



Geography Curriculum Overview

Year 7

Topic Title	Term Taught	Key knowledge/ skills
Geographical skills	Aut 1	<ul style="list-style-type: none"> An understanding of what geography is, in terms of human and physical geography, and what it means to be a geographer. Developing a basic knowledge of the UK map, the four countries and their characteristics and the World map, the continents and oceans. Map skill development including an understanding of direction, scale, relief through contour lines, OS map symbols and both four and six figure grid references
Our restless earth	Aut 2	<ul style="list-style-type: none"> Earth structure in terms of layers and tectonic plate characteristics. In conjunction with this a focus on continental theory and how it explains tectonic plate movement. The technicalities of both earthquakes and volcanoes, focus on what causes them to occur/erupt and how they are measured. 2 case studies used to apply this knowledge to. How monitoring, prediction, planning and prevention can be used to manage risk from earthquake and volcanic hazards.
Bamboo vs Boomerang	Spr 1	<ul style="list-style-type: none"> An introduction to Australia and China, where they are in the world and how diverse their human and physical environments are. Comparison of China and Australia's features. This includes population structure, economic status, culture (e.g. music and food) climate, topography and flora and fauna. This work will lead up to a project where students will pick either China or Australia and create a tourism leaflet for it using both human and physical geographical information.
Adventure Landscapes	Spr 2	<ul style="list-style-type: none"> An introduction to rock types and structures and how they can create the extreme landscapes around the world A focus on cliffs and caves and how they are formed and how they are used by animals and humans for a variety of reasons. Case studies or various 'extreme adventure' landscapes will be used to apply the rock characteristic knowledge to.
You are what you eat	Sum 1	<ul style="list-style-type: none"> Where does your food come from? Organic methods vs intensive agribusiness. The impact of fishing on our coastal waters and worldwide. Food miles – the impact of importing and exporting food – how can we make greener choices?

Antarctica	Sum2	<ul style="list-style-type: none"> • Glacial processes are explained and clarified through diagrams and images. Processes include erosion, transportation, deposition and human intervention. • The physical landscape of Antarctica is covered, an understanding of how it has changed over time is taught to allow predictions to be made for the future of physical changes to Antarctica. • The human influence on Antarctica is explained in a pros and cons approach to develop the evaluative skills needed in geography and many other subjects.
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Year 8

Topic Title	Term Taught	Key knowledge/ skills
Rivers and flooding	Aut 1	<ul style="list-style-type: none"> • What the three stages of a river are and how water flows into rivers, the water cycles and the various processes of water movement from source to mouth of a river. • River processes of erosion, transportation and deposition and how they change the river from source to mouth. This teaches the application of theory to physical landscapes. • Landforms created over the river course, including waterfalls, meanders and ox-bow lakes. This reinforces the theory of river processes by applying it to specific landforms. • Human use of rivers and how humans react to floods and attempt to manage flood risk. • A piece of fieldwork finishes this module. It focuses on river infiltration and students pick three sites of different land types to develop an understanding of how land type can affect flood risk.
Population and settlement	Aut 2	<ul style="list-style-type: none"> • Where everyone lives and why, this develops a knowledge of distribution and density patterns of global population and the human and physical factors that affect these distribution patterns. • Population structure analysis through the demographic transition model and population pyramids. This knowledge of how populations differ and the pros and cons of having older or younger populations or growing or shrinking populations is then applied to population control methods. • Urbanisation, what it is and how it varies around the world. This widens students' knowledge of what a city is the inequalities that are often so extreme within urban areas.

Our weather and climate	Spr 1	<ul style="list-style-type: none"> • Weather theory including how we measure weather, types of rainfall, types of cloud, air pressure and weather, depressions and fronts and weather forecasts. • UK weather is used as a way to apply this knowledge of things such as air pressure and types of rainfall to where the students live so they can understand the weather around them. • Climate change, how it is caused, what impacts it has and how it can be managed. This develops evaluative skills in students as it is heavily debated as to whether human or natural changes have the biggest influence over climate change.
Paradise lost – Thailand Tourism	Spr 2	<ul style="list-style-type: none"> • Where Thailand is and what it's history has been like and how it has recently developed into a major hotspot for tourism, especially in the younger generation. • The pros and cons of tourism in Thailand are discussed, reinforcing the student's ability to evaluate and back up their opinions with theory. • The future of tourism in Thailand is discussed and factors such as changing political alliances globally and climate change are all considered.
Coastal places	Sum 1	<ul style="list-style-type: none"> • The processes that occur at and shape coasts around the world. Erosion, transportation and deposition and how rock type and climate affect these processes. • How humans use coasts and how we are adapting to coastal changes, here there is a huge focus on coastal tourism to show contrast in the tourism of Thailand. • UK case studies are used to develop in depth knowledge of certain places, for example Happisburgh.
Fantastic places and where to find them	Sum 2	<ul style="list-style-type: none"> • A verity of fantastic places from all over the world are used to relate back to some of the key geographical ideas that have been covered over the last 2 years, for example rock types, coastal and river processes, tectonics and tourism. • Through this module students develop an interest in various types of landscape around the world and they are widening their knowledge of what amazing places there are in the world. They are able to understand these places through application of the geographical theory they have developed since the beginning of Year 7.

Year 9

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Japan	Autumn 1	<ul style="list-style-type: none"> • This module relates back primarily to tectonic hazards and population change. • Japan is used as an example of a place where tectonic hazards shape and control the whole country. How Japan has been impacted by tectonic events and how they have adapted is looked at in detail. • Population change is hugely different around the world and Japan is used as an example for students to understand how healthy lifestyles and different cultural norms have led to an ageing population and what the pros and cons of this are.
Russia	Autumn 2	<ul style="list-style-type: none"> • A study of Russia allows students to understand a place that is often misunderstood and has opinions developed on it based on stereotypes. • The physical geography is analyzed in terms of the landscapes and climate and what the pros and cons are of having such a diverse and extreme physical environment. • The culture of Russia is explored in terms of its history, current political structures and how society has developed over time to adapt to the diverse physical geography of Russia.
The United Kingdom	Spring 1	<ul style="list-style-type: none"> • A United Kingdom module allows students to fully understand the place they live and revisits key ideas such as coastal and river processes and weather and climate. • How the fact that the UK is an island causes huge differences in landscape and climate is analyzed. This develops an understanding of how the UK's global location creates the temperate maritime climate we live in. • The political and social structures of the UK are introduced. In the ever-changing society of the UK it is of the up most importance that students understand the political changes that have and are happening in the UK and the effects it has on different members of UK society, with a focus on them.
Africa	Spring 2	<ul style="list-style-type: none"> • Africa is rapidly changing and is a place of huge diversity and social inequality and. The patterns of inequality in Africa are analyzed and explained, with a focus on natural resources and location within the continent. • The challenges that Africa faces in terms of the effects of climate change on their physical landscape and how historical patterns of colonialism affect rates of development are focused on. • Then the opportunities that Africa has are looked at in terms of natural resources, tourism and urbanization.

		<ul style="list-style-type: none"> Nigeria will be used as a case study as it is one of the most interesting countries in Africa in terms of its extreme differences, it also introduces Nigeria as a case study for those who will take GCSE Geography.
The Middle East	Summer 1	<ul style="list-style-type: none"> The international importance of the Middle East is discovered, with a heavy focus on the oil supplies and how oil, a resource that much of the world is dependent on, has caused the Middle East to be incredibly significant. The United Arab Emirates will be used as a case study to look in detail at how tourism has been used to develop places in the Middle East that do not have oil to develop their economy or do not want to live in an oil-dependent economy. The challenges of the physical landscape of the Middle East will be investigated and how its population has overcome these challenges will be assessed.
Decision Making Exercise	Summer 2	<ul style="list-style-type: none"> A decision making exercise to include a trip to Happisburgh, Norfolk. There will be an evaluation of the methods carried out so far to protect the village. Students will assess the extent and severity of the impact of coastal erosion on the site and form their own decision based on information gathered.

Year 10

Topic Title	Term Taught	Key knowledge/ skills
Tectonic Hazards	Autumn 1	<ul style="list-style-type: none"> Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.
Weather Hazards and Climate Change	Autumn 2	<ul style="list-style-type: none"> General atmospheric circulation model: pressure belts and surface winds. How this relates to tropical Storms Cause, impacts and responses to a located case study (Typhoon Haiyan) Extreme Weather in the UK

		<ul style="list-style-type: none"> Climate change – Natural and Anthropogenic causes, impacts, mitigation and adaptation.
Hot deserts and Tropical Rainforests	Spring 1	<ul style="list-style-type: none"> An overview of the distribution and characteristics of large scale natural global ecosystems. An overview of the physical characteristics of TRF's and the opportunities and challenges that exist within a specific case study An overview of the physical characteristics of HD's and the opportunities and challenges that exist within a specific case study
River and Coastal Landscapes	Spring 2	<ul style="list-style-type: none"> An understanding of how physical processes shape river and coastal landscapes. An evaluation of the costs and benefits of management strategies in these landscapes.
Coastal Fieldwork	Summer 1	<ul style="list-style-type: none"> An investigation into coastal processes which affect a local area and an evaluation of the effectiveness of coastal management. An investigation into the impact of seasonal tourism in a local urban area and an evaluation of the management of these impacts.
Issue Evaluation	Summer 2	<ul style="list-style-type: none"> Critical thinking and problem-solving in relation to a number of issues arising from the GCSE specification.

Year 11

Topic Title	Term Taught	Key knowledge/ skills
Rio and London	Autumn 1	<ul style="list-style-type: none"> An understanding of the global pattern of urban change with a comparison between a city in an HIC and LIC. An example of an urban regeneration project (Rio and London Olympics) Features of sustainable urban living, including sustainable transport.
The Development Gap	Autumn 2	<ul style="list-style-type: none"> Different ways of classifying parts of the world according to their level of economic development and quality of life. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.

		<ul style="list-style-type: none"> • An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans.
Nigeria NEE	Spring 1	<ul style="list-style-type: none"> • The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development. • The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country. • The changing political and trading relationships with the wider world.
Changing UK Economy	Spring 2	<ul style="list-style-type: none"> • Causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies. • Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. • The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.
Resource Management and Revision	Summer 1	<ul style="list-style-type: none"> • The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. • Global Water: the changing demand for water, water quality and pollution management, the need for transfer to maintain supplies.
Revision	Summer 2	<ul style="list-style-type: none"> • Recap of all topics including practice questions and exam technique