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Curriculum Overview: Geography

Principles and Purpose of the Geography Curriculum

The purpose of the geography curriculum is to inspire curiosity in students, and a fascination about the world and its people. Geography provides students with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum prepares students for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them. The curriculum has been carefully sequenced to introduce students to a variety of places, geographical concepts, processes, and issues.

Why this? Why Now?

The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As student's knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that students are given every opportunity to apply their understanding and think like geographers.

Assessment

Details of assessments can be seen below for each topic. At KS3, students will complete end of topic tests for every topic studied. Years 7-10 will complete mid-year exams and end of year exams which will combine multiple topics. Students will receive teacher feedback on all of these. In addition to this, teachers will use yellow box marking to regularly check all student work from year 7-11 and provide whole class feedback in an efficient, yet highly effective way. Year 11 students will complete two rounds of mock exams which will act as great training ahead of the real thing!

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Term 1	**Autumn 1**	**Why this? Why Now?**	**Autumn 2**	**Why this? Why Now?**
Year 7	What is a geographer? **Assessment:** End of topic test	Year 7 Geographers start the year by gaining key Geographical skills and knowledge around maps and map reading, allowing them to unlock their Geographical thinking. These are built on throughout the rest of their studies. Students study global scale maps – identifying continents and oceans. Identifying them on maps and describing the contextual relationship between the 2. Students study regional scale maps – Identifying countries within the UK and the seas/oceans around us. Students study map skills – directions/symbols/scale/grid references (4 and 6) figure/Height/OS maps. These skills are applied in each lesson and used to make judgements in decision making exercises.	Rivers **Assessment:** End of topic test	Students gain knowledge here to help understand rivers and flooding. This develops their geographical skills by using maps and images to understand the causes, impacts and management of rivers. This unit it brought to life with case studies from the UK and abroad. This unit also provides them with a foundation of key physical processes such as erosion, transportation and deposition that will be built upon in year 8. Students look at key river theory with this unit – water cycle/drainage basins/long profile/processes of erosion and transportation. This theory is applied when explaining the formation of different landforms along the river. Students are able to explain how waterfalls & gorges form in the upper course, how meanders and oxbow lakes form in the middle course and how levees and floodplains form in the lower course. Students study the course of flooding in rivers – both human and physical causes. This is used to show students that flooding is more than just a physical process. River management follows so students can discuss how flood risk can be reduced and how causes can be mitigated – hard & soft engineering. The skill of evaluation is introduced here.

				Causes and management are applied in a number of case studies in varying parts of the world so impacts and responses can be discussed – Bangladesh and Boscastle.
Year 8	Tectonics **Assessment:** End of topic test	This unit draws upon both the physical and human geography that students have studied up until this point. For example, geographers will start to make links between natural hazards and development, or natural hazards and population distribution. Students are introduced to the layers of the Earth and their characteristics so they can see that the layers are different and clearly defined. Tectonic plates and plate boundaries are introduced and taught – names/description of movement/hazard explanations/examples. Plate boundary knowledge underpins the rest of the unit. Tectonic hazards – volcanoes and earthquakes. – types of volcanoes and their characteristics/monitoring and prediction of eruptions/earthquake formation/earthquake planning and protection. Hazard knowledge is applied through several case studies – specifically earthquake knowledge. Haiti/Japan –	Population **Assessment:** End of topic test	Year 8 students start to understand the world through the distribution, make up, and changes in the world's population. Knowledge of development and rivers are built upon here, for example, why do populations tend to congregate near a body of water? This in turn links to development and trade. Historical and recent population trends are analysed and explained. Geographical skills such as graph drawing and data interpretation are used here. Demographic Transition is introduced – students understand how populations change and why. Source analyses and graph interpretation. Population pyramids are taught so students can see how population structure changes – links to development from Y7. Population pyramids from countries at different levels of development are compared. Knowledge from population pyramids is used to introduce population structure and ageing populations – causes/problems/benefits. Migration is introduced to show population structures can change – push/pull factors. These factors are

		causes/effects/responses. Contrasting areas of wealth is used to allow for comparisons.		applied through case studies – Syria to Europe and Poland to UK. Migration is wrapped up with a decision making exercise designed to get students thinking about the positives and negatives of migration through the eyes of a number of stake holders.
Year 9	Life in an Emerging Country **Assessment:** End of topic test	Students learn about Newly Emerging Economies (NEEs), considering the key shared characteristics of NEEs such as rapid economic development, rural to urban migration, investment from TNCs and rising living standards which links back to previous units of population and development. This is studied through a range of case studies form the BRIC (Brazil, Russia, India and China) and MINT economies (Mexico, Indonesia, Nigeria, Turkey). This unit builds from the development unit in Year 7, focussing solely on NEEs and their development. Students start by looking at the development characteristics of NEEs and factors that could positively and negatively affect their future development. Rural/Urban migration and push/pull factors are introduced.	Climate Change **Assessment:** End of topic test	Climate change follows after the half term break. Previous topics such as development, population, coasts and rivers all feature in this unit that analyses the causes, effects and management of climate change. This addresses one of the key aims in geography for students to make links between natural and human environments. Students start by looking at evidence – hockey stick graph/temperature change maps/ice coverage comparisons. Students are able to explain the proof that our climate is changing. Students follow the evidence with causes – why is the climate changing? Natural v Human causes. Natural – orbital changes/sunspots/volcanic activity. Human – Transport/energy/manufacturing/deforestation/agriculture Students are introduced to the greenhouse effect – able to explain the physical process and make links back to human causes.

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		Students are introduced to the employment structure of NEEs and how this has changed over time and will change in the future. Students are able to give reasons for these economic changes – compound graphs are introduced as a geographical skill. A number of case studies are used to apply this knowledge. These case studies have been deliberately chosen to show NEEs are different stages of development – China/Brazil/South Korea/Nigeria/Russia The role of TNCs in NEEs is delivered – positives and negatives – students evaluate the role of TNCs in the development of NEEs.		Students study the effects of climate change – general global effects and specific effects to specific countries – Bangladesh. Students finish the unit looking at adaption and mitigation strategies as a means of managing the effects into the future.
Year 10	Challenge of Natural Hazards	Year 10 study all of the units for Paper 1 – Challenges of the Physical Environment. Students start with the Challenge of Natural Hazards. Students are introduced to tectonic processes at a range of plate boundaries. Students can evaluate the positives and negatives of living close to a plate boundary, using Iceland as an example. The thread of development is	The Living World	Students continue their Geography GCSE with their Living World unit. Here students explore small- and large-scale ecosystems and their interdependence. This picks up on prior knowledge from the year 8 ecosystems unit. Students look specifically at 2 large scale ecosystems, rainforests and deserts. For both ecosystems students investigate human opportunities and challenges of exploiting these ecosystems for economic gain,

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		continued as students assess the impacts of and responses to an earthquake in contrasting parts of the world, using earthquakes in Chile and Nepal as examples. Students move onto atmospheric hazards and their formation. This part of the unit focusses on extreme weather, specifically tropical storms and their changing intensity and frequency. Extreme weather in the UK is introduced and the role of climate change is explored. Students finish the Challenge of Natural Hazards by investigating the causes, impacts and responses to climate change. Climate change is introduced in the atmospheric hazards section of the unit, but this idea is developed further here. Students investigate natural and human causes of climate change, local and global impacts and responses on a range of scales.		introducing students to the idea of economic development and how humans can manage and sustainably support vulnerable ecosystems in the future, introducing students to the key theme of sustainability.
Year 11	Urban Issues and Challenges	Year 11 students study the remaining units for their Paper 2 – Challenges of the Human Environment exam throughout the year. Students start year 11 with looking at the issues of urban growth in 2 contrasting settings – Rio in Brazil and Bristol in the UK.	Urban Issues and Challenges.	Year 11 students study the remaining units for their Paper 2 – Challenges of the Human Environment exam throughout the year. Students start year 11 with looking at the issues of urban growth in 2 contrasting settings – Rio in Brazil and Bristol in the UK.

		In both settings students are introduced to both challenges and opportunities of urban growth in both examples, as well as comparing Rio and Bristol to understand why each city is experiencing different opportunities and challenges. The theme of development and uneven development is explored here to support student understanding. The theme of sustainability is reintroduced through the study of sustainable urban growth in cities, using Freiburg in Germany as the example. Students investigate how cities can continue to grow in a sustainable manner in the future in 3 specific areas – water, energy and green space.		In both settings students are introduced to both challenges and opportunities of urban growth in both examples, as well as comparing Rio and Bristol to understand why each city is experiencing different opportunities and challenges. The theme of development and uneven development is explored here to support student understanding. The theme of sustainability is reintroduced through the study of sustainable urban growth in cities, using Freiburg in Germany as the example. Students investigate how cities can continue to grow in a sustainable manner in the future in 3 specific areas – water, energy and green space.
Term 2	**Spring 1**	**Why this? Why now?**	**Spring 2**	**Why this? Why now?**
Year 7	Development **Assessment:** End of topic test	Year 7 Geographers begin to think globally during this unit. Students the causes, impacts and management of uneven development through a variety of countries and key ideas such as development indicators, AID, trade and the demographic transition model. This module has close links with all other topics. Students are first introduced to the idea of development – key terminology and key themes. Students then look at how we measure development – development indicators –	Development	Students continue their study of the development topic. Students study how development can be classified – older models are critiqued – Brandt Line and new models introduced – HIC/LIC/NEE. Advantages and disadvantages of different types of classification are discussed. Mali and the DRC are used as examples of countries going through development – indicators are applied and used to categorise the development of these countries. Factors affecting development are introduced.

		positives and negatives of using different indicators. Different country examples are used so students can apply these indicators to real world examples.		Methods of supporting development – AID/Fairtrade are discussed and students are able to apply this knowledge through decision making exercise based in Haiti. Throughout the unit students are given the opportunity to develop their extended writing.
Year 8	Coasts **Assessment:** End of topic test	Year 8 geographers will build on their knowledge of rivers to understand the physical processes along the coastline. Ideas such as erosion, transportation and deposition will be revisited in the formation of coastal landforms. Furthermore, students will learn about the interactions between the coastal environment, development population and natural hazards. Students start by looking at the different geology of the UK coastline and the impact this geology has on the processes happening along the coast. Students move on to study the formation of waves and their impact through erosion and weathering on the coastline. Landforms of erosion (headlands, bays, wavecut platforms, caves, arches, stacks and stumps) and deposition (spits and bars) are introduced and explained.	Coasts	Students continue their study of the coasts topic. Coastal management (hard and soft engineering) is studied – Students look at why the coast needs to be protected and how we protect it. The strategies are evaluated, and this knowledge is used to inform a decision-making activity around the most effective forms of management. Throughout the unit students are given the opportunity to practise and apply their knowledge through a series of extended writing tasks.

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Year 9	Climate change **Assessment:** End of topic test	Climate change follows after the half term break. Previous topics such as development, population, coasts and rivers all feature in this unit that analyses the causes, effects and management of climate change. This addresses one of the key aims in geography for students to make links between natural and human environments. Students start by looking at evidence – temperature change graphs, ice coverage comparisons, ice cores and tree rings. Students are able to explain the proof that our climate is changing. Students follow the evidence with causes – why is the climate changing? Natural v Human. Natural – orbital changes/sunspots/volcanic activity. Human – Transport/energy/manufacturing/deforestation /agriculture Students are introduced to the greenhouse effect – able to explain the physical process and make links back to anthropogenic causes. Students study the effects of climate change – general global effects and specific effects to specific countries – Bangladesh.	Issues of Urbanisation	Urban sprawl is studied as an example of an issue associated with urban growth. The social, economic and environmental impacts associated with urban sprawl and introduced. Students are able to evaluate the impacts of urban sprawl to determine where the biggest impacts are felt. The idea of counter-urbanisation is introduced next. The term is defined and explained. Students are taught reasons why people may choose to leave cities, particularly in HICs. Sustainable urban planning finishes the unit. Sustainable strategies are taught and evaluated. Students use this knowledge through a decision making activity where a number of stakeholder views are taken into account. The idea of urban regeneration is incorporated here. Urban regeneration is taught using a location specific case study. The effectiveness of sustainable planning strategies and urban regeneration is evaluated through an extended writing task.

		Students finish the unit looking at adaption and mitigation strategies as a means of managing the effects into the future.		
Year 10	Physical landscapes (Coasts)	Students continue to study for the Paper 1 exam – Challenges of the Physical Environment. The part of the example includes optionality – at TCC we have decided to study Rivers and Coasts. This choice has been made because of the overlap in knowledge between the 2 environments, specifically around fluvial processes and management. The geology of UK coastlines and the impact the geology has introduces the idea of coastline being a dynamic and changing environment. The theme of fluvial processes of erosion, transportation and deposition are introduced, with students being able to state how these processes occur in coastal environments and their impact on these environments through the formation of a range of different landforms. The theme of erosion is continued through coastal management. Students investigate a range of strategies used to reduce coastal erosion in the UK, with specific examples from Lyme Regis used to apply this knowledge. Students are able to confidently evaluate these strategies in order to identify appropriate strategies to use in a range of different scenarios.	Physical landscapes (Rivers)	Students continue to study the Physical Landscapes unit but now turn their attention to the rivers component. Students start by looking at the key features of a river and its drainage basin, key terminology is introduced and applied. This knowledge is used to explore how rivers flow and how they change their environment as they flow. The process of erosion, transportation and deposition are introduced, with students being able to state how these processes occur in river environments and their impact on these environments through the formation of a range of different landforms. Human and natural causes of flooding are explored, with students assessing the relative impact of humans on rivers and flooding. This leads to students evaluating a range of river management strategies to understand how they work, their usefulness and positives and negatives.

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Year 11	Changing Economic World	This unit explores the theme of development in greater depth and detail. The concept of uneven development is introduced with causes and solutions. This underpins knowledge from previous units that countries around the world are not developing at the same speed and that there are several physical and human reasons for this. Strategies for reducing the developing gap are introduced and evaluated, with students understanding that certain solutions are more appropriate and effective than others in contrasting scenarios.	Changing Economic World	Students continue to study the Changing Economic World unit. The theme of uneven development is underpinned by 2 contrasting case studies – India and the UK. India is used as an example of a rapidly developing country – the social, economic and environmental opportunities and challenges of this rapid development are explored. The UK is used as an example of a developed country, whose development has now slowed. The social, economic and environmental opportunities and challenges of this development are explored. The theme of sustainability and sustainable development is seen throughout the unit.
Term 3	**Summer 1**	**Why this? Why Now?**	**Summer 2**	**Why this? Why Now**
Year 7	World of Work **Assessment:** End of topic test	This unit draws on elements of the development unit in year 7. Students learn about economic change and how development affects national economies. Students are introduced to key terminology, types of work and the employment structure in the UK. This is followed by data and graph analysis to determine economic structures globally.	World of Work	Students continue their study of the World of work topic. The growth of tourism and its role in economic development is explored. Positives and negatives of tourism are introduced and students are required to investigate a number of stakeholder views as to whether tourism has been successful – Kenya.

		Students are then introduced to factors that determine which sectors might develop – location/physical features/markets/tourism.		The butler model is then taught, with knowledge from tourism in the previous lesson used to place case study onto the model – Kenya.
Year 8	Ecosystems **Assessment:** End of topic test	This unit develops students understanding of climate and its role in the development of a variety of biomes. Students will examine the processes which transfer and store energy within a named biome. Students will explore the effect of climate on plants and animals and investigate the specific adaptations associated with different biomes. Students will apply their understanding through a case study where they will investigate the opportunities and challenges which are presented through the exploitation of their chosen biome. This will be concluded by looking at the approach to sustainable development in such areas. Students are introduced to biomes as a concept, their distribution and climatic features.	Ecosystems	Students continue their study of the ecosystems topic. Students are introduced to climate graphs, they are analysed and compared. Students are able to link different climate graphs back to specific biomes using their climatic features knowledge introduced earlier. Students get to practise their graph drawing by drawing a climate graph to study. Factors affecting biome distribution are introduced – specifically high and low pressure. High and low pressure is introduced and explicitly taught to aid understanding and links back to biome distribution. Students study 2 biomes in detail – rainforests & deserts. Rainforest structure and features, plant and animal adaptions and the exploitation of the Amazon are taught. Desert adaptions and opportunities and challenges of development in deserts are also introduced. Throughout the unit students are given the opportunity to practise and apply their knowledge through a series of extended writing tasks.
Year 9	Energy	The unit focusses on the topical issue of energy, with an opportunity for students to consider	Fieldwork	Students have the opportunity to complete a piece of fieldwork at the end of KS3 to ensure that whether

	Assessment: End of topic test	how the energy mix is changing and how this will continue to diversify in the future. Students will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. Student's will link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies. Students will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally. Students are introduced the themes of energy production and consumption and the impact this has on wealth and development. Energy mixes are introduced next, specifically the energy mix in the UK. Students are able to identify how the UK produces energy and explain why. There is a particular emphasis on the changing energy mix and why this is changing. Renewable v Non-renewable energy. Students are introduced to a range of different renewable and non-renewable energy		they go on to take geography or not, they have all had that experience. There will be a series of preparation lessons to outline the components of fieldwork. The fieldwork itself will then take place on or around the college site. Finally, results will be written up in class and students will be expected to critique these as well as draw some conclusions.

		strategies. They can explain how they work to produce energy and are able to evaluate them using a range of advantages and disadvantages of the respective strategies. An extended writing task here allows students to practise and apply this knowledge. A decision making activity follows, where students need to decide on the most appropriate energy mix to meet the needs of a range of different stakeholders. They will use the knowledge from the proceeding lessons to inform these decisions. Finally students are introduced to fracking. Students are taught what fracking is, how it works and the positives and negatives of fracking as a method of producing energy. This is taught through a UK based case study and applied through extended writing.		
Year 10	Fieldwork	Students complete their GCSE fieldwork during this half term. This is an opportunity for students to apply their geographical understanding to the natural and human environment. Students will use their knowledge of coastal processes and management to investigate the impact of coastal management on longshore drift.	Resource Management	Students end year 10 with their 1st unit of Paper 2 – Challenges of the Human Environment – Resource Management. Students are introduced to the theme of resources and specifically water, food and energy. Distribution, consumption and future changes are introduced for each of the 3 resources.

		They will be introduced to the concept of varying environmental quality in urban areas (will study this in more depth in Y11) by completing an environmental quality survey in contrasting parts of an urban area. This will be linked to the impact of tourism in an urban area. Students will complete a full fieldwork study, they will undertake a hypothesis, methodology, data presentation, draw conclusions and evaluate their study.		Food, water and energy in the UK are then explored. Current trends, future challenges and possible solutions are introduced and discussed. Students then move on to specifically look at food as a resource on a global scale. The global distribution and consumption of food is examined to pick out patterns and trends, from these patterns' future challenges can be introduced. The theme of sustainability is reinforced through sustainable strategies for managing food security in the future with a range of examples used to reinforce the theory.
Year 11	Issue Evaluation and Revision	Students are provided with an issue evaluation booklet – the booklet contains a geographical problem, based upon knowledge from 1 of the units in paper 1 or paper 2. This is an opportunity for students to apply geographical theory to a real-world example to see how the theory relates to real issues.	Exams	Paper 1 – Challenges of the Physical Environment • Challenge of Natural Hazards • Living World • Rivers & Coasts Paper 2 – Challenges of the Human Environment • Urban Issues & Challenges • Changing Economic World • Resource Management Paper 3 – Geographical Applications • Issues Evaluation • Fieldwork – seen and unseen