

# Curriculum overview: Geography

## Key Stage 2

### Locational knowledge

Students should be able to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

Students should:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

Students should be able to describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

Students should be able to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Key skills/content requirements at GCSE

### Geographical content and understanding

Topics students need to have a good understand of

1. River and glacial landscapes
2. Urban issues and challenges
3. Tectonic and weather hazards
4. The changing economic world
5. Ecosystems focusing on tropical rainforests and hot deserts
6. The challenge of resource management focusing on food
7. Field work investigation: river study and urban study

Students will need to know appropriate key terminology in order to describe and explain the geographical concepts within each topic with appropriate academic depth.

Students will need to know a range of case studies to help support their discussions of the topics covered. These case studies require a high level of content knowledge.

### Geographical skills

Fieldwork and enquiry skills

- How to select appropriate questions, locations and methods for fieldwork enquires, including risk assessment and sampling strategies.
- Gathering data using a range of methodologies
- Choosing appropriate ways to present data using both maps and graphs
- Interpreting and analysing data
- Identification of anomalies within data
- Drawing of conclusions referring to data
- Evaluation of methods, results and conclusions

Map skills

- Atlas maps
  - Use of latitude and longitude
  - Descriptions of patterns and distributions
  - Analysing maps to pick out the interrelationships between human and physical factors
- Ordnance Survey maps
  - Use of 4 and 6 figure grid references
  - Use of scale to measure distance
  - Understanding of compass points

Within physical geography topics, students need to understand how processes bring about change in natural systems and vary over time and space.

Within human geography topics, students will need to understand the interrelationships between different aspects of society at a range of scales, scales alongside the challenges and opportunities this creates.

Throughout all topics students will also need an appreciation of the way in which the natural and human systems interact and thereby affect each other. Students should also be able to assess and evaluate the relative significance of causes, impacts, responses and management of geographical issues.

- How to interpret maps to understand relief
- Ability to describe the characteristics of a place by interpreting an OS ma

Other geographical skills

- Interpret maps used to present data e.g. choropleth or dot maps
- Interpret and draw sketch maps and diagrams
- Interpret ground, aerial and satellite photographs
- Interpret cross sections and transects
- Interpret tables of data and graphs

## Curriculum Overview

Lambert and Balderstone (2010) define geography as 'describing and making sense of the world'. This is an uncontroversial definition but, as has often been the case with geography, leaves the discipline vulnerable to the accusation of being a 'catch-all' subject where anything and everything be studied. Although the entire world is open to analysis by geographers, this must be done in a geographical manner. It is vital to have a clear understanding of the core tenants of geography as a discipline to avoid it being reduced to an exploration of interesting places and the memorization of locations. These core tenants include space and place, (spatial and temporal) scale and connection, proximity and distance, and relational thinking (Jackson 2006). This is the framework by which we seek to describe and make sense of the world in a geographical manner.

However, decisions must be made about what aspects of the world to cover in a school curriculum. These decisions are made by identifying threshold concepts which are necessary for the geographical analysis of different environments (both human and physical). Cognitive science shows us that students will be unable to engage with data, interpret the environment and address geographical questions without first having a secure foundation of knowledge. Topics are therefore chosen and sequenced to ensure students develop their depth of understanding and mastery of these concepts over time in a spiral-like approach. Progression is achieved as students move from concrete to abstract understanding of these concepts and learn how to apply them to understand unfamiliar environments. For example, we teach river landscapes in year 7, followed by coastal landscapes in year 8 in order to embed the concepts of erosion, transportation and deposition, as well as how humans seek to manage natural settings. In year 9, the concept of nutrient cycling is introduced paving the way for a deeper understanding when studying desertification in year 11.

Location and knowledge of place is also central to the study of geography. We believe students must have a secure locational knowledge which is often lacking when students arrive in year 7. Consequently, we explicitly teach students to identify and name continents and oceans, countries and major landforms via a plethora of maps and images throughout all key stages. When selecting examples and case studies, a balance must be found between breadth and depth. It is important for students to encounter a wide range of contexts, but care must be taken to avoid shallow or stereotyped views. To overcome this, places are revisited across more than one topic: for example, squatter settlements in Nairobi are studied in year 7, but in year 10 Nairobi is used as an example of tourist destination. Equally, geography is a dynamic discipline as the world it seeks to understand constantly changes. Consequently, examples are updated on a continual basis in response to current affairs and emphasis is placed on how and why places change over time.

Skills are taught explicitly in across all year groups, with a focus on mapping which is taught as a discrete topic in years 7 and 8. Data analysis is a focus at the start of year 9 as students increasingly apply concepts to unfamiliar situations and seek to make evidence informed judgements. An enquiry approach is utilised across the key stages as students are guided to apply their conceptual knowledge to interpret resources and thereby draw reasoned conclusions. However, this still involves direct instruction and is underpinned by prior learning as opposed to a discovery approach to learning which has been shown to be inefficient and risk compounding misconceptions. Examples of this are found in the year 9 issues investigation topic and year 10 fieldwork investigations.

Ultimately, the aim of our curriculum offer is that students will learn geography, as defined above. The underlying purpose is for this knowledge to equip students with the concepts needed to understand the world around them and the vocabulary needed to discuss it with clarity. We hope this will enable our students to be informed and engaged citizens with an appreciation of the world in which they live and the ability to engage with it.

The columns below outline the content for each term of study across KS3 and 4. The portable knowledge section identifies that which we expect all students to remember through to the subsequent year of study and beyond. The key term column is not an exhaustive list of every piece of geographical vocabulary covered in the topics for that year, but rather identifies core terminology which would also be considered portable knowledge.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
<b>Year 7</b>	<ul style="list-style-type: none"> <li>▪ Map skills: Securing world map knowledge from KS2 learning oceans and continents, longitude and latitude, 4 and 6 figure grid reference, use of scale to measure distance in a straight line, basic use of contour lines and compass directions. Use of atlases.</li> <li>▪ Settlement patterns and change: Developing an awareness of how physical geography affects patterns and change within human geography. Looking at how and why Kidderminster grew.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rivers: Developing an understanding of how physical processes cause change in the natural environment and river landforms. The impacts of flooding using Somerset and Bangladesh as case studies.</li> <li>▪ Development: Developing an understanding of variations in development and how this affects people's lives. Understanding of development indicators, challenge in LIC by looking at squatter settlements and life in Ghana and Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Energy: Developing an understanding of physical process and also how human activities affect the natural world. The rock cycle and characteristics of different rock types. Studying resources, global warming and renewable energy sources.</li> <li>▪ Europe: Embedding content covered in preceding topics such as migration, contrasting development, energy production. Locating countries within Europe. Studying variations in climate and landscapes across Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Continents and oceans</li> <li>• British Isles – countries and capitals</li> <li>• European countries: France, Germany, Spain, Poland, Ukraine, Italy, Norway</li> <li>• Longitude and latitude</li> <li>• 6 figure grid references</li> <li>• Use of scale in a straight line</li> <li>• Interpretation of contour lines</li> <li>• 8 point compass directions</li> <li>• Differences between rural and urban areas</li> <li>• Differences between villages, towns and cities</li> <li>• Push and pull factors causing migration</li> <li>• Rural to urban migration as a cause of urbanisation</li> <li>• The impact of industrialisation on urbanisation</li> <li>• The impact of physical landscape upon patterns of settlement</li> <li>• River processes of erosion, transportation and deposition</li> <li>• The water cycle including infiltration and interception</li> <li>• Factors increasing flood risk within a drainage basin</li> <li>• Impacts of floods at a local scale and how these differ between countries of contrasting development</li> <li>• How to categorise impacts into social, economic and environmental</li> </ul>	<p><u>Mapping</u> latitude, longitude, equator, prime meridian, relief,</p> <p><u>Settlement topic</u> physical geography, human geography, urban, rural, settlement, land use, migration, rural to urban migration, push factors, pull factors urbanisation, industry,</p> <p><u>Rivers</u> source, mouth, erosion, transportation. deposition, evaporation, condensation, precipitation, surface run off, interception, infiltration, permeable, social, economic, environmental, impact, response</p> <p><u>Development -</u> LIC, HIC, NEE,GNI, life expectancy, literacy rate, squatter settlement, primary, secondary, tertiary, trade, import, export, manufactured product</p> <p><u>Energy and resources</u> igneous, sedimentary and metamorphic rocks, fossil fuel, renewable energy resources, acid rain, global warming, greenhouse gase, greenhouse effect, climate change</p>

				<ul style="list-style-type: none"> <li>• How to use development indicators to assess the development level of a country</li> <li>• Factors which influence development levels</li> <li>• Conditions within squatter settlements</li> <li>• The concept of trade between countries</li> <li>• Interpret rock cycle diagram</li> <li>• How electricity is produced in power stations</li> <li>• Renewable energy sources</li> <li>• The cause and impacts of climate change</li> <li>• Variations in climate as a result of altitude and latitude</li> </ul>	
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Mapping – Year 7 content plus: interpretation of contour lines, contour modelling, cross sections, describing maps.</li> <li>▪ China – Developing an understanding of how human societies change and affect their environment. Study of population change and management in China, variations in climate, variations across rural and urban areas, the causes and consequences of industrialisation (factory pollution, transport, energy production). The location of major physical and human features in China and the surrounding region.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coasts - Developing an understanding of coastal erosion, transportation and deposition processes and their impact on landform development over time. Looking at impacts of coastal erosion and coastal defences along the Holderness coast.</li> <li>▪ Tectonic disasters – Developing an understanding of how physical processes operate and affect society. Investigation of the nature of a future super-volcanic eruption at Yellowstone. Study of the cause, effects and responses of the Boxing Day and Japan tsunamis causes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather and climate- Developing an understanding of natural systems at different scales. A study of world climates regions and the causes of variation in climate and ecosystems at a global scale. Overview of change to climate over time. Atmospheric circulation at a small scale (causes of rainfall) and tropical storms On-site fieldwork: microclimate study.</li> <li>• Russia- The location of major physical and human features in Russia. Embedding content covered in preceding topics such as energy production, contrasting climates and ecosystems, energy</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms of erosion,</li> <li>• The relationship between transportation, velocity and deposition</li> <li>• Location of major countries, cities and landforms across Asia</li> <li>• Use of criteria to assess suitability of management strategies (cost effectiveness, eyesore, environmental impact, longevity)</li> <li>• Structure of the earth and its crust</li> <li>• The nature and impacts of volcanic eruptions and tsunamis</li> <li>• Movement of tectonic plates and the link to earthquakes</li> <li>• Assessment of impacts of natural hazards by severity, timescale and spatial scale</li> </ul>	<p><u>Coasts</u> erosion, hydraulic action, attrition, abrasion, transportation, suspension, saltation, traction, solution, eyesore</p> <p><u>Tectonic hazards</u> a natural hazard, a natural disaster, tectonic plates, convection current, tsunami, seismic waves, long and short term response, choropleth map</p> <p><u>China and Russia</u> demographic transition model, population pyramid, economically active population, dependent population, air/water pollution, smog, soot, industry, HEP, dam, reservoir</p> <p><u>Weather and climate</u> weather, climate, ecosystem , adaptation, tropical storm,</p>

			production. Introduction to the international relations and the relationships between countries.	<ul style="list-style-type: none"> <li>• The relationship between development, birth/death rates and population change</li> <li>• Population pyramids as ways to show population structure</li> <li>• HEP as a source of power generation</li> <li>• The difference between weather and climate</li> <li>• Awareness of long term climate change</li> <li>• Climate zones and the link to latitude, continentality and ocean currents</li> </ul>	
<b>Year 9</b>	<ul style="list-style-type: none"> <li>▪ Geographical thinking: Embedding and developing OS map skills. Developing an understanding of types of data and how it can be presented, analysed and interpreted including a range of different types of map and graph</li> <li>▪ Issue evaluation: Developing an understanding of the rainforest ecosystem and its use by humans at different scales. The link between environmental exploitation and development. Study of deforestation and its impacts at different scales. Use of the Amazon (Brazil and Peru as a case study) Decision making activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Population: Developing an understanding of population distribution and density and the factors that affect it. Study of the demographic transition model and population pyramids to illustrate change to populations over time. The problems related to population change. International migration and its implications. Range of examples included e.g. Japan, sub-Saharan Africa, Syria.</li> <li>▪ Geographical debates: This topic allows exploration of a range of geographical debates some of which involve the application of previous learning whereas others introduce new concepts. These issues cover a variety of scales and require consideration of stakeholder views, and analysis from a social, economic and environmental</li> </ul>	<ul style="list-style-type: none"> <li>▪ Africa: The location of major physical and human features in Africa. Through this topic, many themes already covered will be revisited and applied in this contrasting context. Studying climatic variations, ecosystems and the adaptations of plants and animals, variations in economic development, political geography, development. A case study of Nigeria: population structure, development, urbanisation, TNCs, aid. A case study of Kenya: tourism and its impacts</li> <li>▪ Cold environments: Developing an understanding of the glacial system of inputs, outputs, flows and processes. Study of landforms of erosion. Impact of human activities on glacial landscapes. The Arctic landscape and human development. Study of the threats and management of this cold environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data analysis skills</li> <li>▪ The relationship between environmental exploitation and economic growth</li> <li>▪ The role of the rainforest influencing global climates</li> <li>▪ The link between human activities and biodiversity</li> <li>▪ Patterns of population density and the factors that affect it</li> <li>▪ The demographic transition model</li> <li>▪ Factors influencing international migration</li> <li>▪ The difference between economic migrants and refugees</li> <li>▪ The impact of seasonality</li> <li>▪ The multiplier effect arising from investment in industry</li> <li>▪ The concepts of globalisation and TNCs</li> <li>▪ Differing working conditions and production costs between HICs and LICs</li> <li>• Location of major countries, cities and landforms across Africa</li> <li>• Glacial processes of erosion and the link to landform development</li> </ul>	<p><u>Geographical thinking</u> qualitative data, quantitative data, discrete data, continuous data,</p> <p><u>Population</u> Refugee, economic migrant, population distribution, population density, immigration, emmigration, megacity, natural increase</p> <p><u>Geographical debates / issue evaluation</u> Quarry, globalisation, TNC, seasonal, sustainability, disposable income, biodiversity, ecosystem, community, exploitation, habitat, prediction, protection, services, quaternary industry, traffic congestion</p> <p><u>Africa</u> Colonialism, colony, aid, agriculture,</p> <p><u>Cold environments</u> Glacier, ice age, glacial period, weathering</p>

		<p>perspective. Skills of assessment and evaluation are developed. Issues covered include: globalisation (food miles and TNCs - Malaysia), tourism in HICs and LICs (Gambia and Peru), climate change.</p>			
<b>Year 10</b>	<p><b><u>Students will conduct two fieldwork investigations and learn fieldwork and enquiry skills.</u></b></p> <p><b><u>River and glacial landscapes</u></b></p> <ul style="list-style-type: none"> <li>• The long profile and changing cross profile of a river and its valley.</li> <li>• Fluvial processes: <ul style="list-style-type: none"> <li>• • erosion</li> <li>• • transportation</li> <li>• • deposition</li> </ul> </li> <li>• Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</li> <li>• Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</li> <li>• Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</li> <li>• Study of the River Clyde to identify its major landforms of erosion and deposition.</li> <li>• How physical and human factors affect the flood risk – precipitation, geology, relief and land use.</li> <li>• The use of hydrographs to show the relationship between precipitation and discharge.</li> <li>• The costs and benefits of the following management strategies: <ul style="list-style-type: none"> <li>• • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels</li> <li>• • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration.</li> </ul> </li> </ul>	<p><b><u>Complete Urban Issues &amp; Challenges</u></b></p> <p><b><u>Tectonic hazards</u></b></p> <ul style="list-style-type: none"> <li>• Plate tectonics theory.</li> <li>• Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>• Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> <li>• Primary and secondary effects of a tectonic hazard.</li> <li>• Immediate and long-term responses to a tectonic hazard.</li> <li>• Comparison of Haiti 2010 and L'Aquila 2009 to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</li> <li>• Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>• How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ul>	<p><b><u>Weather hazards</u></b></p> <ul style="list-style-type: none"> <li>▪ General atmospheric circulation model: pressure belts and surface winds.</li> <li>▪ Global distribution of tropical storms (hurricanes, cyclones, typhoons).</li> <li>▪ An understanding of the relationship between tropical storms and general atmospheric circulation.</li> <li>▪ Causes of tropical storms and the sequence of their formation and development.</li> <li>▪ The structure and features of a tropical storm.</li> <li>▪ How climate change might affect the distribution, frequency and intensity of tropical storms.</li> <li>▪ Primary and secondary effects of tropical storms.</li> <li>▪ Immediate and long-term responses to tropical storms.</li> <li>▪ Study of Typhoon Haiyan show its effects and responses.</li> <li>▪ How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</li> <li>▪ An overview of types of weather hazard experienced in the UK.</li> <li>▪ Study of the Beast from the East to illustrate the: <ul style="list-style-type: none"> <li>• • causes</li> <li>• • social, economic and environmental impacts</li> <li>• • how management strategies can reduce risk.</li> </ul> </li> </ul>	<p>Year 9 plus physical geography topics River landscapes, tectonic hazards, Weather systems, and human geography topics Urban issues &amp; challenges, are all interleaved after the teaching of each topic.</p>	<p><b><u>River landscapes</u></b></p> <p>Fluvial processes Hydraulic Power, Abrasion Attrition, Solution Vertical Erosion, Lateral Erosion Processes of Transportation Bedload – the material carried by a river Traction, Saltation, Suspension, Solution Channel straightening Cross profile Dam and reservoir, Deposition Discharge, Embankments Estuary, Flood Floodplain, Floodplain zoning Flood relief channels , Flood risk Flood warning Deposition Gorge, Hard engineering Hydrograph, Impermeable Interlocking spurs Lag time, Land use Levees, Long profile Meander, Ox-bow lake Peak discharge, Peak rainfall Permeable, Pervious Porous, Precipitation Relief, Soft engineering, Waterfall</p> <p><b><u>Urban issues and challenges</u></b></p> <p>Brownfield site Central Business District Commuter settlements Dereliction Economic opportunities Greenfield site Industrialisation Inequalities Inner city Integrated transport systems Mega-cities Migration Multiplier effect</p>

<ul style="list-style-type: none"> <li>An example of a flood management scheme (Somerset Levels) in the UK to show: <ul style="list-style-type: none"> <li>• why the scheme was required</li> <li>• the management strategy</li> </ul> </li> <li>the social, economic and environmental issues.</li> </ul> <p><b><u>Fieldwork write up</u></b></p> <p><b><u>Urban issues and challenges</u></b></p> <ul style="list-style-type: none"> <li>The global pattern of urban change.</li> <li>Urban trends in different parts of the world including HICs and LICs.</li> <li>Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.</li> <li>The emergence of megacities.</li> <li>A case study of Mumbai to illustrate: <ul style="list-style-type: none"> <li>• the location and importance of the city, regionally, nationally and internationally</li> <li>• causes of growth: natural increase and migration</li> <li>• how urban growth has created opportunities: <ul style="list-style-type: none"> <li>• social: access to services – health and education; access to resources – water supply, energy</li> <li>• economic: how urban industrial areas can be a stimulus for economic development</li> </ul> </li> <li>• how urban growth has created challenges: <ul style="list-style-type: none"> <li>• managing urban growth – slums, squatter settlements</li> <li>• providing clean water, sanitation systems and energy</li> <li>• providing access to services – health and education</li> <li>• reducing unemployment and crime</li> <li>• managing environmental issues – waste disposal, air and water pollution, traffic congestion.</li> </ul> </li> </ul> </li> <li>A case study of Dharavi to show how urban planning is improving the quality of life for the urban poor.</li> <li>Overview of the distribution of population and the major cities in the UK.</li> <li>A case study of Birmingham to illustrate: <ul style="list-style-type: none"> <li>• the location and importance of the city in the UK and the wider</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Evidence that weather is becoming more extreme in the UK.</li> <li>Evidence for climate change from the beginning of the Quaternary period to the present day.</li> <li>Possible causes of climate change: <ul style="list-style-type: none"> <li>• natural factors – orbital changes, volcanic activity and solar output</li> <li>• human factors – use of fossil fuels, agriculture and deforestation.</li> </ul> </li> <li>Overview of the effects of climate change on people and the environment.</li> <li>Managing climate change: <ul style="list-style-type: none"> <li>• mitigation – alternative energy production, carbon capture, planting trees, international agreements</li> <li>• adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</li> </ul> </li> </ul> <p><b><u>Changing economic world</u></b></p> <ul style="list-style-type: none"> <li>Different ways of classifying parts of the world according to their level of economic development and quality of life.</li> <li>Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</li> <li>Limitations of economic and social measures.</li> <li>Link between stages of the Demographic Transition Model and the level of development.</li> <li>Causes of uneven development: physical, economic and historical.</li> <li>Consequences of uneven development: disparities in wealth and health, international migration.</li> </ul>		<p>Natural increase Pollution Rural-urban fringe Rural-urban migration Sanitation Social deprivation Social opportunities Squatter settlement Suburbs Sustainable urban living Traffic congestion Urban greening Urbanisation Urban regeneration Urban sprawl Waste recycling</p> <p><b><u>Tectonic hazards</u></b> Conservative plate margins Constructive plate margin Continental crust Convection currents Core Destructive plate margin Earthquake, Epicentre, Focus Hazard risk Immediate responses Lava Long-term responses Magma Mantle Monitoring Natural hazard Oceanic Crust Plate margin Planning Prediction Primary effects Protection Richter scale Secondary effects Tectonic hazard Tectonic plate Volcano</p> <p><b><u>Weather hazards</u></b> Adaptation Carbon capture and storage Climate change Economic impact Enhanced greenhouse effect Environmental impact Extreme weather</p>
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	<p>world</p> <ul style="list-style-type: none"> <li>•• impacts of national and international migration on the growth and character of the city</li> <li>•• how urban change has created opportunities:</li> <li>•• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>•• environmental: urban greening</li> <li>•• how urban change has created challenges:</li> <li>•• social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <li>•• environmental: dereliction, building on brownfield and greenfield sites, waste disposal</li> <li>•• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.</li> <li>• Bullring, an example of urban regeneration project to show:</li> <li>•• reasons why the area needed regeneration</li> <li>•• the main features of the project.</li> <li>• Features of sustainable urban living in Curitiba:</li> <li>•• water and energy conservation</li> <li>•• waste recycling</li> <li>•• creating green space.</li> </ul> <p>How urban transport strategies are used to reduce traffic congestion.</p>		<ul style="list-style-type: none"> <li>▪ An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</li> <li>▪ Study of Kenya as an example of how the growth of</li> <li>▪ tourism can reduce the development gap.</li> <li>▪ A case study of Nigeria: <ul style="list-style-type: none"> <li>•• the location and importance of the country, regionally and globally</li> <li>•• the wider political, social, cultural and environmental context within which the country is placed</li> <li>•• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li> <li>•• the role of transnational corporations (TNCs) in relation to industrial development.</li> <li>•• Advantages and disadvantages of TNC(s) (case study of Shell) to the host country</li> <li>•• the changing political and trading relationships with the wider world</li> <li>•• international aid: types of aid, impacts of aid on the receiving country</li> <li>•• the environmental impacts of economic development</li> <li>•• the effects of economic development on quality of life for the population.</li> </ul> </li> <li>▪ Economic futures in the UK: <ul style="list-style-type: none"> <li>•• causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies</li> <li>•• moving towards a post-industrial economy: development of</li> </ul> </li> </ul>		<p>Frontal rainfall Global atmospheric circulation Global warming Greenhouse gases Immediate responses Long-term responses Management strategies Mitigation Monitoring Orbital changes Planning Primary effect Prediction Protection Quaternary period Secondary effects Social impact Tropical storm</p> <p><u>Changing economic world</u> Birth rate BRIC economies. Commonwealth Debt abolition Death rate De-industrialisation Demographic Transition Model Development Development gap Enterprise Zones European Union Fairtrade Globalisation Government Policy Gross national income (GNI) High income country (HIC) Human Development Index (HDI) Industrial Inequalities Infant mortality Information technologies Intermediate technology International aid Life expectancy Literacy rate Local enterprise partnerships Low income country (LIC) Microfinance loans Newly emerging economies (NEEs) North-south divide (UK) Post-industrial economy Primary Industries Quality of life Quaternary Industries Rural</p>
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			<p>information technology, service industries, finance, research, science and business parks</p> <ul style="list-style-type: none"> <li>• impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable</li> <li>• social and economic changes in the rural landscape in one area of population growth and one area of population decline</li> <li>• improvements and new developments in road and rail infrastructure, port and airport capacity</li> <li>• the north–south divide.</li> </ul> <p>Strategies used in an attempt to resolve regional differences</p> <ul style="list-style-type: none"> <li>• the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication.</li> </ul> <p>Economic and political links: the European Union (EU) and Commonwealth.</p>		<p>Science and business Secondary Industries Service industries (tertiary industries) Standard of living Sustainability Tertiary Industries Trade Transnational Corporation (TNC)</p>
<b>Year 11</b>	<p><b>Glacial landscapes</b></p> <ul style="list-style-type: none"> <li>▪ Maximum extent of ice cover across the UK during the last ice age.</li> <li>▪ Glacial processes: <ul style="list-style-type: none"> <li>• freeze-thaw weathering</li> <li>• erosion – abrasion and plucking</li> <li>• movement and transportation – rotational slip and bulldozing</li> </ul> </li> <li>▪ Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, • deposition – why glaciers deposit sediment (till and outwash).</li> <li>▪ glacial troughs, ribbon lakes and hanging valleys.</li> <li>▪ Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine.</li> <li>▪ Study of Nant Ffrancon valley to identify its major landforms of erosion and deposition.</li> </ul>	<p><b>Ecosystems</b> focusing on tropical rainforest and hot deserts</p> <ul style="list-style-type: none"> <li>▪ Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>▪ Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>▪ Deforestation has economic and environmental impacts.</li> <li>▪ Tropical rainforests need to be managed to be sustainable.</li> <li>▪ Hot desert ecosystems have a range of distinctive characteristics.</li> <li>▪ Development of hot desert environments creates opportunities and challenges, Thar Desert as an example.</li> </ul>	Revision	Year 9 and 10 topics plus physical geography topics glacial landscapes, ecosystems (tropical, hot deserts, cold environments) and human geography topic of changing economic world. Geographical thinking application are all interleaved after the teaching of each topic	<p><b>Glacial landscapes</b></p> <ul style="list-style-type: none"> <li>Abrasion</li> <li>Arête</li> <li>Bulldozing</li> <li>Conflict</li> <li>Conservation</li> <li>Corrie</li> <li>Drumlin</li> <li>Erratics</li> <li>Firn</li> <li>Freeze-thaw weathering</li> <li>Glacial trough</li> <li>Glacier</li> <li>Hanging valley</li> <li>Honeypot site</li> <li>Land use conflicts</li> <li>Moraine</li> <li>Outwash</li> <li>Plucking</li> <li>Pyramidal peak</li> <li>Ribbon lake</li> <li>Rotational slip</li> <li>Till</li> <li>Truncated spur</li> </ul>

	<ul style="list-style-type: none"> <li>▪ An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying.</li> <li>▪ Conflicts between different land uses, and between development and conservation.</li> <li>▪ Study of the Lake District to show : <ul style="list-style-type: none"> <li>•• the attractions for tourists</li> <li>•• social, economic and environmental impacts of tourism</li> </ul> </li> <li>•• strategies used to manage the impact of tourism.</li> </ul> <p><b><u>The challenge of resource management focusing on food</u></b></p> <ul style="list-style-type: none"> <li>▪ The significance of food, water and energy to economic and social well-being.</li> <li>▪ An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK.</li> <li>▪ Food: <ul style="list-style-type: none"> <li>•• the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</li> <li>•• larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food</li> <li>•• the trend towards agribusiness.</li> </ul> </li> <li>▪ Water: <ul style="list-style-type: none"> <li>•• the changing demand for water</li> <li>•• water quality and pollution management</li> <li>•• matching supply and demand – areas of deficit and surplus</li> <li>•• the need for transfer to maintain supplies.</li> </ul> </li> <li>▪ Energy: <ul style="list-style-type: none"> <li>•• the changing energy mix – reliance on fossil fuels, growing significance of renewables</li> <li>•• reduced domestic supplies of coal, gas and oil</li> <li>•• economic and environmental issues associated with exploitation of energy sources.</li> </ul> </li> </ul> <p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>▪ Areas of surplus (security) and deficit (insecurity): <ul style="list-style-type: none"> <li>•• global patterns of calorie intake and food supply</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Areas on the fringe of hot deserts are at risk of desertification, sub-Saharan Africa as an example.</li> </ul> <p><b><u>Geographical thinking and pre-release materials.</u></b> Released in late March 2020. Students to become familiar with the materials ready for the exam.</p>			<p><b><u>The challenge of resource management</u></b></p> <p>Agribusiness Carbon footprint Energy mix Food miles Fossil fuel Local food sourcing Organic produce Resource management Aeroponics Biotechnology Famine Food insecurity Food security Hydroponics Irrigation Permaculture Sustainable development Sustainable food supply The new green revolution Undernutrition Urban farming</p> <p><b><u>Ecosystems</u></b></p> <p>Abiotic Appropriate technology Biodiversity Biotic Buttress root Consumer Decomposer Debt reduction Deforestation Desertification Ecosystem Ecotourism Epiphyte Food chain Food web Global ecosystem Hot desert Interdependence Mineral extraction Lianas Nutrient cycling Over-cultivation Overgrazing Producer Selective logging Sustainable management</p>
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	<ul style="list-style-type: none"> <li>•• reasons for increasing food consumption: economic development, rising population</li> <li>•• factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.</li> <li>▪ Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</li> <li>▪ Overview of strategies to increase food supply: <ul style="list-style-type: none"> <li>•• irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology</li> <li>•• study of Thanet Earth as a largescale agricultural development to show how it has both advantages and disadvantages.</li> </ul> </li> <li>▪ Moving towards a sustainable resource future: <ul style="list-style-type: none"> <li>•• the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses</li> </ul> </li> <li>•• Example of agroforestry in Mali: sustainable supplies of food.</li> </ul>				
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### GCSE external assessment:

Geography uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Paper 1: Living with the physical environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 2: Challenges in the human environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 3: Data responses and Skills. This paper lasts for 1hour 15 minutes and is worth 30% of the GCSE grade.

### SMSC in geography

The study of geography includes many topics and activities which support the spiritual, moral, social and cultural development of students. The geography curriculum offers opportunities to consider a range of topics such as development and globalisation, managing coastal environments, disasters, urban change and the geography of food. Within each topic students are encouraged to reflect on how people affect places and how places affect people. Students are encouraged to consider what could or should be done and who benefits and suffers from changes whilst undertaking a variety of individual, pair and group work tasks. Beyond the classroom, students benefit from fieldwork activities and through attending events, quizzes and lectures organised by the local Geographical Association.

### Spiritual development in geography

Students have many opportunities to reflect on their beliefs and life perspectives whilst learning about lives in other parts of the world. They are encouraged to consider the feelings and values of others whilst debating topics such as fair trade and to show respect for others whilst taking part in role plays about issues such as quarrying. Students are given opportunities to use their

imagination and creativity through extended tasks and regularly reflect on their experiences both verbally and in writing. The study of geography supports students in their quest to find out more about themselves, others and the world around them.

### **Moral development in geography**

Whilst studying geography, students are encouraged to share and justify their views about moral and ethical issues such as when studying squatter settlements and poverty in less developed countries. During lessons students are given opportunities to listen and appreciate the ideas of others and to consider the implications of decision making. Decision making exercises about issues such as limestone quarrying support moral development through geography as students consider right and wrong, respect for laws and the consequences of decisions and behaviour. Students are also given the opportunity to consider their own interaction with the world and the consequences of that, such as through the study of climate change.

### **Social development in geography**

In geography, students work with others from different backgrounds and this is encouraged through the use of a seating plan and a variety of discussion tasks. Discussion and debate is important when evaluating the relative significance of geographical events, or assessing the suitability of management strategies. This gives students the opportunity to develop their oracy skills. Fieldwork opportunities such as data collection at Carding Mill Valley require students to cooperate and show mutual respect whilst working in groups carrying out a range of tasks. Leadership qualities, speaking and listening skills, organisational ability and conflict resolution are developed whilst in the field but also whilst undertaking activities such as research and presentation group tasks. Self and peer assessment takes place regularly in geography and encourages students to reflect on their progress.

### **Cultural development in geography**

Many topics in geography allow students to develop their understanding of cultures and heritage at local, regional, national and international scales. For example, the study of population and migration encourages students to consider why people migrate and the implications of such movement. Optional foreign fieldwork in geography has taken students to China, Iceland, Italy and France in recent years in addition to fieldwork in Shropshire, North Wales and the West Midlands. Through learning about case studies of countries such as China, Italy and Nigeria students are encouraged to consider a variety of cultural backgrounds and how understanding culture is important when considering topics such as disaster management