# 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.

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

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| | | | | *their own microclimate investigation.*<br><br>**Population**<br><br>*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**<br><br>*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**<br><br>*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**<br><br>*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**<br><br>*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**<br><br>*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**<br><br>*<u>Please note: this unit of study is being moved from Year 9 from Year 9 Spring 1 2022.</u>*<br><br>*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* |

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| | | | | **Tectonic Hazards**<br><br>*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**<br><br>*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**<br><br>*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* | **UK Landscapes**<br><br>*Introduction to UK physical landscapes, including rivers, glacial environments & coastal landscapes*<br><br>**Fluvial Processes & Landscapes**<br><br>*Students will build upon their knowledge of the hydrological cycle. Students will explore all the fluvial* | **Fluvial Processes & Landscapes**<br><br>*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**<br><br>*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**<br><br>*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* |

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| | *challenges and opportunities that a more urbanised world provides.* | *techniques of the challenges and opportunities that a more urbanised world provides.* | *processes at work within a drainage basin and the landforms created as a result. Finally, students will apply their understanding to UK based drainage basins (River Tees) and investigate flood management techniques.* | *drainage basins (River Tees) and investigate flood management techniques. Students will complete a geographical enquiry in to a local river system.* | *drainage basins (River Tees) and investigate flood management techniques. Students will complete a geographical enquiry in to a local river system.* | *their meteorological knowledge to understanding the global atmospheric circulation system and the close links this has with global warming. The development of understanding will occur through in depth look at case study events.* |
| **Year 10** | **Challenge of Natural Hazards**<br><br>*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 their meteorological knowledge to understanding the global atmospheric circulation system and the close links this has with global warming. The development of understanding will occur through in depth* | **Challenge of Natural Hazards**<br><br>*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 their meteorological knowledge to understanding the global atmospheric circulation system and the close links this has with global warming. The development of understanding will occur through in depth* | **Coastal Processes & Landscapes**<br><br>*Students will build upon their knowledge of the coastal system. Students will explore all the marine processes at work on the coastline and the landforms created as a result. Finally, students will apply their understanding to UK based coastal environments (Jurassic Coast) and investigate coastal management techniques.* | **Coastal Processes & Landscapes**<br><br>*Students will build upon their knowledge of the coastal system. Students will explore all the marine processes at work on the coastline and the landforms created as a result. Finally, students will apply their understanding to UK based coastal environments (Jurassic Coast) and investigate coastal management techniques.* | **Coastal Investigation**<br><br>*Students will conduct a coastal enquiry question at West Wittering. Students will learn to set up a hypothesis, plan an investigation, collect and present appropriate data, analyse and conclude. Finally they will evaluate this process.*<br><br>**Resource Management**<br><br>*Students will gain a wider understanding of the relationship between our burgeoning population and the demand this places* | **Resource Management**<br><br>*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.* |

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| | *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**<br><br>*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.*<br><br>**The Living World** | **The Living World**<br><br>*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**<br><br>*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**<br><br>*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**<br><br>*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.* | |

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| | *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.* | | | | | |
| **Year 12** | **Diverse Places**<br><br>*Students will review key concepts of demography, urbanisation and culture. Students will assess why conflicts occur within urban and rural areas within the UK. Students will evaluate how tensions are managed and how success is measured. Finally, students will apply knowledge to in depth study and research a local and* | **Diverse Places**<br><br>*Students will review key concepts of demography, urbanisation and culture. Students will assess why conflicts occur within urban and rural areas within the UK. Students will evaluate how tensions are managed and how success is measured. Finally, students will apply knowledge to in depth study and* | **Globalisation**<br><br>*Students will consider the different types of globalisation and the factors that have enabled them. Students will evaluate the impacts of globalisation on different stakeholders and the environment.*<br><br>**Coastal Landscapes & Change** | **Globalisation**<br><br>*Students will consider the different types of globalisation and the factors that have enabled them. Students will evaluate the impacts of globalisation on different stakeholders and the environment.*<br><br>**Coastal Landscapes & Change** | **Revision**<br><br>*Recap content*<br><br>*Exam Technique*<br><br>*Geographical skills*<br><br>**NEA**<br><br>*Personal geographical investigation* | **Revision**<br><br>*Recap content*<br><br>*Exam Technique*<br><br>*Geographical skills*<br><br>**NEA**<br><br>*Personal geographical investigation* |

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

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| **Year 13** | **The Water cycle and Water Insecurity**<br><br>*Students will look at the Hydrological Cycle as a natural system and analyse the depletion of the potable stores of water (production vs consumption). Students will look at case studies across the globe that 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.*<br><br>**Superpowers**<br><br>*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* | **The Water cycle and Water Insecurity**<br><br>*Students will look at the Hydrological Cycle as a natural system and analyse the depletion of the potable stores of water (production vs consumption). Students will look at case studies across the globe that 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.*<br><br>**Superpowers**<br><br>*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* | **The Water cycle and Water Insecurity**<br><br>*Students will look at the Hydrological Cycle as a natural system and analyse the depletion of the potable stores of water (production vs consumption). Students will look at case studies across the globe that 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.*<br><br>**The Carbon Cycle and Energy Security**<br><br>*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* | **The Carbon Cycle and Energy Security**<br><br>*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 the increased rate at which Carbon dioxide has been released in to our atmosphere. Students will consider energy security across the planet.*<br><br>**Health, Human Rights and Intervention**<br><br>*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* | **Revision**<br><br>*Recap content*<br><br>*Exam Technique*<br><br>*Geographical skills*<br><br>**Pre-release** | |

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| | *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.*<br><br>**Health, Human Rights and Intervention**<br><br>*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.* | | |