CURRICULUM PLANS

GEOGRAPHY YEAR 7

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
DESPERATE DESERTS **Big question(s) of the unit:** Are hot deserts just barren wastelands? **Overview of knowledge, understanding and skills (key concepts):** • Locate hot desert regions • Characteristics of hot deserts. • How plants & animals have adapted. • Economic opportunities in hot deserts. PERISHING POLES **Big question(s) of the unit:** How do animals and people survive in cold environments? **Overview of knowledge, understanding and skills (key concepts):** • Locate cold environments • Characteristics of cold environments. • How plants & animals have adapted. • How humans can thrive in cold environments.	MONSTROUS MAP-SKILLS **Big question(s) of the unit:** How to interpret Ordnance Survey maps. **Overview of knowledge, understanding and skills (key concepts):** • Locate the seven continents and 5 oceans. • Know 4 Fig GR and 6 Fig GR. • Know how to use scale and contour lines. • Know how to interpret geographical landscapes using Ordnance Survey maps.	SIGNIFICANT SETTLEMENTS **Big question(s) of the unit:** Why will over half the world's population be living in cities by 2050? **Overview of knowledge, understanding and skills (key concepts):** • Know the origins of urban environments. • Examine how urban environments change overtime. • Know the importance of urban areas.	STORMY WEATHER **Big Question(s) of the unit:** How do extreme weather events effect people? **Overview of knowledge, understanding and skills (key concepts):** • Know the different types of rainfall. • Explain how hurricanes and Tornadoes effect people and the environment. • Examine micro-climates around school. Fieldwork - microclimate.	INNOVATIVE INDUSTRY **Big Question(s) of the unit:** How do the UK make money? **Overview of knowledge, understanding and skills (key concepts):** • Know the types of industry Primary, Secondary, Tertiary and Quaternary. • Explain the importance of call centres (tertiary industry). ODIOUS OCEANS **Big Question(s) of the unit:** What are the issues facing the world's oceans? **Overview of knowledge, understanding and skills (key concepts):** • Know the location of the World's oceans. • Examine the issues linked to coral reefs, overfishing and plastic pollution.	DYNAMIC DEVELOPMENT **Big Question(s) of the unit:** What is development? **Overview of knowledge, understanding and skills (key concepts):** • To know the various levels of development across the globe. • To know the development indicators. • Examine and identify what development looks like. • To focus on a case study example Dhavari, India. • To use geographical skills to interpret data showing levels of development.	• Contextual world knowledge of locations, places and geographical features. • Explain the physical and human processes that lead to change over time. • Evaluate the physical and human impacts on people and the environment. • Formulate judgements and reach valid conclusions using geographical understanding. • Apply geographical skills to communicate geographical information. • Interpret Ordnance Survey Maps.

CURRICULUM PLANS

GEOGRAPHY YEAR 8

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
BLOOMIN RAINFORESTS **Big question(s) of the unit:** Why is it important to protect the rainforests? **Overview of knowledge, understanding and skills (key concepts):** • Understand the importance of rainforests. • Explain how plants & animals have adapted to survive. • To examine the causes and management strategies of deforestation.	VIOLENT VOLCANOES **Big question(s) of the unit:** Why do people live around volcanoes? **Overview of knowledge, understanding and skills (key concepts):** • Understand key processes of earths structure. • Know primary & secondary effects of volcanic eruptions. • Examine why people live around volcanoes. EARTH-SHATTERING EARTHQUAKES **Big question(s) of the unit:** Earthquakes are more dangerous than volcanoes? **Overview of knowledge, understanding and skills (key concepts):** • Understand the plate tectonics theory. • Know how earthquakes occur and their impacts. • Examine the effects of a named earthquake.	ASTONISHING AFRICA **Big question(s) of the unit:** Is every part of Africa the same? **Overview of knowledge, understanding and skills (key concepts):** • Understand the diverse nature of Africa as a continent. • Examine the human & physical interactions of various environments in Africa. • Explain the development gap between HIC and LIC countries and the management strategies used to reduce the development gap.	AMAZING ASIA **Big question(s) of the unit:** Is Asia the most powerful continent in the World? **Overview of knowledge, understanding and skills (key concepts):** • Understand the growing importance of Asia on a global scale. • Know about the population of Asia and why some countries have strict population controls. • Examine the impacts of globalisation and how Trans-National Companies (TNCs) have positive and negative impacts on India. GEOLOGY ROCKS **Big question(s) of the unit:** Why are rocks so interesting? **Overview of knowledge, understanding and skills (key concepts):** • Understand the different types of rocks and how rocks are formed using the rock cycle. • Examine how sedimentary rock is formed. • To know the geology of the UK and investigate different UK landscapes.	FREAKY PEAKS **Big question(s) of the unit:** How do glaciers shape and change landscapes? **Overview of knowledge, understanding and skills (key concepts):** • Understand how mountains form. • Explain how glacial erosional creates unique landforms. • Explain how glacial deposition creates unique landforms. • Examine the economic opportunities glaciated areas create. CRAZY CONTINENTS **Big question(s) of the unit:** What is the future for the various continents across the globe? **Overview of knowledge, understanding and skills (key concepts):** • To know why China is investing in many different African Countries. • To study the region of South America and delve into some of the unique geography.	RAGING RIVERS **Big question(s) of the unit:** How do rivers shape and change landscapes? **Overview of knowledge, understanding and skills (key concepts):** • Understand the erosional and transportation processes associated with rivers. • Explain the unique erosional landforms formed by rivers. • Explain the unique depositional landforms formed by rivers. • Examine the causes of flooding and how managements strategies help reduces flooding.	• Contextual world knowledge of locations, places and geographical features. • Explain the physical and human processes that lead to change over time. • Evaluate the physical and human impacts on people and the environment. • Formulate judgements and reach valid conclusions using geographical understanding. • Apply geographical skills to communicate geographical information. • Interpret Ordnance Survey Maps.

CURRICULUM PLANS

GEOGRAPHY YEAR 9

AUTUMN 1 / AUTUMN 2	SPRING 1 / SPRING 2	SUMMER 1 / SUMMER 2	PQEs
SUPERPOWERS **Big question(s) of the unit:** What characteristics are needed to become a global superpower? **Overview of knowledge, understanding and skills (key concepts):** To know the characteristics and fundamentals for a country to be recognised as a global superpower. To identify the differences in developed and undeveloped countries and to know the emerging countries and superpowers. To understand the global importance of India, China, United Kingdom, Russia and USA. To know the purpose of intra-governmental organisations such as the World Bank. COASTS **Big question(s) of the unit:** How do erosional and depositional processes shape the coastal landscape around the UK. **Overview of knowledge, understanding and skills (key concepts):** To know the four erosional and four depositional processes which help shape and create coastal landforms. To know how erosion forms sea stacks, wave-cut platforms and Headlands and Bays. To know how deposition forms spits, bars and sand dunes. To know how humans manage the coastline through hard engineering (sea walls, groynes and gabions) and soft engineering (beach nourishment and dune regeneration). To use geographical skills to identify coastal landforms using ordnance survey maps.	URBAN ISSUES AND CHALLENGES **Big question(s) of the unit:** Why do megacities around the World offer opportunities and challenges for people living in them? **Overview of knowledge, understanding and skills (key concepts):** To know the issues and challenges facing cities across the World in Low Income Countries (LICs), Newly Emerging Economies (NEEs) and High-Income Countries (HICs). To know the locational importance of Rio de Janeiro and why people from Brazil's rural areas migrate to seek opportunities in places like Rio. To know the challenges faced living in a favela (slum) and the problems they face such as crime from drug gangs and poor access to health and education. To know the urban planning / improvements in place to reduce poverty in Rio, such as pacification and self-help schemes. To know the global, regional and local importance of London and study the challenges of child poverty, urban deprivation and inequalities faced in the city. To know how urban regeneration tackles urban deprivation and study the Queen Elizabeth Olympic Park regeneration project. To know how what opportunities London as to offer such as opportunity for well paid jobs and how the integrated transport system (TFL) provides opportunity for a sustainable future.	RESOURCE MANAGEMENT **Big question(s) of the unit:** Why are resources running out and how does the UK manage its energy demand? **Overview of knowledge, understanding and skills (key concepts):** Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges. For example, the growing demand for all-year seasonal food and organic produce creates larger carbon footprints due to the increasing number of 'food miles' travelled. The UK must manage its water systems to maintain good water quality and pollution management. For energy, the UK relies on fossil fuels but needs to focus on increasing the use of renewables. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Economic development, rising population, and technology all contribute to increased energy usage. In the USA, the Trans Alaskan Pipeline System transfers oil from Alaska to mainland USA supplying 20% of its energy. In the less developed country of Peru, the village of Chambamontera uses a micro-hydro scheme to create electricity from water. The Prisoners of Geography (Book)	• Contextual world knowledge of locations, places and geographical features. • Explain the physical and human processes that lead to change over time. • Evaluate the physical and human impacts on people and the environment. • Formulate judgements and reach valid conclusions using geographical understanding. • Apply geographical skills to communicate geographical information. • Interpret Ordnance Survey Maps.

CURRICULUM PLANS

GEOGRAPHY YEAR 10

AUTUMN 1	AUTUMN 2	SPRING 1 / SPRING 2	SUMMER 1 / SUMMER 2
NATURAL HAZARDS TECTONIC HAZARDS **Big question(s) of the unit:** How do tectonic hazards pose major risk to people and property? **Overview of knowledge, understanding and skills (key concepts):** Earthquakes and volcanic eruptions are the result of physical processes. The theory of how the plate tectonics move is called convection currents, where circulating heat moves the mantle causing ridge push and slab pull. Constructive and destructive margins cause volcanoes and earthquakes, while collision and conservative margins only cause earthquakes. The effects of, and responses to, a tectonic hazard vary depending on the wealth of a country. Haiti is an LIC so the effects of the 2010 earthquake were disastrous, while a HIC like the USA can respond better to a tectonic event and save more lives. Despite the risk, people still choose to live close to areas of tectonic risk. Management of tectonic hazards is in the form of the 3Ps, predict, protect, and prepare.	WEATHER HAZARDS **Big question(s) of the unit:** How does global atmospheric circulation helps to determine patterns of weather and climate? **Overview of knowledge, understanding and skills (key concepts):** Global atmospheric circulation helps to determine patterns of weather and climate. It is made up of pressure belts of high pressure and low pressure which create surface winds. It is made up of the Hadley cell, Ferrel cell and Polar cell. Tropical storms, also known as hurricanes, cyclones and typhoons, develop close to the equator due to the warm ocean temperatures. Climate change affects the frequency distribution and intensity of tropical storms as world temperatures increase. Typhoon Haiyan 2013, was a category 5 super typhoon which causes mass devastation in the Philippines. The UK weather is also becoming more extreme as climate change continues to worsen. The Beast from the East and Summer Heatwave of 2018 are evidence of its dramatic effect socially, economically and environmentally. CLIMATE CHANGE **Big question(s) of the unit:** What are the human and natural causes of climate change and how does this impact global phenomena? **Overview of knowledge, understanding and skills (key concepts):** Evidence for climate change from can be found from the beginning of the Quaternary period to the present day. Natural factors include orbital changes, volcanic activity and solar output. Human factors include the use of fossil fuels, agriculture and deforestation. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). To mitigation we can use alternative energy production, carbon capture, plant more trees, and use international agreements. For countries who are already feeling the effects of climate change, they must adapt by changing their agricultural systems, managing water supply, and reducing risk from rising sea levels.	THE LIVING WORLD ECOSYSTEMS **Big question(s) of the unit:** Why do ecosystems exist in a range of scales? **Overview of knowledge, understanding and skills (key concepts):** To know an example of a small-scale UK ecosystem and the interrelationships of food webs and nutrient cycles. TROPICAL RAINFORESTS **Big question(s) of the unit:** Why are tropical rainforests important biomes? **Overview of knowledge, understanding and skills (key concepts):** Tropical rainforests are found on or around the equator and the largest rainforest is the Amazon Rainforest in South America. The rainforest is made up of four layers. Many plants and animals have adapted to survive in the tropical rainforest such as the Jaguar, which has a dappled coat for camouflage and emergent trees with large buttress roots to allow them to grow as tall as possible. Deforestation is a world- wide problem caused by cattle ranching, mining, HEP power plants, and urban sprawl. The effects of deforestation can have huge implications and one effect is the loss of vital medicines found in the rainforests as well as the world's biodiversity. To manage the loss of rainforests, selective logging and international agreements can be used. HOT DESERTS **Big question(s) of the unit:** Why are hot deserts an extreme and fragile biome? **Overview of knowledge, understanding and skills (key concepts):** Hot deserts are found around 30° North and South of the Equator. They have a range of distinctive characteristics, for example, the average annual rainfall is 250mm or below, and the average temperature is 32-38°C in the day but 0-5°C at night. Many plants and animals have adapted to live in hot deserts e.g. the Camel with its wide feet and long eyelashes and the Cactus with wide root systems and waxy skin. Human populations have adapted to survive in hot deserts and have learnt to utilise the potential of the hot desert to harvest crops. An example is the citrus farms and vineyards in the Mojave Desert, USA. However, some areas such as the Sahel region in Africa are on the edge of deserts and at risk of desertification. People use management strategies such as magic stones and appropriate technology to reduce its impact.	GLACIATED LANDSCAPES UK **Big question(s) of the unit:** How has ice shaped the UKs upland areas? **Overview of knowledge, understanding and skills (key concepts):** Around 10,000 years ago, most of the UK was covered in ice, in a glacial period known as an ice age. Ice was a powerful force in shaping the physical landscape of the UK. Erosional process such as freeze-thaw weathering, abrasion, plucking; movements such as bulldozing and conveyor-belting; and deposition of moraine and till, all created the features of our upland areas we see today, in locations such our case study - the Lake District. Key characteristics we will understand include; corries, aretes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes, hanging valleys, drumlins, and erratics. These upland areas, such as the Lake District, provide 4 main economic opportunities: hill sheep farming, mining/ quarrying, forestry and tourism. However, these activities can lead to conflict between locals and businesses so need to be managed effectively. FIELDWORK **Big question(s) of the unit:** What skills are required to implement successful fieldwork? **Overview of knowledge, understanding and skills (key concepts):** • To know a suitable enquiry question / hypothesis. • To explain the ways in which data is collected and recorded. • To Explain appropriate ways of presenting fieldwork data. • To justify the extent to which the accuracy of the box results and the reliability of the conclusions could be improved.

CURRICULUM PLANS

GEOGRAPHY YEAR 11

AUTUMN 1 / AUTUMN 2	SPRING 1 / SPRING 2	SUMMER 1 / SUMMER 2
FIELDWORK **Big question(s) of the unit:** What skills are required to implement successful fieldwork? **Overview of knowledge, understanding and skills (key concepts):** • To know a suitable enquiry question / hypothesis. • To explain the ways in which data is collected and recorded. • To Explain appropriate ways of presenting fieldwork data. • To justify the extent to which the accuracy of the box results and the reliability of the conclusions could be improved. ECONOMIC WORLD CHALLENGES **Big question(s) of the unit:** How do we reduce the development gap and how does the UK develop its economy? **Overview of knowledge, understanding and skills (key concepts):** There are global variations in economic development and quality of life and there are different ways of measuring this, such as GNI, GDP, HDI. The causes of this inequality can be both human and physical. There are strategies that can reduce the development gap such as tourism and aid but this is often reliant on a stable government. Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Our case study for this is India. In the UK, deindustrialisation caused major changes in the economy. To maintain a strong economy the UK moved towards a post-industrial economy developing business parks, science parks and investing in improved transport systems.	EXAM REVISION AND RETRIEVAL	