

CURRICULUM PLAN

Department: Geography

Vision Statement:

Geography teaches us to love and look after the natural world around us as well as identify what part we must play in the processes that shape and drive different communities and countries. Thinking like a Geographer allows you to make sense of the world and face the challenges that shape our societies and environments at different scales.

Strapline:

Participate, Persevere, Protect.

Curriculum Story:

We start our journey looking at where places are located. We then travel the world, landing in contrasting places to study physical processes and how we can protect our environment. We explore communities and unfair justices that shape economies, acknowledging our role and responsibility in closing the global development gap.

Skills developed:

In Geography, students learn to analyse the advantages and disadvantages of processes taking place, evaluate strategies to sustain our planet and justify what actions they will take to become well rounded, global citizens who can make sense of the world around them and face up to the challenges it faces.

Year 7: ALL AROUND THE WORLD						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
<u>Autumn : Fantastic Places</u>						
Fantastic Places	Students need to know where places are, how to describe the location of places and either find or give information about a place using common features of OS maps.	Builds on KS2 curriculum: location knowledge, human & physical landscapes, map skills and introduce new knowledge from KS3 to build on for other future units taught at KS3.	All topics	Location knowledge Map skills Identifying, stating and recounting information Describing places and locations	Who made which maps? Who discovered what? Famous places around the world.	Precision
<u>Spring: Life along latitudes</u>						
Life along latitudes	Introduce students to a vast range of contrasting environments, encourage students to appreciate that the world is not all the same, that different ecosystems exist and within those, different plants and animals are adapted to survive in contrasting conditions. Global issues, such as climate change, threaten the future of these ecosystems.	Locating places using descriptions and OS map skills	All topics	An understanding and appreciation of how society must adapt to challenges and threats in the context of changing climate – Coasts, Rivers, Sustainable cities, Ecosystems, Resource Management	Evolution of animals and plants; the history of uncontactable tribes; the difference between weather and climate; climate change and global warming	Alternative perspectives
<u>Summer: Changing Climates</u>						
Changing Climates: What is extreme weather?	Global warming and climate change is an increasing threat facing the planet and future generations. This unit links to the previous topic and how changing climates are effecting different ecosystems, and this unit combines how we are responsible and the effects this has locally, nationally and internationally across the world. We introduce students to contrasting weather patterns, including flooding, drought and tropical storms. If we are teaching students the fault of the	Builds on KS2 curriculum: location knowledge, human & physical landscapes, map skills and introduce new knowledge from KS3 to build on for other future units taught at KS3.	All topics	Location and place knowledge Describing and explaining Using evidence to support your point – PEEL Mathematical and analytical skills – TEA	Current affairs, global issues; how individual actions can have a global impact; being well rounded citizens	Concerned for society

	actions and how they are contributing to this issue, we must teach them how to mitigate and adapt their actions too to become more responsible, global citizens					
Summer: Fieldwork						

Year 8: HOW PROCESSES IMPACT PEOPLE						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
Autumn: Where do people live?						
Where do people live?	To give students the opportunities to research into population growth, population distribution, the effects of overpopulation and controversial impacts of migration.	Location knowledge Map skills Human and physical geography of places	Is the world rich? How many is too many? How can we create cities for the future?	Location knowledge Data skills (TEA) Map skills – Choropleth Describing and explaining (PEEL) Using evidence and case studies (PEEL)	Why has the world population grown? Population patterns in rural and urban areas, and the effects of changes. The effects from overpopulation.	Alternative Perspectives
Spring: How do we protect places?						
How do we protect places?	To give students an opportunity to explore the physical landscapes of the world, to understand why	Changing climates	Conflicting countries: Dangerous	Location knowledge Describing, explaining and evaluating (PEEL)	Carding Mill Valley	Strategy planning

	these are changing and how we can best manage that sustainably.		places to live How can we create cities for the future?	Using evidence and case studies (PEEL)		
Summer: Is the world rich?						
Is the world rich?	To give students an opportunity to explore the physical landscapes of the world, to understand why these are changing and how we can best manage that sustainably.	Where do people live?	Conflicting countries: Dangerous places to live How can we create cities for the future?	Location knowledge Describing, explaining and evaluating (PEEL) Using evidence and case studies (PEEL)		Alternative perspectives

Year 9: COPING WITH CONTROVERSY						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 How viscous are volcanoes?						
How viscous are volcanoes?	Students need to know the hazards the world creates, and how they affect people. Students will also be shown how	Fantastic places Changing climates	Conflicting countries: Dangerous places to live	Location knowledge Describing, explaining and evaluating (PEEL)	Different natural hazards around the world, and where they can affect.	Enquiry

	the effects of the natural hazard can be minimised.			Using evidence and case studies (PEEL).	How charities can support affected areas. Different responses between HIC'S and LIC'S.	
Autumn 2 How many is too many?						
How many is too many?	To give students the opportunities to research into population growth, population distribution, the effects of overpopulation and understand the impact of resources.	Where do people live?	Can we create cities for the future?	Location knowledge Describing, explaining and evaluating (PEEL) Using evidence and case studies (PEEL)	Why has the world population grown? How and why population in rural and urban areas, and the effects of this. The effects from overpopulation.	Connection finding
Spring 1: Conflicting countries: Dangerous places to live						
Conflicting countries: Dangerous places to live	To provide students with contextual knowledge of why countries across the world experience conflict, whether it be social, economic, environmental, or political. This is an opportunity to give students global general knowledge surrounding historical and current affairs.	How many is too many? How viscous are volcanoes? Is the world rich? How can we protect places?	Can we create cities for the future?	Location knowledge Describing, explaining and evaluating (PEEL) Using evidence and case studies (PEEL)		Intellectual confidence
Spring 2: Can we create cities for the future?						
Can we create cities for the future?	In the context of global warning and climate change, students are now socially aware and emotionally mature to be able to make decisions. We provide options and approaches to buildings, transport, food and water supply to enable students to become global, well rounded citizens who make responsible	How many is too many? Changing climates	GCSE Resource Management	Location knowledge Describing, explaining and evaluating (PEEL) Using evidence and case studies (PEEL)		Concerns for society

	choices and decisions to protect the planet.					
Summer: DME						

Year 10: GCSE Geography: Protecting the people and their planet [How the physical and human world intertwine]						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 [What landforms are created by the coast and how? How can coastal issues be sustainably?]						
Coastal landscapes	200 million people live along the world's coastlines. Students therefore need to know the landscapes formed there, how they are formed and how coastal landscapes can be managed to make them safe for the economy, environment and people.	Map skills (year 7) Coasts (year 8) Sustainability-social, economic and environmental.	Rivers (Year 10) Natural hazards (year 10) Water and carbon (year 13)	Map skills Location knowledge Place knowledge Evaluation skills Writing skills Genre: Describe, explain, evaluate	Different coastlines around the world Different erosion rates around the world Geology	Precious planet Social Justice Ethical enterprise Civic responsibility
Autumn 2 [The opportunities and challenges of urban growth in HICs and LICs]						
Urban Issues	To teach students about social, economic and environmental challenges and opportunities created from population growth so we understand how to sustain places effectively while they grow in size.	India, Ecotourism (Yr 8) Population, Sustainable Living (Yr 9)	Economic Development (Yr 11) Resource Management (Yr 11)	Location knowledge Place knowledge Data analysis Evaluative skills Justification skills	How Birmingham has changed since the Industrial Revolution. The Olympics in Rio.	Social justice Civic responsibility Healthy living Ethical enterprise
Spring 1 [What are the challenges caused by natural hazards, and how can the impacts be minimised?]						
Natural hazards and climate change	Two major natural hazards are covered, which are earthquakes and tropical storms. The causes, effects and responses to the natural hazards are covered. Students also have the opportunity to look at the	Map skills (Year 7) Weather (year 7) Coasts (Year 8, 10) Natural Hazards (Year 9)	Natural hazards (year 12)	Using different graphs to present information. Drawing and annotating diagrams and sketches.	Weather hazards in the UK. Climate change causes and solutions. How charities can support people.	Precious planet Technological processes Ethical enterprise

	weather hazards experienced in the UK. The human and physical causes of climate change are discovered, as well as looking at how climate change can be mitigated.			Describing and interpreting information from maps and graphs. Finding evidence from photographs. Using OS maps.		
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Spring 2 [What causes under development, and how can we close the gap between rich and poor nations]

Economic Development	To teach students about the economic processes that shape the world and what part they can play in it.	India, Nike, Eco Tourism (Yr 8) Population, China (Yr 9)	Resource Management (Yr 11)	Location knowledge Place knowledge Data analysis Evaluative skills Justification skills Persuasive skills	The morality of uneven development The concept of the development gap The history of our economy – Industry, services, tertiary, quaternary. Different sectors and jobs, what they are and how much they pay. Famous people in these sectors. Global brands.	Social justice Cultural diversity Civic responsibility Technological development Ethical enterprise
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Summer 1&2 [How are places affected by people and how can we protect them?]

The living world	Students will look at the location of different ecosystems around the world. Students will investigate how different plants and animals are adapted to survive in small scale ecosystems, rainforests and deserts. Students will investigate a wide range of stakeholders (business, local people, energy companies, governments) and how they are effecting the world's	Location of places Map skills (year 7) Weather (year 7) Ecosystems (Year 7) Sustainable living (Year 9) Sustainability- social, economic and environmental.	Resource Management (Yr 11) Urban issues (year 11) Economic development (year 11) Water and carbon (year 12/13)	Location knowledge Place knowledge Mathematical skills Quantitative skills Describing patterns from maps and data. Climate graphs Data analysis Genre – Describe & explain, justify and evaluate.	Evolution of animals and plants Climate issues. Sustainability issues- Social, economic and environmental. Sustainable methods.	Precious planet Cultural diversity Technological processes Ethical enterprise Civic responsibility
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	ecosystems. Students will look at how ecosystems can be sustainably managed in detail.					
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Year 11: GCSE Geography: Protecting the people and their planet [How the physical and human world intertwine]						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 [Finding your field]						
Fieldwork	Practice skills and apply knowledge that students have gained in the classroom to a real life situation. Provide students with an understanding of how to investigate an issue by creating a hypothesis, how to collect field work, analyse it and form conclusions.	Coasts [Yr 8] Fieldwork [Yr 9] Coasts [Yr 10]	NEA [Yr 13]	Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills	Coasts knowledge Real geography – a trip Key skills	Cultural diversity Technological development Precious planet
Autumn 2 [What landforms are created by rivers and how? How can issues caused by rivers be managed sustainably?]						
Rivers	Historically, people have chosen to live close to rivers as water sources and still do today. Students therefore need to know the landscapes formed there, how the landforms are formed and how coastal landscapes can be managed to make them safe for the economy, environment and people.	Map skills (year 7) Weather (Year 7) Ecosystems (year 7) Rivers (Year 8) Sustainability- social, economic and environmental.	Water and carbon (year 13) Ecosystems (Year 10)	Map skills Drawing and labelling maps and diagrams. Finding evidence from photographs. Evaluation skills Writing skills Genre: Describe, explain, evaluate	Location of mountains Water cycle Sustainable use of rivers.	Precious planet Technological processes Ethical enterprise Civic responsibility
Spring 1 [Differences in demand, supply and consumption of food, water and energy across the world]						
Resource management	To teach students about demand, supply and consumption of resources to appreciate why certain countries have deficits and what we can do to help in order to protect society, the economy and the environment	Population, Sustainable Living (Yr 9)	Water & Carbon (Yr 13)	Location knowledge Place knowledge Data analysis Evaluative skills Justification skills Persuasive skills Moral compass	Which countries are HICs and LICs, where they are located Global climate patterns	Social justice Technological progress Precious planet Healthy living
Spring 2 [Issue Evaluation]						

A decision making activity	The Issue is released by the exam board, based on any topic from the spec. Gives students the opportunity to consider an issue and make a decision in order to overcome it in the best way possible, justifying their choice.	This will depend what topic the exam board base this activity on	All topics at A Level involve analysis, evaluation and justification	Analytical skills Evaluative skills Justification skills	Skills needed in order to make a decision	This will depend what topic the exam board base this activity on
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Summer 1 & Summer 2 [Revision / Exams]

Year 12 DWE: The natural world [How we manage physical processes to protect people and the planet]						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 and Autumn 2 [Our ever changing coastlines and how we manage these changes effectively]						
Coasts	Students compare and contrast case studies to understand the advantages and disadvantages of natural processes on society, the economy and the environment and what decisions should be made to adapt to the situation.	Coasts (Yr 8, Yr 10) Decision making Sustainability	Natural hazards, water and carbon (Yr 12, 13) – Decision making	Location knowledge Place knowledge Map skills Data analysis Decision making Evaluative skills Justification skills	The climate story and global warming Changing coastal landscapes and the development / destruction of coastlines The function / importance of coastlines The history and development of coastal management strategies	Social justice Civic responsibility Technological progress Precious planet
Spring 1 and Spring 2 [Living in a disaster zone: How can we manage it?]						
Natural hazards	Students compare and contrast case studies to understand what natural processes affect which parts of the world – where, why, how, scale. Decisions are then evaluated over how hazards are dealt with by different people.	Natural hazards (Yr 9, Yr 10)	Water and carbon (Yr 13) – Decision making	Location knowledge Place knowledge Map skills Data analysis Decision making Evaluative skills Justification skills	Examples – Name, size, strength, location etc. The meaning of perception.	Social justice Civic responsibility Technological progress Precious planet
Summer 1 and Summer 2 [Non Examined Assessment – Fieldwork]						
NEA	Students carry out their own research. This tests all the skills students have gained throughout the coursework, while preparing them for university.	All – Students may decide what their research focuses on	University – Dissertation	Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills	Real geography – a trip Key skills	This may depend on the topic they choose to cover

Year 13 DWE: The way the world works [A deeper look how processes control our climate]						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 [None Examined Assessment]						
As above						
Autumn 2 and Spring 1 [The importance of water and carbon for our climate]						
Water and Carbon	Students understand the interdependence of water and carbon, where it is stored, how it is transferred and the impact this has on our rivers and rainforests.	Resource management (Yr 11)	N/A	Location knowledge Place knowledge Map skills Data analysis Decision making Evaluative skills Justification skills		Civic responsibility Technological progress Precious planet Ethical enterprise
Spring 2, Summer 1, Summer 2 [Revision]						

Year 12 LFR: Advanced Human Geography [How and why do places change?]						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 and 2 [How and why do places change? How have these changes impacts my local area]						
Changing places.	Many themes from the changing places unit are applicable to practically every place. Lessons from this unit will give students new perspectives on the place that they live in. Students will look at perspectives on places through many different viewpoints, such as media, insiders, outsiders, near, far and excluded people.	Use of case studies. Fieldwork (Year 9) Urban issues and challenges (year 11) Fieldwork (Year 11)	Year 12 NEA Year 12 Contemporary urban environments Changing places is one of the first 'abstract' unit taught in geography that is seen in many units at university.	Use of case studies. Use of a wide range of data sources. Analysing data from Maps and data sources. Using quantitative data, including geospatial data, Analysing the impacts of media. Using qualitative approaches to investigate geographical phenomena.	Use of big data sources, like the census data. What is my local areas geography like? Collecting data through questionnaires, interviews and focus groups.	Precious planet Cultural Diversity.
Spring 1 and 2 [Human and physical geography in urban environments around the world]						
Contemporary Urban Environments	To teach students about social, economic and environmental challenges and opportunities created from urban environments so we understand how to sustain places effectively while they grow in size. Students will also look into the many characteristics of modern day cities, including megacities and world cities. Students will not only look at the human processes of urban environments, but also physical geography within them, like urban climate and urban	Year 8 Year 9 (Fieldwork) Year 9 (Microclimates) Year 11 (Urban issues and challenges) Year 11 (Fieldwork)	In university, urban environments will be widely covered in many different units.	Quantitative and qualitative skills. Using atlases and other map sources. Interpreting digital imagery and remotely sensed images. Presenting data and interpreting graphs. Analysing quantitative and geospatial data, including the application of statistical skills.	Size and growth of cities in HICs and LIC'S. Research. Cities and environmental issues.	Civic responsibility Technological progress Precious planet Ethical enterprise Cultural Diversity

	drainage is very present in cities.					
Summer 1 and 2 [None Examined Assessment - Fieldwork]						
None Examined Assessment	Students carry out their own research. This tests all the skills students have gained throughout the coursework, while preparing them for university.	All – Students may decide what their research focuses on	University Dissertation	– Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills	Real geography – a trip Key skills	This may depend on the topic they choose to cover

Year 13 LFR: Advanced human geography [How and why do places change?]						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 [None Examined Assessment - Fieldwork]						
None Examined Assessment	As above					
Autumn 2 and spring 1 [How do global systems and governance affect the people, economy and the environment?]						
Global systems and global governance	Global systems and governance is an introduction into geography and world politics. It might seem like a 'far away' topic, but it affects everyone, everywhere. It looks at many vital issues, such as the impacts of transnational companies, non-governmental organisations and charities. Global governance looks at who is responsible for 'global	Ecosystems (Year 7, 10) Nike (year 8) Economic development (year 11) Resource management (year 11)	Many universities will look at the impacts of global systems and governance, as globalisation is 'everywhere'	Using different types of data to develop critical perspectives. On data categories and approaches. Use and analysis of text and creative material. Using atlases and other map sources. Presenting quantitative data	Threats to global economies. How world trade works. Climate change. Threats to Antarctica. Criticism of globalisation.	Civic responsibility Technological progress Precious planet Ethical enterprise

	governance' and the issues and inequalities within it. Global governance is particularly focused on Antarctica as a 'global common' and the threats that must be reduced through global bodies.			and interpreting graphs. Presenting quantitative data and interpreting graphs.		
Spring 1, Summer 1 & Summer 2 [Revision]						