

Geography Department Curriculum Overview



Curriculum Overview

The Geography curriculum develops an understanding of key concepts, knowledge and skills. The curriculum creates opportunities to inspire curiosity and fascination about the world and its people.

The curriculum has been designed coherently with the national curriculum and exam board specifications. Though, in addition, the curriculum has been designed to continually build upon previous knowledge and sequenced in a logical approach for this. KS3 giving attention to fundamental geography skills and ideas which are required for increased detail and knowledge at KS4 and KS5. Wider skills are developed throughout the curriculum, in particular analysis and critical thinking, whereby as the content progresses, the students must start to apply and assess in a real-world context. The geography curriculum is ambitious, dynamic and topical and enables all students to progress well.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Where in the world/ Fantastic Places</p> <p><i>Development of key geographical ideas</i></p> <p><i>Reading and interpreting data from maps at a variety of scales</i></p> <p><i>Bridging the knowledge gap between KS2 to KS3</i></p>	<p>Where in the world/ Fantastic Places (continued)</p> <p><i>Application of key geographical skills to global places</i></p> <p><i>Understanding and applying sustainability with a holistic approach</i></p>	<p>Extreme Weather</p> <p><i>Describing weather and understanding the causes of weather processes</i></p> <p><i>Application of knowledge to UK weather and climate trends</i></p> <p><i>Developing graph and math skills</i></p>	<p>Extreme Weather (continued)</p> <p><i>Application of weather and climate knowledge to global locations</i></p> <p><i>Assessing the role of extreme weather events to induce economic, social and environmental change</i></p> <p><i>Conducting an onsite geographical</i></p>	<p>Population</p> <p><i>Understanding and explaining global population trends</i></p> <p><i>Understanding and explaining UK population trends</i></p>	<p>Population (continued)</p> <p><i>Linking population changes to global issues and evaluating the success of implemented solutions</i></p> <p><i>Developing graph and math skills required for demographic analysis</i></p>

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				<i>investigation of microclimates</i>		
Year 8	<p>Ecosystems</p> <p><i>Understanding how ecosystems are classified</i></p> <p><i>Using case studies to gather knowledge of a variety of biomes</i></p> <p><i>Gain an understanding of environmental differences (landscapes, soils, climates, species)</i></p> <p><i>Explaining how plants and animals adapt to bespoke environments</i></p>	<p>Ecosystems (continued)</p> <p><i>Focus to tropical rainforests</i></p> <p><i>Exploring the different layers of the rainforest</i></p> <p><i>Investigating global issues linked to tropical rainforests e.g. deforestation, desertification</i></p> <p><i>Evaluating management techniques of global issues</i></p>	<p>Climate Change</p> <p><i>Investigating evidence for climate change</i></p> <p><i>Explaining the natural and human causes of climate change</i></p> <p><i>Assessing responsibility for both causing and managing climate change</i></p> <p><i>Explaining the effects of climate change at local, national and global scales</i></p>	<p>Climate Change (continued)</p> <p><i>Assessing the success of mitigation and adaptation strategies to climate change</i></p> <p>Tectonics</p> <p><i>Describing the structure of the earth</i></p> <p><i>Theory of continental drift</i></p> <p><i>Applying theory to explain the cause of tectonic hazards</i></p>	<p>Tectonics</p> <p><i>Using case studies to explore the effects of tectonic hazards (volcano, tsunami and earthquake)</i></p> <p><i>Investigating impacts of tectonic hazards at global, national and local scales</i></p> <p>The Geography of Conflict</p> <p><i>Linking geography and conflict</i></p> <p><i>Local conflicts explored (ethnic tensions in Slough, Heathrow third runway)</i></p>	<p>The Geography of Conflict (continued)</p> <p><i>National conflicts explored (HS2)</i></p> <p><i>International conflicts explored (River Nile, Heroin Trails, Blood diamonds)</i></p>

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Year 9	<p>Urban Issues and Challenges</p> <p><i>Describing and explaining changes of global urban trends</i></p> <p><i>Linking wealth and development to urban trends</i></p> <p><i>Understanding the causes of increased urban living</i></p> <p><i>Explaining urban trends of London</i></p>	<p>Urban Issues and Challenges (continued)</p> <p><i>Assessing the opportunities and challenges of London</i></p> <p><i>Explaining urban trends of Rio de Janeiro</i></p> <p><i>Assessing the opportunities and challenges of Rio de Janeiro</i></p>	<p>Fluvial Systems & UK Landscapes</p> <p><i>Introduction to UK physical landscapes</i></p> <p><i>Explaining water cycle at global scale and then application to fluvial drainage basins</i></p> <p><i>Describing and explaining river characteristics of the upper course</i></p>	<p>Fluvial Systems & UK Landscapes (continued)</p> <p><i>Describing and explaining river characteristics of the middle course</i></p> <p><i>Describing and explaining river characteristics of the lower course</i></p> <p><i>Application of river characteristics to UK case study (River Tees)</i></p>	<p>Fluvial Systems & UK Landscapes (continued)</p> <p><i>Investigating flooding</i></p> <p><i>Developing graph and math skills to interpret hydrographs</i></p> <p><i>Assessing flood management techniques with application to case study (Banbury)</i></p>	<p>Rivers Fieldwork and Investigation</p> <p><i>Local investigation to Bentley Priory linking to river characteristics theory (Bradshaw model)</i></p> <p><i>Write-up, analysis and evaluation of the fieldtrip</i></p> <p><i>Developing fieldwork and practical based skills</i></p>
	Year 10	<p>Challenge of Natural Hazards</p> <p><i>Introduction to natural hazards</i></p> <p><i>Build upon bridging work: Be able to describe evidence of climate change</i></p> <p><i>Assessing the role of human and natural causes of climate change</i></p>	<p>Challenge of Natural Hazards (continued)</p> <p><i>Assessing the impact of volcanic hazards at location scale and time scale (Iceland case study)</i></p> <p><i>Explaining causes and investigating effects of earthquakes</i></p> <p><i>Assessing the impact of earthquakes at</i></p>	<p>Coastal Landscapes</p> <p><i>Introduction to coasts and characteristics</i></p> <p><i>Understanding key coastal processes (erosion and weathering)</i></p> <p><i>Explaining erosional landforms at the coast</i></p>	<p>Coastal Landscapes (continued)</p> <p><i>Application of coastal process knowledge to case study examples within the UK</i></p> <p><i>Assessing coastal management techniques, with application of knowledge to UK case study (Medmerry)</i></p>	<p>Coastal Landscapes (continued)</p> <p><i>Investigation of coasts at West Wittering</i></p> <p><i>Write-up, analysis and evaluation of the fieldtrip</i></p> <p><i>Developing fieldwork and practical based skills</i></p>

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	<p><i>Assessing the global, national and local impacts of climate change, with case study application</i></p> <p><i>Assessing adaption and mitigation techniques, with case study application at variety of scales</i></p> <p><i>Explaining causes and investigating effects of volcanic hazards</i></p> <p>Stratford Human Fieldwork & Write-up</p> <p><i>Investigation of Stratford</i></p> <p><i>Write-up, analysis and evaluation of the fieldtrip</i></p> <p><i>Developing fieldwork and practical based skills</i></p>	<p><i>location scale and time scale (Nepal and Chile case study)</i></p> <p><i>Assessing the significance of wealth to reduce impacts of tectonic hazards</i></p> <p><i>Explaining weather theory: global Atmospheric Circulation Model</i></p> <p><i>Explaining causes and investigating effects of tropical storms and floods</i></p>	<p><i>Explaining depositional landforms at the coast</i></p>		<p>Resource Management</p> <p><i>Explaining global resource management issues linked to food, energy and water – investigating at the global and UK scale</i></p>	<p><i>Assessing strategies to increase food supply and security at local and large scale</i></p>
	<p>Living World</p> <p><i>Describing how ecosystems and biomes are characterized and distributed</i></p> <p><i>Application of UK ecosystem (Epping Forest)</i></p>	<p>The Changing Economic World</p> <p><i>Describing measures of development and ways to classify development</i></p> <p><i>Explaining the factors affecting rate of development</i></p>	<p>The Changing Economic World (Continued)</p> <p><i>Assessing global, national and local strategies to reduce the development gap</i></p> <p><i>Application of development to the UK (post-industrial</i></p>	<p>Revision/GCSE Exams</p> <p><i>Content reviews</i></p> <p><i>Case study application</i></p> <p><i>Exam technique</i></p> <p><i>Geographical skills</i></p>	<p>Revision/GCSE Exams</p>	

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Year 11	<p><i>Explaining factors that affect the ecosystem and the role of interdependence</i></p> <p><i>In depth exploration of tropical rainforest (characteristics, deforestation and sustainable management)</i></p> <p><i>In depth exploration of hot deserts (characteristics, opportunities and challenges)</i></p>	<p><i>Assessing the consequences of uneven development</i></p> <p><i>Application of development knowledge to Nigeria case study</i></p>	<p><i>economy and infrastructure developments)</i></p> <p>Issues and Evaluation</p> <p><i>Application of GCSE knowledge to issues and evaluation content</i></p> <p><i>Developing synoptic links across the GCSE content</i></p>			
Year 12	<p>Diverse Places</p> <p><i>How do population structures vary?</i></p> <p><i>How do different people view diverse living spaces?</i></p> <p>Coastal Landscapes/Fieldwork</p> <p><i>Why are coastal landscapes different and what processes cause these differences?</i></p>	<p>Diverse Places (continued)</p> <p><i>Why are there demographic and cultural tensions in diverse places?</i></p> <p><i>How successfully are cultural and demographic issues managed?</i></p> <p>Coastal Landscapes (continued)</p>	<p>Globalisation</p> <p><i>What are the causes of globalisation and why has it accelerated in recent decades?</i></p> <p><i>What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</i></p>	<p>Globalisation (continued)</p> <p><i>What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</i></p> <p>Tectonic processes and Hazards (continued)</p>	<p>Revision</p> <p><i>Recap content</i></p> <p><i>Exam Technique</i></p> <p><i>Geographical skills</i></p> <p>NEA</p> <p><i>Personal geographical investigation</i></p>	<p>Revision</p> <p><i>Recap content</i></p> <p><i>Exam Technique</i></p> <p><i>Geographical skills</i></p> <p>NEA</p> <p><i>Personal geographical investigation</i></p>

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	<p><i>How do characteristic coastal landforms contribute to coastal landscapes?</i></p> <p><i>Application of coastal landscapes content to fieldwork</i></p>	<p><i>How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</i></p> <p><i>How can coastlines be managed to meet the needs of all players?</i></p>	<p>Tectonic processes and Hazards</p> <p><i>Why are some locations more at risk from tectonic hazards?</i></p> <p><i>Why do some tectonic hazards develop into disasters?</i></p>	<p><i>How successful is the management of tectonic hazards and disasters?</i></p>		
Year 13	<p>The Water cycle and Water Insecurity</p> <p><i>What are the processes operating within the hydrological cycle from global to local scale?</i></p> <p>What factors influence the hydrological system over short- and long-term timescales?</p> <p>Superpowers</p> <p><i>What are superpowers and how have they changed over time?</i></p> <p><i>What are the impacts of superpowers on the global economy, political systems and the physical environment?</i></p>	<p>The Water cycle and Water Insecurity (continued)</p> <p><i>How does water insecurity occur and why is it becoming such a global issue for the 21st century?</i></p> <p>Superpowers (continued)</p> <p><i>What spheres of influence are contested by superpowers and what are the implications of this?</i></p>	<p>The Carbon Cycle and Energy Security</p> <p><i>How does the carbon cycle operate to maintain planetary health?</i></p> <p><i>What are the consequences for people and the environment of our increasing demand for energy?</i></p> <p>Health, Human Rights and Intervention</p> <p><i>What is human development and why do levels vary from place to place?</i></p>	<p>The Carbon Cycle and Energy Security (continued)</p> <p><i>How are the carbon and water cycles linked to the global climate system?</i></p> <p>Health, Human Rights and Intervention (Continued)</p> <p><i>How are human rights used as arguments for political and military intervention?</i></p> <p><i>What are the outcomes of</i></p>	<p>Revision</p> <p><i>Recap content</i></p> <p><i>Exam Technique</i></p> <p><i>Geographical skills</i></p> <p>Pre-release</p>	

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			<i>Why do human rights vary from place to place?</i>	<i>geopolitical interventions in terms of human development and human rights?</i>		