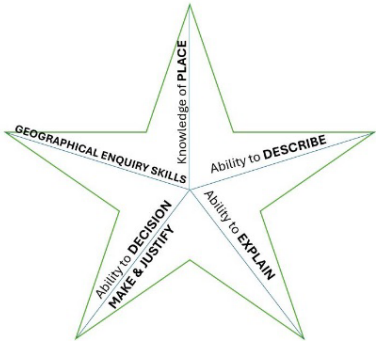
LUNESDALE LEARNING TRUST



KS3 Geography curriculum map

KEY CONCEPTS in GEOGRAPHY: Place Sustainability Development Inequality Interdependence Hazards Cycles

	Topic 1	Topic 2	Topic 3
Year 7	**Our Place & Rusty the Red** PLACE/CYCLES/INTERDEPENDENCE	**Spectacular Scenery** CYCLES/PLACE/DEVELOPMENT	**Hazards: Extreme Weather** HAZARDS/PLACE/DEVELOPMENT/INEQUALITY
Knowledge-rich content	To *know* the 7 continents, some countries in Europe and some counties in England & the be able to identify the differences between continents, countries, regions and counties To *know* key features of our local region (both natural & human) To *know* how rock cycling and water cycling are shaping our landscape To *know* the 3 categories of rock; igneous, metamorphic & sedimentary & their character. To *know* how landscape links to geology; for instance, the role of resistance. To *know* how to apply core map skills including using scale, reading direction & locating using grid references	To *know* how to describe the distribution of rocks To *know* the features of karst topography (limestone scenery) and that these features provide similarities between places To *know* the processes of weathering, focusing on carbonation (chemical weathering of limestone) To *know* the value of limestone ecologically- beginning to explore how species adapt To *know* that limestone is a key component in the manufacture of cement To *know* some advantages/disadvantages of quarrying	To *know* some examples of extreme weather and how they represent a hazard To *know* why extreme weather is becoming more frequent To *know* that 'tornado alley' is a hotspot for extreme weather (tornadoes) and to know how they form To *know* how the distribution of tornadoes and hurricanes contrasts To *know* the environmental conditions necessary for a hurricane to form To *know* some key impacts of hurricanes To *know* some factors that influence the scale of impact/vulnerability to hurricane events
Key subject specific terminology	Continent, Country, Region, County, latitude, longitude, Greenwich meridian, relief, resistance, sedimentary, metamorphic, igneous, weathering, erosion, contours, National Parks, scale, direction	Rock cycle, sedimentary, metamorphic, igneous, resistance, weathering and erosion (freeze-thaw/onion skin/biological/chemical), adaptations, cement manufacture, quarrying	Extreme weather, global warming, hazards, tornadoes, cumulonimbus clouds, hurricanes, socio-economic impacts, environmental impacts, vulnerability, hazard management

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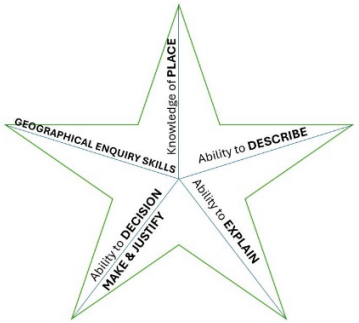

KS3 Geography curriculum map

KEY CONCEPTS in GEOGRAPHY: Place Sustainability Development Inequality Interdependence Hazards Cycles

	Topic 1	Topic 2	Topic 3
Year 8	**Sustainability** SUSTAINABILITY/PLACE/DEVELOPMENT/ INEQUALITY/INTERDEPENDENCE	**The Poles** PLACE/DEVELOPMENT/INTERDEPENDENCE/SUSTAINABILITY	**Urbanisation** PLACE/DEVELOPMENT/INTERDEPENDENCE
Knowledge rich content	To *know* what the climate stripes/biodiversity stripes show and understand their purpose. To be able to link climate change to biodiversity. To *know* the process of global warming (causes/consequences) and where the largest carbon stores are. To understand that carbon is stored and cycled between stores. To *know* how humans can conserve biodiversity (Haweswater) To *know* how & why the Aral Sea diminished To *know* what hidden water is and how AI has a water and energy impact To *know* what activism is, methods and explore the effectiveness of different types of activism To *know* the concept of a circular economy and explore companies applying the philosophy and eco-innovating To *know* the natural and human character of the Middle East. To *know* how Masdar *could* represent a model for sustainable urban design	To *know* the physical location and character of both the Antarctic & Arctic and how these landscapes contrast To *know* the climatic character of Antarctic and how this varies between the coast and inland To *know* the value of the Poles for research and to begin to appreciate the challenges of carrying out research in these extreme landscapes. To *know* the range of employment opportunities available in the Antarctic (including who the BAS are/what they do) To *know* the Antarctic food chain and to begin to appreciate how different species adapt to their environment To *know* who Sir Ernest Shackleton was & understand the challenges presented from Polar exploration To *know* some key threats to the Polar habitats including overfishing, mineral extraction and climate change & how these could be managed.	To *know* urbanisation as a global trend and be able to explain its' cause To *know* that patterns of land use can be identified in HIC urban centres To *know* some key challenges of urbanization and to consider some strategies to tackle urban problems
Key subject specific terminology	Sustainability, biodiversity, geopolitics, global warming, hidden water, AI, activism, circular economy, Masdar	Southern Ocean, Antarctic Peninsula, research, exploration, food chains, Antarctic krill, Sir Ernest Shackleton, overfishing, mining, rare earth minerals	Urbanisation, rural to urban migration, natural increase, CBD, Inner City, Suburbs, urban sprawl, congestion, squatter settlements, public transport, urban farming & guerilla gardening

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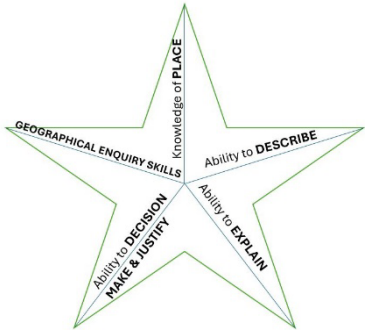

KS3 Geography curriculum map

KEY CONCEPTS in GEOGRAPHY: Place Sustainability Development Inequality Interdependence Hazards Cycles

	Topic 1	Topic 2	Topic 3
Year 9	**Islands** PLACE/DEVELOPMENT/SUSTAINABILITY	**Development & globalization** DEVELOPMENT/INEQUALITY/INTERDEPENDENCE/PLACE	**Hazards & Climate change** CYCLES/HAZARDS/INTERDEPENDENCY
Knowledge rich content	To *know* the names and locations of major islands of the World To *know* the 4 main ways in which islands are formed To *know* the physical character of Rapa Nui and how this has changed To *know* reasons as to why the Rapa Nui civilization collapsed To *know* the physical and human character of Nauru To *know* challenges facing Nauru today To *know* how Iceland has huge renewable energy potential but also what conflicts this brings To *know* factors that influence the siting of a HEP dam To *know* the delicate relationship between mankind and the environment	To *know* how different development measures can be used to measure social and economic development To *know* key features of the physical and human character of Africa. To *know* common misconceptions regarding Africa and how to challenge them. (Hans Rosling; Factfulness) To *know* how imports and exports link countries in our modern globalized world. To *know* the role of container shipping in global trade To *know* how economic development can lead to social change - e.g. in China To *know* how investment from one country (FDI) can benefit another e.g. China to Kenya	To *know* the distribution of tropical storms To *know* the factors that contribute to the formation of tropical storms- to be able to explain To *know* the primary and secondary effects of a named tropical storm, together with the responses to the named storm event. To *know* how Tropical storms can be managed. To *know* how climate change can be caused by natural factors and to revisit understanding of human induced climate change. To k*now* where we draw evidence for climate change To *know* the impacts of climate change To *know* methods to manage climate change; specifically, mitigation & adaptation.
Key subject specific terminology	Islands, eustatic sea level change, land bridges, coral polyps, civilization, guano, geothermal energy, hydroelectric energy	Development, Quality of life, Standard of living, Development indicator, Human Development Index, Resources, Transnational Corporation, Globalisation, Trade, Imports, Exports, Urbanisation, Foreign Direct Investment (FDI)	Distribution, coriolis force, wind shear, eye, eyewall, outer spiral arms, primary/secondary effects, immediate & longer-term responses, storm shelters, evacuation.

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Yr 10 Geography Curriculum Map

KEY CONCEPTS in GEOGRAPHY: Place Sustainability Development Inequality Interdependence Hazards Cycles

	Topic 1	Topic 2	Topic 3	Comments
Year 10	**Living World: Ecosystems; Tropical Rainforest & Deserts** PLACE/CYCLES/INTERDEPENDENCE	**Challenge of Natural Hazards** HAZARDS/PLACE/DEVELOPMENT/ INTERDEPENDENCE/INEQUALITY	**Physical landscapes in the UK** PLACE/CYCLES	Fieldwork opportunities: What is the character of woodland on the school grounds? To what extent do conflicts occur in Elterwater- a glaciated upland area (1 day)
Knowledge rich content	To *know* the distribution of different biomes and factors influencing distribution. To *know* the character of TRF & deserts- how do animals and plants adapt to their environment. What is the value of biodiversity? How can this be maintained? To *know* pressures/challenges inherent in different biomes (TRF & Desert) To *know* the opportunities that different biomes create (TRF & Desert) To *know* examples of how contrasting biomes (TRF & Deserts) can be developed sustainably	To *know* what a natural hazard is and what factors influence the level of risk. To know the basics of Plate Tectonic Theory, including the structure of the Earth. To *know* the physical processes that create tectonic hazards including how tectonic plates move. To *know* how both the impact and response to hazards vary with different levels of wealth To *know* how risk can be reduced by monitoring, prediction, planning & prevention To *know* named examples of both tectonic & climatic events To *know* the process, impact and methods of management of climate change	To *know* the UK has a diverse physical geography To *know* the processes that operate in river (yr 9) & glacial landscapes To *know* how to explain the formation of landforms by applying understanding of processes To *know* how physical landscapes can present both challenges and opportunities- how can these be managed? E.g. flooding, conflicts	
Key subject specific terminology	Distribution, ecosystem, biome, nutrient cycling, adaptations, interdependency, deforestation, Indonesia, sustainable management, Debt for nature swaps, afforestation, deserts, challenge, opportunity	Hazards, constructive/destructive /collision/conservative, core, mantle, crust, convection, ridge push, slab pull, Moment Magnitude scale, Kaikoura, Nepal, tropical storms, Typhoon Haiyan, storm surge, eye, outer spiral arms, impact, response, management, climate change, adaptation & mitigation	Glacial; Glacial trough, truncated spurs, corrie, arête, pyramidal peak, hanging valley, misfit stream, ribbon lake, glacial till, moraine, erratic, drumlin, outwash plain, conflicts, management Rivers recap Yr 9; Drainage basin features, abrasion, attrition, solution and hydraulic action, saltation, suspension, traction, V-shaped valley, interlocking spurs, waterfall, meander, ox-bow lake, levees, estuary, flooding, soft/hard engineering,	

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Yr 11 Geography Curriculum Map

KEY CONCEPTS in GEOGRAPHY: Place Sustainability Development Inequality Interdependence Hazards Cycles

	Topic 1	Topic 2	Topic 3	Comments
Year 11	**Urban Issues & Challenges** SUSTAINABILITY/PLACE/DEVELOPMENT/INEQUALITY/INTERDEPENDENCE	**Changing Economic World** PLACE/DEVELOPMENT/INEQUALITY	**Challenge of Resource Management; energy focus** PLACE/DEVELOPMENT/ INTERDEPENDENCE	Fieldwork opportunity: To what extent does Barbon Beck agree with Bradshaw's model of downstream change? (1/2 day)
Key knowledge content	To *know* what urbanisation is, the global pattern of urbanization & it's causes To *know* the challenges & opportunities caused by urban growth in Lagos, Nigeria To *know* the character of urban change in the UK focusing on Manchester To *know* methods that can be employed to make urban living more sustainable	To *know* how we classify countries by stage of development & the global pattern of economic inequality To *know* causes & consequences of uneven development To *know* how the economy has changed in the UK and to begin to consider how the economic future could be more sustainable To *know* some of the changes (impacts) caused by rapid economic growth in LIC/NEE & recognize the role of TNC's and international aid To *know* strategies that could help reduce the development gap	To *know* the UK's pattern of production/consumption of food, energy and water & influencing factors To *know* factors that influence energy security around the World. How energy secure is the UK? To *know* how our energy mix is changing and be able to explain what a sustainable energy future looks like	
Key subject specific terminology	Urbanisation, natural increase, rural-urban migration, squatter settlements, challenge, opportunity, informal sector, sanitation, congestion, infrastructure, dereliction, greenfield, brownfield, urban sprawl, inequality, cultural mix, rural-urban fringe, urban regeneration	HIC/NEE/LIC, GNI, HDI, Demographic Transition Model, disparity, fair trade, microloans, tourism, industry, deindustrialization, globalization, TNCs, aid Knowledge intensive business services, Commonwealth, EU, BREXIT	Resources, food, water, energy, top-down, bottom-up, food miles, energy mix, pollution, organic, intensification, surplus, deficit, security/insecurity, renewable, non-renewable, energy conservation	

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KS5 Geography Curriculum Map

KEY CONCEPTS in GEOGRAPHY: Place Sustainability Development Inequality Interdependence Hazards Cycles

	Topic 1	Topic 2	Topic 3	Comments
Year 12	**Contemporary Urban Environments** PLACE/DEVELOPMENT/SUSTAINABILITY/INEQUALITY/CYCLES To *know* global patterns of urbanization and how this impacts urban form and socio-economic character To *know* contemporary urban processes leading to urban & rural change To *know* how urban policy is contributing to changing urban landscapes To *know* how urban landscapes impact on the physical character of an area (climate/drainage/waste) To *know* both the challenges & opportunities inherent in global urbanisation	**Coastal landscapes** CYCLES/HAZARDS/PLACE To *know* how processes shape contrasting coastal landscapes To *know* how landscapes evolve over time To *know* how human intervention is impacting our coastal landscapes	**Changing Places** DEVELOPMENT/INEQUALITY/ INTERDEPENDENCE To *know* the nature of 'place' and understand the dynamics of change To *know* two contrasting case studies exploring factors influencing the character & sense of place. To *know* how to critically assess a range of data sources	Fieldwork opportunities: Newcastle & the Holderness Coast (3/4 day residential). Kingsdale Head: Explore how conservation can impact on carbon storage. To understand how carbon and water cycles are interdependent. Salford Quays: Assess the drivers of change and key placemakers in the 'distant' place (1 day)
		NEA: Non-examined assessment		
Year 13	**Water & Carbon Cycles** CYCLES/INTERDEPENDENCE/HAZARDS To *know* the water/carbon cycle; its stores, fluxes & processes. To *know* what factors drive change in water/carbon cycles To *know* case studies illustrating key themes in water & carbon and their relationship with environmental change & mankind To *know* the natural/human causes & impacts of, and responses to, wildfires as a hazard	**Global Governance** DEVELOPMENT/INEQUALITY/ INTERDEPENDENCE To *know* factors & dimensions in globalization & trends in flows To *know* the impacts of globalization To *know* varying responses to globalization To *know* the concept of Global commons' applying understanding to Antarctica	**Hazards** HAZARDS/DEVELOPMENT/CYCLES To *know* the origin and nature of tectonic & atmospheric hazards To *know* a range of impacts & responses to contrasting case studies. To *know* to what extent natural hazards can be prepared for, or prevented	Fieldwork opportunity: Evaluate how catchment characteristics influence the response of the River Kent