



Enrichment and Personal Development		Links to Careers in Geography	Catholicity in the Curriculum
Year 7	<ul style="list-style-type: none"> Pupils will take part in local fieldwork investigations (school microclimate study and a virtual study of the river Wyre). 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. 	<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. 	<ul style="list-style-type: none"> Creation and the Environment: pupils explore the beauty of the natural world through studying rivers and weather systems. Option for the Poor: pupils consider the push/ pull factors that affect and encourage the poor to migrate to Mumbai. Dignity of the Human Person: considered through the study of air pollution and its health implications for the people of Manchester.
Year 8	<ul style="list-style-type: none"> Pupils will explore key global problems eg 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 eg the best way to solve climate change. Pupils will have the opportunity to visit Crosby beach. 	<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, eg when studying development they will look at non-governmental organisations and the role that they play. 	<ul style="list-style-type: none"> Creation and the Environment/ Option for the Poor: pupils explore the impact humans have had on creation and how we can work towards reducing the impact of climate for the common good. Solidarity: pupils understand how they can take an active role in helping others through strategies like Fairtrade.
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 eg China's one child policy. Key themes such as power, risk, wealth and development explored. 	<ul style="list-style-type: none"> Careers eg those in hazard and ecosystem highlighted through the curriculum content. Pupils will leave KS3 geography equipped with a range of transferable skills eg the ability to collect, present and analyse data. 	<ul style="list-style-type: none"> Peace: pupils explore injustices in the current economic climate eg how countries like Russia and China are trying to extend their influence through displays of 'hard power'. Dignity of Work and Participation: pupils explore how profit often comes at the expense of people through studying oil drilling in the Arctic and poor working conditions in China. Creation and the Environment: pupils explore the beauty of the natural world through studying glaciers, natural hazards and ecosystems.
Year 10	<ul style="list-style-type: none"> Pupils will complete a fieldwork study of the River Wyre. Pupils will explore key themes eg risk, agency, poverty and inequality through a series of topics. Pupils will debate and evaluate how to solve and respond to global issues eg poverty/natural hazards Pupils will have the opportunity to visit Iceland. 	<ul style="list-style-type: none"> Careers in research and outdoor education highlighted in fieldtrip to river Wyre. Explore a range of career options eg seismologists/climate researcher/ city planner. 	<ul style="list-style-type: none"> Peace: pupils learn about crime in Rio's favelas and consider the need for peace. Option for the Poor: pupils look at the opportunities and challenges for the poor in Rio. This theme is also explored when looking at strategies to improve water security in LICs. The Dignity of Work and Participation: pupils learn about the magic stones programme in Burkina Faso and how it is helping the community reduce desertification. Creation and the Environment: pupils explore the beauty of the natural world through studying volcanic, coastal and river landscapes.
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 eg development. Pupils will have the opportunity to visit Iceland. 	<ul style="list-style-type: none"> Explore key sectors of industry and future jobs linked to projects eg HS2. Careers in media highlighted in Salford Quays visit. Pupils will leave with a vast array of transferable skills 	<ul style="list-style-type: none"> Dignity and the Dignity of Work and Participation: pupils consider how TNCs in Nigeria have boosted local employment rates. Peace: pupils explore how conflict in Nigeria has impacted development. Creation and the Environment: pupils investigate the importance of rainforest ecosystems and study the local and global impacts of deforestation in S/E Asia. Solidarity: pupils learn how important it is to come together after a natural disaster to reduce the effects.



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



Interdisciplinary Learning



Progression of learning

Geography Department

Year 7 Curriculum Journey



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 eg continents/ countries. Pupils will also explore local geography eg 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 eg 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 eg 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. 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: Explain question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Discuss question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Explain using a figure question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: class presentations
Foundational Skills: Maths: Pupils will explore the concept of scale and practice measuring distance		Urban Jungles (Manchester): History: Pupils will explore how the Industrial Revolution changed Manchester.		Microclimate Study: Maths: Pupils will analyse data and present it using graphs. Science: Pupils will conduct their own investigation based on a hypothesis	
This topic aims to cement and build on knowledge and skills from KS2. These skills will be revisited in each and every topic eg 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 rivers 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 eg 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 (Year 8) and superpowers (Year 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 (eg latitude). This unit also prepares students for future studies eg the microclimate study (Year 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 eg when analysing data in the climate change topic. At KS4 students also conduct 2 fieldwork enquires.



Geography Department

Year 8 Curriculum Journey



Holy Cross
CATHOLIC HIGH SCHOOL

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	Formative: Describe question.	Formative: Describe and suggest question (using a figure).	Formative: Describe and suggest question (using a figure).	Formative: Explain question (using a figure).	Formative: Class debate.
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.	
Climate Change:	Amazon Rainforest:	Global Developments:		Coastal Zones:	
Science: Pupils will explore the evidence, causes and effects of global climate change.	Science: Pupils will explore the rainforest biome and how species are adapted.	Maths: Pupils will analyse development data. History: Pupils will explore how colonialism has contributed to the development gap.		Science: Pupils will explore different types of erosion.	
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 (Year 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 eg 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.

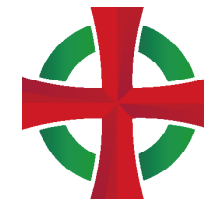


Year
9



Geography Department

Year 9 Curriculum Journey



Holy Cross
CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 1: Super Powers		Theme 2: Dangers and Disasters		Theme 3: Ice Environments	
Super powers throughout history- here pupils will explore the concept of a superpower and key characteristics.	China - in this unit students will apply their knowledge of superpowers to China, a rapidly emerging superpower.	Tectonic hazards - explore how tectonic hazards occur, the effects and how to reduce the risk.	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.	Glacial processes and features: in this unit pupils will explore the physical characteristics of glacial landscapes.	Russia case study - in this unit pupils will explore Russia's ice landscapes and the opportunities/ challenges associated with exploiting this environment. Local ecosystem study.
<ul style="list-style-type: none">What is a superpower?Hard/ soft powerPhysical and human characteristicsSuperpowers of the past, present and future (UK, USA and BRICs)Jobs in emerging superpower countriesPatterns of urbanisation in emerging superpowersRole of TNCs in emerging superpowers	<ul style="list-style-type: none">China's location and physical characteristicsPopulation distribution in ChinaHow has China's GDP changed?Role of TNCs like Apple in China's successSocial and environmental problems linked to China's growthHow is China trying to extend its hard and soft power?	<ul style="list-style-type: none">Defining a natural disasterDistribution of tectonic hazardsProcesses at plate boundariesKey features of a volcanoEffects of the Eyjafjallajokull eruption 2010Effects of Hunga-Tonga-Hunga eruption 2022Responding to volcanic eruptionsWhy live in an area of riskPredicting volcanic eruptions	<ul style="list-style-type: none">Different between weather and tectonic hazardDistribution of tropical stormsFormation of a tropical stormEffects of hurricane KatrinaResponses to hurricane KatrinaReducing the effects of tropical stormsHow tropical storms are changing with climate change	<ul style="list-style-type: none">Different types of ice landscapesLocation of ice landscapesFormation and movement of glaciersHow glaciers erode the landscapeFormation of U-shaped valleyFormation of a pyramidal peakFormation of moraineGlacial features on OS maps	<ul style="list-style-type: none">Ice environments in RussiaBiotic and abiotic factors in the tundraTypical food web for Arctic RussiaReasons for oil drilling in Arctic RussiaEconomic benefits of oil drillingLocal and global problems associated with oil drilling in Arctic RussiaShort fieldwork study of our school ecosystems.
Formative: Explain question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Discuss question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: To what extent question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Describe and explain using a figure. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Explain question. Summative: A series of knowledge and skills questions related to the current unit.	Formative: debate.
Super Powers: History: Pupils will explore how super power countries have changed throughout history, with reference to the British Empire and the Cold War.	China: Science: Pupils will explore air pollution and smog in Linfen.	Tectonic Hazards: Science: Pupils explore the structure of the Earth and processes at plate boundaries.		Glaciers: Science: Pupils learn about the process of freeze thaw weathering.	Russia: Science: Pupils explore the different biomes in Russia.
This unit explores key themes in geography eg 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.	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 eg GDP will also be explored in global development at GCSE.	Throughout this term pupils will learn knowledge eg 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.	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.	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 eg erosion will be revisited through the study of rivers and coasts.	Pupils will apply knowledge learnt in this topic to the following GCE units: resource management, the living world and the challenges of natural hazards.



Year
10

Geography Department

Year 10 Curriculum Journey



Holy Cross
CATHOLIC HIGH SCHOOL

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	
<p>Tectonics and part of weather hazards</p> <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 	<p>Finish weather hazards and complete climate change, Start resources.</p> <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 	<p>Finish resources and start urban world (Rio).</p> <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 Rio Environmental challenges in Rio Favela Bairro project 	<p>Manchester case study (urban world unit).</p> <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 	<p>Finish urban world (study Freiburg) and coasts. Also start rivers</p> <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 (management) How a river changes from source to mouth Fluvial processes Erosional landforms 	<p>Finish rivers</p> <ul style="list-style-type: none"> Depositional landforms River Wyre case study Hydrographs and flood risk Hard and soft engineering Flood management: Garstang Fieldwork prep and follow up
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Tectonic Hazards:</p> <p>Science: Pupils will look at the structure of the Earth and processes at plate boundaries.</p>	<p>Climate Change:</p> <p>Science: Pupils explore the human enhanced greenhouse effect, as well as strategies to mitigate climate change like carbon capture.</p> <p>Resources:</p> <p>Science: Pupils will explore issues related to water and energy security, and solutions (eg desalination).</p> <p>Food and Nutrition: Pupils explore the distribution and consumption of food globally, and strategies to increase food production in the UK</p>		<p>Manchester:</p> <p>History: Pupils explore how deindustrialisation has influenced Manchester today.</p>	<p>Coasts:</p> <p>Science: Pupils will explore different types of weathering and erosion, as well as different rock types.</p>	<p>Fieldwork:</p> <p>Maths and Science: Pupils will collect and analyse data eg through calculating averages and producing graphs.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 eg HS2/ North-South divide.</p>	<p>Pupils will apply their knowledge of sustainability to Year 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.</p>	<p>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.</p>



Year
11



Geography Department

Year 11 Curriculum Journey



Holy Cross
CATHOLIC HIGH SCHOOL

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.
<p>The Living World:</p> <p>Science: Pupils will explore the following ecosystems: ponds/tropical rainforests/ deserts and learn about the abiotic and biotic components of these ecosystems</p>	<p>Global Developments:</p> <p>History: Pupils will explore how colonialism has contributed to the development gap.</p> <p>Maths: Pupils will analyse development data.</p> <p>Science: Pupils will look at Malaria as a consequence of uneven development.</p> <p>Fieldwork:</p> <p>Maths and Science: Pupils will collect and analyse data eg through calculating averages and producing graphs.</p>			
This topic will be revisited when studying the environmental impacts of development in autumn 2 and spring 1. Specialist concepts eg sustainability and adaptation are also essential to the study of A level geography.	The Changing Economic World unit prepares pupils 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 pupils to complete wider independent research, a skill that is essential to the study of A level geography.

