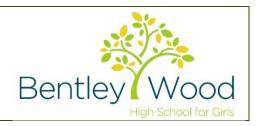
Geography Department Curriculum Overview



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
ar	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.	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		Management
					Students will conduct	
	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	Students will explore	hypothesis, plan an	burgeoning
	development and	development and	all the marine	all the marine	investigation, collect	population and the
	hazard management.	hazard management.	processes at work on	processes at work on	and present	demand this places
	Students will also	Students will also	the coastline and the	the coastline and the	appropriate data,	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 hazards. Students will	students will apply	students will apply	will evaluate this	greater depth food
	global hazards.		their understanding	their understanding	process.	security across
	Students will apply	apply their	to UK based coastal	to UK based coastal	Decourse	differing physical,
		_				·
					ivianagement	
				_	Students will agin a	
			_	_	_	-
	-	-	teeningues.	teciniques.		_
		_				sustainable jucus.
		,				
		_				
	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	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	environments (Jurassic Coast) and investigate coastal management techniques.	environments (Jurassic Coast) and investigate coastal management techniques.	Resource Management Students will gain a wider understanding of the relationship between our burgeoning population and the demand this places	political and economic environments. Students will explore strategies to increase food supply with a sustainable focus.

The Living World Students will enhance 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 behave and the demand this places on Food, Water and Energy. Students will enhance the will enhance the wind and the demand this places on Food, Water and Energy. Students will enhance the will enhance the winderstanding of the relationship between our burgeoning population and the demand this places on Food, Water and Energy. Students will enhance the winderstanding of the global climatic zones. In which will enhance the winderstanding of differing levels of development, how this is accurately measured and sergy. Students will consider a temperate (UK bosed) for students will then examine in greater depth food security across differing physical, political and economic environments. Students will then examine human interactions with both reasons for the global development models. Students will enhance the winderstanding of differing physical, political and economic environments. Students will then examine human interactions with both reasons for the global development and between our political and economic environments. Students will then examine human interactions with both reasons for the global development and between our political and economic environments. Students will then examine human interactions with both reasons for the global development and between the reasons for the global development and be	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 consider and Energy. Students will then examine in greater depth food security across differing physical, political and economic environments. Students will enhance their knowledge and understanding of the global distribution of biomes and biomes and biomes and biomes and biomes and the demand this places on Food, Water and Energy. Students will consider a displayed using development models. Students will then examine in greater depth food security across differing physical, political and economic environments. Students will then examine human interactions with both Tropical Rainforest broad supply with a sustainable sustainable sustainable sustainable sustainable sustainable suddents will evaluate sustainable suddents will endored their knowledge and their knowledge and their knowledge their dogether their synoptically analyse guided through a phased revision phased revision phased revision phased revision geography Issue suscula sustainable students will synoptically analyse guided through a phased revision phased revision phased revision phased revision phased revision of differing levels of development, how development models. Students will explore geographical skills of understanding of differing levels of development models. Students will explore understanding of a specified sprotically analyse guided through a phased revision phased revision phased revision phased revision phased revision synoptically analyse guided through a specified sprotically analyse aspecified Students will aspecial phased development, how them to recap previous content, retrieve case study detail and practice the reduce the using maps, graphs, photographs and statistical analysis. Students will evaluate of possible enquiry	·	, and the second			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	
The Living World locations.	Students will gain a wider understandin of the relationship between our burgeoning popula and the demand the places on Food, Wa and Energy. Studen will then examine i greater depth food security across differing physical, political and econo environments. Students will explosit strategies to increase food supply with a sustainable focus.	Students will enhance their knowledge and understanding of the global distribution of biomes and tion 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	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	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	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	

	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		
2	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
Ğ	and rural areas within	rural areas within the	of globalisation on	of globalisation on		
>	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 pla	ce. This research a local ar	nd Students will extend	Students will extend		
is a core unit fo	or both contrasting place.	their knowledge of	their knowledge of		
AS and A Level		coastal processes	coastal processes		
Geography.	Tectonic Processe	es and and enhance their	and enhance their		
	Hazards	understanding of the	understanding of the		
Tectonic Proce	sses	geological	geological		
and Hazards	Students will exter	nd characteristics that	characteristics that		
	their knowledge o	f underpin the	underpin the		
Students will ex	ktend tectonic processes	s. differing types of	differing types of		
their knowledg	e of Students will explo	ore coasts and	coasts and		
tectonic proces	ses. earth structure an	nd associated	associated		
Students will ex	xplore energy sources.	landforms. Students	landforms. Students		
earth structure	and Students will map	plate will examine the	will examine the		
energy sources	. margins and descr	ribe future of coasts fron	future of coasts from		
Students will m	pap the characteristics	s, across the world,	across the world,		
plate margins o	and processes and	closely considering	closely considering		
describe the	landforms at these	e past and future sea	past and future sea		
characteristics,	margins. Students	s will level change and	level change and		
processes and	look at the causes	extreme weather	extreme weather		
landforms at th	nese impacts and respo	onses events. Students will	events. Students will		
margins. Stude	ents will to volcanic and se	ismic explore effective	explore effective		
look at the cau	ses, hazards. Finally	management of the	management of the		
impacts and re	sponses 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 lo	ok at locations with var	ying UK.	UK.		
hazardous	levels of developm	nent.			
environments i	n				
locations with	varying				
levels of develo	pment.				

	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		
Ye	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		
	varying threats to the	threats to the local	explore the varying	the increased rate at		
	local systems.	systems. Students will	threats to the local	which Carbon dioxide		
	Students will also	also consider the global	systems. Students	has been released in		
	consider the global	circulation system and	will also consider the	to our atmosphere.		
	circulation system and	the impact that	global circulation	Students will		
	the impact that	weather systems and	system and the	consider energy		
	weather systems and	climate change have	impact that weather	security across the		
	climate change have	on vital resources.	systems and climate	planet.		
	on vital resources.	Superpowers	change have on vital			
	Superpowers	Superpowers	resources.			
	Superpowers	6	The Control Control	Health, Human		
	Students will build	Students will build	The Carbon Cycle	Rights and		
	upon the factors	upon the factors	and Energy Security	Intervention		
	affecting globalisation	affecting globalisation	Students will look at			
	and relate the	and relate the concepts to the shifting powers.	the Carbon Cycle and	Students will identify		
	concepts to the	, , ,	*	key policies that		
	shifting powers. They	They will consider the	its natural system	affect human rights		
	will consider the	economic, political and environmental	alongside the global distribution of	and how they vary		
	economic, political and	interdependence of our	carbon stores.	between different		
	environmental	globalised world.	Students will	countries due to		
	interdependence of	Students will consider	consider changing	different ideologies.		
	our globalised world.	the practicalities of	human activity that	Students will develop		
	Students will consider	global norms, laws and	has impacted on	understanding the		
	the practicalities of	institutions	carbon stores and	relationship between		

global norms, laws (considering and institutions geopolitical ideologie geopolitical	has been released in to our atmosphere.	policy and human wellbeing and critically evaluate	
ideologies)	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/	when it is right for organisations/ nations to intervene.	