

Curriculum Overview: Geography 2023-24

	Autumn Term	Spring Term	Summer Term
Year 7	<p>a. Using Maps (advanced) and Geographical skills</p> <p>b. Rainforests and Deserts</p>	<p>a. Weather</p> <p>b. Settlement</p>	<p>a. China</p> <p>b. The Geography of Crime</p>
First Half term	<p>Key Content Using Maps: More advanced from year 6 - Grid references, map symbols, height and working with OS maps. All of this is regularly tested together through OS mapping activities.</p> <p>Skills Focus Using Maps: Geographical techniques for using maps and geographical skills.</p> <p>Linked Learning Maps: Map work and skills links to every topic in Geography in all year groups. These skills are integral and are utilised and tested throughout student's journey in Geography.</p>	<p>Key Content Weather: What is the difference between weather and climate, how do we measure the weather, what is high and low pressure and what are extreme weather events?</p> <p>Skills Focus Weather: Physical features, physical processes, and techniques</p> <p>Linked Learning Weather: Weather follows on from the previous topic in that it develops the explanation of their location. The Weather topic also provides and understanding for the year 8 topics of Extreme Environments, Tourism and Fragile Environments.</p>	<p>Key Content China: Location, people, population, cities, and physical and human processes. Interdependence.</p> <p>Skills Focus China: Location, human features, techniques, and human processes</p> <p>Linked Learning China: In this topic the weather and climate of China is covered as are the settlements of China. These link to the previous topics. Also, there are clear links with the year 9 topics of population and development. At GCSE, links can be made to the topics of Development and Urbanisation.</p>
Second Half term	<p>Key Content Rainforest and Deserts: Weather and climate for each biome, animal and plant adaptations, physical processes and how people live and use this biome.</p> <p>Skills Focus Rainforests and Deserts: Location, physical features, diversity, and human processes.</p> <p>Linked Learning Rainforests and Deserts: This topic links closely with the next one; weather. Locations are explained. There</p>	<p>Key Content Settlement: What are site, situation and function? how do settlements grow? and urbanisation.</p> <p>Skills Focus Settlement: Location, human features, techniques, and human processes</p> <p>Linked Learning Settlements: Settlement is about where we live. The precedes the China topic to give an understanding of Chinese cities (next term's topic) and why they are where they are. Settlements also links to the other country case studies covered e.g., Russia and Africa.</p>	<p>Key Content Crime: Different types of crime, patterns, why do people commit crime? How do the authorities investigate crime? Using statistics</p> <p>Skills Focus Crime: Human features, diversity, human processes, and techniques</p> <p>Linked Learning Crime: Crime is a statistic and skills-based topic with a high level of numeracy and graphicacy. Links here can be made with the skills topic in term 1 of year 7. Being confident with the skills involved in the Crime topic translates to all other topics where they skills are similarly tested,</p>



	<p>are also links with location when students study country case studies throughout the year.</p> <p>Textbook: <i>Geog.1, 2, 3 and Atlases</i></p>	<p>It also closely links with the GCSE topic of Urbanisation.</p> <p>Textbook: <i>Geog.1, 2 and Atlases</i></p>	<p>Textbook: <i>Geog 2, 3 and Atlases</i></p>
Assessment	<p>Using Maps Assessment: Baseline test and ongoing OS map type tests</p> <p>Rainforests and Deserts Assessment: Using the Rainforests task looking at cause, effects, and solutions.</p>	<p>Weather Assessment: Constructing and interpreting a climate graph, European climate research task and end of unit test</p> <p>Settlement Assessment: OS map type tests and planning settlement</p>	<p>China Assessment: China's population distribution. Reasons and analysis</p> <p>Crime Assessment: Describing, explaining and analysing a crime map.</p>
Year 8	<p>a. Coasts</p> <p>b. Extreme Environments</p>	<p>a. Tourism</p> <p>b. Fashion</p>	<p>a. Russia</p> <p>b. Fragile Environments</p>
First Half term	<p>Key Content Coasts: What is the coast? Processes of weather, erosion and transportation, landforms, and coastal defences.</p> <p>Skills Focus Coasts: Physical features, physical processes, and techniques</p> <p>Linked Learning Coasts: Close links can be made with the Weather (year 7) and next term's Tourism topic. Also, OS maps will be studied in Coasts and this links to the Skills topic in term 1 of year 7.</p>	<p>Key Content Tourism: Why is tourism important? How do resorts grow (lifecycle)? Examples of tourist locations and a focus on sustainable (eco) tourism.</p> <p>Skills Focus Tourism: Location, human features, diversity techniques and human processes.</p> <p>Linked Learning Tourism: All country case study topics e.g., China and Russia look at Tourism in some way. Also, Tourism is approached when we look at Extreme Environments and Fragile Environments. Tourism is also an "Industry" topic which then links to Fashion.</p>	<p>Key Content Russia: Location, people, population, cities, and physical and human processes. Interdependence.</p> <p>Skills Focus Russia: Location, human features, techniques, and human processes</p> <p>Linked Learning Russia: In this topic the weather and climate of Russia is covered as are the settlements of Russia. These link to the previous topics. Also, there are clear links with the year 9 topics of population and development. At GCSE, links can be made to the topics of Development and Urbanisation.</p>
Second Half term	<p>Key Content Extreme Environments: What are extreme environments? Mountains, Tundra, deserts, Typhoons and Tsunamis. How do plants and animals adapt? Who were the key explorers?</p> <p>Skills Focus Extreme Environments: Location, physical features, and physical processes.</p>	<p>Key Content Fashion: What is the global fashion industry? Who are the key players? Losers? Winners? How can we make fashion fair trade?</p> <p>Skills Focus Fashion: Location, Human features, diversity, and human processes</p> <p>Linked Learning Fashion:</p>	<p>Key Content Fragile Environments: What are fragile environments? The Sahel (deserts), soil erosion and deforestation. How are we contributing to the destruction of the planet? What can we do to help?</p> <p>Skills Focus Fragile Environments: Location, physical features, and physical processes.</p> <p>Linked Learning Fragile Environments:</p>



	<p>Linked Learning Extreme Environments: This topic links with all physical geography topics but approaches it as a theme that can occur anywhere. It precedes the end of term Fragile Environments which takes the same approach.</p> <p>Textbook: <i>Geog.1, 2, 3 and Atlases</i></p>	<p>This topic links closely with the previous one and the China topic from year 7. Fashion also links to development as it is the poorer, less developed nations that get exploited.</p> <p>Textbook: <i>Geog.3 and Atlases</i></p>	<p>This topic links with all physical geography topics but approaches it as a theme that can occur anywhere. It follows the beginning of term topic, Extreme Environments which takes the same approach.</p> <p>Textbook: <i>Geog 2, 3 and Atlases</i></p>
Assessment	<p>Coasts Assessment: Decision making exercise on managing the coast.</p> <p>Extreme Environments Assessment: What were the causes, effects, and management strategies for a typhoon?</p>	<p>Tourism Assessment: Investigating sustainable tourism. Analysing and then designing a resort</p> <p>Fashion Assessment: Investigating Gap and Primark. How sustainable are they? Dragon's Den task and end of unit test</p>	<p>Russia Assessment: Research and write up on comparing Japan with another country. End of topic test.</p> <p>Fragile Environments Assessment: Looking at a fragile environment and then cause, effects and solutions. Why is it fragile?</p>
Year 9	<p>a. Africa with Kenya focus b. Energy</p>	<p>a. Development Gap b. World Population</p>	<p>a. GCSE Living World Topic and geographical skills.</p>
First Half term	<p>Key Africa: Physical and human analysis of whole continent. Where do most of the people live? What is the history? What is Kenya and its people like?</p> <p>Skills Focus Africa: Location, human features, techniques, and human processes</p> <p>Linked Learning Africa: Africa and Kenya are country/continent case studies which can compare and contrast with the Russia and China topic. It also precedes the Development and Population topics where Africa and Kenya</p>	<p>Key Content Development Gap: How is development measured? Why are some countries more developed than others? Trade and aid.</p> <p>Skills Focus Development Gap: Geographical techniques for interpreting statistics. Human features.</p> <p>Linked Learning Development Gap: Links with next term's Population and used case study data from Africa and Kenya. Reference / comparisons also made with Russia and China topics.</p>	<p>Key Content Living World and skills: Information on ecosystems and then a focus on rainforest and desert environments.</p> <p>Students will be exposed to a variety of different skills that will be assessed through past papers.</p> <p>Skills Focus Living World and skills: Location of different ecosystems and climatic graph completion for each ecosystem. The geographical skills element builds on the Skills topic from the beginning of year 7.</p> <p>Linked Learning Living World and skills: Year 9s are introduced to their first GCSE topic. This links to the weather topic and the Rainforests and Deserts topic, both from year 7. This is a more advanced version of the</p>



	are often used as a comparison to other continents and countries.		lessons delivered in year 7. Other links made are to the GCSE topics of Energy and Development. Textbook: <i>Geog. GCSE book Atlases</i>
Second Half term	<p>Key Content Energy: Looking at renewable and non-renewable resources, their origin and how we use them. What is climate change? Natural and human causes?</p> <p>Skills Focus Energy: physical features and human processes</p> <p>Linked Learning Energy: Energy links closely with next term's development and, back to year 7, Weather where global warming is explored.</p> <p>Textbook: <i>Geog. 1, 3 and Atlases</i></p>	<p>Key Content World Population: Where do we live and why? How has the world population exploded? Birth and Death rates. Push and pull factors.</p> <p>Skills Focus World Population: Location, geographical techniques for interpreting statistics. Human features.</p> <p>Linked Learning World Population: This topic goes together with the Development topic and is thus taught after. Several link and references are made with the case studies of China, Russia and Africa (with Kenya)</p> <p>Textbook: <i>Geog. 1, 2 and Atlases</i></p>	
Assessment	<p>Africa Assessment: Evaluating the 2004 South Africa football world cup.</p> <p>Energy Assessment: Evaluating the cause and impacts of Climate Change</p>	<p>Development Gap Assessment: Numeracy. Statistics based assessment looking at the best way to measure development.</p> <p>World Population Assessment: Numeracy. Statistics based assessment.</p>	<p>Living World and Natural Resources Assessment: Past GCSE questions completed regularly on these topics. At year 9 level, whole papers are avoided with parts of questions completed.</p> <p>Questions will look at the Malaysian Rainforest and global warming. Past paper focus will also be on geographical skills.</p>
Year 10	<p>a. Natural Hazards</p> <p>b. Climatic hazards and global warming</p>	<p>a. Rivers (physical World 1)</p> <p>b. Coasts (physical world 2)</p>	<p>a. Living World (ecosystems)</p> <p>b. Urban environments (Rio)</p>
First Half term	Key Content Natural Hazards: Plate boundaries and causes of earthquakes and volcanoes. Different boundaries	Key Content Rivers: What are weathering, erosion, and transportation? How does a river change from source to mouth? Key	Key Content Living World: Recap of the year 9 topic to check knowledge and understanding.



	<p>focused on. Case studies of two LIC and two HICs (Volcano and Earthquake)</p> <p>Skills Focus Using Natural Hazards: Human features, human processes, physical features, and physical processes.</p> <p>Linked Learning Natural Hazards: This topic looks at hazards and links can be made with the year 8 topics of Fragile and Extreme environments.</p>	<p>features of the three courses of a river. Management case study: River Nene.</p> <p>Skills Focus Rivers: Physical features, physical processes, and techniques.</p> <p>Linked Learning Rivers: This topic introduces the processes of weathering, erosion, and transportation at GCSE level. These concepts had previously been covered in year 7 Coasts, Year 8 Fragile and Extreme environments, and year 9 Living world.</p>	<p>Skills Focus Living World: Recap of the year 9 topic to check knowledge and understanding.</p> <p>Linked Learning Living World: This topic revisits the year 9 GCSE topic to fill any learning gaps and to further develop students' skills and knowledge of the case study of Malaysia.</p>
Second Half term	<p>Key Content Climatic hazards: Extreme weather across the world with case studies. Detailed focus on tropical storms. What is climate change? Natural and human causes?</p> <p>Skills Focus Climatic hazards: Human features, human processes, physical features, and physical processes.</p> <p>Linked Learning Climatic Hazards: The idea of hazards is followed on from last term. In this topic, clear links can be made with Weather in year 7, Extreme and Fragile environments in year 8 and Energy in year 9. Links can also be drawn with Year 11's Resources topic.</p> <p>Textbook: <i>Geog.GCSE book Atlases</i></p>	<p>Key Content Coasts: Processes as with rivers. Landforms of erosion and deposition. How is the coast defended? Management case studies.</p> <p>Skills Focus Coasts: Physical features, physical processes, and techniques</p> <p>Linked Learning Coasts: This topic further develops the processes of weathering, erosion, and transportation at GCSE level. As with Rivers, links can be made with all physical geography topics.</p> <p>Textbook: <i>Geog.GCSE book Atlases</i></p>	<p>Key Content Urban environments: Site, situation, and function. What is Rio like? How did it grow? What opportunities are there? What is the future like?</p> <p>Skills Focus Urban environments: Location, physical features, diversity, and human processes. There will be a large focus on settlement and OS map skills. These maps will focus on Rio specifically.</p> <p>Linked Learning Urban environments: This topic looks at Rio from a physical and human perspective. It links with Settlement from year 7 and Population and Development from year 10. Links and comparisons can also be made with all the country case studies and next year's study of Bristol.</p> <p>Textbook: <i>Geog.GCSE book Atlases</i></p>
Assessment	<p>Assessments: A variety of GCSE past papers. Several are set every half term.</p> <p>This term the focus will be on 6- and 9-mark questions that look at the case</p>	<p>Assessments: A variety of GCSE past papers. Several are set every half term.</p> <p>This term the focus will be on geographical terminology and OS maps. The case study focus will be on The River Tees and Severn,</p>	<p>Assessments: A variety of GCSE past papers. Several are set every half term.</p> <p>This term the focus will be on 6- and 9-mark questions that look at the case studies of the Malaysian Rainforest and Rio de Janeiro as a LIC urban city.</p>



	studies of Nepal, Chile and the Somerset Levels flooding.	Banbury Floods, Lyme Regis, and Holderness.	There will be several exam papers on Living World to check understanding from year 9.
Year 11	a. Urban Environments (Bristol) b. Economic world	a. Resource Management b. Revision, Fieldwork and Skills	Revision
First Half term	<p>Key Content Urban environments: Site, situation, and function. What is Bristol like? How did it grow? What opportunities are there? What is the future like?</p> <p>Skills Focus Urban environments: Location, physical features, diversity, and human processes.</p> <p>Linked Learning Urban environments: This topic looks at Bristol from a physical and human perspective. It links with Settlement from year 7 and Population and Development from year 10. Links and comparisons can also be made with all the country case studies and last year's study of Rio.</p>	<p>Key Content Resource Management: Looking at renewable and non-renewable resources, their origin and how we use them. What is climate change? Natural and human causes? What is sustainability? What are alternative sources of energy? What is the future?</p> <p>Skills Focus Resource Management: physical features and human processes. Also, techniques.</p> <p>Linked Learning Resource Management: This topic links closely with the Climatic Hazards and Economic World topic. Key stage 3 links can be made with the Energy topic from year 9.</p>	
Second Half term	<p>Key Content Economic World: How is development measured? What's HDI? Why are some countries more developed than others? Trade and aid examples</p> <p>Skills Focus Economic world: Location, physical features, diversity, and human processes.</p> <p>Linked Learning Economic World: This topic links development with a particular focus on Nigeria. Links can be</p>	<p>In this time, students will also prepare for paper 3 that looks at the fieldwork element of the GCSE course.</p> <p>Linked Learning Revision, Fieldwork and Skills:</p> <p>This preparation links with geographical skills that taught in all subjects in some form and the fieldwork that the students have completed in key stage 4.</p> <p>Textbook: <i>Geog. GCSE book Atlases</i></p>	



	made with the year 9 topics of Africa, Development, and Population. Textbook: <i>Geog.GCSE book Atlases</i>		
Assessment	Assessments: A variety of GCSE past papers. Several are set every half term. This term the focus will be on 6- and 9-mark questions that look at the case studies of Bristol and Nigeria as a NEE.	Assessments: A variety of GCSE past papers. Several are set every half term. This term the focus will be on Paper 3, fieldwork and the pre-release booklet.	