Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 will focus on introducing students to some key geographical **disciplinary knowledge** which gives student a strong grounding in the subject. Students will explore **landscape formation**, **physical processes**, and their **interaction with humans** through their study of rivers. Students will gain an understanding of the **processes** that give rise to key **human geographical features** when looking at development and economic structures, and how these **change through time**. **Rivers:** a unit which explores how rivers change as they move downstream, the physical characteristics that shape rivers, and how humans begin to impact, and are impacted, by them. **World Development:** a unit which examines the reasons behind, and implications of, differing levels of economic development. **World of Work:** a unit which explores the reasons behind differing economic structures of the UK and contrasting locations, and some of the impacts of this.	**Rivers** **Knowledge of places:** Students will study the causes, impacts and responses to flooding in two contrasting locations - York 2015 and Bangladesh 2007. **Understanding of processes:** Students will develop their understanding of the storage and movement of water in a drainage basin. Students will learn how a combination of erosion, transportation and deposition can affect the landscape and lead to the formation of distinctive landforms. **Geographic skills:** Students will learn to interpret OS map extracts and aerial photographs to identify landforms and sections of a river as well as examine factors influencing flood risk. Students will complete an investigation into flood risk at NOA involving collection of primary data. **Explanation writing:** Students will develop detailed explanation of formation of landforms. Students will also practise explanation of causes, impacts and responses to floods in York 2015 and Bangladesh 2007. **Evaluative writing:** Students will begin to develop their skills of evaluation by assessing the effectiveness of flood prevention strategies as well as the effects of flooding in York 2015 and Bangladesh 2007.		**World Development** **Knowledge of places:** Students will develop an understanding of factors which explain development levels in Kenya. Later in the unit, students will evaluate an example of a type of aid (tree aid) in Mali. **Understanding of processes:** Students will explore the process of development and how this is dynamic with countries classified as developing, emerging or developed. Students will develop an appreciation of what constitutes sustainability for an aid scheme. **Geographic skills:** Through this unit, students will describe the global distribution of developed and developing countries from a map; explore development indicator data of countries with varying levels of development and interpret geographic data to assess the effectiveness of tree aid in Mali. **Explanation writing:** Students will develop an explanation of factors which affect development in Kenya. Students will also practise their explanation writing when explaining methods of measuring development as well as methods aiming to increase quality of life. **Evaluative writing:** Students will assess different strategies aimed at improving quality of life. Students will also evaluate the impact of a specific strategy - tree aid in Mali. Near the end of the unit, students will assess different options for improving Uganda's level of development, using sustainability as a key criteria. This criteria was first developed in the Rivers unit of Y7 and is a key idea which is revisited lots during KS3.		**World of Work** **Knowledge of places:** Students will develop their knowledge of the human and physical characteristics of the UK as a place, when looking at the economic structure of the country. Towards the end of the unit, students will explore St Lucia as an example of a tourist location and look in depth at impact at varying scales, to develop a true sense of place. **Understanding of processes:** Students will develop an understanding of how economic structure changes as a country develops. This links with the previous Y7 World Development unit where students should have an awareness of the typical characteristics of developed and developing countries. **Geographic skills:** Students will use map skills to help make decisions re: the location of different industries. Students will also explore the Butler Model, as an example of a geographic model. Students previously in Y7 have seen geographical models e.g. the Rostow model. Therefore, they should know that such models try to analyse geographic process, by putting patterns and order to them and know that often there are limitations to such models. **Explanation writing:** Students will practise explanation of factors which influence the location of different industries. Students will focus upon tourism as an example of a tertiary sector industry and explain its impact. Students will explore the economic, social, environmental opportunities and challenges created by this industry. **Evaluative writing:** Students will develop their understanding of sustainability when they complete a decision-making exercise to decide upon the best option to develop tourism in St. Lucia. Students will apply what they know about sustainability from their previous learning of this issue when exploring Y7 Rivers and Y7 World Development.	

Year 8 begins with a study of **human geographical topics** relating to **population** and **urbanisation**. Students will be taught the DTM as an example of a **geographical model**, and, through their study of coasts and tectonics, will further their understanding of how **human and physical processes interact to influence, and change environments**. **Population & migration:** a unit which examines the reasons for different population structures in differing contexts, the implications of this, and how migration affects both host and source countries. **Plate tectonics:** a unit which investigates the causes of tectonic hazards and the factors that affect the risk they pose. **Coasts:** a unit which explores the ways in which waves affect the coastline, the challenges this present for people, and the different points of view regarding coastal management. **East Africa:** a synoptic unit where students will investigate a region, drawing upon prior knowledge and understanding explored in Y7 and Y8.	**Population & Migration** **Knowledge of places:** Students will study rapid population growth in Chad, North Africa and looking at migration from Poland to the UK. **Understanding of processes:** Students will develop their understanding of human geographic processes first looked at in the World Development unit of Y7. Students will examine a geographic model (The Demographic Transition Model) as well as push and pull factors which encourage migration. **Geographic skills:** Students will interpret a variety of maps and photographs to describe the distribution of population distribution. Students will also analyse population data and population pyramids. Students will develop their understanding of development indicators from Y7 when examining data showing reasons for, and impact of, migration on host and source countries. **Explanation writing:** Students will develop their explanation writing first introduced in Y7 with students now having to explain points as full chains of reason. Through this unit, students will practise explanation of factors influencing population distribution; explanation of factors affecting population growth and explanation of push and pull factors which influence migration. **Evaluative writing:** Students will revisit a decision-making exercise first introduced in each of the Y7 units. Students will assess the most appropriate strategy to manage rapid population growth in Chad, in terms of sustainability. Students will, later in the unit, assess the impact of migration are on source and host countries.	**Plate Tectonics** **Knowledge of places:** Students will study two contrasting tectonic events - 2010 earthquake Port-au-Prince, Haiti & 2011 earthquake Christchurch, New Zealand. **Understanding of processes:** Students will develop their understanding of abstract physical geographic processes first looked at in the Rivers unit of Y7 (e.g. erosion). Students will study convection currents in the mantle as reasons for tectonic plate movement, as well as the key physical processes in operation at convergent, divergent and conservative plate boundaries and the creation of distinct tectonic events and landforms. **Geographic skills:** Students will describe the global distribution of plate boundaries and tectonic hazards by looking at maps at a variety of scales, and compare data on the effects of earthquakes in two contrasting locations – Haiti & New Zealand. **Explanation writing:** Students will develop their explanation writing of physical phenomena and landform formation first introduced in the Y7 Rivers unit. Through this unit, students will practise an explanation of the formation of volcanoes and occurrence of earthquakes; explanation of how tectonic hazards can be monitored, predicted and prepared for; explanation of secondary impacts of hazards. **Evaluative writing:** Students will develop their skills of evaluation by assessing the different methods of earthquake prediction and planning. Students will practise another decision-making exercise to explore the most sustainable option for San Francisco. The unit finishes with a comparison of the effects and responses to tectonic hazards in contrasting locations (New Zealand and Haiti), developing their understanding of development from Y7 World Development Unit and their appreciation of differing impact (first introduced in the Y7 Rivers unit).	**Coasts** **Knowledge of places:** Students will study a stretch of the UK coastline - Holderness coastline, East Riding of Yorkshire. **Understanding of processes:** Students will develop their understanding of abstract physical geographic processes first looked at in the Rivers unit of Y7 (e.g. erosion) and later in Y8 (Plate tectonics). Students will study erosional and depositional processes which take place at the coast. **Geographic skills:** Through the study of this unit, students will interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. **Explanation writing:** Students will develop their explanation writing of physical phenomena and landform formation first introduced in the Y7 Rivers unit and	**East Africa** **Knowledge of places:** Students will study the continent of Africa, with a focus on Egypt and Kenya. **Understanding of processes:** Students will develop their understanding of geographic processes explored earlier in KS3 in this regional synoptic unit. Students will learn about factors affecting population distribution in the continent, how deposition can cause the formation of a large delta (Nile) in the lower course of a river, and how population, urbanisation and development patterns can lead to significant opportunities and challenges. **Geographic skills:** Through the study of this unit, students will interpret a variety of geographical information to interpret and make sense of increasingly complex information. **Explanation writing:** Students will develop their explanation writing of physical phenomena and

			later in the Tectonics Y8 unit. Through this unit, students will practise an explanation of the formation of erosional and depositional landforms as well as the impacts of coastal erosion. **Evaluative writing:** Students will develop their understanding of the strengths and weaknesses of hard and soft engineering strategies, first introduced in Y7 Rivers. Students will assess differing methods of coastal protection. Towards the end of the unit, students will complete a decision-making exercise on the most appropriate strategy to defend a section of UK coastline, against sustainability as a key criteria.	human geographic processes such as population, urbanisation and international development. **Evaluative writing:** Students will assess different potential options facing to Nairobi, Kenya, to best decide how to manage some of the issues the city is facing. The synoptic nature of the unit will mean that students have to understand how human and physical processes interact to influence, and change Environments.
Year 9 builds on the **ideas** and **skills** established in previous years. Students will develop their understanding of how **human and physical geographic processes interact to create complex geographical systems in the world around them**. Students will **analyse** and **interpret** different **geographic data** to derive meaning from economic indicators and climate data. In this way, pupils will continue to **enrich their locational knowledge**	**Life in an Emerging Country** **Knowledge of places:** Students will develop their contextual knowledge of globally significant places and learn what and where the BRIC and MINT countries are. Students will also gain an understanding of the characteristics of Brazil as an emerging country as well as Rio de Janeiro as an example of a city with both opportunities and challenges. **Understanding of processes:** Students will develop their understanding of world development to appreciate where emerging countries lie on the spectrum from developing to developed and the impacts of this for their population and employment structure. Students will examine the reasons for rapid urbanisation in cities in emerging countries and have prior knowledge of push and pull factors from Y8 to	**Climate Change** **Knowledge of places:** Students will develop their contextual knowledge of globally significant places, including both terrestrial and marine, when they examine the global impact of climate change including sea level rise in the Pacific, Antarctica. **Understanding of processes:** Students will gain an understanding of the difference between the natural and enhanced greenhouse effect as well as an understanding of sophisticated physical processes including how orbital change can lead to climate change. **Geographic skills:** Students will examine reconstructions of Earth's temperature using graphs, interpret global maps to examine potential impacts of climate change (e.g. rising	**Energy** **Knowledge of places:** Students will explore global patterns of energy consumption. Students will explore the location of Alberta, Canada, as an example of an environmentally sensitive region, which is facing exploitation for tar sands. **Understanding of processes:** Students will develop their understanding of key human geographic processes including industrialisation, patterns of economic growth, which were introduced and then retaught in Y7 Development, Y8 Population and Y9 Life in an Emerging Country. **Geographic skills:** Students will explore patterns of energy consumption using maps at a variety	

and **environmental understanding**. **<u>Life in an Emerging Country:</u>** a unit which investigates the characteristics of emerging countries, reasons for their growth and the implications of their rapid development. **<u>Climate Change:</u>** a unit which explores the causes of climate change (contemporary & historic) and the challenges this presents. Students will also explore the possible responses to a changing climate. **<u>Energy:</u>** a unit which examines the reasons behind a changing energy mix globally, the implications of this, and possible energy futures.	support this. Students will examine some of the challenges and opportunities rapid urbanisation poses. **Geographic skills:** Students should be able to locate and describe distribution of BRIC and MINT countries as examples of emerging countries. Students will also make sense and be able to interpret development indicator data to explore typical demographic and economic structure data of emerging countries (students first looked at development indicators in Y7 and developed this understanding in Y8). **Explanation writing:** Students should be able to explain factors behind the rapid rates of urbanisation in emerging countries. Students should now be adept at writing in full chains of reason. Students should explain the push and pull factors behind the urbanisation and the implications this has for cities such as Rio de Janeiro. Students should also be able to explain the positive and negative impact TNCs (Fiat) can have on an emerging country (Brazil) as a whole. **Evaluative writing:** Students will evaluate the opportunities and challenges of living in a squatter settlement in Brazil (Rocinha). Through this unit, students will also develop an assessment of the overall impact (positive vs negative) TNCs can have on emerging countries. In Y9, evaluation should now be sophisticated and is built into the extended writing structure expected of students.	temperatures, increased frequency and intensity of tropical storms). **Explanation writing:** Students will develop explanations of how and why Earth's temperature has changed, explanations of enhanced greenhouse effect, explanations of how human activity and natural phenomena lead to climate change, explanation of impact, and explanation of the different. mitigation and adaptation strategies **Evaluative writing:** Through the study of this unit, students will reach judgements about which methods are most effective in coping with climate change, as well as assessing the differing nature of impact of climate change globally and within the UK. Students will complete an investigation into microclimates at NOA to investigate the most suitable location for a solar panel.	of scales. Students will also interpret graphical sources to unpick the energy mix of different countries. **Explanation writing:** Students will explain factors behind differing patterns of energy consumption of globally (students will be able to link this to a country's level of development, an idea first introduced in Y7 World Development & later in Y9 Life in an emerging country). Students will also practise explanation of the challenges & opportunities of different energy types, as well as possible impacts of continuing to use non-renewable energy sources (students should be able to link to their learning on from the Y9 Climate Change unit). **Evaluative writing:** Through the study of this unit, students will assess the challenges and opportunities of different renewable and non-renewable energy sources, as well as varying impact of energy production.
Year 10 builds upon the **foundation** laid by KS3 Geography**.** Students will consider **key contemporary global geographical issues,** drawing across **physical** and **human processes** and **people-environment Interactions**.	**Development Dynamics** – students will gain an understanding of the scale of global inequality. This unit will include a depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world. **Hazardous Earth** – students will gain an understanding of the global circulation of the atmosphere and changing climate. Students will also explore two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.	**Hazardous Earth** – students will gain an understanding of the global circulation of the atmosphere and changing climate. Students will also explore two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations. **Challenges of an Urbanising World** – students will learn about the causes and challenges of rapid urbanisation across the world. Students will explore the megacity of Lagos, a megacity in the context or a rapidly developing emerging country.	**The UK's evolving physical landscape** – students will learn about the varied physical landscapes in the UK, and how these result from geology, geomorphic processes and human activity. **Geographical investigations** – students will complete the first of their two fieldwork enquiries, investigating dynamic urban areas.
Year 11 develops students' understanding of **enquiry** in geography whereby students complete **fieldwork** for their GCSE. Students will also consider **key contemporary**	**The UK's evolving human landscape** – students will learn about the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Students will study London as an example of a major, dynamic UK city.	**People and Environment Issues (Making Geographical Decisions)** - in this unit, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales.	**People and Environment Issues (Making Geographical Decisions)** - in this unit, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales.

geographical issues for the UK. Students will end the year developing their understanding of **human** and **physical** geographical processes and the **interactions between people and the environment**.	**Geographical investigations** – students will complete the second of their two fieldwork enquiries, investigating coastal change and conflict.		**Revision on all topics over the course.**