



## 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Who are we	Oceans on the edge	Food for thought	Extreme Weather	Exploding Population	Wild Rivers



### Geography Curriculum Overview Plan

	<p><b>Core knowledge from this topic</b></p>	<ul style="list-style-type: none"> <li>Students will understand the UK's location and its context within the wider world.</li> <li>Students will then explore the UK's physical landscape including geology, upland and lowland areas.</li> <li>Students will explore the UK's weather and climate.</li> <li>Students will investigate the impact of climate change on the UK. (Fieldwork opportunity)</li> <li>Students will then look at the UK's population and how this has changed.</li> <li>Students will explore the UK's urbanisation and rural populations</li> <li>Students will then look at the impacts of tourism on the UK.(career point here regarding working for national trust and tourism board UK)</li> <li>Students will then look at why people move to the UK and the impacts</li> <li>Students will then explore how we can manage our population to ensure sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the origin of oceans, their formation and the changing structure of their oceans. (Career point here which refers to careers in marine biology and sustainability of the oceans)</li> <li>Students will investigate the ownership of our oceans and how this has developed historically.</li> <li>Students will explore the importance of our oceans and their value globally</li> <li>Students will then discover the destructive nature of our oceans and the impact this has on our land.</li> <li>Students will then look at the significance of coral reefs and how they are being influenced by physical and human factors.</li> <li>Students will then explore how humans are impacting our oceans including through overfishing and plastic pollution</li> <li>Students will finally explore how oceans can be sustainably managed.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the origins of our food and the global supply and demand</li> <li>Students will explore factors impacting food supply and how physical factors such as climate change may influence future supply.</li> <li>Students will then investigate the issue surrounding world hunger, why it occurs, the impacts and responses</li> <li>Students will explore the concept of food security and insecurity and how this can be more sustainable for example...</li> <li>Overfishing - the causes, impacts and responses to overfishing and...</li> <li>Fair trade - The definition, impacts on various stakeholders and how fairtrade can help support food security.</li> <li>Students will explore strategies to increase food supply including the advantages and disadvantages of various methods. (Career point here referring to agricultural related jobs such as research scientists and arable testing)</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the origins of weather in the UK and around the world.</li> <li>Students will then focus on how weather is measured and how this has changed over the past 2,000 years.</li> <li>Students will investigate the causes of heavy rain, the impacts and responses.</li> <li>Students will then compare causes, impacts and responses to heavy rain between an AC and LIDC around the world.</li> <li>Students will investigate the causes of heavy snow, the impacts and responses.</li> <li>Students will then compare causes, impacts and responses to heavy snow between an AC and LIDC around the world.</li> <li>Students will investigate the causes of heatwaves, the impacts and responses.</li> <li>Students will then compare causes, impacts and responses to heatwaves between an AC and LIDC around the world.</li> <li>Students will then explore the factors impacting the scale of weather patterns in future including climate change and human inputs.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how the world population has changed over the past 2,000 years alongside the reasons why.</li> <li>Students will then investigate the cause and impacts of overpopulation around the world.</li> <li>Students will then examine the ways that overpopulation is being controlled in an developing and developed country</li> <li>Students will then explore the causes, impacts and responses of an ageing population, comparing a developing and a developed country.</li> <li>Students will then study the causes, impacts and responses relating to different types of migration including international, illegal and refugee.</li> <li>Students will then compare these impacts within developed and developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the different processes that create the various features within a river including erosional, depositional and weathering.</li> <li>Students will then explore how features are created through both erosion and deposition.</li> <li>Students will then explore the human activity that contributes towards the shape of rivers including flooding.</li> <li>Students will study hydrographs, the physical and human causes of flooding, as well as the consequences.</li> <li>Students will then investigate how flooding is managed through various hard and soft strategies within a river.</li> </ul>
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### Geography Curriculum Overview Plan

	<p><b>Links to the national curriculum</b></p>	<ul style="list-style-type: none"> <li>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> <li>Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom.</li> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors.</li> <li>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>	<ul style="list-style-type: none"> <li>Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> </ul>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places.</li> <li>They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>equip pupils with knowledge about diverse places, people, resources and natural and human environments.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> <li>They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data source.</li> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</li> <li>human geography relating to: population</li> </ul>	<ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> <li>Human geography relating to: population and urbanisation;</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate</li> <li>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> </ul>
<p><b>Previous content that this topic builds upon</b></p>	<p>In year 5 primary school pupils will focus on basic map skills. These will involve identifying countries, continents and oceans around the world. Students then in year 6 build on these skills by exploring basic 2 figure grid references, contour lines, symbols and keys relating to maps.</p>	<p>Topic will build on part of the physical and human UK landscapes from topic 1. Part way through the topic students will explore the 'destructive oceans' which relates to the UK's physical landscape and how this has changed. Will also include cartographic and graphical skills from topic 1, ocean contour lines and identifying oceans on a map.</p>	<p>In year 5 primary school students would have looked at where their food comes from and the concept of food miles. They would also have explored fairtrade for example during fairtrade fortnight. This topic then looks to build on this concept by exploring the cause impacts and responses</p>	<p>In year 4 and 5 students investigate the causes of rain and identify how warm weather impacts humans. This topic will build on basic weather factors such as energy from the sun and water cycles. This will then allow students to apply and compare factors in relation to extreme weather and be able to explain in detail the value and impacts of these conditions.</p>	<p>In year 5 primary school pupils will explore the population of countries around the world and in doing so will be able to establish areas of dense and sparse populations. This topic will build on that concept and then start to explore why they become so high and identify the impacts of this.</p>	<p>In year 5 and 6 students are introduced to the water cycle which provides knowledge of basic keywords such as evaporation, condensation and precipitation. This will then support their learning through the initial lessons. Then were also introduced to weather concepts in the UK topic</p>	
<p><b>Key vocabulary</b></p>	<p>Ordnance Survey, Grid Reference, Four Figure, Six Figure, Contour,</p>	<p>Ocean, Pacific, Indian, Atlantic, Erosion, Deposition</p>	<p>Food miles, genetically modified, sustainability,</p>	<p>Altitude, Global atmospheric circulation, Prevailing Wind,</p>	<p>Population, birth rate, death rate, migration, overpopulation,</p>	<p>Precipitation, evaporation, drainage basin, channel,</p>	



### Geography Curriculum Overview Plan

		Symbols, Key, Choropleth, Interpret, geology, Describe, sedimentary, igneous, metamorphic, Investigation, Fieldwork, Flow Line, United Kingdom, Igneous, Metamorphic, Sedimentary, Population, urbanisation, rural, urban		fairtrade, food insecurity, food security, surplus, climate change, technology, hydroponics, TNC's, pesticides, organic, malnourished,	Latitude, Precipitation, polar winds, Air masses, continentality, ocean currents, altitude, temperature, thermometer, wind gauge, barometer, anonometre	refugee, illegal migration, ageing population, One child policy, Japan, Germany, Thailand, Australia, Syria, Europe, USA, Mexico	tributary, confluence, source, mouth, water vapour, erosion, hydraulic action, abrasion, weathering, deposition, flood management, soft engineering, hard engineering
	<b>Development of cultural capital</b>	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 gain a greater understanding of the context of our existence within the perspective of the surrounding world and how important our oceans are in our very own physical presence (providing oxygen and food). They will also gain an appreciation of the impact of our waste pollution levels and how to better look after our oceans.	Students will gain an appreciation of the source of the food from which they eat and will learn the global trends to which incorporate. Students will then be able to gain an understanding of how the specific food they consume impacts the land and environment for which they are in.	Students will be aware of the importance of weather and how better to prepare for weather conditions within their respective areas. They will also gain an appreciation of how different cultures deal with similar and more extreme weather conditions and be able to apply some of this understanding to their everyday lives.	Students will have an appreciation of refugees and their circumstances. This is important as a percentage of refugees reside locally and the topic will help students respect their circumstances and show empathy. Students will also be more respectful of a variety of migrants and their circumstances.	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.
	<b>Development of reading</b>	<ul style="list-style-type: none"> <li>- BBC article on the UK's population boom and how it impacts us.</li> <li>- '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)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="https://www.bbc.co.uk/cbbc/joinin/how-to-help-our-oceans">https://www.bbc.co.uk/cbbc/joinin/how-to-help-our-oceans</a></li> <li>- Rachel Carson 'The sea around us' will be included in the 'importance and destructive nature of our oceans'</li> </ul>	<p>BBC article: <a href="https://www.bbc.co.uk/bitesize/guides/zsdhbk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zsdhbk7/revision/1</a></p> <p>'This is the future of food' Hydroponics article from the guardian. <a href="https://www.theguardian.com/environment/2019/dec/26/farming-of-the-future-rise-of-hydroponic-food-labs-thomas-myers">https://www.theguardian.com/environment/2019/dec/26/farming-of-the-future-rise-of-hydroponic-food-labs-thomas-myers</a></p>	<p>Al Jazeera news article on 2011 South East Asian floods... <a href="https://www.aljazeera.com/news/2011/10/5/hundreds-killed-in-southeast-asia-floods">https://www.aljazeera.com/news/2011/10/5/hundreds-killed-in-southeast-asia-floods</a></p> <p>BBC News article on Afghanistan blizzard of 2008... <a href="http://news.bbc.co.uk/1/hi/world/south_asia/7241824.stm">http://news.bbc.co.uk/1/hi/world/south_asia/7241824.stm</a></p>	<p>Cool geography section on ageing population... <a href="https://www.coolgeography.co.uk/GCSE/AQA/Population/Ageing/Ageing.htm">https://www.coolgeography.co.uk/GCSE/AQA/Population/Ageing/Ageing.htm</a></p> <p>Independent article regarding the refugee crisis... <a href="https://www.independent.co.uk/voices/migrant-crisis-boats-population-ageing-economy-demographics-brexit-a9642266.html">https://www.independent.co.uk/voices/migrant-crisis-boats-population-ageing-economy-demographics-brexit-a9642266.html</a></p>	<p>Guided reading will be focused on flooding articles <a href="https://www.bbc.com/news/uk-england-59089816">https://www.bbc.com/news/uk-england-59089816</a></p> <p>Government incentives to minimise the risk of flooding... <a href="https://www.gov.uk/government/publications/river-basin-planning-programmes-of-measures-case-studies/river-basin-planning-programmes-of-measures-case-studies">https://www.gov.uk/government/publications/river-basin-planning-programmes-of-measures-case-studies</a></p>
	<b>Concepts –what will students be able to do at the end of the topic</b>	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 understand how the oceans are structured, how they are formed and their global importance. Then students will look at how humans have impacted our oceans and how to ensure they are sustainable.	Students will have an understanding of food issues around the world including surplus and insecurity. They will also have knowledge of the impacts of food issues and future food security.	Students will have an understanding of different types of weather and how it is measured. Students will then be able to explore the impacts and responses to extreme weather events around the world.	Students will have an understanding of the reasons why populations grow and how countries attempt to control this. In addition students will also explore the impacts of immigration, refugee intake and illegal immigration.	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.
<b>Year Group</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8</b>	<b>Topic</b>	Sensational Cities	Amazing Ecosystems	Running out of fuel	Ever Changing Climate	Deadly diseases	Disappearing coastlines
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"> <li>• Students will understand the origins of a city and how they develop</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore the definition of an ecosystem and identify its interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will investigate the demand and supply of energy globally.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore how climate has changed including examples of</li> </ul>	<ul style="list-style-type: none"> <li>• Students will begin to explore the connections between geography and diseases, the patterns of</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore the different processes that impact coastlines including wave, erosion, mass</li> </ul>



### Geography Curriculum Overview Plan

		<ul style="list-style-type: none"> <li>Students will then explore the development of megacities and their global and local impact</li> <li>Students will investigate the formation of cities within the UK and how they have evolved.</li> <li>Students will focus on Birmingham including how it has grown and the importance of their location.</li> <li>Students will then explore the challenges and sustainable solutions within Birmingham</li> <li>Students will then explore the growth of Mexico City and the importance of their location.</li> <li>Students will then explore the challenges facing the city and sustainable solutions.</li> <li>Students will then explore the future development of cities including new technologies and innovative ideas</li> </ul>	<ul style="list-style-type: none"> <li>Students will then explore how plants and animals have adapted to the tundra biome and the value and importance of the ecosystem globally.</li> <li>Students will explore the temperate forest biome including plants, animal and human adaptations.</li> <li>Students will investigate the value and importance of the temperate forest biomes and some of the challenges.</li> <li>Students will explore the tropical grassland ecosystem including how humans, plants and animals have adapted</li> <li>Students will investigate the value and importance of the biome and some of the challenges it faces.</li> <li>Students will explore deserts including plants, human and animal adaptation before exploring the value and importance of this biome.</li> </ul>	<ul style="list-style-type: none"> <li>Students will then explore the use of non-renewable energy including the reasons for its use and the impacts</li> <li>Students will then look at the difference between renewable energy use within an LIDC and AC, this will include a comparison between regions in the UK and Asia.</li> <li>Students will then look at the difference between non-renewable energy use within an LIDC and an AC, this will also explore regions within the US and Africa.</li> <li>Students will then explore energy use in the future, this will include the use of fracking and nuclear energy.</li> <li>Students will then investigate energy use for the future and the factors considered</li> </ul>	<p>glacial and interglacial periods in time.</p> <ul style="list-style-type: none"> <li>Students will then investigate how climate change is evidenced including ice cores, tree rings, paintings and diaries and global temperature data.</li> <li>Students will then investigate the reasons for climate change including both human (the enhanced greenhouse effect) and natural causes (Sunspots and Milankovitch cycle).</li> <li>Students will then explore responses to climate change including examples of countries. Students will then look at how climate change causes extreme weather conditions including drought, tropical storms, and wildfires.</li> <li>Students will finally compare causes, impacts and responses to drought, tropical storms and wildfires in LIDC's and AC's around the world.</li> </ul>	<p>diseases around the world and how various locations are linked to specific diseases.</p> <ul style="list-style-type: none"> <li>Students will then explore how diseases are linked to development and how transmission occurs in LIDC's</li> <li>Students will then investigate how diseases are transmitted. This will include the exploration of diseases such as HIV / Malaria / Typhoid / Dysphoria</li> <li>Students will then look at the difference between epidemic and pandemic.</li> <li>Students will investigate the link between globalisation and diseases before finally exploring ways of preventing transmissions and how global diseases may look in the future.</li> </ul>	<p>movement, deposition and transportation.</p> <ul style="list-style-type: none"> <li>Students will then apply these processes and explore how they create landforms such as beaches, spits, bars, caves, arches, stacks, headlands and bays.</li> <li>Students will look at how these processes then impact our coastline which involve comparisons between areas within LIDC's, EDC's and AC's</li> <li>Students will then study the extreme weathers that impact our coastline above sea level including the causes, impacts and responses to storms</li> <li>Students will finally investigate the way in which coastlines are being protected including hard and soft engineering strategies</li> </ul>
	<p><b>Links to the national curriculum</b></p>	<ul style="list-style-type: none"> <li>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.</li> <li>They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.</li> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments</li> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>They should understand how geographical processes interact to create distinctive human and physical</li> </ul>	<ul style="list-style-type: none"> <li>Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments</li> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine</li> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia</li> </ul>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places.</li> <li>They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources</li> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> <li>Equip pupils with knowledge about diverse places, people, resources and natural and human</li> </ul>	<ul style="list-style-type: none"> <li>In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</li> <li>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in</li> </ul>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</li> <li>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>Interpret a range of sources of geographical information, including maps, diagrams,</li> </ul>



### Geography Curriculum Overview Plan

	<ul style="list-style-type: none"> <li>how human activity relies on effective functioning of natural systems</li> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>interpret Ordnance Survey maps in the classroom</li> <li>thematic mapping, and aerial and satellite photographs</li> </ul>	<p>landscapes that change over time.</p> <ul style="list-style-type: none"> <li>Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> </ul>	<p>(including China and India), and the Middle East</p> <ul style="list-style-type: none"> <li>Human geography relating to the use of natural resources</li> </ul>	<p>environments, together with a deep understanding of the Earth's key physical and human processes</p>	<p>climate from the Ice Age to the present.</p> <ul style="list-style-type: none"> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> </ul>	<p>globes, aerial photographs and Geographical Information Systems (GIS)</p> <ul style="list-style-type: none"> <li>Physical geography relating to: coasts.</li> <li>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>
<b>Previous content that this topic builds upon</b>	The topic will build on knowledge from the UK topic in year 7, this topic included how the UK has urbanized and an identification into key cities and their importance. Sensational Cities topic will explore a UK city, the challenges they face and an interpretation into how these can be sustainably managed. This topic will then compare cities in the UK with chosen cities around the world and look at evaluating the way in which challenges are dealt with.	The topic will build on the oceans of our planet topic studied in year 7. In year 7 students would have explored the importance of the oceanic ecosystem including coral reefs and marine wildlife. They will then build on this knowledge by being able to compare marine ecosystems with the terrestrial biomes. They will then be able to compare the value of these ecosystems and gain an understanding of how they each work interdependently.	This will build on the food for thought topic studied in year 7. In the food for thought topic students become aware of how natural resources are abstracted and used to accommodate our growing population. Students will build on this by looking at larger scale projects that influence global economies as well as environmental impact. Students will also be able to draw comparisons between how we extract and use food and energy resources.	The topic will build on the extreme weather topic studied in year 7. Knowledge gained from various weather events will be applied and analysed as they progress through the topic. students will be able to contrast the impacts and responses of weather events such as heavy floods to more prolonged events such as droughts and typhoons and will be able to analyse and examine responses to each.	This topic will build on the population topic within year 7. In year 7 concepts such as population density and growth were explored. This topic takes this concept and builds on the fragile human environments created by an increased population and the impacts on people's health. The topic also draws in aspects of development from sensational cities.	This topic will build on the skills learned within the year 7 wild rivers topic. Within this topic students developed core knowledge of processes occurring within water systems, students will then apply this knowledge and develop their understanding by being able to evaluate the concepts learned. Coastal processes are more challenging as they include external factors such as wave processes and mass movement.
<b>Key vocabulary</b>	Urban, rural, urbanization, megacity, global city, settlement hierarchy, agriculture, trade, rural to urban migration, housing, waste management, sustainable, transport, employment, favelas, olympics,	Ecosystem, biome, tundra, temperate, tropical, dessert, interdependent, biotic, abiotic, adaptations, tropical rainforest, latitude, high pressure, low pressure, climate, flora, fauna,	Energy, renewable, non-renewable, fossil fuels, coal, gas, oil, biomass, HydroElectric Power, solar, wind, hydraulic fracturing, nuclear, Middle East, Chernobyl, Hinckley Point, Deepwater Horizon, North Sea Oil, London Array	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	Diseases, HIV, Dyspheria, Typhoid, transmission, epidemic, pandemic, Covid, prevention, social health, malaria, proactive, reactive	Coast, Waves, constructive, destructive, transport, longshore drift, erosion, hydraulic action, abrasion, chemical weathering, mass movement, slumping, sliding, hard, soft engineering, stack, spit, headland, bay
<b>Development of cultural capital</b>	Students will develop a cultural understanding of urban growth including the social, economic and environmental consequences of that growth and how they will need to adapt if they were to chose to live within cities once they have left school.; students need to understand the cultural differences of global regions and how they accept	Students will gain an appreciation of our ecosystem and the value in ensuring they are conserved appropriately. They will also have a greater understanding of the importance of our interaction with animals and plants and the challenges they face.	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 during the mid to late 1900's.	Students will develop an understanding of how our actions may contribute towards climate change. Students will also have an understanding as to how various cultures around the world are impacted by climate change and the difference within their responses.	Students will develop an understanding of how non-developed countries react to health issues and will look at how these cultures cope with limited resources. The topic will also supply students with knowledge of how to manage their own health both abroad and in the UK.	Students will develop an understanding of how people are impacted by processes occurring in different countries on varying scales. Students will then develop an understanding of the consequences of their actions including greenhouse gases and climate change and



### Geography Curriculum Overview Plan

		individual needs when it comes to migration					how this impacts nearby coastal landscapes.
	<b>Development of reading</b>	Current articles relating to the growth of cities will come from viable sources such as the BBC and broadsheet newspapers.	<ul style="list-style-type: none"> <li>Seeds on Ice: Svalbard and the global sea vault (this book is reference within the tundra section within the first two lessons of the scheme)</li> <li>Internetgeography.com: Threats to our ecosystem provides an article on the value and threats to our ecosystem.</li> </ul>	Chernobyl: A history of a tragedy, Serhii Plokhyy Department for Business, Energy and industrial strategy, published energy use article...  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/928350/2020_Energy_Consumption_in_the_UK_ECUK.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/928350/2020_Energy_Consumption_in_the_UK_ECUK.pdf</a>	CNN news article on Hurricane Sandy...  <a href="https://edition.cnn.com/2013/07/13/world/americas/hurricane-sandy-fast-facts/index.html">https://edition.cnn.com/2013/07/13/world/americas/hurricane-sandy-fast-facts/index.html</a>  BBC news article on the impacts of the Ethiopian drought...  <a href="https://www.bbc.co.uk/news/world-africa-35038878">https://www.bbc.co.uk/news/world-africa-35038878</a>	The GA hold a wealth of articles that have closely monitored epidemic and pandemic geographical relationships. These will be used throughout lessons to support learning  <a href="https://www.geography.org.uk/Geography-of-Disease">https://www.geography.org.uk/Geography-of-Disease</a>	Article relating to the great storm of 1987  <a href="https://www.bbc.co.uk/news/uk-england-kent-41366241">https://www.bbc.co.uk/news/uk-england-kent-41366241</a> Article in relation to Europe's disappearing coast due to erosion  <a href="https://www.france24.com/en/europe/20211107-coastal-erosion-on-the-climate-challenge-wearing-away-at-europe-s-shores">https://www.france24.com/en/europe/20211107-coastal-erosion-on-the-climate-challenge-wearing-away-at-europe-s-shores</a>
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will be able to understand the location and formation of megacities around the world. Students will be able to compare the issues, challenges and solutions between a city in the UK and a city in a developing country	Students will have a greater understanding of the various biomes within our planet and will also be able to explain how they have adapted to each ecosystem in addition to their value and importance globally.	Students will have a greater understanding of the different types of energy including the impacts of their use on people and the environment. Students will also explore the factors influencing future energy use.	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 the locations, transmission and characteristics of diseases and will be able to articulate how transmission is connected around the world.	Students will have a greater understanding of the different erosion processes and how landscapes are formed. Students will then be able to understand the consequences of coastal erosion and how to better protect our coastline.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 9</b>	<b>Topic</b>	<b>Divide and conquer</b>	<b>Welcome to the Jungle</b>	<b>Wonderful Water</b>	<b>Restless Earth</b>	<b>Prisoners of geography</b>	<b>Ice Age</b>
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"> <li>Students will explore the diversity within the UK including income, life expectancy and air quality levels.</li> <li>Students will explore the north / south divide within the UK and how this has impacted various places around the UK.</li> <li>Students will investigate the reasons for the north south divide including de-industrialisation and location within the UK.</li> <li>Students will investigate how we can manage the divide within the UK to form a more equal social, economic and environmental country.</li> <li>Students will explore Brazil and the divide that exists within the country.</li> <li>Students will investigate the reasons for the divide</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the layers within a rainforest and how they are structured in addition to their water and carbon cycle.</li> <li>Students will then investigate the biodiversity of the rainforest including the way in which plants and animals have adapted.</li> <li>Students will explore the importance and value of the tropical rainforest in relation to people and the environment.</li> <li>Students will investigate the political issues surrounding rainforests including the conflict over governance and usage.</li> <li>Students will explore the reasons why TRF's are under threat within AC's (Australia)</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the origins of water and global usage.</li> <li>Students will investigate the value of water and the importance from a domestic and industrial perspective.</li> <li>Students will understand the causes of drought and how this impacts both LIDC's and AC's water supply.</li> <li>Students will then investigate water availability of water around the world and the impacts of supply and demand impact.</li> <li>Students will then look at the impacts of water insecurity in both an developing and undeveloped country.</li> <li>Students will explore water management</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the structure of the earth, the theories behind its origins.</li> <li>Students will then investigate plate tectonics and the features that exist within plate boundaries.</li> <li>Students will then study the formations and characteristics of volcanoes, comparing their locations around the world.</li> <li>Students will then explore volcanic eruptions and responses to eruptions within an LIDC and AC.</li> <li>Students will then investigate the causes, impacts and responses to earthquakes, comparing occurrences in LIDC's and AC's around the world.</li> <li>Students will then gain understanding of the causes, impacts and</li> </ul>	<ul style="list-style-type: none"> <li>This unique topic will look to explore geography through the use of literacy.</li> <li>Students will explore the book 'prisoners of geography'. An excellent insight into how geography has shaped our world.</li> <li>Students will explore the physical limitations that prevent Russia from developing and why they are so obsessed with NATO</li> <li>Students will then compare this with how the USA's geography have lead the country to become a world superpower</li> <li>Students will also investigate China's power and how the are destined to continue</li> </ul>	<ul style="list-style-type: none"> <li>Students will firstly explore the locations of the various glaciers across the earth and how they are formed.</li> <li>Students will then explore the physical processes that create various landforms such as plucking, abrasion, corries and aretes.</li> <li>Students will then investigate the impact of climate change on glaciers and glaciation.</li> <li>Finally students will explore the impact of human activities on glaciers and how humans are responding to glacial retreat caused by climate change.</li> </ul>



### Geography Curriculum Overview Plan

		<p>including political and economic.</p> <ul style="list-style-type: none"> <li>Students will then explore the impacts of the divide including poverty levels, education and health</li> <li>Students will then explore how Brazil is trying to bridge the gap between low and high economic status.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the reasons why TRF's are under threat within EDC's (China)</li> <li>Students will explore the reasons why TRF's are under threat within LIDC's (Madagascar)</li> <li>Students will then explore the way that rainforests are being sustainably managed and their future significance.</li> </ul>	<p>within the UK and an LIDC abroad as well as exploring the future of water and how to ensure sustainability.</p>	<p>responses of tsunami's within LIDC's (Boxing Day 2004) and AC's (Japan 2011)</p>	<p>there growth in the future</p> <ul style="list-style-type: none"> <li>Students will also explore potential for both the Middle East and parts of Africa will hold the key to future geographical development.</li> </ul>	
<b>Links to the national curriculum</b>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.</li> <li>In doing so, they should become aware of increasingly complex geographical systems in the world around them.</li> <li>In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</li> <li>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</li> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>understand geographical similarities, differences and</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> <li>geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>the Earth's features at different scales are shaped, interconnected and change over time.</li> <li>give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia.</li> <li>physical geography relating to: geological timescales and plate tectonics.</li> </ul>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> <li>understand geographical similarities, differences</li> </ul>	<p>Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present.</p>	





### Geography Curriculum Overview Plan

			<p>links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p> <ul style="list-style-type: none"> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>	<p>and environmental understanding.</p> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.</li> <li>physical geography relating to hydrology.</li> <li>how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>		<p>and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p> <ul style="list-style-type: none"> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>	
<b>Previous content that this topic builds upon</b>	<p>The topic builds on the UK topic studied at the same time in year 7 and 8. That topic identifies the indicators that influence the UK's development and the human and physical factors that influence this. In year they then build on this by exploring the challenges this presents specifically within urban areas of the UK. This topic then further develops this by exploring how various indicators highlight a divide within countries and will look to evaluate a comparison between how two countries are dealing with this divide.</p>	<p>The topic builds on the oceans and ecosystems topic which falls on the same time in year 7 and year 8. The oceans topic explores the value including the plants and animals that exist within each ecosystem. The rainforest topic looks at the value then starts to expand by exploring how these are exploited by humans. They will then evaluate how they are being managed and begin to explore how this compares to the oceans and other ecosystems around the world which would have been studied in year 7 and 8.</p>	<p>Students will build on the learning from the fuel and food topics that run parallel within year 7 and 8. They will be able to compare supply and demand relating to food and energy along with water. Students will also build on knowledge and be able to apply various management strategies of other resources. As a result, pupils will be able to effectively evaluate various strategies and critique methods used around the world.</p>	<p>Students will build on knowledge gained from the Weather and climate topics studied. Students will be able to apply knowledge on how countries respond to natural disasters and evaluate the effectiveness of how countries deal with these. Students will then take more of a critical response to management methods and be able to decide the most effective response.</p>	<p>The topic expands on both the year 7 exploding population and year 8 deadly diseases topic. The concept of people and how we interact with the physical geography of our planet and the limitations that exist that prevent major countries from expanding. The topic then expands by looking at how these limitations will impact the future development of our so called 'super powers'</p>	<p>This topic will build on the extreme weather topic linked to climate change and global warming. This topic also links to year 7 ecosystems (specifically Tundra and cold deserts ecosystems)</p>	
<b>Key vocabulary</b>	<p>United Kingdom, North south divide, development indicators, life expectancy, health, education, social, economic, environmental, Rio, Brazil, Favelas, de-industrialisation, geographical location, government, politics, corruption, military</p>	<p>Rainforest, Canopy, emergent, under canopy, shrub, forest floor, biodiversity, jaguar, species, water cycle, carbon capture, Amazon, Indonesia, Madagascar, ring tailed lemur, Australia, possum, sustainable, ecotourism, palm oil.</p>	<p>water, hydrology, abstracted, algal blooms, eutrophication, aquifers, reservoirs, water transfer, drought, subsidence, ecosystem, insecurity, security, scarcity, groundwater, agriculture, waterborne diseases, hydroelectric power</p>	<p>Crust, mantle, inner and outer core, molten rock, convection currents, pangea, continents, continental drift, destructive, constructive, conservative, collision, submerge, dense, oceanic, continental, Haiti, Montserrat, tsunami, wave sholling, Tohuku, Fukushima</p>	<p>China, USA, Russia, Middle East, Africa, globalisation, economic, territory, terrain, geopolitics, foreign policy, NATO,</p>	<p>Glacier, Ice sheet, glaciation, erosion, plucking, freeze-thaw weathering, abrasion, corrie, drumlin, arete, pyramidal peak, glacial till, climate change, greenhouse effect, tundra, human activity, social, economic, environmental, responses.</p>	



### Geography Curriculum Overview Plan

	<b>Development of cultural capital</b>	Students will begin to understand the differences between various cultures within the UK including how people live in poverty and the reasons for this. They will then begin to appreciate the differences between other cultures. This will include an exploration into how education is delivered in countries that aren't as developed as the UK.	Students will begin to understand the value of the rainforest and how they provide nutrients for their day to day routines (toothpaste, rubber, medicines). Students will also learn to appreciate their actions and the consequences of them in relation to the impacts they have on rainforests around the world. They will also experience the cultural differences between how we live and the lives of indigenous tribes.	Students will gain an appreciation of water resources. This will include how valuable they are and how important water preservation is. Practical skills such as water saving strategies will allow students to fully understand sustainable approaches to water demand within their homes.	Students will have more of an appreciation of areas around the world and how various cultures face natural hazards on a day to day basis. This will enable students to understand why the UK offers aid to other countries, the importance of charities and potential safety risks around visiting certain locations in future.		Students will develop an understanding of how their actions have consequences across other ecosystems of our planet. Students will also explore cultures that exist within colder regions and how indigenous people live sustainably. Students will also learn to understand how different cultures adapt to varying and challenging conditions.
	<b>Development of reading</b>	BBC bitesize article on the North / South divide: <a href="https://www.bbc.co.uk/bitesize/guides/zqhvmnb/revision/2">https://www.bbc.co.uk/bitesize/guides/zqhvmnb/revision/2</a> BBC News article about the race and class divide... <a href="https://www.bbc.co.uk/news/av/world-latin-america-36147135">https://www.bbc.co.uk/news/av/world-latin-america-36147135</a>	WWF website explores the impacts of palm oil and agriculture on wildlife <a href="https://www.worldwildlife.org/industries/palm-oil">https://www.worldwildlife.org/industries/palm-oil</a> Internet geography section on managing the tropical rainforest <a href="https://www.internetgeography.net/topics/sustainable-development-in-the-tropical-rainforest/">https://www.internetgeography.net/topics/sustainable-development-in-the-tropical-rainforest/</a>	BBC bitesize article on droughts and water preservation in South Downs. <a href="https://www.bbc.co.uk/bitesize/guides/zg2mycw/revision/6">https://www.bbc.co.uk/bitesize/guides/zg2mycw/revision/6</a> Water demand during COVID pandemic news story... <a href="https://www.itv.com/news/anglia/2021-03-25/pressure-on-the-cistern-use-of-water-rocketed-during-pandemic">https://www.itv.com/news/anglia/2021-03-25/pressure-on-the-cistern-use-of-water-rocketed-during-pandemic</a>	Guardian article regarding the impact of the Japanese Tsunami on school pupils... <a href="https://www.theguardian.com/world/2017/aug/24/the-school-beneath-the-wave-the-unimaginable-tragedy-of-japan-s-tsunami">https://www.theguardian.com/world/2017/aug/24/the-school-beneath-the-wave-the-unimaginable-tragedy-of-japan-s-tsunami</a> BBC bitesize section on the Haiti Earthquake... <a href="https://www.bbc.co.uk/bitesize/guides/z3sg87h/revision/2">https://www.bbc.co.uk/bitesize/guides/z3sg87h/revision/2</a>	Time Marshall, Prisoners of Geography: Ten maps that tell you everything you need to know about global politics. 2016	Opportunities to read news articles and statements from various stakeholders who have experienced varying events across different regions of the world. There will also be excerpts from various textbooks that students will read.
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will be able to analyse the development gap within the UK and be able to explore ideas in order to bridge the gap. They will then compare divides within Brazil and solutions in order to assess the most effective solutions.	Students will understand the importance of the rainforest including the role within the water and carbon cycle and biodiversity. Students will then be able to understand the impact humans have on TRF's and how we are managing them.	Students will gain an understanding of the global value of water including supply and demand. They will then study the impacts of water insecurity as well as ways of managing water supply to ensure sustainable use in future.	Students will be able to understand the structure of the earth and how plate tectonics have impacted upon its shape. Students will be able to understand the causes, impacts and responses to natural disasters at various locations around the world.	By the end of this topic students will be able to understand the importance of the most powerful countries' geographical weaknesses, how they have been managed, and how it influences their future development.	Students will have a greater understanding of glacial processes that have created landforms over time. Students will also gain knowledge of how our actions have impacted glaciers.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>Topic</b>	<b>Ecosystem of the World</b>	<b>People of the Planet - Development</b>	<b>People of the Planet - Urbanisation</b>	People of the UK - Development	People of the UK - Urban Trends	UK Physical Landscapes - Rivers
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"> <li>A variety of ecosystems are spread across the world and these have a number of interacting components and characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn the Social, economic and environmental definitions of development, including the concept of sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of city, megacity and world city.</li> <li>The distribution of megacities and how this has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Overview of the UK's current major trading partners to include principal exports and imports.</li> </ul>	Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages.	<ul style="list-style-type: none"> <li>Overview of the distribution of areas of upland, lowland and glaciated landscapes.</li> <li>Overview of the distinctive characteristics of these landscapes including their</li> </ul>



### Geography Curriculum Overview Plan

		<ul style="list-style-type: none"> <li>• This theme develops an appreciation of a number of these ecosystems including grasslands, temperate forests, deserts and tundra</li> <li>• 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.</li> <li>• Learners explore the threats to these ecosystems including climate change, resources extraction, and housing development.</li> <li>• Finally students must focus on the management of these bio-diverse ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will then explore how development indicators illustrate the consequences of uneven development.</li> <li>• 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.</li> <li>• They will also explore different types of aid and their role in both promoting and hindering development.</li> <li>• Students will then explore a Case study of one LIDC or EDC. This should illustrate its changing economic development.</li> </ul>	<ul style="list-style-type: none"> <li>• How urban growth rates vary in parts of the world with contrasting levels of development.</li> <li>• Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth.</li> <li>• Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs.</li> <li>• 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 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.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband.</li> <li>• The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy.</li> <li>• Case study of the consequences of economic growth and/or decline for one place or region in the UK.</li> </ul>	<p>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 responsible for the enhanced greenhouse effect which contributes to global warming.</p>	<p>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 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,</p>
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### Geography Curriculum Overview Plan

							including management, works in combination with geomorphic p
<b>Links to the national curriculum (if applicable)</b>	NA	N/A	N/A	N/A	N/A	N/A	
<b>Previous content that this topic builds upon</b>	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 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.	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 development topic and the north / south divide which will be taught in year 9.	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 topic to highlight the variation in poverty / life expectancy / health and education within urban areas that create challenges and opportunities.	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 consequences on uneven development around the world.	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 application of how these processes impact our landscape.	
<b>Key vocabulary</b>	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	
<b>Development of cultural capital</b>	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	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	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	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	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	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	



### Geography Curriculum Overview Plan

		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	world adapt to challenging circumstances	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.	actions can support people around the	opportunities vary amongst each section.	different people include the wealthy and those in poverty
	<b>Development of reading</b>	Peru tourism guide... <a href="https://www.theonlyperuguide.com/peru-guide/amazon-jungle-peru/manu-national-park/">https://www.theonlyperuguide.com/peru-guide/amazon-jungle-peru/manu-national-park/</a>  Book: The biology of coral reefs, Charles Sheppard, 2009	The guardian have designated a section of their news to developing countries such as Ethiopia.. <a href="https://www.theguardian.com/world/ethiopia">https://www.theguardian.com/world/ethiopia</a>  Book: Prisoners of Geography, Tim Marshall, 2015	Megacities: Our Global Urban Future, Frauke Kraas  BBC news article relating to Mumbai's traffic congestion issues...  <a href="https://www.bbc.co.uk/news/business-21804350">https://www.bbc.co.uk/news/business-21804350</a>	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  <a href="https://www.bbc.com/news/uk-england-59089816">https://www.bbc.com/news/uk-england-59089816</a>  Government incentives to minimise the risk of flooding...  <a href="https://www.gov.uk/government/publications/river-basin-planning-programmes-of-measures-case-studies/river-basin-planning-programmes-of-measures-case-studies">https://www.gov.uk/government/publications/river-basin-planning-programmes-of-measures-case-studies/river-basin-planning-programmes-of-measures-case-studies</a>
	<b>Concepts –what will students be able to do at the end of the topic</b>	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	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.



### Geography Curriculum Overview Plan

Year Group	Topic	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11	<b>Topic</b>	UK Physical Landscapes - Coasts	Environmental threats to our world	UK Environmental challenges - Weather	UK Environmental Challenges - Energy	Revision	
	<b>Core knowledge from this topic</b>	<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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</p>		



### Geography Curriculum Overview Plan

		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					
<b>Links to the national curriculum (if applicable)</b>	N/A		NA	NA	NA	NA	NA
<b>Previous content that this topic builds upon</b>	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			
<b>Key vocabulary</b>	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, thermometer, 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			
<b>Development of cultural capital</b>	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.			
<b>Development of reading</b>	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.			



### Geography Curriculum Overview Plan



	Concepts –what will students be able to do at the end of the topic						
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