



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Geography

CURRICULUM INTENT:

In Geography, our intent is to get students thinking like a geographer. The curriculum enables learners to be confident, understand and ask questions about the world around them generating a knowledge of space and place across a range of scales. We seek to teach students on a locational basis throughout Key Stage three and shifting focus from human to physical and environmental geography on a half-termly basis in order to excite and ignite curiosity in students as they progress to Key Stage 4. Key geographical skills and fieldwork are incorporated in to the curriculum in order to develop pupil’s interest and understanding of the subject throughout all years of education. Students also consider their own personal geographies and sense of place and how this is interconnected with the wider world and issues in contemporary media.

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| Location | Place, scale and interconnectedness | Natural Environments and how we interact with them | Skills and fieldwork |
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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| NURSERY – KEY THEMES / CONCEPTS | Ourselves All about me | Light and Celebrations Celebrations and Festivals | Fairy Tales | Mad Scientists Investigations | What's in our garden? Growth | Wherever will we go? Journeys |
| NURSERY – KEY CONTENT / LEARNING | <p>My Family history Where do our parents come from? Look at world maps to identify where countries / places families are from</p> <p>Create family trees using family photographs</p> <p>Explore how they have changed since they were babies</p> | <p>Christmas Traditions Divali traditions</p> <p>Explore special events in their own person history – Birthdays, weddings, christenings, religious celebrations</p> <p>Recalling experiences of Bonfire Night</p> | <p>Understanding the natural world</p> <p>Develop an understanding of the past through activities linked to fairy tales</p> <p>Talk about the weather</p> | <p>Learn that scientists are important people.</p> <p>Exploration of the school grounds and school forest school area</p> <p>The Easter Story – Pupils will learn about the traditions and customs linked to this.</p> | <p>Exploration of the school grounds.</p> <p>Linked to forest school activities – where the children explore the minibeasts and plants that live there.</p> <p>Focus on developing pupils geographical language to describe the plants and minibeasts in the school grounds</p> | <p>Under the sea</p> <p>Investigate some of the creatures that live in our oceans.</p> <p>Discuss how we can look after these animals and plants</p> <p>Pupils will learn geographical language: Ocean Sea Beach Shore Sea bed</p> |
| RECEPTION - KEY THEMES / CONCEPTS | All about me Ourselves | Lights & Celebrations | Mad Scientists Investigations | Capes and Crowns | What's in our garden? Growth | Journeys Where will we go? |
| RECEPTION - KEY CONTENT/ LEARNING | <p>My family history. Understanding concept of the past</p> <p>Explore family life now and in the past within living memory</p> | <p>Lights and Celebrations</p> <p>Explore special events in their own person history – Birthdays, weddings,</p> | <p>Super Scientists Investigations</p> <p>Changes of weather Compare seasons and talk about spring</p> | <p>Capes and Crowns</p> <p>Introduction to the British monarchy and some from around the world and make comparisons.</p> | <p>Explore the natural world around them making observations and drawing of animals and plants</p> | <p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different from</p> |



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| | <p>Where do my family come from? – looking at world maps and globes to located places.</p> <p>Explore the different cultures represented in the class Find out about visitors and different professions</p> | <p>christenings, religious celebrations</p> <p>Learn about the history Bonfire Night. Significant individual – Guy Fawkes</p> <p>Geography – Celebration in local area</p> <p>Learn about central London where gunpowder plot took place Christmas Traditions Divali traditions</p> | <p>Find hot and cold places in world</p> <p>Introduce – deserts, ocean, artic, mountains</p> | <p>Talk about different types of weather using geographical language and record their findings</p> | <p>Go on a mini beast hunt</p> <p>Draw a simple map of our forest school area</p> <p>Forest school</p> <p>Flower hunt</p> <p>Den building</p> <p>Focus on developing pupils vocabulary to talk about their observations in the forest school.</p> | <p>the one in which they live.</p> <p>Pupils will begin to use geographical language to describe these observations and differences in environment</p> <p>Find out about different types of transport. Begin to recognise that vehicles looked different in the past.</p> |
| YEAR 1 - KEY THEMES / CONCEPTS | Teddy Bears' Picnic (Geography Focus) | Toy Story (History and Geography Focus) | Dragons, Knights and Castles (History Focus) | How can I change my world? (Geography Focus) | Space Explorers (History and Geography Focus) | Beside the Sea History and Geography Focus) |
| YEAR 1 - KEY CONTENT/ LEARNING | <p>Mapping Skills</p> <p>Children to create aerial plans of classroom and school grounds.</p> <p>Children to discuss the places they like to go and play in and around the local area.</p> | <p>Changes within living memory. (The last 100 years)</p> <p>Children handle different artefacts in the form of a range of toys from the past.</p> <p>They explore how the toys work, how children in the past</p> | <p>Exploring castles and their features</p> <p>Significant individuals</p> <p>Children look at different types of castles and some of the key features of them.</p> | <p>Geography and pollution/climate change.</p> <p>Linked to the book 10 Things I Can Do to Help My World, the children look at how they can help the planet through reducing pollution,</p> | <p>Significant Historical figures Neil Armstrong, Buzz Aldrin, Mary Jackson and Tim Peake</p> <p>What makes these people significant / important?</p> <p>Linked to the story <i>The Man on the</i></p> | <p>Children learn to name the oceans of the world and countries that are important to them.</p> <p>Children also explore the features of the coastline and learn to name some of the human and</p> |



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| | <p>Barnaby Bear link, teachers can use the resources on the Geographical Association website to include the link the Teddy Bear's Picnic, using Barnaby Bear in different places and locating them on the map.</p> | <p>used them and think about toys have changed throughout history.</p> <p>Children also go on a trip to the Toy Museum in Bethnal Green.</p> | <p>They also look broadly at the roles of kings and queens. This is linked to their learning of fairy-tales and traditional stories.</p> <p>From September 2022, the children can explore the change of monarch that is within their living memory and the celebration of the queen's jubilee.</p> | <p>recycling and reusing etc.</p> <p>Children look at using the map to locate the four countries in the UK.</p> <p>Explore weather and seasons and seasonal changes linking this to their own experiences, e.g., the clothes they wear.</p> <p>Field work of local area.</p> <p>Collect data on an environmental issue such as the number of cars using the main road by school. Discuss findings and suggest way to improve</p> | <p>Moon the children learn about Buzz Aldrin, Neil Armstrong and Mary Jackson.</p> <p>They learn about why these people are significant individuals and what their contributions were.</p> | <p>physical features of the coastline.</p> <p>Children explore how the British seaside has changed over time. They go on a trip to Broadstairs, where they are able to compare their experiences to photos of the past. The children are encouraged to talk to older relatives who have living memories of holidays in the UK by the sea.</p> |
| <p>YEAR 2 - KEY THEMES / CONCEPTS</p> | <p>World Kitchen (Geography Focus)</p> | <p>Heroines and Villains (History Focus)</p> | <p>Fire! Fire! (History Focus) The Great Fire of London</p> | <p>A Whole New World – Explorers</p> <p>Link back to Neil Armstrong (History and Geography Focus)</p> | <p>Night Explorers (Geography Focus)</p> | <p>Under the Sea (History and Geography Focus)</p> |



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| <p>YEAR 2 - KEY CONTENT/ LEARNING</p> | <p>Contrasting the UK with the Gambia. Looking at food, culture, markets, landscape etc.</p> <p>Name and locate the world's seven continents and 5 oceans.</p> <p>Locate North pole, south pole on the globe</p> <p>Identify links we have with people across the world</p> <p>Investigate where our food comes from</p> <p>Climate and the environment in equatorial areas</p> | <p>Significant individuals Women through history</p> <p>Harriet Tubman Mary Seacole Florence Nightingale What has made some heroines so remarkable?</p> <p>Why should we remember the heroines over the villains?</p> | <p>Significant events beyond living memory What happened to London during the Great Fire in 1666?</p> <p>What was Stuart England like?</p> <p>Understand past can be interpreted in different ways</p> <p>Understand why people acted the way they did</p> <p>Select and combine information from a range of sources</p> <p>Samuel Pepys</p> <p>How has London changed from 1666?</p> | <p>Significant individuals</p> <p>What were the s/d between new world explorers?</p> <p>How did explorers open up a whole new world? (significance)</p> <p>Significant individuals explorers.</p> <p>Ibn Battuta Christopher Columbus, Walter Raleigh,</p> | <p>Study of the local area – fieldwork</p> <p>Mapping skills</p> <p>Development of geographical language</p> <p>Exploring ideas of variation in space over time/ urban/suburban</p> <p>Human and natural features</p> <p>Land use</p> | <p>Significant individuals Significant events beyond living memory</p> <p>Grace Darling</p> <p>Exploring the differences between coastlines. Use geographical language to describe these</p> |
| <p>YEAR 3 - KEY THEMES / CONCEPTS</p> | <p>Enchanted Gardens (Geography Focus)</p> | <p>Stone Age (History Focus)</p> | <p>Anglo Saxons and Scots (History Focus)</p> | <p>Vicious Vikings (History Focus)</p> | <p>Chocolate (History Focus)</p> | <p>Out of Africa (Geography Focus)</p> |
| <p>YEAR 3 - KEY</p> | <p>Greenwich Park through time – how has the land been used over time?</p> | <p>Changes in Britain from the Stone Age to the Iron Age.</p> | <p>Britain's settlements by Anglo-Saxons and Scots</p> | <p>Viking and Anglo-Saxon struggle for the kingdom of England at</p> | <p>Ancient Mayan Study of Ancient Civilization Compare to other ancient civilizations</p> | <p>Locate Africa on a globe and in an atlas</p> |



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| <p>CONTENT/ LEARNING</p> | <p>Local History</p> <p>Geography – place knowledge and field work,</p> <p>Identify meridian in an atlas</p> <p>Field Work</p> | <p>When do you think it was better to live in – the stone age the bronze age or the iron age?</p> <p>What are the similarities and differences between the Bronze and the Iron Ages?</p> <p>Chronology Begin to use timelines Settlement</p> | <p>Roman withdrawal from Britain Place names (-- Hamme, -by, -which) Anglo-Saxon art and culture Who were the Anglo Saxons and why did they invade and settle in Britain?</p> <p>What was life really like in Anglo-Saxon England?</p> <p>What was thew position of women in Anglo-Saxon England?</p> <p>Use historical sources</p> <p>What did the Anglo Saxons contribute to life at Sea How much from Saxon time do we still have today</p> | <p>the time of Edward the Confessor. Viking raids and invasion, resistance by Alfred the Great and Athelstan Danegeld Battle of Hastings and the death of Edward the Confessor Anglo-Saxon laws and justice King Cnut</p> <p>Were the Vikings the main cause for the decline of Anglo-Saxon England?</p> <p>Who were the Vikings and why did they settle in Britain?</p> <p>How well did the Vikings and Saxons get on with each other?</p> <p>What did the Vikings leave behind?</p> | <p>Geography of Mexico Culture Significance of chocolate Mayan beliefs etc.</p> <p>Should historians only remember the Ancient Mayans for their chocolate?</p> <p>What where and when was the Mayan civilisation? What were the traditions and customs of the Mayans Understand the importance of Mayan architecture</p> | <p>Locate Kenya on a map African Biomes Physical and Human features of Africa Geographical vocabulary Biomes and habitats of different creatures. Mountains What are the different types of mountains and how are they formed?</p> <p>Where is Kilimanjaro? What is the weather like there? How is the land used around the mountain?</p> <p>Desert Environments Nyiri Desert on Kenyan and Tanzania border</p> |
| <p>YEAR 4 - KEY THEMES / CONCEPTS</p> | <p>Ancient Egyptians Tomb Raiders (History Focus)</p> | <p>Rise of the Romans (Roman Britain)</p> | <p>What a Wonderful World (Geography Focus)</p> | <p>Cunning Creatures (History and Geography Focus)</p> | <p>Rainforests (Geography Focus)</p> | <p>Time Travelers (Greenwich a local study)</p> |



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| <p>YEAR 4 - KEY CONTENT/ LEARNING</p> | <p>Why were the Ancient Egyptians so remarkable?</p> <p>Who were the Black Pharaohs of Ancient Egypt?</p> <p>Compare this time period in relation to other civilizations around the time TO explore the Ancient Egyptian settlements To explore key figures in Ancient Egypt To explore the significance of iconic architecture What are the key features of Egyptian beliefs What was the impact of Howard Carters discovery</p> | <p>What have the Romans ever done for us? // Roman Britain</p> <p>When did the Romans invade and why?</p> <p>Did native Britain's Welcome or resist them and why?</p> <p>How did they influence the culture of the people already here?</p> <p>How diverse was Roman Britain? The African Romans</p> | <p>Recap on Mountains from year 3</p> <p>Volcanoes and earthquakes Vesuvius and Pompeii</p> <p>Pangea split to continents – fault lines mapping Volcanoes and their features</p> <p>The people and volcanoes</p> <p>The impact of eruption – (What happened to the town of Pompeii when Mount Vesuvius erupted?)</p> | <p>Geography</p> <p>Key topographical features on maps and land use. Locate the Galapagos islands on an atlas Grid references Archipelagos, eco systems, effect on weather, pollution (the impact humans are having) and the effect of this on the Galapagos islands</p> | <p>Ecosystems</p> <p>Native cultures within the rainforests Fair trade Creatures within the rainforest Deforestation Use of palm oil Etc.</p> | <p>How have the people of Greenwich changed through time? // How has Greenwich changed from a Roman Village to the centre of Time?</p> <p>Local Maritime History Cutty Sark Significance of Greenwich through History The Royal Observatory</p> <p>Link to significant people in time Olaudah Equiano</p> <p>Field Work</p> |
| <p>YEAR 5 - KEY THEMES / CONCEPTS</p> | <p>Amazing Architecture (History and Geography Focus)</p> | <p>Victorians (History Focus)</p> | <p>Extreme Environments (Geography Focus)</p> | <p>Water! Water! (Geography Focus)</p> | <p>Who were the Ancient Greeks? (History and Geography Focus)</p> | <p>Who Was William Shakespeare? (History Focus)</p> |
| <p>YEAR 5 - KEY CONTENT/ LEARNING</p> | <p>Iconic buildings around the world</p> <p>Children focus on London architecture and landmarks initially</p> | <p>What do Victorian attitudes reveal to us about the British Empire? Explain</p> | <p>Antarctica Ernest Shackleton Matthew Henson Adaptations Arctic and Antarctic</p> | <p>Water Cycle Thames and the Thames Barrier Local study of the river Thames.</p> | <p>What influence did the Greeks have on the Western World?</p> | <p>The Tudors and their legacy Church of England – idea of divorce etc. What evidence do we have that the</p> |



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| | <p>and then progress to exploring the new seven wonders of the world;</p> <p>Locating world countries, key physical and human characteristics, major cities etc.</p> <p>-To learn about the significant landmarks in London, both historical and modern. - To look at how these landmarks were used in the past and in modern day.</p> <p>-Children to study the New Seven Wonders of the World and their historical and cultural significance:</p> <p>draw on previous learning from Year 3 Mayans, Year 4 Romans, RE lessons for the Taj Mahal etc.</p> | <p>What do the African Victorians reveal to us about Victorian England?</p> <p>What was the position of women in Victorian society and how did women try to change this?</p> <p>What impact did the Victorians have on society today?</p> <p>When was the Victorian Era? Who was queen Victoria? Why was she an important Monarch (significant individual)? What is she famous for? Were there any significant events that happened in the Victorian Era? What do we still have today that is a legacy from the Victorian era?</p> | <p>Is it possible to have no day time and no night time?</p> <p>How are the polar regions different to other parts of the world?</p> <p>Who was Ernest Shackleton / Matthew Henson? Why is he a significant individual in history?</p> <p>What is the difference between the Arctic and the Antarctic?</p> <p>What animals live in the polar regions? How have they adapted to be able to survive there?</p> <p>Do you need to wear specialised clothing to go to these parts of the World?</p> <p>London has so many landmarks – are there any in the North or South Pole?</p> | <p>How has the Thames changed over time? How does the Thames Barrier protect London from flooding?</p> <p>How have rivers shaped settlements?</p> <p>Which are the significant rivers of the world and how have they helped shape the communities around them.</p> <p>How do rivers shape the land?</p> <p>What landforms do rivers create?</p> <p>Why are rivers important? What happens when rivers flood? How have many people learnt to cope with this? Do all rivers flow the same way? How old are rivers and can rivers die? Where do rivers start?</p> | <p>What lasting legacy do we have from the Ancient Greeks?</p> <ul style="list-style-type: none"> -Olympics -Hippocratic oath medicine - Four Humours -Pythagoras/maths -storytelling (literature and myths etc.) - Philosophy - Alexander the Great | <p>Tudors were here? Hampton Court/ Hever Castle/ Eltham Palace/ Greenwich Palace Children to visit a place of historical significance for this period to learn more about how to use historical sources.</p> <p>How was life in Tudor times different to life today? Clothes, language, buildings etc. Comparison</p> <p>What do the African Tudors reveal to us about Tudor England?</p> |
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| | <p>mapping skills, locate the countries, the cities and the landmarks.</p> <p>six-figure grid reference</p> <p>-time-zones</p> <ul style="list-style-type: none"> • Great Wall of China • Chechen Itza (Mexico) • Machu Picchu (Peru) • Petra, Jordan • Christ the Redeemer, Brazil • Taj Mahal, India • Colosseum, Rome <p>Explore the natural wonders of the world if time allows.</p> | | <p>What makes an igloo the best shelter in such harsh weather conditions?</p> | | | |
| <p>YEAR 6 - KEY</p> | <p>Unheard Voices</p> | <p>WW2 (History Focus)</p> | <p>Medicine Through Time (History Focus)</p> | <p>Migration/People on the Edge (Geography Focus)</p> | <p>Climate Change (Geography Focus)</p> | <p>What the Dickens? (History Focus)</p> |



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| THEMES / CONCEPTS | (History and Geography Focus) | | | | | |
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| <p>YEAR 6 - KEY CONTENT/ LEARNING</p> | <p>Children look at the Triangular Trade and how societal attitudes towards people of other races have changed over time.</p> <p>Children map out the trade routes across the Atlantic Ocean and study how trade has led to diverse and multi-cultural societies around the world.</p> <p>What evidence is there in the local area that people of other cultures have settled here? How is our life today influenced by global trade?</p> <p>What was the Transatlantic Slave Trade? How did parts of American and parts of the Caribbean get the diverse culture that it has today? Are there any clues to this period in history</p> | <p>World War 2 How important were men from the Empire in helping Britain win the WW2?</p> <p>How did the Windrush Generation help rebuild Britain?</p> <p>How has Britain changed since the 1930s</p> <p>The Holocaust – how were Jewish people oppressed and persecuted during this time in history?</p> <p>What do personal stories reveal to historians about the destructive nature of the Holocaust?</p> <p>What do artefacts reveal to us about the destructive nature of the Holocaust?</p> | <p>Looking at contributions to Medicine throughout the time periods.</p> <p>Children explore a range of sources to find out about the past.</p> <p>How has Medicine changed through time?</p> <p>How have attitudes to medicine changed throughout history?</p> <p>What did people during pre-historic times think caused illness and how did they treat it?</p> <p>How did the Ancient Egyptians contribute to medical advancements? How did this link to their daily life?</p> <p>Which significant individuals made</p> | <p>Our society is made up of people from all over the world. What causes people to relocate in a different country? Some people refugees – what has made them leave their country of origin?</p> <p>War, disease, flooding, natural disaster, famine etc.</p> <p>Why do people take extreme risks to enter another country?</p> <p>How do migrants travel, why use this method?</p> <p>Children explore the refugee crisis in different parts of the world and think about the humanitarian organisations that provide help</p> | <p>Children explore the current issue of plastic pollution – how is it affecting our world?</p> <p>Children look at how our plastic waste can have a huge global impact on the lives of people in remote parts of the world.</p> <p>How are communities overcoming the problems caused by plastic pollution and how are they learning to adapt to the situation? (Island of plastic bottles).</p> <p>Children look at how they can take steps to reduce waste and reduce their own carbon footprint. How can we have a more sustainable future?</p> | <p>Children explore the life of Charles Dickens through the semi-autobiographical novel David Copperfield.</p> <p>Children think about the legacy of the Victorian period and how this is still prevalent in our lives today (the Industrial Revolution) and how this has affected our lives – holidays, cross-country travel, mass production etc.</p> <p>What still remains in society today from this period of time? Crystal Palace, suspension bridges, the Red House etc.</p> <p>Looking at the role of the matriarch in the story of David Copperfield, the reign of Queen</p> |



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| | <p>that are still in our local area today?</p> <p>What was the Underground Railroad? How did people use this to escape to freedom?</p> <p>Has England always had positive relationships with other parts of the world throughout history?</p> <p>Who were some of the significant people who helped to create change throughout history? Are there any individuals who have been particularly courageous?</p> <p>Do we all have a responsibility to ensure that there is social equality and fairness?</p> <p>What makes different cultures identifiable? How can we celebrate them?</p> | <p>Children study why and how World War 2 occurred. They explore what life was like for children during evacuation and what everyday life was like for people during this time period.</p> <p>Children are encouraged to ask older generations of their family (great-grandparents, family friends etc) about their experiences during this time.</p> <p>Children to go on a trip to The Churchill War Rooms.</p> | <p>huge discoveries for medical science?</p> <p>How did the Ancient Greeks develop the practise of recording their observations?</p> <p>Can you name some of the medical advancements that we still use today?</p> <p>How did the human race develop their knowledge of the human anatomy?</p> <p>What were the 4 humans and how did they link to the diagnosis of disease?</p> <p>The children are encouraged to draw upon their prior learning of different time periods.</p> <p>Children go on a trip to The Old Operating Theatre.</p> | | <p>How are certain species being impacted by climate change and pollution?</p> <p>Children think about how things could change in an ideal world – beyond that which they can control themselves.</p> <p>Children explore creative ideas, such as the edible seaweed packaging, that people are inventing as alternatives to combat the problem. Children write letters to people of influence to try to help the situation.</p> <p>Children take part in a fieldwork study, looking at how lichen is an indicator of air quality.</p> | <p>Victoria etc. How did the position of women in Victorian society change compared to past periods? How did this continue?</p> |
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| | Children to go on a trip to Museum of London Docklands | | | | | |
| YEAR 7 - KEY THEMES / CONCEPTS | What is Geography and how does Geography fit in to our everyday lives? | Development of the urban areas in the UK and development projects. | What is the physical geography of Africa? | What is the human geography of Africa? | Extreme Environments restless earth. | Extreme environments: Cold planet |
| YEAR 7 - KEY CONTENT/ LEARNING | <p>Continents and oceans- map work on countries in Europe, capitals and basic geographical features.</p> <p>UK landscapes: river. What are the landforms?</p> <p>How do we interact with rivers?</p> <p>Mapping the Thames</p> <p>Case study: Thames.</p> | <p>UK economy and Brexit.</p> <p>Case-study: What are the different types of settlements</p> <p>How does land use change over time?</p> <p>Canary Wharf. Highlight links between human and physical Geography.</p> <p>Comparison between urban and rural areas.</p> <p>People's interpretations of regeneration.</p> | <p>What are the countries of Africa?</p> <p>Where are the different biomes located?</p> <p>Biomes- tropical rainforest, desert, savannah.</p> <p>Characteristics, climate, ecosystems, biodiversity.</p> <p>Introduce climate graphs</p> | <p>Development and development gap. Introducing HICs and LICs.</p> <p>Tackling misconceptions within Africa.</p> <p>Slave trade- colonisation- development gap – blood diamonds.</p> <p>Horn of Africa- case study.</p> <p>Look at graphs of development</p> | <p>Where are the plates?</p> <p>Introduction in to plate tectonics and earthquakes and volcanoes.</p> <p>Where is Iceland?</p> <p>Examples of HIC/LIC eruption and comparison between these.</p> | <p>Where is the Artic and Antarctica?</p> <p>What is it like for Cold Tourism and development in cold environments.</p> <p>Tourism in Antarctica- comparison to tourism in UK glaciated landscapes.</p> <p>Impacts of humans on event eh most remote areas of the world.</p> |



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| | | | | | | Decision making exercise for Antarctica |
| YEAR 8 - KEY THEMES / CONCEPTS | Extreme weather and climate. | Population and migration. | Chaotic climate change. | Industrialisation and globalisation. | The wonders and woes of the tropical rainforest. | Living in an urbanised world. |
| YEAR 8 - KEY CONTENT/ LEARNING | <p>What is the difference between weather and climate? How do we measure weather? Fieldwork of microclimates Extreme weather example: hurricanes- hurricane Irma. Where do hurricanes occur? Comparison to extreme weather and climate in the UK.</p> | <p>How and why is the world population changing? Example: Mexico and USA migration Comparison to the migration and diversity in the UK. Challenges of overpopulation: link to one child policy and Kiribati. Population pyramids and maps of migration flows</p> | <p>Climate change: example increasing tropical storms and extreme weather in south Asia. Water shortages due to ice melt in Himalayas. How does climate change impact on the UK and on students' everyday life and how can we cope with this? Asia- industry and contribution to climate change</p> | <p>How has industry been changing around the world? What is industrialisation and how has this led to globalisation? Link to the industrialisation and following de-industrialisation of the UK. What are the social, economic and environmental impacts of globalisation?</p> | <p>Tropical rainforest climate, characteristics, deforestation, sustainable techniques and eco-tourism. Link from population to the impacts on our physical world. Why are our ecosystems at risk? Climate graphs</p> | <p>Identify areas of rapid urbanisation and where the future megacities will be. What is urbanisation and how are urban areas of Mumbai affected. What are the conditions like in Dharavi, India? Compare to diversity and poverty in the UK Link from population and impacts on</p> |



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| | | | Climate graphs and graphs of changing in LST | | | physical world to the impact's population pressure has on humans. Look at rates of rural-urban migration? Poverty maps of Dharavi |
| YEAR 9 - KEY THEMES / CONCEPTS | Our restless Earth: | The importance and distribution of resources. | The power of water and ice | The power of water and ice | Russia | Decision making exercise activity. Global issues |
| YEAR 9 - KEY CONTENT/ LEARNING | Mapping of plate tectonics. Students will study volcanoes and earthquakes. We will look at Earth from its creation to now. Covers time periods and the breaking up of Pangea to introduce plate tectonics. | Focus on food, water and energy Food and energy to be studied in depth- link to food miles and climate change and link to sustainability. Mapping of food miles. Using scale to estimate distance travelled | Where are the UK's glaciated regions? How has water and ice shaped the landscape? Look at glaciated regions and coasts. What landscapes are shaped by glaciers? Use of OS map to describe the | How has water and ice shaped the landscape? Look at glaciated regions and coasts. What landscapes are shaped by coasts? Use of OS map to describe the landscape of coastal regions. | Location, climate, population, link to energy with Chernobyl disaster inclusion. | An issue evaluation the activity which will be based on a previous issue evaluation-should road building in the Amazon continue? Global warming, plastic pollution deforestation. Inclusion of ideas around |



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| | Also link and expands on previous knowledge of development by comparing earthquakes from LIC (Haiti) and HIC (Japan). | | landscape of coastal regions. In depth study of touristic use of glaciated region | In depth study of coastal defenses and case study. | | urbanisation and overpopulation. Sustainability is explored at a deep level. Deeper thinking on have we passed the point of no return? |
| YEAR 10 - KEY THEMES / CONCEPTS | The challenge of natural hazards | The challenge of natural hazards: The Changing Economic World (paper 2 section B) | The Changing Economic World (paper 2 section B): | The living World | Physical landscapes of the UK. | Physical landscapes of the UK. |
| YEAR 10 - KEY CONTENT/ LEARNING | <ul style="list-style-type: none"> Explore how natural hazards pose major risks to people and property as a result of physical processes. Explore how the effects of natural hazards vary between areas of contrasting | <ul style="list-style-type: none"> What is the evidence of climate change How can climate change be mitigated and managed? Explore global variations in economic developme | <ul style="list-style-type: none"> Explore the strategies that exist for reducing the development gap. Explore how LICs and NEEs experience rapid economic development , leading to significant social, environment | <ul style="list-style-type: none"> Explore how ecosystems exist at a range of different scales and involve the interaction between biotic and abiotic components. Explore the characteristic s, | <ul style="list-style-type: none"> Explore the diverse physical landscapes within the UK, exploring how coasts are shaped by physical processes and the distinctive landforms created as a result. | <ul style="list-style-type: none"> Explore how river valleys change downstream and why different landforms result of these processes. Explore how different management strategies can be used to protect |



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| | <p>levels of wealth and the significant effects on people and the environment.</p> <ul style="list-style-type: none"> Explore how monitoring, prediction and planning can reduce the effects of natural hazards | <p>nt and quality of life.</p> | <p>al and cultural change (Nigeria).</p> <ul style="list-style-type: none"> Explore how major cities in the UK affect, and will continue to affect, employment patterns and regional growth. | <p>adaptations, uses and</p> <ul style="list-style-type: none"> management of tropical rainforests (Malaysia). Explore the characteristics, adaptations, uses and management of hot deserts (Thar). | <ul style="list-style-type: none"> Explore the different management strategies used to protect coastlines. <p>Fieldwork will be embedded in this to a coast-potentially Joss Bay (coastal landforms), (coastal management).</p> | <p>river landscapes from flooding.</p> |
| YEAR 11 - KEY THEMES / CONCEPTS | Physical landscapes of the UK. | The challenge of resource management (paper 2 section C): | Urban issues and challenges | ISSUE EVALUATION BOOKLET- RELEASED MID MARCH. | Revision | |
| YEAR 11 - KEY CONTENT/ LEARNING | <ul style="list-style-type: none"> Introduction to fieldwork to aid students with Paper 3 Fieldwork completed in river landscape in the Epping Forest | <ul style="list-style-type: none"> Explore how food, water and energy are fundamental to human development and how the changing | <ul style="list-style-type: none"> Explore why a growing percentage of the world's population lives in urban areas. Explore how urban growth creates | | | |



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| | | <p>demand and provision of resources in the UK creates opportunities and challenges.</p> <ul style="list-style-type: none"> • Explore how the demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. • Explore how different strategies can be used to increase energy supply. | <p>opportunities and challenges for cities within LICs and NEEs (Rio).</p> <ul style="list-style-type: none"> • Explore how urban change creates opportunities and challenges within a city in the UK (Bristol). • Explore how urban sustainability requires management of resources and transport. | | | |
| YEAR 12 - KEY THEMES / CONCEPTS | Water, carbon, climate and life on Earth | Water, carbon, climate and life on Earth | Coastal Systems and Landscapes | Coastal Systems and Landscapes Changing Places | NEA Changing Places | NEA Changing Places |



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| | Contemporary urban environments | Contemporary Urban Environments Coastal Systems and Landscapes | Contemporary Urban Environments | | | |
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| YEAR 12 - KEY CONTENT/ LEARNING | <p>Water and carbon cycles as natural systems</p> <p>The water cycle</p> <p>The carbon cycle</p> <p>Urbanisation</p> <p>Urban Forms</p> <p>Social and economic issues associated with urbanisation</p> | <p>Water, carbon, climate and life on Earth</p> <p>Case study of the Amazon Rainforest</p> <p>Coasts as natural systems Systems and processes</p> <p>Urban Climate Urban drainage Urban waste and its disposal Other contemporary urban</p> | <p>Coastal landscape development Coastal management</p> <p>Sustainable urban development Case study of London Case study of Mumbai</p> | <p>Quantitative and qualitative skills Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements. Case studies</p> | <p>Investigation of research questions and how to set research questions How to make hypotheses Methods of data collection</p> <p>The nature and importance of places</p> <p>Changing places – relationships, connections, meaning and representation</p> | <p>Investigation of research questions and how to set research questions How to make hypotheses Methods of data collection</p> <p>Quantitative and qualitative skills</p> <p>Case study of a local place – Newham. Consider qualitative and</p> |



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| | | environmental issues | | <p>Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management.</p> <p>Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation</p> | <p>the ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place and the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.</p> | quantitative data and changes over time |
| YEAR 13 - KEY | Hazards | Hazards | Global Governance | Revision | | |



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| THEMES / CONCEPTS | NEA | Changing places | | | | |
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| <p>YEAR 13 - KEY CONTENT/ LEARNING</p> | <p>The concept of hazard in a geographical context Plate tectonics Volcanic hazards Seismic hazards</p> <p>How to present data. How to write an evaluation and conclusion.</p> <p>Consider a distant place and its changes over time. Case study of Detroit.</p> | <p>Global Governance</p> <p>Seismic hazards Fires in nature Case studies Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. Case study at a local scale of a specified place in a hazardous setting</p> | <p>Global governance</p> <p>The 'global commons'</p> <p>Antarctica as a global common An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.</p> | | | |



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| | | <p>to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p> <p>Globalisation</p> <p>Global systems</p> <p>International trade and access to markets</p> | <p>Threats to Antarctica arising from: climate change fishing and whaling the search for mineral resources tourism and scientific research. Globalisation critique The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact. Quantitative and qualitative skills Students must engage with quantitative and qualitative approaches across the theme as a whole</p> | | | |
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