

CURRICULUM PLAN

Department: Geography

Vision Statement:

Geography is the study of earth as a home to humankind. It 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: [No more than 6 words. Make it catchy, memorable – alliteration always helps!]

Participate, Persevere, Protect.

Curriculum Story: [No more than 50 words on the story of the curriculum sequence]

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: [No more than 50 words on what students get from your curriculum]

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: Your Geography passport [All around the World]						
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 [Which country and where?]						
Stamping your passport	Students need to know where places are and how to describe the location of places – Identify continents, know where countries are, know their capital city, and identify famous landmarks and flags.	Builds on KS2 curriculum: location knowledge, human & physical landscapes and map skills	All topics	Location knowledge Map skills – Atlases Compass directions Genre - Recount	What a map is The making of maps: Who and how What an atlas is What a compass is and how to use it The making of a compass: Who and how What a key is	Precious planet
Autumn 2 [Map skills]						
Where are you without google maps?	Students need to know how to navigate their way around using map skills, identifying key common features of maps including symbols, contours and scale in order to interpret their surroundings.	Map skills Location knowledge	All topics	Location knowledge Mathematical skills Quantitative skills Map skills – OS maps Genre – Instruct	What an OS map is	Artistic creativity Technological processes
Spring 1 & 2 [Exploring ecosystems – How plants, animals and people adapt]						
Life along the latitudes	Allow 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.	Location of places Map skills	An understanding and appreciation of how society must adapt – India, Coasts, Rivers (Yr 8) Sustainable cities (Yr 9), Ecosystems (Yr 10) Resource Management (Yr 11)	Location knowledge Place knowledge Mathematical skills Quantitative skills Climate graphs Data analysis Genre – Describe & explain	Evolution of animals and plants The history / story of uncontactable tribes What the difference between weather and climate is The climate story	Precious planet Cultural diversity

Summer 1 [Why is there so much plastic pollution, why is it a problem and what can we do about it?]						
Plastics – People vs the planet	A current global problem that we are responsible for and we must act to change to prevent the pollution of our oceans which are crucial for regulating our temperature.	Map skills Global warming / climate change Problems that people face, decision making	India (Yr 8) Ecotourism (Yr 8) Sustainable living (Yr 9)	Decision making skills Genre – Describe & explain	What plastic is Why plastic was made The climate story	Precious planet Technological processes Ethical enterprise
Summer 2 [What are Geographical Issues?]						
Investigating Geographical Issues	An exciting unit that will help to enhance students general knowledge on past and present issues that underpin every day life; crime and piracy, dark tourism, fair trade, fashion, sport, fantastic places.	Map Skills Location knowledge Problems that people face SMSC	All topics and - TNCs (Yr 8) Sustainable living (Yr 9) Economic Development (Yr 10)	Data analysis Decision making skills Genre – Describe & explain	Are pirates real? Where do clothes come from? Where does chocolate from?	Precious planet Technological processes Ethical enterprise Cultural diversity

Year 8: People and principles [How processes around the world affect people]						
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 [Quality of life in LICs and life in the slums]						
Inside India – The story of slums	Cities around the world are experiencing mass population growth – We need to know why, what the benefits and consequences are of it and what the solutions to the problems are to ensure even development.	Problems that people face, decision making	Sustainable cities (Yr 9) Urban Issues (Yr 10)	Locational knowledge Place knowledge Map skills – Chloropleth maps Decision making Persuasive writing Genre – Describe, explain, evaluate	Population and how it differs in every country, how population is calculated HIC / LIC, urban / rural concepts and contrasts India's economy: A timeline included independence and becoming an NEE	Social justice Cultural diversity Healthy living Ethical enterprise
Autumn 2 [Processes that shape our coastline and how we can protect people that live there]						
Conquering our coastlines	To give students an opportunity to explore the physical landscapes of the world, to apply theory to contrasting case studies and to inform them of processes that take place in the world which affect society, the economy and the environment	Extreme weather (Yr 7) Problems that people face, decision making, sustainability	Rivers (Yr 8) Coasts, Rivers (Yr 10) Natural Hazards (Yr 10) Coasts (Yr 12)	Map skills Location knowledge Place knowledge Evaluation skills Persuasive writing Genre: Describe, explain, evaluate	Different coastlines around the world Different erosion rates around the world Geology	Social justice Civic responsibility Precious planet Ethical enterprise
Spring 1 [Exploitation of LICs by HICs for economic advantage]						
Who made your Nike trainers? TNCs in LICs	To give students an understanding of economic processes around the world, how HICs often exploit LICs and trade secrets.	Problems that people face, decision making	Economic Development – TNCs, Year 10	Location knowledge Justification skills Persuasive skills Moral compass Genre: Justify	The story of Nike Business and economics: What is profit, how is it made The morality of world trade, what is exploitation	Social justice Civic responsibility Ethical enterprise

Spring 2 [Processes that shape our rivers and how we can protect people that live there]						
Rising rivers	To give students an opportunity to explore the physical landscapes of the world, to apply theory to contrasting case studies and to inform them of processes that take place in the world which affect society, the economy and the environment	Extreme weather (Yr 7) Coasts (Yr 8) Problems that people face, decision making, sustainability	Coasts, Rivers (Yr 10) Natural Hazards (Yr 10)	Map skills Location knowledge Place knowledge Evaluation skills Persuasive writing Genre: Describe, explain, evaluate	Different rivers around the world; name, size, function etc Location of mountains Water cycle	Social justice Civic responsibility Precious planet Ethical enterprise
Summer 1 [The geography of war and conflict]						
The Middle East	To give students an opportunity to explore this region, the countries within it and significant place contrasts – Afghanistan versus Dubai. To understand contemporary geopolitical issues and the impacts of this.	Extreme weather (Yr 7)	Population, China (Yr 9) Economic development (Yr 11)	Map skills Location knowledge Place knowledge Genre: Describe, explain, evaluate	The history / story of Afghanistan War and conflict Geopolitics	Social justice Precious planet
Summer 2 [Sustainable tourism that looks after local people, their economy and environment]						
Putting the Eco in Tourism	To introduce students to the concept of sustainability, looking after people without expense and long term damage to the environment.	Location knowledge Sustainability	Plastics (Yr 7) Sustainable cities (Yr 9) Sustainability is also a general theme running through several GCSE topics, eg. Management of coasts / rivers.	Location knowledge Evaluative skills Justification skills Persuasive skills Genre: Justify	The concept of sustainability – social, economic, environmental Travel companies and how they make money	Social justice Precious planet Ethical enterprise

Year 9: People and the planet [How processes around the world affect 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 [Causes, effects and responses to tectonic hazards in rich and poor countries]						
Natural hazards	Students need to know the hazards the world creates, and how they affect people. Students will also be shown how the effects of the natural hazard can be minimised.	Stamping your passport (year 7) Coasts (year 8) Location knowledge. Problems that people face. Sustainability.	Weather hazards (year 9) The challenge of natural hazards (year 10)	Map skills Location knowledge Use of diagrams. Many links to the skills required at GCSE, including justifying the effects and responses of people. Use of case studies. Genre- Describe, explain and evaluate.	Different natural hazards around the world, and where they can effect. How charities can support affected areas. Different responses between HIC'S and LIC'S.	Precious planet Civic responsibility. Ethical enterprise
Autumn 2 [What is the happening to world population?]						
Population	To give students the opportunities to research into population growth, population distribution, the effects of overpopulation and controversial impacts of migration.	Inside India (year 8) Location knowledge Problems that people face.	China (Year 9) Urban issues and challenges (Year 11) Economic development (year 11)	Writing skills Map skills Location knowledge Data skills Evaluation skills Genre- Describe, explain and evaluate	Why has the world population grown? How and why population in rural and urban areas, and the effects of this. The effects from overpopulation.	Precious planet Social justice
Spring 1 [Causes, effects on the social, economic and environment and the responses to weather hazards]						
Weather hazards	To give students the opportunity to see how hazards can affect people around the world, the environment and the economy. Students will also look at how	Weather- where and why (Year 7) Coasts (year 8)	The challenge of natural hazards (year 10)	Writing skills Map skills Location knowledge Use of case studies Evaluation skills	Different weather hazards. How climate change is affecting weather hazards.	Precious planet Social justice Ethical enterprise Civic responsibility

	the effects of weather hazards can be minimised.			Genre- Describe, explain and Justify	What support can be offered to people suffering due to weather hazards?	
Spring 2 [The power and progress of NEE'S]						
The Middle Kingdom-China	China has one of the world's fastest growing economies and population in the world. China dominates world trade. Students will look the controversial effects of population control policies.	Problems that people make. Decision making. Nike (year 8) Population (year 9)	Resource management (year 11) Global governance (Year 13)	Writing skills Map skills Location knowledge Persuasive skills Use of case studies. Evaluation skills Genre- Describe, explain and evaluate	Chinas economy. Ethics behind Chinas growing wealth. How population control policies effect people. The concept of sustainability – social, economic, environmental.	Precious planet Social justice Ethical enterprise
Summer 1 [How people can live sustainability in their own homes, as well as how towns cities can be made sustainable]						
Sustainable living to protect the precious planet	To introduce the ideas of sustainability in peoples own homes and in towns and cities. Students will investigate sustainable energy creation, sustainable transport, sustainable housing structures and managing water supplies. Students will investigate case studies of sustainable living (BEDZED) and sustainable towns (Freiburg).	Ecosystems (year 7) Plastics (year 7) Ecotourism (year 8)	Urban issues and challenges (Year 11) Resource management (year 11) Contemporary urban environments (Year 12)	Writing skills Map skills Location knowledge Use of case studies. Justification skills. Evaluation skills Genre- Describe, explain, evaluate and justify.	How decisions can be made to protect the planet. The concept of sustainability – social, economic, environmental.	Artistic creativity Precious planet Social justice Ethical enterprise Healthy living
Summer 2 [How is fieldwork carried out in geography?]						
Fieldwork Investigating microclimates around the school.	To introduce the cycle of completing geographical fieldwork. Students will look at how data is collected, collect data, analyse data, arrive at conclusions and evaluate the effectiveness of	Ecosystems (year 7) Weather (year 7) Rivers (water cycle) (year 8)	Year 11 Fieldwork Paper 3. Year 12 (Urban Year 13 NEA	Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills Writing skills Persuasive skills Evaluation skills	How to write up reports. How to analyse data. How to arrive at conclusions from data that has been collected.	Precious planet

	fieldwork collected on the school grounds.					
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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 landforms are created by rivers and how? How can issues caused by rivers be managed sustainably?]						
River landscapes	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 2 & Summer 1 [Why HICs are rich, why LICs are poor and how we can close the development gap]						
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
Summer 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 ecosystems. Students will look at how ecosystems can be sustainably managed in detail.	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

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 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 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.	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. Describing and interpreting information from maps and graphs. Finding evidence from photographs. Using OS maps.	Weather hazards in the UK. Climate change causes and solutions. How charities can support people.	Precious planet Technological processes Ethical enterprise
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?]						
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 [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 governance' and the issues and inequalities within it.	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 test and creative material. Using atlases and other map sources. Presenting quantitative data and interpreting graphs.	Threats to global economies. How world trade works. Climate change. Threats to Antarctica. Criticism of globalisation.	Civic responsibility Technological progress Precious planet Ethical enterprise

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