

Mulberry Academy Woodside

Geography Curriculum Overview 2024 - 2025

Geography Curriculum Intent – MAW

At MAW, geography is a dynamic and inclusive subject that empowers students to understand and critically engage with the rapidly changing world around them. Our curriculum is designed to inspire curiosity, build cultural awareness, and encourage responsible global citizenship.

Geographers at MAW will:

1. **Experience a knowledge-rich and skills-driven curriculum** that celebrates the diversity of our school and wider community, while fostering a deep understanding of the interconnectedness of people and places.
2. **Develop critical thinking and enquiry skills** by exploring contemporary global issues such as climate change, urbanisation, migration, and inequality—preparing students to ask questions, analyse evidence, and form balanced judgments.
3. **Understand the importance of sustainability** by examining how human activity impacts the planet and how we can work towards a more secure and equitable future for all communities.
4. **Recognise geography as a relevant and empowering subject**, equipping students with the knowledge and confidence to make informed decisions, challenge injustice, and contribute positively to the world around them.

KS3		AUTUMN TERM	SPRING TERM	SUMMER TERM
		TERM 1	TERM 2	TERM 3
YEAR 7	KNOWLEDGE	<p>The world and I</p> <p>How can geography help me understand the world?</p> <p>What is the city like that I live in?</p>	<p>Our Changing Climate</p> <p>What are the causes and impacts of changing temperatures?</p>	<p>Migration</p> <p>What are borders and how do they impact people and the environment?</p>
	SKILLS	<p>Climate graphs</p> <p>OS maps skills</p> <p>Grid references (AO4) (AO1)</p> <p>Atlas maps – physical maps, land use maps, thematic maps (AO4) (AO1)</p> <p>Fieldwork</p> <p>Extended writing – students should be able to describe and explain the issues by writing for extended periods of time.</p> <p>Students should be able to develop their points.</p> <p>Students should be able to use examples and evidence to back up their points.</p> <p>Students should be able to structure their work into logical paragraphs.</p> <p>(AO3) (AO1) (AO2)</p>	<p>Climate graphs – describe, interpret and be able to draw</p> <p>Bar graphs – describe, interpret and be able to draw</p> <p>Line graphs – describe, interpret and be able to draw (AO4)</p> <p>Interpret and analyse newspaper articles, and identify bias (AO3)</p> <p>Fieldwork</p>	<p>Choropleth Maps – describe and interpret</p> <p>Present and analyse data</p> <p>Extended writing – students should be able to evaluate issues by presenting two sides of an argument and using evidence to support their opinions.</p> <p>Students should be able to structure their work using logical paragraphs and a conclusion where appropriate. (AO1) (AO4)</p>

YEAR 8	KNOWLEDGE	<p>The Equator to the Poles</p> <p>What are the world's main biomes and how do humans interact with them?</p>	<p>Globalisation - A shrinking world.</p> <p>What is globalisation and who are the emerging superpowers?</p>	<p>From land to water</p> <p>How do glaciers, rivers and the sea shape our landscape?</p>
	SKILLS	<p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4)</p> <p>Extended writing</p> <p>Formulating justified arguments</p>	<p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4)</p> <p>Extended writing – students should be able to describe and explain the issues by writing for extended periods of time.</p> <p>Students should be able to develop their points.</p> <p>Students should be able to use examples and evidence to back up their points.</p> <p>Students should be able to structure their work into logical paragraphs. (AO3)</p>	<p>OS map skills – symbols, grid references, relief, distance and scale (AO4)</p> <p>Decision making skills</p> <p>Fieldwork – use of secondary data to complete a fieldwork project</p>

YEAR 9	KNOWLEDGE	<p>Sustainability and Africa</p> <p>What sustainability and its benefits?</p> <p>What are the common misconceptions of Africa?</p>	<p>Natural hazards</p> <p>Weather and tectonics.</p> <p>What are natural hazards and how do they impact humans and environments?</p>	<p>Our unequal world</p> <p>How and why are global populations changing?</p> <p>What are the impacts of an unequal world?</p>
	SKILLS	<p>Bar graphs – describe, interpret and be able to draw</p> <p>Pie charts – describe, interpret and be able to draw (AO4)</p> <p>Extended writing – students should be able to describe and explain the issues by writing for extended periods of time.</p>	<p>GIS – describe and interpret GIS maps</p> <p>Interpret and analyse data such as photographs, cartoons, articles (AO3)</p> <p>Annotating and interpreting photographs (AO2) (AO4)</p>	<p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4)</p> <p>Extended writing – students should be able to describe and explain the issues by writing for extended periods of time.</p> <p>Students should be able to develop their points.</p> <p>Students should be able to use examples and evidence to back up their points.</p> <p>Students should be able to structure their work into logical paragraphs. (AO3)</p>

KS4 (EXAM BOARD)		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 10	KNOWLEDGE	Global Hazards How do plate tectonics shape our world? How can weather be hazardous?	Changing Climate What evidence is there to suggest climate change is a natural process? Why is climate change a global issue?	Distinctive Landscapes What makes a landscape distinctive? What influence the landscape of the UK?	Sustaining Ecosystems. Why are natural ecosystems important? Why should tropical rainforests matter to us? Is there more to polar environments than ice?	Urban Futures How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities?	Urban futures Physical field work - Walton on the Naze
	SKILLS	Investigating and analysing a range of data to justify the impacts of tectonic hazards.	Interpretation of past climate data and projected climate change data. Analysis of data to suggest reasons for patterns and trends.	Interpretation of photos, maps, graphs and diagrams. Investigation of physical and human processes that influence the shape of the landscape.	Interpretation of a variety of resources. Investigating the characteristics of the UK. Calculating percentage changes.	Interpretation of maps and graphs. Investigating the consequences of urbanisation on two countries at different stages of development.	

		<p>Analysis of climate graphs.</p> <p>Interpretation of satellite images.</p> <p>Investigating the impacts of climate on a variety of scales.</p>	<p>Analysing impacts of climate change on a national and global scale.</p>		<p>Developing research and analysis skills to reach valid and justified conclusions.</p> <p>Interpretation and analysis of resources.</p> <p>Investigating global impacts on vulnerable ecosystems.</p>		
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YEAR 11	KNOWLEDGE	<p>Dynamic Development</p> <p>Why are some countries richer than others?</p> <p>Are LIDCs likely to stay poor?</p>	<p>UK in the 21st Century</p> <p>How is the UK changing in the 21st Century?</p> <p>Is the UK losing its global significance?</p>	<p>Resource Reliance</p> <p>Will we run out of natural resources?</p> <p>Can we feed nine billion people by 2050?</p>	<p>Geographical Exploration</p> <p>Exam practice</p> <p>Urban fieldwork</p>	Revision: All papers	Final Exams
	SKILLS	<p>Analysis of maps to describe patterns of development.</p> <p>Locational knowledge of one LIDC – Ethiopia.</p> <p>Interpretation of a variety of resources.</p> <p>Investigating the characteristics of the UK.</p> <p>Calculating percentage changes.</p>	<p>Analysis</p> <p>Evaluate</p> <p>Interpretation of graphs, pie charts, maps, photographs, diagrams.</p> <p>Extended writing.</p> <p>Reaching justified and valid conclusions.</p>	<p>Interpretation and analysis of resources, including maps, diagrams, graphs, photographs.</p> <p>Investigating the impacts of increase demand for resources.</p> <p>Reaching valid conclusions.</p>			

		<p>Developing research and analysis skills to reach valid and justified conclusions.</p> <p>Interpretation and analysis of resources.</p> <p>Investigating global impacts on vulnerable ecosystems.</p>					
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