

# 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	<b>Perfect Planet</b> <i>Our planet is amazing and as geographers, we want to celebrate that. Students are introduced to key geographical concepts, such as physical and human geography. They explore different parts of the world and begin to consider how we can understand them.</i>	<b>Marvellous Maps</b> <i>Using and understanding maps is a key part of Geography. After looking at the geography of the UK, students will learn how to use grid references and interpret maps through the use of scale and contour lines.</i>	<b>Wonderful Weather</b> <i>Weather in the UK can be unpredictable, so it helps to understand it. In this unit, students learn how weather works, such as why rain occurs and how tropical storms form. They also use climate graphs to interpret data and learn how to measure weather. At the end of Wonderful Weather, students complete their first geographical investigation, about microclimates.</i>	<b>Dynamic Demography</b> <i>Our planet is now home to over 8 billion people. Students explore how this has happened and how the UK population has changed as well. They then investigate what happens to these people, through urbanisation, population control and migration.</i>	<b>Crumbling Coasts</b> <i>In the UK, you are never more than 70 miles from the sea. Crumbling Coasts uncovers key processes at the place where land meets the sea, such as erosion and deposition. Students also explore the UK's iconic Jurassic Coast and learn how we can protect coastal landscapes.</i>	<b>Sensational Sports</b> <i>Anything can be linked to geography! In Sensational Sports, students learn about key human geography concepts of development, industry and sustainability. This is done through studying the Olympics, football and the World Cup.</i>

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<b>Year 8</b>	<p><b>Gruesome Geography</b>  <i>In the 21<sup>st</sup> century, war and disease affect millions of people. Gruesome Geography addresses both of these, giving students an insight into how geography can explain why wars start and diseases spread. We also consider how these problems can be reduced, through processes of aid and development.</i></p>	<p><b>Brilliant Biomes</b>  <i>Our planet is full of diverse landscapes and wildlife. This unit explains why this diversity exists and focusses on key biomes, including hot deserts and the tundra. Students also learn about how animals and plants adapt to these different environments. Linked to this and the following unit, ZooLab provides an opportunity to meet some of the animals adapted to life in the rainforest.</i></p>	<p><b>Rainforest Resources</b>  <i>Rainforests are one of the most important land biomes. After learning about the characteristics of the biome, we review the goods and services provided by it and their importance. Recognising this, we also investigate the challenges facing the rainforest and how we can manage it sustainably. Linked to this and the previous unit, ZooLab provides an opportunity to meet some of the animals adapted to life in the rainforest.</i></p>	<p><b>Trembling Tectonics</b>  <i>The Earth has not always looked the way it does now. Students learn how and why tectonic plates move, leading to shifting continents and hazards such as volcanoes and earthquakes. We look at case studies to understand how people are impacted by and respond to these hazards, as well as how this is affected by development.</i></p>	<p><b>Rushing Rivers</b>  <i>Rivers also contribute to the changing appearance of our Earth. We review processes of erosion and deposition (seen in Crumbling Coasts) and then study the formation of key river landforms, such as waterfalls and floodplains. There is also a focus on flooding, its impacts and how we can manage it. At the end of Rushing Rivers, students complete a geographical investigation about river characteristics in Bentley Priory.</i></p>	<p><b>Climate Crisis</b>  <i>Global warming is a major threat to humanity. In the last unit of Year 8, we analyse the evidence for global warming and assess its various causes and impacts. Students then focus on efforts to either reduce global warming (mitigation) or learn to live with climate change (adaptation).</i></p>

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<b>Year 9</b>	<b>The Living World</b> <i>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.</i>	<b>The Living World</b> <i>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.</i>	<b>Urban Issues and Challenges</b> <i>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 challenges and opportunities that a more urbanised world provides.</i>	<b>Urban Issues and Challenges</b> <i>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 challenges and opportunities that a more urbanised world provides.</i>	<b>Challenge of Natural Hazards</b> <i>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 look at case study events.</i>	<b>Challenge of Natural Hazards</b> <i>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 look at case study events.</i>

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<b>Year 10</b>	<p><b>Challenge of Natural Hazards</b>  <i>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 look at case study events.</i></p>	<p><b>Challenge of Resource Management</b>  <i>Students will gain a wider understanding of the relationship between our burgeoning population and the demand this place 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.</i></p>	<p><b>Challenge of Resource Management</b>  <i>Students will gain a wider understanding of the relationship between our burgeoning population and the demand this place 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.</i></p> <p><b>UK Landscapes</b>  <i>Introduction to UK physical landscapes, including rivers, glacial environments &amp; coastal landscapes</i></p>	<p><b>Fluvial Processes &amp; Landscapes</b>  <i>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 drainage basins (River Tees) and investigate flood management techniques.</i></p>	<p><b>Coastal Processes &amp; Landscapes</b>  <i>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.</i></p>	<p><b>Coastal Investigation</b>  <i>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.</i></p>

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<b>Year 11</b>	<p><b>Urban Investigation</b> Students will conduct an Urban enquiry in wembly. 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.</p> <p><b>Paper 3 Skills and Practice Issues Evaluation &amp; Geographical Skills</b> Students will synoptically analyse a specified Geography Issue such as 'Deforestation in the Amazon Rainforest'.</p>	<p><b>The Changing Economic World</b> 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.</p>	<p><b>The Changing Economic World</b> 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.</p>	<p><b>Issues Evaluation &amp; Geographical Skills</b> Students will examine the pre-release reading and 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.</p>	<p><b>Revision/GCSE Exams</b> 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.</p>	

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Year 12	<p><b>Diverse places and tectonic Hazards</b></p> <p><b>Diverse Places</b> 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 contrasting place. This is a core unit for both AS and A Level Geography.</p>	<p><b>Diverse places and tectonic Hazards</b></p> <p><b>Tectonic Processes and Hazards</b> 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.</p>	<p><b>Globalisation and Coastal Landscapes and Change</b></p> <p><b>Globalisation</b> 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.</p>	<p><b>Globalisation and Coastal Landscapes and Change</b></p> <p><b>Coastal Landscapes &amp; Change</b> 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.</p>	<p><b>Revision</b> Recap content</p> <p>Exam Technique</p> <p>Geographical skills</p> <p><b>NEA</b> Personal geographical investigation. Preparation on pre-reading, setting up investigation and writing a proposal.</p>	<p><b>NEA</b> Personal geographical investigation: Planning and undergoing a pre-visit and outlining the key hypothesis and data collection techniques.</p>

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Year 13	<b>Superpowers and The Water cycle and Water Insecurity</b>  <b>The Water cycle and Water Insecurity</b> <i>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.</i>	<b>Superpowers and The Water cycle and Water Insecurity</b>  <b>Superpowers</b> <i>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 (considering geopolitical ideologies)</i>	<b>Health, Human Rights and Intervention</b> <b>The Carbon Cycle and Energy Security</b>  <b>The Carbon Cycle and Energy Security</b> <i>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 into our atmosphere. Students will consider energy security across the planet.</i>	<b>Health, Human Rights and Intervention</b> <b>The Carbon Cycle and Energy Security</b>  <b>Health, Human Rights and Intervention</b> <i>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.</i>	<b>Revision</b>  <i>Recap content from year 12 and 13</i>  <i>Exam Technique</i>  <i>Geographical skills</i>  <b>Paper 3</b> <i>Exam technique preparation</i>	