



## Geography curriculum overview

### Curriculum intent:

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We as Teachers seek to inspire our students and create curiosity and fascination about the world and its people; to promote an interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable.

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><b>Topic: What is geography?</b></p> <p><b>Key knowledge:</b>          What has been taught at primary school?          3 types of geography          Flag knowledge and history          Key world place knowledge          Compass direction and scale          Atlas skills and understanding</p> <p><b>Key skills:</b>          Describing geographical features using maps and atlas.          Compass, 4 figure grid reference, UK place knowledge and continents location.          Describing location using atlas places.          Compass direction and scale.</p>	<p><b>Topic: A country in Africa</b></p> <p><b>Key knowledge:</b>          Location of Africa as a continent          Perceptions of Africa          Physical features of Africa          People in Africa          Infrastructure of Nigeria          Lagos: Case study.</p> <p><b>Key skills:</b>          Describing location, map reading, population density and climate?          Climate graph skills          Population pyramids.</p>	<p><b>Topic: Amazing Asia</b></p> <p><b>Key Knowledge:</b>          Asia as a continent,          Case studies: Afghanistan, China.          Perceptions of Asia          Compass skills          Application of place/people and resources.          Global politics throughout Asia - interaction/ conflict between countries/ human rights</p> <p><b>Key skills:</b>          Describing location, map reading, population density and climate?</p>	<p><b>Topic: Amazing Asia</b></p> <p><b>Key Knowledge:</b>          Asia as a continent,          Case studies: Afghanistan, China.          Perceptions of Asia          Compass skills          Application of place/people and resources.          Global politics throughout Asia - interaction/ conflict between countries/ human rights</p> <p><b>Key skills:</b>          Describing location, map reading, population density and climate?</p>	<p><b>Topic: Weather and climate</b></p> <p><b>Key knowledge:</b>          Differences between weather and climate          Using climate graphs          Features of the UKs weather          Types of rainfall          Examples of extreme weather          Case study: Beast from the East          Formation of a tropical storm          Case study: Hurricane Katrina</p> <p><b>Key skills:</b>          Describing location, map reading.</p>	<p><b>Topic: UK settlement, people and places</b></p> <p><b>Key knowledge:</b>  <i>What the UK consists of?</i>          Physical landscape of Britain          Population distribution in Britain          Types of employment          Location and importance of London</p> <p><b>Key skills:</b>          Plotting and interpreting a line graph</p>
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	<p><b>Topic: Weather and Climate/ Brazil</b></p> <p><b>Key knowledge:</b>          Understanding UK summer and winter climate differences.          How to construct a climate graph.          Micro climate and the factors that affect climate.          Locational geography          Population size          Migration          Weather/ Climate          Physical features          Human impacts          Development of NICs          Threats to the TRF          Value of the TRF</p> <p><b>Key skills:</b>          Producing a Climate graph and interpreting the data.          Producing a choropleth map and describing the UK summer/winter difference.          Describing location of Brazil using geographical features.          Use of scale lines to access sustainability.          Map distribution om forest fires, use of scale to assess distance.          Use of a Venn diagram to categories information.</p>	<p><b>Topic: Brazil</b></p> <p><b>Key knowledge:</b>          Locational geography          Population size          Migration          Weather/ Climate          Physical features          Human impacts          Development of NICs          Threats to the TRF          Value of the TRF</p> <p><b>Key skills:</b>          Describing location of Brazil using geographical features.          Use of scale lines to access sustainability.          Map distribution om forest fires, use of scale to assess distance.          Use of a Venn diagram to categories information.</p>	<p><b>Topic: Globalisation</b></p> <p><b>Key knowledge:</b>          What is globalisation?          Describe the pattern of clothing manufacture around the world          What are the reasons behind clothes being made in LICs          What are conditions like in factories where clothing is made?          The role of fair trade in fashion          Case study: Dhaka Bangladesh factory collapse 2013</p> <p><b>Key skills:</b>          Map skills          Describing the location, map reading.          Describing the location of countries using maps and          Writing skills including long writing tasks for assessments</p>	<p><b>Topic: Weather Hazards</b></p> <p><b>Key knowledge:</b>          Comparing hurricanes          Tornadoes          Responding to hazards          Tracking Hurricanes          Impacts of hurricanes          Hurricane Katrina          Reducing the impacts          Formation of tornadoes          Tornado Alley          Comparing Tornadoes</p> <p><b>Key skills:</b>          Describing location, map reading.          Description of natural hazards          Writing skills for answering questions          Case study skills- Research and writing skills</p>	<p><b>Topic: Tectonics</b></p> <p><b>Key knowledge:</b>          Earth structure          Overview of plate boundaries          Causes of earthquakes          Case study: 2011 Japanese earthquake          Volcano structure          Case study: Mt St Helens volcanic eruption          Causes and effects of a tsunami</p> <p><b>Key skills:</b>          Describing distribution of volcanoes          Locations of the earthquakes and volcanoes</p>	<p><b>Topic: Tourism</b></p> <p><b>Key knowledge:</b></p> <p><b>Key skills:</b></p> <p>tbc</p>
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	<p><b>Topic 1: The living world</b></p> <p><b>Key knowledge:</b>  <u>Idea 1 Ecosystems</u> – Ecosystems exist at a range of scales and involve interaction between different components</p> <p><u>Idea 2 – Tropical rainforests</u> – Tropical rainforests have a range of distinctive characteristics  <u>Idea 3</u> – Deforestation has economic and environmental impacts  <u>Idea 3</u> – TRFs need to be managed to be sustainable</p>	<p><b>Topic 1: The living world</b></p> <p><b>Key knowledge:</b>  <u>Idea 4 – Hot deserts</u> - Hot desert ecosystems have a range of distinctive characteristics</p> <p><u>Key ideas 5</u> – Development of the hot desert creates opportunities and challenges</p> <p><u>Key idea 6</u> – Areas on the fringe of the hot desert are at risk of desertification</p>	<p><b>Topic 1: The living world</b></p> <p><b>Key knowledge:</b>  <u>Idea 7 – Cold deserts</u> - Cold desert ecosystems have a range of distinctive characteristics</p> <p><u>Key ideas 8</u> – Development of the cold desert creates opportunities and challenges</p> <p><u>Key idea 9</u> – Areas of cold desert are at risk of economic development</p>	<p><b>Topic 2: Physical landscapes in the U.K.</b></p> <p><b>Key knowledge:</b>  <u>Idea 1</u> – The UK has a range of diverse landscapes  <u>Idea 2 – Coastal landscapes in the UK</u> - The coast is shaped by a number of physical processes  <u>Idea 3</u> – Distinctive landforms are the result of rock type, structure and physical processes  <u>Idea 4</u> – Management strategies protect the coast</p>	<p><b>Topic 2: Physical landscapes in the UK</b></p> <p><b>Key knowledge:</b>  <u>Idea 5 – River landscapes in the UK</u> – The shape of river valleys changes as rivers flow downstream  <u>Idea 6</u> – Distinctive fluvial landforms result from different physical processes</p>	<p><b>Topic 3: Urban issues and challenges</b></p> <p><b>Key knowledge:</b>  <u>Idea 1</u> – A growing percentage of the world’s population lives in urban areas  <u>Idea 2</u> – Urban growth creates opportunities and challenges for cities in LICs and HICS  Case study?</p>
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	<p><b>Topic 1: Urban issues and challenges</b></p> <p><b>Key knowledge:</b>  <u>Idea 3</u> – Urban change in UK cities leads to a variety of social, economic and environmental opportunities and challenges  Manchester Case study?</p> <p><u>Idea 4</u> – Urban sustainability requires management of resources and transport</p>	<p><b>Topic: The challenge of natural hazards</b></p> <p><b>Key knowledge:</b>  <u>Idea 1</u> – Natural hazards – Natural hazards pose risks to people and property</p> <p><u>Idea 2</u> – Tectonic hazards - Earthquakes and volcanic eruptions are the result of physical processes</p> <p><u>Idea 3</u> – The effects of, and responses to, tectonic hazards vary in areas of contrasting wealth</p> <p><u>Idea 4</u> – Management can reduce the effects of a tectonic hazard</p>	<p><b>Topic: The challenge of natural hazards</b></p> <p><b>Key knowledge:</b>  <u>Idea 5</u> – Weather hazards  <u>Idea 6</u> – Tropical storms develop as a result of particular physical conditions</p> <p><u>Idea 7</u> – Tropical storms have significant effects on people and the environment</p> <p><u>Idea 8</u> – The UK is affected by a number of weather hazards - An overview of types of weather hazard experienced in the UK</p> <p><u>Idea 9</u> – Extreme weather events in the UK have impacts on human activity</p> <p><u>Idea 10</u> – Climate change - Climate change is the result of natural and human factors, and has a range of effects</p>	<p><b>Topic: The challenge of resource management</b></p> <p><b>Key knowledge:</b>  <u>Idea 1</u> – Resource management – Food, water and energy are fundamental to human development</p> <p><u>Key idea 2</u> – The changing demand and provision of resources in the UK create opportunities and challenges</p> <p><u>Idea 3</u> – Energy – Demand for energy resources is growing globally but supply can be insecure, which may lead to conflict</p> <p><u>Key idea 4</u> – Different strategies can be used to increase energy supply</p>	<p><b>Topic: Issues evaluation: Pre-release.</b></p> <p><b>Key knowledge:</b>  To be discussed but will focus on the 2019/20 pre-release which was based on deforestation of the TRF.</p> <p><b>Topic: Fieldwork (Physical and human)</b></p> <p><b>Application of knowledge, understanding and skills</b></p> <p><u>Enquiry strand 1</u> – Suitable question for geographical enquiry</p> <p><u>Enquiry strand 2</u> – Selecting, measuring and recording data</p>	<p><b>Topic: Fieldwork (Physical and human)</b></p> <p><b>Application of knowledge, understanding and skills</b></p> <p><u>Enquiry strand 1</u> – Suitable question for geographical enquiry</p> <p><u>Enquiry strand 2</u> – Selecting, measuring and recording data</p> <p><u>Enquiry strand 3</u> – Selecting appropriate ways of presenting data</p> <p><u>Enquiry strand 4</u> – Describing, analysing and explaining fieldwork data</p> <p><u>Enquiry strand 5</u> – Reaching conclusions</p> <p><u>Enquiry strand 6</u> – Evaluation</p>
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Year 11	<p><b>Topic: Resource management and urbanisation issues</b></p> <p><b>Key knowledge:</b></p> <p><u>Key idea 1:</u> The global production and consumption of food and energy.</p> <p><u>Key idea 2:</u> The initiation, development and impact of urbanisation within a specific country (LIC/HIC) and globally.</p>	<p><b>Topic: River Revision</b></p> <p>Recap and retrieval of rivers topic, using GCSE PODS, revision mats, knowledge organisers, revision booklets and mini regular exam questions to help with technique.</p>	<p><b>Topic: Coast Revision</b></p> <p>Recap and retrieval of the coast topic, using GCSE PODS, revision mats, knowledge organisers, revision booklets and mini regular exam questions to help with technique.</p>	<p><b>Topic: Ecosystems Revision</b></p> <p>Recap and retrieval of ecosystems topic, using GCSE PODS, revision mats, knowledge organisers, revision booklets and mini regular exam questions to help with technique.</p>	<p><b>Topic: Natural Hazards Revision</b></p> <p>Recap and retrieval of natural hazards topic, using GCSE PODS, revision mats, knowledge organisers, revision booklets and mini regular exam questions to help with technique.</p>	
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## **Enrichment**

Y7 Manchester visit for UK settlements topic

Y10 Manchester/media city and Crowden for the physical and human fieldwork studies.

<b>Contribution to students social, moral, spiritual, cultural, personal development &amp; wellbeing</b>				
Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p><b><i>Spiritual</i></b> The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually. For example, when looking</p>	<p><b><i>Moral</i></b> Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and</p>	<p><b><i>Social</i></b> Social development is a focus in Geography and looks to enhance and develop students throughout KS3. One of the</p>	<p><b><i>Cultural</i></b> Throughout Key Stage 3 and 4 Geography looks at various cultures and their influences across the world as well as</p>	<p>Careers links (outlined below)</p> <p>Understanding and development of geography skills</p>

at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed, whilst the study of population, Brazil and Kenya to name a few gives students an appreciation of the world around them.	most geographical topics have a moral element to them. For example when considering physical topics such as rivers, flooding and coasts consideration is given to how much these issues that arise are man-made and is because of exploitation. Similarly in the tourism, fashion and development topics, debate centres on the role of humans and how ethical our actions are.	introductory topics in Year 7 on settlement see's classes collaborating as a group and this collaborative learning continues throughout. Similarly peer assessment and feedback further enhance student's social skills. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict.	more local studies and their cultural awareness is developed as a result. For example there are units on 'Settlements in the UK', 'Amazing Asia, and 'the Global Fashion industry' as well as a school enquiries that all help develop students culturally.	Development and practice of numeracy based skills  Understanding and development of empathy, tolerance & respect  Development and practice of speaking & listening skills  Understanding and celebration of a diverse society
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**Careers / Gatsby benchmark links**

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Geography display in the department shows links to careers and further education.</p> <p>Options presentation shows college &amp; careers links</p> <p>Regularly discussed within lessons</p>		<p>Regular research by staff are undertaken to explore the changes in the Geography field and regularly feedback to inform pupils of any changes that may impact their chosen future career pathways.</p> <p>Also Career interviews within school are taken place to guide and advise pupils on best routes and pathways for their progression to fulfill their ambitions.</p> <p>In lesson career and job role examples are used.</p>		<p>Develop some links with Manchester university and local colleges to deliver further education talks.</p>