



Year 7 Geography



AUTUMN TERM

Introduction to Geography

EQ1 - What is the physical geography of the UK like?

Investigating the types of geography and the foundational skills of longitude and latitude/atlas skills

EQ2 - Geographical Skills

Covering how to read OS maps by practicing map Symbols, grid references, scale, distance and relief

EQ3 - Can humans solve climate change or do we need to simply adapt?

Introduction into the issue of climate changes and its causes, before investigating effects and evaluating the effectiveness of climates change mitigation and adaptation

SPRING TERM

AFRICA

EQ 1 - How is Africa a continent of variety?

Investigation into the physical and human variety of the 54 countries in Africa including biomes, landforms such as Victoria Falls and human endeavours such as Pyramids of Giza, and Lagos

EQ2 - Is Africa a poor continent?

Addressing possible misconceptions and stereotypes to look at poverty and development, trade and Urbanisation across Africa

EQ3 - To what extent are Africa's natural resources benefitting the continent?

What are natural resources and how have they been used across Africa in the past, as well as how they may shape the future of the continent.

SUMMER TERM

Local Geography

EQ1 - How does the sea shape the UK?

Introducing physical processes of geography by investigating the UK's changing coastline and how the sea creates a variety of landforms.

EQ2 - How has migration shaped the UK?

Investigating and addressing questions on both inward and outward migration within the UK, the effects of migration and the perceptions of the issue.

EQ3 - What ecosystems are present in the UK?

Studying the main ecosystems found across the UK, including those found around Chester Le Street. This includes a fieldwork investigation into woodland ecosystems.

YEAR 7 CURRICULUM OVERVIEW

Students are introduced to a wide variety of topics in introduce them to the breadth of geographical study. They will learn key terminology and begin to understand the scale of geographical processes taking place around the world. Students' cultural capital will be increased through discussion of subject matter, from contemporary social issues such as migration to historical impacts on modern day life such as colonialism in Africa. Students will be taught how to use write like a geographer using factual language and structure.



Year 8 Geography



AUTUMN TERM

Europe

EQ1 - Why is the UK's weather different from mainland Europe?

Introduction into large scale weather patterns across the continent including fieldwork investigation on microclimates around North Lodge.

EQ2 - How has water shaped Europe?

Building on the learning from year 7 on coastal processes, this topic develops further understanding of water processes by looking at river and glacial landforms.

SPRING TERM

North America

EQ 1 - To what extent is Central America similar to North America?

Addressing possible misconceptions about the extent of the continent and its countries, this topic focuses on case studies of USA, Canada, the Caribbean and Costa Rica to look at similarities and differences in both human and physical geography.

EQ 2 - How do natural hazards affect the people differently in North America?

Investigating a range of hazards through the lens of North American examples including earthquakes, tropical storms and Supervolcanoes.

SUMMER TERM

EQ1 - To what extent can Australia be considered a 'western economy'?

An introduction into economies and trade sectors, before focusing on Australia to look at how its economy differs from its neighbouring countries.

EQ2 - How different are the physical geographies of Australia and New Zealand?

Comparison of physical geography of both countries, with a focus on climate, geology, landscapes and hazards

YEAR 8 CURRICULUM OVERVIEW

Students will develop the skills and knowledge from year 7 to apply new content to higher order tasks based on the new content being delivered. Map skills are enhanced by studying maps to learn about topics rather than to learn the skills themselves. More evaluative topics are taught in year 8, to develop the critical thinking skills needed to make sense of contemporary issues facing the world today.



Year 9 Geography



AUTUMN TERM

EQ1 - How does the climate of S America affect humans and wildlife?

Enquiry into the scope of life in the rainforests of South America, covering the climate of the region, how this impacts the vegetation of the rainforests and leading onto how the rainforests supports animal and human life.

EQ2 - To what extent is Curitiba a model city?

Introduction into what sustainability is before comparing two cities in Brazil. The comparison looks into aspects of sustainability such as waste, transport, housing and green space.

EQ3 - How has the geography of South America affected crime?

Investigation into the human and physical aspects of the continent in terms of the impacts on crime. Factors include social inequality, inaccessibility, gangs and climate.

SPRING TERM

EQ1- Is Russia a prisoner of it's own geography?

An exploration into Russia's physical and human geography such as population, trade and climate to evaluate whether geography has been a help or hindrance to the country.

EQ2 - Is a large population a blessing or a curse (India and China)?

Introduction into population and population measures before comparing population strategies in India and China to evaluate the efficacy of each.

EQ3- How do deserts support life?

Physical geography of the desert biome within Asia, looking at locations and characteristics of deserts, adaptations of both plants, animals and humans before narrowing in on Gobi desert as a case study

SUMMER TERM

EQ1 - In what ways does the physical geography affect animals and vegetation?

Introduction of Antarctica as a case study to explore the physical backdrop of the continent.

EQ2 - How could climate change impact Antarctica?

Recap of climate change and its causes before looking into the current and expected effects of climate change on the world's coldest continent. Concluded with possible strategies and international action on climate change in the region.

EQ3 - How effective was the Antarctic Treaty?

Investigation into the global governance of Antarctica through the Antarctic Treaty. Students will assess the aspects of the treaty and its effectiveness in protecting the continent

YEAR 9 CURRICULUM OVERVIEW

Students continue to develop and enhance their critical thinking skills through evaluation of issues. They will learn more key terminology and delve deeper into the effects of human action around the world, developing their sense of place as a 'global citizen'. Skills are embedded into all lessons as a way to teach new content and solidify student confidence in using the skills. Geographical writing at year 9 level has a focus on application of knowledge in order to justify opinions.



Year 10 Geography



AUTUMN TERM

The Challenge of Hazards

- 1 - Introduction to hazards
- 2 - Tectonic hazards
- 3 - Weather hazards
- 4 - Climate change

SPRING TERM

Urban Issues and challenges

- 1- Urbanisation around the world
- 2 - City in a High Income Country (Newcastle),
- 3 - City in a Low Income Country/Newly Emerging Economy (Mumbai).
- 4 -Sustainability in cities (Freiburg).

SUMMER TERM

Physical Landscapes

- 1 - River process
- 2 - Landforms of erosion and deposition
- 3 - Management strategies
- 4 - River Tees

- 5 - Coastal process
- 6 - Landforms of erosion and deposition
- 7 - Management strategies
- 8 - Holderness Coast

Physical fieldwork at River Browney

YEAR 10 CURRICULUM OVERVIEW

Pupils continue to build on both their substantive knowledge (the content and knowledge of human and physical geography) and disciplinary knowledge (geographical skills) through the assessment objectives for geography;

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings .



Year 11 Geography



AUTUMN TERM

Changing Economic World

- 1 - Development Indicators
- 2 - Development Gap
- 3 - Jamaica
- 4 - Nigeria
- 5 - UK

Human fieldwork to Newcastle

SPRING TERM

Living World

- 1 - Ecosystems Introduction
- 2 - Rainforests - Amazon case study
- 3 - Cold Environments - Svalbard case study

Resource management

- 1 - Overview of food, water and energy
- 2 - Energy security/insecurity
- 3 - UK fossil Fuel
- 4 - Small Scale renewable energy in a LIC/NEE
- 5 - Energy sustainability

SUMMER TERM

Revision and Issue Evaluation Pre Release Booklet

YEAR 11 CURRICULUM OVERVIEW

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Year 12 Geography

AUTUMN TERM

Coastal systems

- 1 - Coasts as a system
- 2 - Processes and landforms
- 3 - Management of coastal regions in the UK and further afield

Changing Places

- 1 - nature and importance of places
- 2 - relationships, connections, meaning and representation of place.
- 3 - Place studies

SPRING TERM

Water and Carbon

- 1 - Global systems for water and carbon
- 2 - Water in a global system
- 3 - Carbon cycle

Global Governance

- 1 - Global Governance
- 2 - Global Systems
- 3 - International trade and access to markets

SUMMER TERM

Fieldwork and NEA preparation

YEAR 12 CURRICULUM OVERVIEW

Pupils continue to build on both their substantive knowledge (the content and knowledge of human and physical geography) and disciplinary knowledge (geographical skills) through the assessment objectives for geography;

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues

- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: a) investigate geographical questions and issues b) interpret, analyse and evaluate data and evidence c) construct arguments and draw conclusions



Year 13 Geography

AUTUMN TERM

Population

- 1 - Environment and population
- 2 - Population change
- 3 - Global population futures

Hazards

- 1 - Tectonic hazards
- 2 - Weather hazards
- 3 - Wildfires

SPRING TERM

Revision of all units

SUMMER TERM

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YEAR 13 CURRICULUM OVERVIEW

Pupils continue to build on both their substantive knowledge (the content and knowledge of human and physical geography) and disciplinary knowledge (geographical skills) through the assessment objectives for geography;

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- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: a) investigate geographical questions and issues b) interpret, analyse and evaluate data and evidence c) construct arguments and draw conclusions