the	Understand where we live and work in the UK and the Push/Pull factors that	Be able to describe the plate tectonics and describe patterns of	Based on a case study, prepare for a decision making exercise, drawing on key skills.

		Describe features of the UK.		climate of the UK.	shape our decisions.	distribution on a regional and national scale.	
	THEMES	Using maps to locate place.	Using OS maps and globes to locate place.	Human and Physical characteristics of the UK.	Where we live and work in the UK.	The structure of the Earth.	The impact natural disasters on human and physical features.
YEAR 8	CONTENT	Development How to measure progress. What factors influence developmen t.	Development Challenging how we view the development gap through Factfulness. Be able to define key terms, such as employment sectors.	Coasts Understand key processes; types of waves, weathering, physical processes and how we manage coastlines.	Rivers Understand key processes. Following a river through its main stages and be able to describe the Hydrological cycle.	Globalisation Investigate the meaning of the economy and its relationship with Globalisation. Question the value of MNCs.	Globalisation Develop the idea of MNCs and how they have changed local cultures. Students consider their own relationships with globalisation.
	SKILLS	Mapping skills to locate places. Identify trends from analysis of data and graphs. Inferring meaning from findings.	Challenging the way we think about Development, encouraging questioning, evaluation and research.	OS mapping and GIS to locate and identify impact of coastal processes. Knowledge and evaluation of management methods in terms of impact and cost.	OS mapping and GIS to locate and identify rivers and evidence of physical processes. Ability to construct and interpret basic hydrological graphs. Opportunity for local Field Work skills.	Global mapping skills. Flow chart analysis. Case study and decision making.	Independent research. Evaluate and rank the importance of data. Identify trends from data.

	THEMES	How to measure development and to compare progress in different places.	Measuring the development gap and analysing causes of poverty.	How the coastline is formed by erosional, depositional and transport processes. How humans interact with the dynamic coastline.	The hydrological cycle and how humans interact with rivers.	Understanding of the global scale of modern lives in terms of lifestyles and working practices.	Globalisation of culture- is this a good thing? What is 'Glocalisation'?
YEAR 9	CONTENT	Biomes Construct an understanding of the range of biomes of the world.	Glaciation Identify how the landscape has altered through erosional and depositional processes. Investigate the impact of glaciers in the modern world.	Middle East Develop empathy through comparative study of the UK and countries of the Middle East. Consider water stress, climate change, conflict and lifestyles.	Middle East Focusing on Afghanistan consider the struggles of the people living with conflict and the role of opium barons.	Field work Developing investigative skills through a locally based fieldwork study (Covid permitting – or virtual if restrictions are in force).	Fieldwork Students will understand and use, similar and different field work techniques.
	SKILLS	Understand the relationship between the variation of the intensity of the sun and ecosystems it creates. To create and interpret climate graphs. Be able to infer climatic conditions	OS and GIS to identify landforms created by glaciers. To identify the impact landforms have on life in the past and today. Identify trends from data to understand why people visit glaciers today. Using data, identify the link between global warming	Use OS and Global maps to locate places, human and physical features. Use of choropleth and relief maps to identify challenges and opportunities.	Use OS and Global maps to locate places, human and physical features. Infer meaning from literature and visual resources.	Construct hypothesis Develop quantitative and qualitative surveys Use various fieldwork techniques for measurement.	Work collaboratively to collect, collate and analyse data. Present and interpret findings Test hypothesis and report.

		for that area and how this might impact on living there.	and retreat of glaciers.				
	THEMES	The different ecosystems of the world.	How the landscape has been formed by glaciation.	To compare physical and human features of the UK and Middle East.	Understanding life in a challenging environment; Afghanistan.	Applying geographical knowledge and skills in a real life context.	Applying geographical knowledge and skills in a real life context.
YEAR 10	CONTENT	Biomes and Ecosystems. Use place specific examples to build understandin g of biotic and abiotic elements of biomes. Investigate the relationship between humans and the world they live in. Consider concept of living sustainably.	Weather and Climate. Learn about the weather and how to identify types of weather on synoptic charts. Build understanding of pressure systems and relationship to the Global Circulation System. How climate changes over time, through human and physical causes. Use case studies to understand differences in impact between rich and poor countries.	Urban and Rural Change. Identify and understand processes that have shaped settlements; urbanisation, suburbanisation, counter-urbanisati on. Identify inequalities, changes to the way we live and work and how we can live sustainably.	Urban and Rural Change. Identify and understand processes that have shaped settlements; urbanisation, suburbanisation, counter-urbanis ation. Identify inequalities, changes to the way we live and work and how we can live sustainably.	Rivers. Students will build on knowledge of river long profiles and features found along the river course. Through use if case studies, students will investigate how humans interact with the distinctive landscapes, showing why, and the consequences of, why rivers flood. Study will consider management and potential controversy.	Fieldwork. Students will visit a river and urban setting (covid permitting, or through virtual means). They will gain experience in field work techniques and use of equipment.

	SKILLS	Use global mapping skills to locate biomes. Understand the Global Air Circulation model. Interpret Climate graphs. Lower and higher tier questions.	Use climate graphs and synoptic charts. Use Global mapping skills. Lower and higher tier questions.	Use and interpret choropleth maps. Use the Burgess model and Egon's wheel to evaluate change and sustainability. Build sphere of influence maps. Lower and higher tier questions.	Use and interpret choropleth maps. Use the Burgess model and Egon's wheel to evaluate change and sustainability. Build sphere of influence maps. Lower and higher tier questions.	OS mapping skills. Interpret Hydrographs. Lower and higher tier questions.	Create Hypothesis. Use of Primary and Secondary resources. Data collection. Data presentation and analysis. Test Hypothesis and present findings.
	THEMES	Students will study the changing environments of different biomes around the world.	Students will study the concept of weather and how natural environments are affected due to human influence, and natural events such as storms, flooding and climate change. Students will consider how challenging environments can be managed sustainably.	Students will investigate changes in urban and rural areas	Students will investigate changes in urban and rural areas and the impact for both UK and Global Places.	Students will focus on the formation of, and changes to, distinctive landscapes of the UK.	Students will take their learning out into the real world and experience 'hands on' investigative work. The focus will change each year. Current Y10 will adopt qualitative surveys as their method, and Place as the concept.

YEAR 11	CONTENT	Students will identify: Patterns of development, Global processes, Causes and consequences of uneven development, Advantages & disadvantages of Aid. Students will use place specific case study.	Coasts. Students will define distinctive coastal landscapes and the processes that shape the landform. They will describe and evaluate management. Students will predict the impact of climate change on coastal landscapes.	Contrasting Global Cities. Students will investigate global patterns of urbanisation. Through case study analysis, they will compare patterns of migration and wealth, occupations in the formal and informal sectors. Identify causes and consequences of uneven development.	Water Resources. Students will understand concept of supply and demand of water and consequences of water stress. They will consider causes of stress and evaluate potential solutions, recognising the often controversial nature of managing water supply.	Revision Prepare for GCSE exams.	Revision Prepare for GCSE exams.
	SKILLS	Global Mapping. Interpret data and identify trends. Use flow graphs. Lower and higher tier questions.	OS mapping skills. Interpret data. Create sketch diagrams with labels and annotations. Lower and higher tier questions.	OS mapping skills. Interpret data and infer trends. Lower and higher tier questions.	OS mapping skills. Create sketch diagrams with labels and annotations. Decision making exercise. Interpret data and infer trends. Lower and higher tier questions.	Practice exam papers. Focus on key skills. Extend decision making exercise.	Practice exam papers. Focus on key skills. Extend decision making exercise.

	THEMES	Students will study development, resources, impact of globalisation and consequences of uneven development.	Students will focus on the formation of, and changes to, distinctive landscapes of the UK.	Students will investigate the development of Global cities, making comparisons of the challenges experienced and the impact for both UK and Global Places.	Students will consider the struggle to achieve water security in some locations around the world.	Students will take time to consolidate prior learning. They will also practice key skills, exam technique and further their decision making experience.	Students will take time to consolidate prior learning. They will also practice key skills, exam technique and further their decision making experience.
YEAR 12	CONTENT	Plate tectonics Globalisation	Plate tectonics/ Globalisation	Coasts Regeneration	Coasts Regeneration	Revision Mock exams Fieldwork	Migration, identity and sovereignty NEA
	SKILLS	Geographical and Mathematical skills are taught throughout each topic as prescribed for each unit by the exam board. Statistical analysis takes place where appropriate.	Geographical and Mathematical skills are taught throughout each topic as prescribed for each unit by the exam board. Statistical analysis takes place where appropriate.	Geographical and Mathematical skills are taught throughout each topic as prescribed for each unit by the exam board. Statistical analysis takes place where appropriate.	Geographical and Mathematical skills are taught throughout each topic as prescribed for each unit by the exam board. Statistical analysis takes place where appropriate.	Geographical and Mathematical skills are taught throughout each topic as prescribed for each unit by the exam board. Statistical analysis takes place where appropriate.	Geographical and Mathematical skills are taught throughout each topic as prescribed for each unit by the exam board. Statistical analysis takes place where appropriate.

	THEMES	Synoptic themes- *Players, Attitudes and actions, Futures and uncertainties	Synoptic themes- *Players, Attitudes and actions, Futures and uncertainties	Synoptic themes- *Players, Attitudes and actions, Futures and uncertainties	Synoptic themes- *Players, Attitudes and actions, Futures and uncertainties	Synoptic themes- *Players, Attitudes and actions, Futures and uncertainties	Synoptic themes- *Players, Attitudes and actions, Futures and uncertainties
YEAR 13	CONTENT	Migration, identity and sovereignty Carbon cycle and energy security	Superpowers Carbon cycle and energy security	Superpowers Water cycle and water security	Submission of NEA Water cycle and water security	Revision. Exam preparation for Paper 1, 2 and 3	Revision and exam preparation for Paper 1, 2 and 3
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