Geography Curriculum Overview Plan

Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

To Inspire pupils to be global citizens who have an understanding and wide ranging knowledge about the world and its people that will remain with them for the rest of their lives. Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	**Topic**	**Ecosystem of the World**	**People of the Planet - Development**	**People of the Planet - Urbanisation**	People of the UK - Development	People of the UK - Urban Trends	UK Physical Landscapes - Rivers
	Core knowledge from this topic	• A variety of ecosystems are spread across the world and these have a number of interacting components and characteristics. • This theme develops an appreciation of a number of these ecosystems including grasslands, temperate forests, deserts and tundra • The focus is then on coral reefs and tropical rainforests. Both ecosystems will be examined in terms of their abiotic and biotic components, processes, cycles and their value to humans. • Learners explore the threats to these ecosystems including climate change, resources	• Students will learn the Social, economic and environmental definitions of development, including the concept of sustainable development. • They will also understand different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators. • Students will then explore how development indicators illustrate the consequences of uneven development. • Students will investigate current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs). Students will then outline the reasons for uneven development,	• Definition of city, megacity and world city. • The distribution of megacities and how this has changed over time. • How urban growth rates vary in parts of the world with contrasting levels of development. • Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth. • Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs. • Case study of one major city in an LIDC or EDC including the influences of: the city within its region, the country, and the wider world migration (national and international) and its impact on the city's growth and character the ways of life	• Overview of the UK's current major trading partners to include principal exports and imports. • An understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband. • The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy.	Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages. Key periods of warming and cooling since 1000AD, including the medieval warming, Little Ice Age and modern warming. Evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries. Theories of natural causes of climate change including variations in energy from the sun, changes in the Earth's orbit and volcanic activity. How human activity is	Overview of the distribution of areas of upland, lowland and glaciated landscapes. • Overview of the distinctive characteristics of these landscapes including their geology, climate and human activity. N 1.1.2 There are a number of geomorphic processes which create distinctive landscapes. • The definitions of the main geomorphic processes including types of weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution) and deposition. 1.1.3 Rivers create a range of landforms

		extraction, and housing development. • Finally students must focus on the management of these bio-diverse ecosystems.	including the impact of colonialism on trade and the exploitation of natural resources. • They will also explore different types of aid and their role in both promoting and hindering development. • Students will then explore a Case study of one LIDC or EDC. This should illustrate its changing economic development.	within the city, such as culture, ethnicity, housing, leisure and consumption contemporary challenges that affect urban change, including housing availability, transport provision and waste management sustainable strategies to overcome one of the city's challenges.	• Case study of the consequences of economic growth and/or decline for one place or region in the UK.	responsible for the enhanced greenhouse effect which contributes to global warming.	which change with distance from their source within a river basin. • The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, oxbow lake). R, L, F 1.1.4 There are a range of landforms within the coastal landscape. • The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit). R, L, F 1.1.5 Landscapes are dynamic and differ depending on their geology, climate and human activity. • Two case studies, one UK river basin and one UK coastal landscape, to cover: the geomorphic processes operating at different scales and how they are influenced by geology and climate landforms and features associated with your case study how human activity, including management, works in combination with geomorphic p
	Links to the national curriculum (if applicable)	NA	N/A	N/A	N/A	N/A	
	Previous content that this topic builds upon	Learners will have already studied the concept of sustainability at KS3 and there are other opportunities to reinforce the concepts of sustainability across other units, for example; People of the UK (1.2) and People of the Planet (2.2) include sustainable strategies for cities. There are also	Topic 2 For richer, for poorer will also be explored, along with ecosystems in year 7. Aspects of Divide and conquer will be explored within this topic and will also be re-introduced. The topic will also look to draw comparisons with the UK	Topic will build on the concept of the importance of urban areas within development. The concept of city locations builds on the geographical causes of development within LIDC's. Development indicators are also used within the urban	The topic will build on the KS3 curriculum. This includes the year 7 sensational cities topic which focuses on the development of cities within AC's, EDC's and LIDC's. The topic also links the year 9 divide and conquer topic. This builds on the causes and	Extreme climate and weather (Topic 4 year 8) Topic 5 Ice Age (Glaciation - Year 8)	The topic will develop upon the Physical Landscapes section of the KS3 curriculum. Specifically focusing on river and coastal landscapes. The key processes learned from KS3 will be used and developed to allow for greater

		a wealth of opportunities to integrate a skills based approach which could include interpretation of a range of resources including; atlas maps, aerial photographs, satellite images, climate graphs and GIS mapping. In addition, there are cross-curricular links with Biology which will support students in their understanding of ecosystem components and interdependence.	development topic and the north / south divide which will be taught in year 9.	topic to highlight the variation in poverty / life expectancy / health and education within urban areas that create challenges and opportunities.	consequences on uneven development around the world.		application of how these processes impact our landscape.
	Key vocabulary	ecosystem, climate, natural environment. Flora, fauna bacteria biotic, species, living, components abiotic, non-living, components soil - water food chain food web energy, nutrients, organism producer, consumers, natural factors, drought, flood, fire, disease, human, management Taiga, (coniferous forest) - Temperate deciduous forest - Temperate grassland Chaparral Desert - Tropical rainforest Savanna grassland	Development, social, economic, environmental, sustainable, indicator, HDI, GNI, Internet Users, Uneven development, Education, Quality of Life, Relief, Landlocked, Trade, Colonization, Exploit, Aid, Multilateral, Bilateral, Ethiopia, Economic development, Imports, Exports, TNC';s, Rostow	Rapid Urbanisation, urbanisation, cities, megacities, world cities, conurbations, Squatter settlements, Dharavi, Mumbai, Ways of life, character, migration, rural to urban migration, employment.	Development, social, economic, environmental, sustainable, indicator, HDI, GNI, Internet Users, Uneven development, Education, Quality of Life, Relief, Landlocked, Trade, Colonization, Exploit, Aid, Multilateral, Bilateral, Ethiopia, Economic development, Imports, Exports, TNC';s, Rostow	weather, climate, tree rings, ice cores, global temperature data, paintings and diaries, sunspot theory, milankovitch theory, eccentricity, precession, orbital, global warming, greenhouse gas, drought, wildfire, tornado, hurricane, cyclone, typhoon	Precipitation, evaporation, drainage basin, channel, tributary, confluence, source, mouth, water vapour, erosion, hydraulic action, abrasion, weathering, deposition, flood management, soft engineering, hard engineering
	Development of cultural capital	Awareness and development of ideals and thinking critically regarding the future and challenges faced by the development and use of ecosystems under threat by human behaviour and management taking into account the causes, effects and solutions, thinking in a social economic and environmental manner, looking at a local, national and international impacts as well as short and long term. Identifying and understanding the importance of sustainable management and development for the future	Students will gain a deeper awareness of culture within different regions of the planet. They will explore the socio-economic differences and how other cultures around the world adapt to challenging circumstances	Students will gain further understanding of various cultures around the world and also consider why people migrate to our country and within different countries. Students will also learn an appreciation of the different ways of living within developing countries. Throughout the Mumbai topic they will also learn to understand how the pattern of our online shopping impacts the people who manufacture the products.	Students will gain further understanding of cultures around the world. The unit highlights the issues with poverty around the world and allows students understanding of how their actions can support people around the	Students will develop an understanding of how various urban and rural countries across the UK interact with the varying landscapes. Students will also understand the different job types and how employment opportunities vary amongst each section.	Students will explore the various regions of the UK and how different weather conditions impact have both social and economic elements. Including responses at different levels for different people include the wealthy and those in poverty

Geography Curriculum Overview Plan

	Development of reading	Peru tourism guide… https://www.theonlyperuguide.com/peru-guide/amazon-jungle-peru/manu-national-park/ Book: The biology of coral reefs, Charles Sheppard, 2009	The guardian have designated a section of their news to developing countries such as Ethiopia.. https://www.theguardian.com/world/ethiopia Book: Prisoners of Geography, Tim Marshall, 2015	Megacities: Our Global Urban Future, Frauke Kraas BBC news article relating to Mumbai's traffic congestion issues… https://www.bbc.co.uk/news/business-21804350	Case studies investigation and research through online articles, BBC news stories.	- BBC article on the UK's population boom and how it impacts us. - 'This changes everything' by Naomi Klein focuses on the impact of climate change on countries such as the UK (Climate change and the UK lesson)	Guided reading will be focused on flooding articles https://www.bbc.com/news/uk-england-59089816 Government incentives to minimise the risk of flooding… https://www.gov.uk/government/publications/river-basin-planning-programmes-of-measures-case-studies/river-basin-planning-programmes-of-measures-case-studies
	Concepts – what will students be able to do at the end of the topic	Gain a broad overview of the main global ecosystems and 'get under the skin' of tropical rainforests and coral reefs ecosystems with the use of named case studies. Have a resulting sense of awe and wonder about places which are geographically distant and very distinct from their own environments. Students will develop good geographical knowledge of the distribution of global ecosystems and global climatic regions. They will also have a clear conceptual understanding of sustainability and be able to evaluate the extent to which ecosystems are managed sustainably at different scales.	Students will learn the Social, economic and environmental definitions of development, including the concept of sustainable development. They will also understand different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators. Students will then explore How development indicators illustrate the consequences of uneven development. Students will investigate current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs). Students will then outline the reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources. They will also explore different types of aid and their role in both promoting and hindering development. Students	Students will be able to understand the different types of cities around the world, how they grow, and the causes and impacts of rapid urbanisation. Students will then be able to understand how rapid urbanisation has impacted a city in a developing country and how this can be sustainably managed.	Students will then be able to understand the different types of energy and how we can use energy more sustainably in the future.	Students will understand and interpret the variations in cartographica and graphical skills and how to apply these skills to the United Kingdom physical and human landscape. Students will also gain an understanding of how the United Kingdom's physical landscape interacts with human activity including population and urbanisation.	Students will be able to understand the processes that occur within rivers and how these processes lead to the creation of landscapes. Students will then be able to outline impacts of flooding and the effectiveness of responses.

			will then explore a Case study of one LIDC or EDC. This should illustrate its changing economic development.				
Year Group		**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Year 11	**Topic**	UK Physical Landscapes - Coasts	Environmental threats to our world	UK Environmental challenges - Weather	UK Environmental Challenges - Energy	Revision	
	Core knowledge from this topic	Overview of the distribution of areas of upland, lowland and glaciated landscapes. • Overview of the distinctive characteristics of these landscapes including their geology, climate and human activity. N 1.1.2 There are a number of geomorphic processes which create distinctive landscapes. • The definitions of the main geomorphic processes including types of weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution) and deposition. 1.1.3 Rivers create a range of landforms which change with distance from their source within a river basin. • The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, oxbow lake). R, L, F 1.1.4 There are a range of landforms within the coastal landscape. • The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit). R, L, F 1.1.5 Landscapes are dynamic and differ depending on their geology, climate and human activity. • Two case studies, one UK river basin	Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages. Key periods of warming and cooling since 1000AD, including the mediaeval warming, Little Ice Age and modern warming. Evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries. Theories of natural causes of climate change including variations in energy from the sun, changes in the Earth's orbit and volcanic activity. How human activity is responsible for the enhanced greenhouse effect which contributes to global warming.	How air masses, the North Atlantic Drift and continentality influence the weather in the UK. • How air masses cause extreme weather conditions in the UK, including extremes of wind, temperature and precipitation. G, N 1.3.2 Extreme flood hazard events are becoming more commonplace in the UK. • Case study of one UK flood event caused by extreme weather conditions including: causes of the flood event, including the extreme weather conditions which led to the event effects of the flood event on people and the environment the management of the flood event at a variety of scales. N, R, L, F 1.3.3 Humans use, modify and change ecosystems and environments to obtain food, energy and water. • Overview of how environments and ecosystems in the UK are used and modified by humans, including: mechanisation of farming and commercial fishing to provide food wind farms and fracking to provide energy reservoirs and water transfer schemes to provide water.	Identification of renewable and non-renewable energy sources. • The contribution of renewable and non-renewable sources to energy supply in the UK. N, R, L 1.3.5 Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies. • Changing patterns of energy supply and demand in the UK from 1950 to the present day, and how changes have been influenced by government decision making and international organisations. • Strategies for sustainable use and management of energy at local and UK national scales, including the success of these strategies. • The development of renewable energy in the UK and the impacts on people and the environment. • The extent to which non-renewable energy could and should contribute to the UK's future energy supply. • Economic, political and environmental factors affecting UK energy supply in the future		

		and one UK coastal landscape, to cover: the geomorphic processes operating at different scales and how they are influenced by geology and climate landforms and features associated with your case study how human activity, including management, works in combination with geomorphic p					
	Links to the national curriculum (if applicable)	N/A	NA	NA	NA	NA	NA
	Previous content that this topic builds upon	Topic 2 For richer, for poorer will also be explored, along with ecosystems in year 7. Aspects of Nigeria V India topics will also be re-introduced.	The topic builds on the natural disasters spectrum of the spiral KS3 curriculum. In KS3 students were exposed to the variation in climate and weather and the reasons why they are so different around the world. This topic will expand upon that and develop their application skills.	The topic builds on knowledge gained within the extreme weather topic in year 7, running out of fuel year 8 topic and climate change topic both within year 8	The topic builds on knowledge gained within the extreme weather topic in year 7, running out of fuel year 8 topic and climate change topic both within year 8		
	Key vocabulary	Development, social, economic, environmental, sustainable, indicator, HDI, GNI, Internet Users, Uneven development, Education, Quality of Life, Relief, Landlocked, Trade, Colonisation, Exploit, Aid, Multilateral, Bilateral, Ethiopia, Economic development, Imports, Exports, TNC';s, Rostow	weather, climate, tree rings, ice cores, global temperature data, paintings and diaries, sunspot theory, milankovitch theory, eccentricity, precession, orbital, global warming, greenhouse gas, drought, wildfire, tornado, hurricane, cyclone, typhoon	Latitude, Precipitation, polar winds, Air masses, continentality, ocean currents, altitude, temperature, thermometre, wind gauge, barometer, anonometre	Renewable, non-renewable, nuclear, fossil fuels, sustainable management, national strategy, carbon capture, HEP, biomass, anaerobic digestion, Hinkley Point, London Array, Kirkby Moor		
	Development of cultural capital	Students will gain a deeper awareness of culture within different regions of the planet. They will explore the socio-economic differences and how other cultures around the world adapt to challenging circumstances	Students will have a greater understanding of climate change causes, impacts and responses. Students will also have a better understanding as to the impacts and responses to climate induced weather events around the world.	Students will have a greater understanding of climate change causes, impacts and responses. Students will also have a better understanding as to the impacts and responses to climate induced weather events around the world.	Students will develop an understanding of how natural resources are obtained from various parts of the world. Students will also explore the historical cultural context of the extraction of natural resources and how this formed the basis of the UK's employment, especially within Atherstone during the mid to late 1900's.		

Geography Curriculum Overview Plan

	Development of reading	Case studies investigation and research through online articles, BBC news stories. Geography textbooks.	GCSE Geography textbooks will be used throughout along with BBC articles specifically focusing on climate change. There is also a drought article from the Guardian used.	GCSE Geography textbooks will be used throughout along with a times newspaper guided reading resourced based on the Somerset floods of 2014	GCSE Geography textbooks will be used throughout along with an EDF energy resource based on the Hinkley Point C Nuclear Power Plant.		
	Concepts – what will students be able to do at the end of the topic						