



Holy Cross

CATHOLIC HIGH SCHOOL

Geography Department



| Enrichment and Personal Development | | Links to Careers in Geography | |
|-------------------------------------|--|-------------------------------|--|
| Year 7 | <ul style="list-style-type: none"> Pupils will take part in local fieldwork investigations (school microclimate study and a visit to the river Yarrow). Pupils will become experts in their local area and more broadly explore themes such as risk, inequality and poverty. Pupils will explore how life is different in different parts of the world | Year 7 | <ul style="list-style-type: none"> Pupils will explore employment changes throughout history and how regeneration is creating new and exciting employment opportunities. Pupils will start to build up foundational skills that are transferrable to many careers. |
| Year 8 | <ul style="list-style-type: none"> Pupils will explore key global problems e.g. climate change and global development to understand how the world is changing and what they can do to improve the future. Other key themes investigated include danger, injustice, poverty and sustainability. Pupils will debate issues e.g. the best way to solve climate change. | Year 8 | <ul style="list-style-type: none"> Through exploring topical issues like climate change pupils will introduced to emerging employment opportunities. Pupils will be introduced in to employment opportunities in the field, e.g. when studying development they will look at non-governmental organisations and the role that they play. |
| Year 9 | <ul style="list-style-type: none"> Pupil will begin the year with a focus on geopolitical issues which will help them make sense of the world today. Pupils will then learn about natural hazards and ice environments. Pupils will explore human rights issues e.g. China's one child policy. Key themes such as power, risk, wealth and development explored. | Year 9 | <ul style="list-style-type: none"> Careers e.g. those in hazard and ecosystem highlighted through the curriculum content. Pupils will leave KS3 geography equipped with a range of transferable skills e.g. the ability to collect, present and analyse data. |
| Year 10 | <ul style="list-style-type: none"> Pupils will complete a fieldwork study of the River Wyre. Pupils will explore key themes e.g. risk, agency, poverty and inequality through a series of topics. Pupils will debate and evaluate how to solve and respond to global issues e.g. poverty/ natural hazards | Year 10 | <ul style="list-style-type: none"> Careers in research and outdoor education highlighted in fieldtrip to river Wyre. Explore a range of career options e.g. seismologists/climate researcher/ city planner. |
| Year 11 | <ul style="list-style-type: none"> Pupils will complete a fieldwork study at Salford Quays. Pupils will study pre-release material on a topical issue. Pupils will explore key themes e.g. development. | Year 11 | <ul style="list-style-type: none"> Explore key sectors of industry and future jobs linked to projects e.g. HS2. Careers in media highlighted in Salford Quays visit. Pupils will leave with a vast array of transferable skills |



**Key areas of focus
in this unit of
work**



**Subject specific
knowledge**



**Assessment
(including both
formative and
summative)**

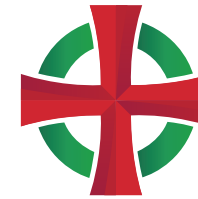


**Progression of
learning**

KS2 Transferable Skills

Basic locational knowledge
Understanding of some human and physical topics
Some fieldwork experience

Geography Department Year 7 Curriculum Journey

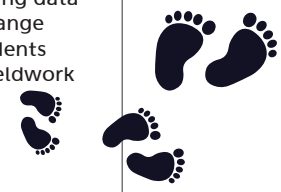


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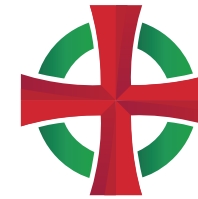


| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|--|--|
| Theme 1: Window to the world | | Theme 2: Urban jungles | | Theme 3: Our wild weather | |
| Foundational geographical knowledge e.g. continents/ countries. Pupils will also explore local geography e.g. physical and human features. | Rivers- focus on key characteristics and features. Pupils will apply this knowledge to our local river (Yarrow). | Urban areas- explore key locations and characteristics, with a greater emphasis on Manchester later in the topic. | Urban areas- Mumbai focus. Pupils will build on urban theory and explore characteristics in Mumbai and key challenges. | Weather and climate: local climate characteristics/ measuring weather/ explaining the weather | Local climate investigation- build on foundational knowledge learnt in Summer 1 and apply to the school microclimate. |
| <ul style="list-style-type: none"> Continents and countries Lines of latitude Human and physical geography Grid references | <ul style="list-style-type: none"> How a river changes from source to mouth Key processes (erosion and deposition) Features e.g. meanders | <ul style="list-style-type: none"> Difference between rural and urban areas Push/pull factors Reasons for the growth of Manchester Challenges in Manchester | <ul style="list-style-type: none"> Location and physical geography of India Location and characteristics of Mumbai Challenges facing Mumbai | <ul style="list-style-type: none"> Difference between weather and climate Characteristics of UK climate Equipment used to measure the weather Reasons for weather e.g. why it rains. | <ul style="list-style-type: none"> What a 'microclimate' is Knowledge of the fieldwork process and how to collect, present and discuss various data |
| Formative: 10 marks of skills questions. | Formative: Describe question. | Formative: Explain question. | Formative: Discuss question. | Formative: Explain using a figure question. | Formative: class presentations |
| Summative: A series of knowledge and skills questions related to the current unit. | Summative: A series of knowledge and skills questions related to the current unit. | Summative: A series of knowledge and skills questions related to the current unit. | Summative: A series of knowledge and skills questions related to the current unit. | Summative: A series of knowledge and skills questions related to the current unit. | |
| This topic aims to cement and build on knowledge and skills from KS2. These skills will be revisited in each and every topic e.g. in rivers pupils will study OS maps of the river Yarrow and in the urban topic pupils will look at different maps of India. | In the river's topic students will apply the skills and knowledge learnt in Autumn one to their local river, the Yarrow. Knowledge of key geographical processes will be revisited in year 8 (coasts) and year 9 (glaciers). Rivers is also studied again at GCSE level. | Throughout this term pupils will learn substantive knowledge essential for the study of urban areas e.g. definitions/ processes. This will be applied to Manchester and later Mumbai in Spring 2. This knowledge will also be built upon in the study of global development (yr8) and superpowers (yr. 9). Manchester is also explored further at GCSE level. | This unit provides a foundational knowledge of India that students will build upon in the global development topic (year 8) and the superpowers topic (year 9). Key concepts and knowledge of developing world cities are also built upon at GCSE through the study of Lagos and Rio. | This topic builds upon knowledge learnt in Autumn 1 (e.g. latitude). This unit also prepares students for future studies e.g. the microclimate study (yr 7) and an in-depth study of climate change in year 8. Climate issues are also revisited in the year 9 'Ice Environments' theme and at GCSE. | Pupils will apply their knowledge of weather and climate to the school environment. The fieldwork process will be introduced too. Fieldwork skills are revisited throughout KS3 e.g. when analysing data in the climate change topic. At KS4 students also conduct 2 fieldwork enquires. |

Year
8



Geography Department Year 8 Curriculum Journey



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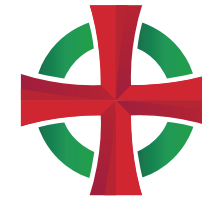
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|---|
| Theme 1: climate change | | Theme 2: global development | | Theme 3: coastal environments | |
| Climate change theory and key ideas-in this unit pupils explore what climate change is, the evidence, effects, and what can be done to address it. | Climate change in the Amazon pupils will explore how activities in the Amazon are contributing to climate change, but also how the area is affected. Solutions will also be discussed. | Global development- introduce key knowledge and concepts. | The Sahel. In this unit pupils build on their knowledge of global development by applying it to the Sahel. | Coasts: in this unit pupils will explore the physical geography of the coast. | Tourism at the coast- here build on foundational knowledge learnt in Summer 1 and apply it to Dubai. The second half of this topic is more focused on the importance of the coast. |
| <ul style="list-style-type: none"> Evidence for climate change Causes of climate change Climate change effects Climate change mitigation and adaptation | <ul style="list-style-type: none"> Distribution of tropical rainforests Causes and effects of deforestation Social, economic and environmental importance of the rainforests Impacts of climate change How rainforests can be part of the climate solution | <ul style="list-style-type: none"> How wealth is unevenly distributed Different ways of measuring development Various causes of the development gap The cycle of poverty Fairtrade Sustainable development | <ul style="list-style-type: none"> Location and characteristics of the Sahel Development stats for Mali Reasons for slow development in Mali Typical life in Mali Why desertification is a problem in Mali A sustainable development project to reduce desertification | <ul style="list-style-type: none"> Different types of waves How erosion effects the coast The process of longshore drift Formation of features including headlands and bays/ beaches Different hard and soft engineering methods that can be used to protect the coast. | <ul style="list-style-type: none"> Location of Middle East and specifically Dubai Overview of how Dubai has changed over time Physical and human attractions in Dubai Benefits of tourism in Dubai Coastal management in Dubai |
| Formative: Explain question Summative: A series of knowledge and skills questions related to the current unit. | Formative: Describe question. Summative: A series of knowledge and skills questions related to the current unit. | Formative: Describe and suggest question (using a figure). Summative: A series of knowledge and skills questions related to the current unit. | Formative: Describe and suggest question (using a figure). Summative: A series of knowledge and skills questions related to the current unit. | Formative: Explain question (using a figure). Summative: A series of knowledge and skills questions related to the current unit. | Formative: Class debate. |
| Pupils will use the knowledge acquired in this unit and apply it to the tropical rainforests in Autumn 2. Knowledge of climate change will also be built on when studying weather hazards in year 9 and at GCSE level. | Pupils will revisit the causes and effects of climate change in year 9 and at GCSE as previously highlighted. Ecosystem concepts will also be revisited in the year 9 'Ice Environments' topic and at GCSE when studying the 'Living World' unit. | This unit provides a basis for the study of the Sahel in spring 2. Global development themes are also revisited in the superpowers unit (yr 9) and at GCSE when pupils study the following units: global and UK development; urban issues and challenges and resource management. | In this unit pupils will build on their previous knowledge relating to global development and environmental issues. Issues explored here e.g. weather hazards will be revisited in year 9 (weather hazards). Desertification, poverty and climate are also themes explored at GCSE. | This unit builds on knowledge of physical processes explored in year 7 rivers. The knowledge gained in this unit will be deepened in summer 2. Physical processes and features are also revisited in the year 9 glaciers topic and at GCSE level. | Pupils will revisit themes explored in this topic in year 9. For example, development indicators and the importance of resources for development are revisited in the superpowers topic. Resources and tourism to reduce the development are also explored at GCSE. |

Year
9



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Year 9 Curriculum Journey



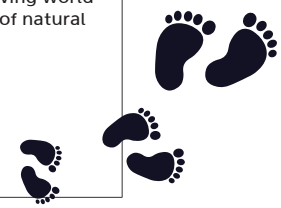
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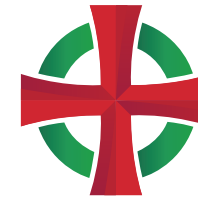


| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|---|
| Theme 1: superpowers | | Theme 2: dangers and disasters | | Theme 3: Ice environments | |
| <p>Superpowers throughout history- here pupils will explore the concept of a superpower and key characteristics.</p> | <p>China- in this unit students will apply their knowledge of superpowers to China, a rapidly emerging superpower.</p> | <p>Tectonic hazards- explore how tectonic hazards occur, the effects and how to reduce the risk.</p> | <p>Weather hazard- pupils will build on their knowledge of natural hazards and explore the formation and effects of tropical storms, as well as how to reduce the damage they cause.</p> | <p>Glacial processes and features: in this unit pupils will explore the physical characteristics of glacial landscapes.</p> | <p>Russia case study- in this unit pupils will explore Russia's ice landscapes and the opportunities/ challenges associated with exploiting this environment.</p> |
| <ul style="list-style-type: none"> What is a superpower? Hard/ soft power Physical and human characteristics Superpowers of the past, present and future (UK, USA and BRICs) Jobs in emerging superpower countries Patterns of urbanisation in emerging superpowers Role of TNCs in emerging superpowers | <ul style="list-style-type: none"> China's location and physical characteristics Population distribution in China How has China's GDP changed? Role of TNCs like Apple in China's success Social and environmental problems linked to China's growth How is China trying to extend its hard and soft power? | <ul style="list-style-type: none"> Defining a natural disaster Distribution of tectonic hazards Processes at plate boundaries Key features of a volcano Effects of the Eyjafjallajokull eruption 2010 Effects of Hunga-Tonga-Hunga eruption 2022 Responding to volcanic eruptions Why live in an area of risk Predicting volcanic eruptions | <ul style="list-style-type: none"> Different between weather and tectonic hazard Distribution of tropical storms Formation of a tropical storm Effects of hurricane Katrina Responses to hurricane Katrina Reducing the effects of tropical storms How tropical storms are changing with climate change | <ul style="list-style-type: none"> Different types of ice landscapes Location of ice landscapes Formation and movement of glaciers How glaciers erode the landscape Formation of U-shaped valley Formation of a pyramidal peak Formation of moraine Glacial features on OS maps | <ul style="list-style-type: none"> Ice environments in Russia Biotic and abiotic factors in the tundra Typical food web for Arctic Russia Reasons for oil drilling in Arctic Russia Economic benefits of oil drilling Local and global problems associated with oil drilling in Arctic Russia |
| <p>Formative: Explain question.</p> <p>Summative: A series of knowledge and skills questions related to the current unit.</p> | <p>Formative: Discuss question.</p> <p>Summative: A series of knowledge and skills questions related to the current unit.</p> | <p>Formative: To what extent question.</p> <p>Summative: A series of knowledge and skills questions related to the current unit.</p> | <p>Formative: Describe and explain using a figure.</p> <p>Summative: A series of knowledge and skills questions related to the current unit.</p> | <p>Formative: Explain question.</p> <p>Summative: A series of knowledge and skills questions related to the current unit.</p> | <p>Formative: debate.</p> |
| <p>This unit explores key themes in geography e.g. development, globalisation and resources that will be further explored in Autumn 2 and in the following GCSE units: Urban issues and challenges and global development.</p> | <p>The importance of China will be revisited in the ice environments topic when we look at countries competing for the right to drill oil in the Arctic and at GCSE (resource management). Knowledge of physical and human county characteristics and development indicators e.g. GDP will also be explored in global development at GCSE.</p> | <p>Throughout this term pupils will learn knowledge e.g. of different types of effects, which will be applied to and built upon in spring term 2. Tectonic hazards are also studied at GCSE level.</p> | <p>Knowledge of weather hazards will be revisited in the GCSE topic 'The challenges of natural hazards. Understanding the barriers natural hazards create for national development is also a key part of the GCSE development unit.</p> | <p>Knowledge learnt in this term will provide a basis for summer 2. Glacial environments will also be revisited at GCSE when studying the impacts of climate change. Physical processes e.g. erosion will be revisited through the study of rivers and coasts.</p> | <p>Pupils will apply knowledge learnt in this topic to the following GCE units: resource management, the living world and the challenges of natural hazards.</p> |

Year
10



Geography Department Year 10 Curriculum Journey



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| Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|--|--|---|--|---|--|---|--|--|--|--|--|
| The challenges of natural hazards Resources | | | | Resources The Urban World | | | | The Urban World Coasts and rivers | | | |
| Tectonics and part of weather hazards | | Finish weather hazards and complete climate change, Start resources. | | Finish resources and start urban world (Rio). | | Manchester case study (urban world unit). | | Finish urban world (study Freiburg) and coasts. Also start rivers | | Finish rivers | |
| <ul style="list-style-type: none"> • Definition of a natural hazard • Factors affecting risk • Distribution of tectonic hazards • Processes at the 3 key plate margins • Effects of and responses to the 2010 Chile earthquake • Effects of and responses to the 2015 Nepal earthquake • Why live in an area of risk • Ways of reducing the risk of tectonic hazards • Global atmospheric circulation • Location of tropical storms • Formation of tropical storms • Effects of Typhoon Haiyan | | <ul style="list-style-type: none"> • Responses to typhoon Haiyan • Reducing the effects of tropical storms • Extreme weather in the UK • Cause, effects and responses to storm Desmond • Evidence of climate change • Natural and human causes of climate change • Managing the impacts of climate change • How resources affected by climate change • Resource consumption vs supply • Distribution and consumption of food • Distribution and consumption of water • Distribution and consumption of energy | | <ul style="list-style-type: none"> • Factors affecting water supply • Impacts of water insecurity • How to increase water supply • Lesotho case study • Sustainable water supplies • Wakel case study • Changing patterns of urbanisation and megacities • Location and importance of Rio • Social and economic opportunities and challenges in Ro • Environmental challenges in Rio • Favela Bairro project | | <ul style="list-style-type: none"> • Location and importance of Manchester • Social and economic opportunities in Manchester • Environmental change in Manchester • Environmental challenges in Manchester (and solutions) • Inequality in Manchester • Regeneration in Manchester • New housing in Manchester | | <ul style="list-style-type: none"> • Freiburg case study: location and features of sustainability. • Different types of waves • Weathering and mass movement • Erosion and transport • Erosional landforms • Depositional landforms • Holderness case study (features) • Hard and soft engineering • Holderness case study (management) • How a river changes from source to mouth • Fluvial processes • Erosional landforms | | <ul style="list-style-type: none"> • Depositional landforms • River Tees case study • Hydrographs and flood risk • Hard and soft engineering • Flood management: Garstang • Fieldwork prep and follow up | |
| Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | |
| Understanding the concept of a natural hazard is essential to understand content in autumn 2 related to weather hazards and climate change. It will also be revisited in year 11 when we look at the reasons for the development gap. Furthermore it provides the basis for the study of carbon cycles at A-level. | | Knowledge of climate change will be revisited in the living world and development units. Resource distribution and consumption is also important for the study of global development in year 11 and global governance at A level. | | Urban issues will be revisited in spring 2 through the study of a contrasting city: Manchester. Resources will be revisited in the living world and global development topics. The urban world unit also prepares students for the study of changing places at A level. | | Pupils will apply their knowledge of Manchester when exploring development in the UK. Manchester is a useful case study and has been chosen for its locality, but also links to other content e.g. HS2/ North- South divide. | | Pupils will apply their knowledge of sustainability to yr 11 topics including the living world and global development. Knowledge of physical processes and landscapes are also essential for the fieldwork study in summer 2. This also prepares students for the study of landscape systems and the water cycle at A level. | | Pupils will revisit fieldwork skills throughout year 11. Knowledge of flooding will also be required when studying the reasons for the development gap. Fieldwork is also a big part of the A level course and students often have to write their own mini dissertations based on a fieldwork study. | |

Year
11



Geography Department Year 11 Curriculum Journey



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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|--|---|--|---|--|
| The Living World The Changing Economic World | | The Changing Economic World Revision and Pre-release study | | Revision |
| The living world | Global and UK development/ fieldwork | Nigeria case study | Revision | Revision and pre-release prep |
| <ul style="list-style-type: none"> • Small-scale ecosystem (pond) • Changes and interactions in ecosystems • Global distribution of ecosystems • Tropical rainforest characteristics • Causes of deforestation in S/E Asia • Impacts of deforestation in S/E Asia • Managing tropical rainforests • Characteristics of hot deserts • Opportunities and challenges in the Western desert • Causes and impacts of desertification • How to reduce desertification | <ul style="list-style-type: none"> • Ways of measuring development • The DTM • Changing population structures • Causes of uneven development • How health and wealth vary globally • Link between migration and development • Several strategies to reduce the development gap including: investment and tourism. • Changes in UK economy • Post-industrial economy UK • Science and business parks • Environmental impact of industry in UK • Changing rural landscapes in UK • UK transport infrastructure • N/S divide | <ul style="list-style-type: none"> • UK and the wider world • Location and context of Nigeria • Changing economic structures in Nigeria • TNCs in Nigeria and their impact • Environmental impacts of economic development • Impacts of economic development on quality of life. | <ul style="list-style-type: none"> • Paper 1 and paper 2 revision. | <ul style="list-style-type: none"> • Pre-release study: this will require students to complete wider research in relation to a specific topic area. |
| Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | Summative: At the end of each topic students will be required to answer a series of exam style questions, ranging from 1 markers to 9 markers. | Summative: past paper revision. | Summative: past paper revision. |
| This topic will be revisited when studying the environmental impacts of development in autumn 2 and spring 1. Specialist concepts e.g. sustainability and adaptation are also essential to the study of A level geography. | The Changing Economic World unit prepares students for the study of global governance at A level. | The study of Nigeria is a good introduction to the changing places theme at A level. | | The pre-release encourages students to complete wider independent research, a skill that is essential to the study of A level geography. |