



PERSONAL GROWTH | ACADEMIC EXCELLENCE

Geography curriculum overview

Curriculum intent:

We all live our lives geographically. Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world.

The geography curriculum is planned with the goal of introducing a love for learning in geography, improving knowledge retention and reading skills whilst also preparing students for the academic demands of being a geographer in the modern world. We focus on: geographical knowledge and understanding; application of this knowledge and geographical skills. We work with students to develop knowledge retention, improve literacy in order to demonstrate understanding and practice decision making and problem solving in order to apply knowledge to new contexts. Finally, the whole of the geography curriculum is underpinned by the accrual of the skills necessary to research and investigate problems. These include, map skills, numeracy skills, data skills, graph skills, fieldwork skills and investigative skills.

	Autumn Term		Spring Term		Summer term	
Year 7	<p>Introduction to geography</p> <p>What is geography and why do we study it?</p> <p>Pupils are based line tested to check learning from KS2 and knowledge gaps filled</p>	<p>Geography skills in the UK</p> <p>Pupils learn to use a variety of geographical sources from maps to aerial photos. Key skills such as measuring distance, grid referencing are taught for the first time</p>	<p>Nigeria (country in Africa study)</p> <p>Where in the world? Climate zones in Nigeria population Lagos – a mega city Life in Nigeria Comparison to the UK</p>	<p>China (country in Asia study)</p> <p>Where in the world? This unit of work follows the life of Lui who migrates from the countryside to the city in search of work and finds herself at the three gorges dam and only being allowed 1 child</p>	<p>Weather and climate</p> <p>Pupils study, the difference between weather and climate. Why does it rain so much in Manchester? A fieldwork element studying micro-climates around the school</p>	<p>The UK and Manchester</p> <p>Pupils study human and physical features of the UK. An in-depth study of Manchester and its place in the UK</p>

Year 8	<p>Brazil</p> <p>Pupils investigate life in Brazil for the wealthy and poor, using geographical skills such as field sketching.</p> <p>We touch on the Amazon rainforest and how our lives are impacting the lives of tribes in the Rainforest.</p> <ul style="list-style-type: none"> • 	<p>Globalisation</p> <p>Pupils study the global supply chain. Starting with the closure of factories in the UK and the shift in manufacturing to Asia.</p> <ul style="list-style-type: none"> • We also study the issues around this like child labour. 	<p>Weather hazards</p> <p>Pupils learn the difference between hurricanes and tornadoes.</p> <p>We also study tornadoes of varying scales comparing the USA super outbreak to the Heaton Moor twister</p>	<p>Tectonic hazards</p> <p>Pupils study tsunamis, earthquakes and volcanoes.</p> <p>The unit of work eventually works backwards to the causes of such events and the theory of plate tectonics</p>	<p>Tourism</p> <p>Pupils study tourism in a variety of locations from the UK, to Europe and Asia</p> <p>We learn about the impacts tourism can have on a location</p>
Year 9	<p>Ecosystems</p> <p>Pupils study the nutrient cycle and the impact of wolves on an ecosystem.</p> <p>We also study the Australian Outback and Amazon Rainforest</p> <p>Assessed with Decision making exercise regarding road building in the Amazon</p>	<p>Urban areas</p> <p>We study mega cities using Mumbai as an example. Studying the shanty town, Dharavi. For a comparison we study Manchester as a city in a wealthy country.</p> <p>Assessed with a decision making exercise regarding improving slums in India</p>		<p>Physical environments in the UK (coasts)</p> <p>Study of waves, erosion and deposition at the coastline.</p> <p>How can the coastline be managed and conflict this might cause</p> <p>Assessed with a decision making exercise regarding Holderness coastline</p>	<p>Physical environments in the UK (glaciation)</p> <p>Pupils study how ice has/can shape the land.</p> <p>The impact of climate change on glaciers and the issues around managing tourism in upland areas</p> <p>Assessed with DME</p>
Year 10	<p>Tectonic Hazards</p> <p>Pupils study plate margins and the hazards along them.</p> <p>We compare earthquakes in rich and poor places.</p> <p>We study how hazards can be predicted, prevented and prepared for.</p>	<p>Weather hazards and climate change</p> <p>Pupils study tropical storm formation, effects and responses.</p> <ul style="list-style-type: none"> • We then study climate change, the causes, effects and responses. 	<p>Resource Management (food, water and energy)</p> <p>How are resources managed around the globe?</p> <p>What are the global patterns of supply and demand?</p> <p>How is the UK managing water, food and energy supply</p>	<p>Energy</p> <p>A more in-depth study of world and UK energy supply and demand.</p> <p>Focusing on non-renewable and renewable supplies.</p> <p>What can be done to reduce energy consumption at a local, national scale?</p>	<p>Field work 1 – coastal study</p> <p>Links to previous unit on physical environments</p> <p>Assessed with paper 3 extract</p>

Year 11	<p>Field work 2 – tourism in an upland area</p> <p>Links to glaciation in year 9 and tourism in year 8</p>	<p>Economic World</p> <p>Pupils study the following; Measuring development DTM Variations in development India- industry/trade/aid/TNCs UK- Economic change/industry/rural areas/North-South divide Transport improvements and the economy</p>	<p>Revision of all GCSE Units</p>	<p>Pre-release material study</p>	
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