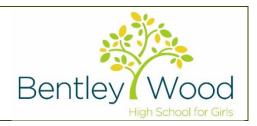
## **Geography Department Curriculum Overview**



## **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
	Where in the world/	Where in the world/	Weather & Climate	Weather & Climate	Population	Coasts
	Fantastic Places	Fantastic Places				
			Students will identify	Students will identify	Understanding and	Students will
. 7	Development of key	Development of key	and explain differing	and explain differing	explaining global	examine the
a	geographical ideas	geographical ideas	climatic zones	climatic zones	population trends	importance of the
Year	through Place.	through Place.	around the world, by	around the world, by	and how this links to	coastal environment
	Allowing students to	Allowing students to	understanding	understanding	economic	and its links to global
	look at several Global	look at several Global	meteorological	meteorological	development.	population
	locations and explore	locations and explore	processes. Students	processes. Students	Students interpret	distribution. Students
	key geographical	key geographical	will explain the	will explain the	population models	will investigate the
	concepts whilst	concepts whilst	causes and impacts,	causes and impacts,	and explore causes	varying types of
	practicing key skills.	practicing key skills.	as well as responses	as well as responses	and effects of	coastal landforms
			to climate hazards	to climate hazards	migration.	created by marine
			between areas of	between areas of		and subaerial
			differing	differing		processes.
			economically	economically		
			development.	development.		
				Students will conduct		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				their own microclimate investigation.  Population  Understanding and explaining global population trends and how this links to economic development. Students interpret population models and explore causes and effects of migration.		
Year 8	Ecosystems  Students will look at global distribution of biomes and ecosystems, linked to their understanding of global climatic zones. Students will investigate Tropical Rainforests, Tundra and Desert environments, examining plant and animal adaptation as well as human interactions with the environment in these regions.	Ecosystems  Students will look at global distribution of biomes and ecosystems, linked to their understanding of global climatic zones. Students will investigate Tropical Rainforests, Tundra and Desert environments, examining plant and animal adaptation as well as human interactions with the environment in these regions.	Climate Change  Students will understand natural and enhanced causes of climate change. Students will assess responsibility for these causes. Students will evaluate the effects of climate change at local, national and global scales. Finally, students will consider mitigation and adaptation techniques by designing their own sustainable building.	Climate Change  Students will understand natural and enhanced causes of climate change. Students will assess responsibility for these causes. Students will evaluate the effects of climate change at local, national and global scales. Finally, students will consider mitigation and adaptation techniques by designing their own sustainable building.	Tectonic Hazards  Students will locate zones of tectonic activity caused by differing types of tectonic plate movement. Students will gain an understanding of the processes that drive Continental Drift. Students will then use this knowledge, combined with their understanding of development, to evaluate countries' management to tectonic hazards.	Fluvial Processes & Landscapes  Please note: this unit of study is being moved from Year 9 from Year 9 Spring 1 2022.  Students will build upon their knowledge of the hydrological cycle. Students will explore all the fluvial processes at work within a drainage basin and the landforms created as a result. Finally, students will apply

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Students will locate zones of tectonic activity caused by differing types of tectonic plate movement. Students will gain an understanding of the processes that drive Continental Drift. Students will then use this knowledge, combined with their understanding of development, to evaluate countries' management to tectonic hazards.		their understanding to UK based drainage basins and investigate flood management techniques.
Year 9	Urban Issues and Challenges  Students will explore the concept of Urbanisation, examining the rate of rural to urban migration and natural increase. Students will analyse the impact of urbanization between countries of differing economic development. Finally, students will address management techniques of the	Urban Issues and Challenges  Students will explore the concept of Urbanisation, examining the rate of rural to urban migration and natural increase. Students will analyse the impact of urbanization between countries of differing economic development. Finally, students will address management	Introduction to UK physical landscapes, including rivers, glacial environments & coastal landscapes  Fluvial Processes & Landscapes  Students will build upon their knowledge of the hydrological cycle. Students will explore all the fluvial	Fluvial Processes & Landscapes  Students will build upon their knowledge of the hydrological cycle. Students will explore all the fluvial processes at work within a drainage basin and the landforms created as a result. Finally, students will apply their understanding to UK based	Fluvial Processes & Landscapes  Students will build upon their knowledge of the hydrological cycle. Students will explore all the fluvial processes at work within a drainage basin and the landforms created as a result. Finally, students will apply their understanding to UK based	Challenge of Natural Hazards  Students will build upon their tectonic hazard understanding, exploring further the links between development and hazard management. Students will also extend their knowledge of climate change and resultant global hazards. Students will apply

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	challenges and	techniques of the	processes at work	drainage basins	drainage basins	their meteorological
	opportunities that a	challenges and	within a drainage	(River Tees) and	(River Tees) and	knowledge to
	more urbanised world	opportunities that a	basin and the	investigate flood	investigate flood	understanding the
	provides.	more urbanised world	landforms created as	management	management	global atmospheric
		provides.	a result. Finally,	techniques. Students	techniques. Students	circulation system
			students will apply	will complete a	will complete a	and the close links
			their understanding	geographical enquiry	geographical enquiry	this has with global
			to UK based	in to a local river	in to a local river	warming. The
			drainage basins	system.	system.	development of
			(River Tees) and			understanding will
			investigate flood			occur through in
			management			depth look at case
			techniques.			study events.
	Challenge of Natural	Challenge of Natural	Coastal Processes &	Coastal Processes &	Coastal Investigation	Resource
	Hazards	Hazards	Landscapes	Landscapes	6. 1	Management
	6	6	6. 1	6	Students will conduct	C
	Students will build	Students will build	Students will build	Students will build	a coastal enquiry	Students will gain a
10	upon their tectonic	upon their tectonic	upon their	upon their	question at West	wider understanding
<u> </u>	hazard understanding,	hazard understanding,	knowledge of the	knowledge of the	Wittering. Students	of the relationship
Year	exploring further the	exploring further the	coastal system.	coastal system.	will learn to set up a	between our
>	links between	links between	Students will explore all the marine	Students will explore all the marine	hypothesis, plan an	burgeoning
	development and	development and hazard management.			investigation, collect	population and the
	hazard management. Students will also	Students will also	processes at work on the coastline and the	processes at work on the coastline and the	and present appropriate data,	demand this places on Food, Water and
	extend their	extend their knowledge	landforms created as	landforms created as	analyse and	Energy. Students will
	knowledge of climate	of climate change and	a result. Finally,	a result. Finally,	conclude. Finally they	then examine in
	change and resultant	resultant global	students will apply	students will apply	will evaluate this	greater depth food
	global hazards.	hazards. Students will	their understanding	their understanding	process.	security across
	Students will apply	apply their	to UK based coastal	to UK based coastal	process.	differing physical,
	their meteorological	meteorological	environments	environments	Resource	political and
	knowledge to	knowledge to	(Jurassic Coast) and	(Jurassic Coast) and	Management	economic
	understanding the	understanding the	investigate coastal	investigate coastal		environments.
	global atmospheric	global atmospheric	management	management	Students will gain a	Students will explore
	circulation system and	circulation system and	techniques.	techniques.	wider understanding	strategies to increase
	the close links this has	the close links this has	,	,	of the relationship	food supply with a
	with global warming.	with global warming.			between our	sustainable focus.
	The development of	The development of			burgeoning	
	understanding will	understanding will			population and the	
	occur through in depth	occur through in depth			demand this places	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	look at case study events.	look at case study events.			on Food, Water and Energy. Students will then examine in greater depth food security across differing physical, political and economic environments. Students will explore strategies to increase food supply with a sustainable focus.	
Year 11	Resource Management  Students will gain a wider understanding of the relationship between our burgeoning population and the demand this places on Food, Water and Energy. Students will then examine in greater depth food security across differing physical, political and economic environments. Students will explore strategies to increase food supply with a sustainable focus.  The Living World	The Living World  Students will enhance their knowledge and understanding of the global distribution of biomes and ecosystems, linked to global climatic zones.  Students will consider a temperate (UK based) forest ecosystem (Epping Forest).  Students will then examine human interactions with both Tropical Rainforest environments and Hot Desert environments.  Students will evaluate sustainable management of these locations.	The Changing Economic World  Students will bring together their understanding of differing levels of development, how this is accurately measured and displayed using development models. Students will explore the reasons for the global development gap. Students will consider strategies to reduce the development gap.	Issues Evaluation & Geographical Skills  Students will synoptically analyse a specified Geography Issue such as 'Deforestation in the Amazon Rainforest'. Students will also hone their geographical skills of using maps, graphs, photographs and statistical analysis. Students will reflect on previous fieldwork techniques and apply their skills to a range of possible enquiry questions.	Revision/GCSE Exams  Students will be guided through a phased revision process, helping them to recap previous content, retrieve case study detail and practice the application of their knowledge to exam style questions.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Students will enhance					
	their knowledge and					
	understanding of the					
	global distribution of					
	biomes and					
	ecosystems, linked to					
	global climatic zones.					
	Students will consider					
	a temperate (UK					
	based) forest					
	ecosystem (Epping					
	Forest). Students will					
	then examine human					
	interactions with both					
	Tropical Rainforest					
	environments and Hot					
	Desert environments.					
	Students will evaluate					
	sustainable					
	management of these					
	locations.					
	Diverse Places	Diverse Places	Globalisation	Globalisation	Revision	Revision
	Students will review	Students will review	Students will	Students will	Recap content	Recap content
	key concepts of	key concepts of	consider the different	consider the different		·
	demography,	demography,	types of globalisation	types of globalisation	Exam Technique	Exam Technique
	urbanisation and	urbanisation and	and the factors that	and the factors that		·
7	culture. Students will	culture. Students will	have enabled them.	have enabled them.	Geographical skills	Geographical skills
$\vdash$	assess why conflicts	assess why conflicts	Students will	Students will		
Year	occur within urban	occur within urban and	evaluate the impacts	evaluate the impacts	NEA	NEA
, a	and rural areas within	rural areas within the	of globalisation on	of globalisation on		
<b>&gt;</b>	the UK. Students will	UK. Students will	different	different	Personal	Personal
	evaluate how tensions	evaluate how tensions	stakeholders and the	stakeholders and the	geographical	geographical
	are managed and how	are managed and how	environment.	environment.	investigation	investigation
	success is measured.	success is measured.				
	Finally, students will	Finally, students will	Coastal Landscapes	Coastal Landscapes		
	apply knowledge to in	apply knowledge to in	& Change	& Change		
	depth study and	depth study and				
	research a local and					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
contrasting place. This	research a local and	Students will extend	Students will extend		
is a core unit for both	contrasting place.	their knowledge of	their knowledge of		
AS and A Level		coastal processes	coastal processes		
Geography.	<b>Tectonic Processes and</b>	and enhance their	and enhance their		
	Hazards	understanding of the	understanding of the		
<b>Tectonic Processes</b>		geological	geological		
and Hazards	Students will extend	characteristics that	characteristics that		
	their knowledge of	underpin the	underpin the		
Students will extend	tectonic processes.	differing types of	differing types of		
their knowledge of	Students will explore	coasts and	coasts and		
tectonic processes.	earth structure and	associated	associated		
Students will explore	energy sources.	landforms. Students	landforms. Students		
earth structure and	Students will map plate	will examine the	will examine the		
energy sources.	margins and describe	future of coasts from	future of coasts from		
Students will map	the characteristics,	across the world,	across the world,		
plate margins and	processes and	closely considering	closely considering		
describe the	landforms at these	past and future sea	past and future sea		
characteristics,	margins. Students will	level change and	level change and		
processes and	look at the causes,	extreme weather	extreme weather		
landforms at these	impacts and responses	events. Students will	events. Students will		
margins. Students will	to volcanic and seismic	explore effective	explore effective		
look at the causes,	hazards. Finally	management of the	management of the		
impacts and responses	students will look at	coastline by taking a	coastline by taking a		
to volcanic and seismic	hazardous	holistic approach,	holistic approach,		
hazards. Finally	environments in	with a focus on the	with a focus on the		
students will look at	locations with varying	UK.	UK.		
hazardous	levels of development.				
environments in					
locations with varying					
levels of development.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Water cycle and	The Water cycle and	The Water cycle and	The Carbon Cycle	Revision	
	Water Insecurity	Water Insecurity	Water Insecurity	and Energy Security		
					Recap content	
	Students will look at	Students will look at	Students will look at	Students will look at		
	the Hydrological Cycle	the Hydrological Cycle	the Hydrological	the Carbon Cycle and	Exam Technique	
	as a natural system	as a natural system	Cycle as a natural	its natural system		
	and analyse the	and analyse the	system and analyse	alongside the global	Geographical skills	
13	depletion of the	depletion of the	the depletion of the	distribution of		
-	potable stores of	potable stores of water	potable stores of	carbon stores.	Pre-release	
Year	water (production vs	(production vs	water (production vs	Students will		
Υe	consumption).	consumption). Students	consumption).	consider changing		
	Students will look at	will look at case studies	Students will look at	human activity that		
	case studies across the	across the globe that	case studies across	has impacted on		
	globe that explore the	explore the varying	the globe that	carbon stores and		
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	_	on vital resources.	*	planet.		
	on vitai resources.	Supernowers				
	Supernowers	Superpowers	resources.			
	Superpowers	6	The Control Control	Health, Human		
	Students will build		-	_		
	upon the factors	•	and Energy Security	Intervention		
	affecting globalisation		Ctudonto will look at			
	and relate the	-		Students will identify		
	concepts to the	, , ,	*	key policies that		
	shifting powers. They	,	,	affect human rights		
	will consider the			and how they vary		
	economic, political and		•	between different		
	environmental	,		countries due to		
	interdependence of	_		different ideologies.		
	our globalised world.			Students will develop		
	Students will consider		,	understanding the		
	the practicalities of		· ·	relationship between		
	upon the factors affecting globalisation and relate the concepts to the shifting powers. They will consider the economic, political and environmental interdependence of our globalised world. Students will consider	threats to the local systems. Students will also consider the global circulation system and the impact that weather systems and climate change have on vital resources.  Superpowers  Students will build upon the factors affecting globalisation and relate the concepts to the shifting powers. They will consider the economic, political and environmental interdependence of our globalised world. Students will consider the practicalities of global norms, laws and institutions	explore the varying threats to the local systems. Students will also consider the global circulation system and the impact that weather systems and climate change have on vital resources.  The Carbon Cycle and Energy Security  Students will look at the Carbon Cycle and its natural system alongside the global distribution of carbon stores. Students will consider changing human activity that has impacted on carbon stores and	Rights and Intervention  Students will identify key policies that affect human rights and how they vary between different countries due to different ideologies. Students will develop understanding the		

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
global norms, laws and institutions (considering geopolitical ideologies)	(considering geopolitical ideologies)	the increased rate at which Carbon dioxide has been released in to our atmosphere. Students will consider energy security across the planet.  Health, Human Rights and Intervention  Students will identify key policies that affect human rights and how they vary between different countries due to different ideologies. Students will develop understanding the relationship between policy and human wellbeing and critically evaluate when it is right for organisations/ nations to intervene.	policy and human wellbeing and critically evaluate when it is right for organisations/ nations to intervene.		