



Holy Cross

CATHOLIC HIGH SCHOOL

Holy Cross Curriculum Geography



Ambitious and Challenging
Broad and Balanced
Equality and Opportunity

Key Stage 2

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Key Stage 2	Year 7	Year 8	Year 9	Year 10	Year 11	
<p>Term 1</p>	<p>Big idea: window to the world.</p> <ul style="list-style-type: none"> Foundational geographical skills Our local environment <p>Skills: atlas skills/OS map skills/ photo analysis/ explaining key processes/fieldwork skills</p>	<p>Big idea: Climate change</p> <ul style="list-style-type: none"> Climate change theory and overview Case study: the Amazon rainforest <p>Skills: analysing graphs and data/using PEE/atlas skills/ analysing photos</p>	<p>Big idea: Superpowers</p> <ul style="list-style-type: none"> Changes in global power Case study: China <p>Skills: analysing graphs and data/using PEE/atlas skills</p>	<p>Tectonic Hazards</p> <p>Weather Hazards</p> <p>Climate Change</p> <p>Resources</p>	<p>The Living World</p> <p>Global development</p>	
	<p>Term 2</p>	<p>Big idea: Urban jungles</p> <ul style="list-style-type: none"> Urban theory and intro to Manchester Contrast to Mumbai <p>Skills: describing distributions/ using Atlas/ using PEE/photo analysis/ fieldwork skills</p>	<p>Big idea: Global development</p> <ul style="list-style-type: none"> Development theory and overview Case study: the Sahel <p>Skills: atlas skills/analysing data/using PEE/ assessing different factors</p>	<p>Big idea: Dangers and disasters</p> <ul style="list-style-type: none"> Hazard theory and tectonics focus Weather hazard focus <p>Skills: analysing graphs and data/using PEE/atlas skills/ analysing photos/using data</p>	<p>Urban world:</p> <ul style="list-style-type: none"> Overview Rio case study Manchester case study 	<p>UK development</p> <p>Nigeria</p>
	<p>Term 3</p>	<p>Big idea: Our wild weather</p> <ul style="list-style-type: none"> Foundational weather knowledge Local microclimate study <p>Skills: photo analysis/GIS/ explaining key processes/ using PEE/constructing and describing</p>	<p>Big idea: The coastal zone</p> <ul style="list-style-type: none"> Coastal processes Case study: Dubai <p>Skills: explaining key processes/photo analysis/OS map skills/atlas skills/using PEE/debating/GIS</p>	<p>Big idea: Ice environments</p> <ul style="list-style-type: none"> Glaciers Case study: Russia <p>Skills: analysing graphs and data/ using PEE/atlas skills/ analysing photos/OS map skills</p>	<p>Coasts</p> <p>Rivers (plus fieldwork study)</p>	<p>Revision and pre-release preparation</p>
	<p>Cultural Exposure:</p> <ul style="list-style-type: none"> Local fieldwork study to the river Yarrow. Mini group project on Manchester. Awareness of wider world. Microclimate study on the school premises. 	<p>Cultural Exposure:</p> <ul style="list-style-type: none"> Awareness of current and future global issues. Awareness of different cultures and global challenges. Awareness of issues in the Middle East. 	<p>Cultural Exposure:</p> <ul style="list-style-type: none"> Awareness of global political issues. Awareness of hazards and how to mitigate them. Awareness of local environments and Russia. 	<p>Cultural Exposure:</p> <ul style="list-style-type: none"> Awareness of hazards and how to mitigate them. Awareness of our our closest city and different cultures. Awareness of local environment and rivers fieldwork. 	<p>Cultural Exposure:</p> <ul style="list-style-type: none"> Salford Quays visit and explore themes e.g. poverty. Awareness of local and global geopolitical issues. 	