

Enrichment and Personal Development		Links to Careers in Geography	Catholicity in the Curriculum
Year 7	- Pupils will take part in local fieldwork investigations (school microclimate study and a virtual study of 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. - Pupils will participate in a competition to send a flag to Antarctica.	- Pupils will explore employment changes throughout history and how regeneration is creating new, exciting employment opportunities. - Pupils will start to build up foundational skills that are transferrable to many careers e.g. data collection, presentation and analysis. - Pupils will practice being a meteorologist when they measure the weather in the microclimate study.	- 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	- 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. - Pupils will have the opportunity to visit Crosby beach. - Pupils will have a 'Net Zero' workshop delivered by Chorley Council's Climate Ambassador	- Through exploring topical issues like climate change pupils will be introduced to emerging employment opportunities. - Pupils will be introduced to employment opportunities in the field, eg when studying development, they will look at non-governmental organisations and the role that they play.	- 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	- 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. - Pupils will have the chance to participate in a fieldwork visit to Ambleside. - Pupils will engage with an author visit (Julian Sedgwick author of 'Tsunami Girl').	- Careers eg those in hazard and ecosystem management 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.	- 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	- 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 e.g. poverty/natural hazards - Pupils will have the opportunity to visit Iceland.	- Careers in research and outdoor education highlighted in fieldtrip to river Wyre. - Explore a range of career options eg seismologists/climate researcher/ city planner.	- 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	- 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.	- Explore key sectors of industry and future jobs linked to our post-industrial economy. - Careers in media highlighted in Salford Quays visit. - Pupils will leave with a vast array of transferable skills.	- 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 - Pupils will practice map and Atlas skills to ensure they can master basic geographical skills.	Rivers - Pupils will explore the key characteristics and features of a typical river and apply this knowledge to the river Yarrow.	Urban areas - Pupils will use a range of secondary data sources to identify urban areas and explain why many people live in urban areas. Pupils will also explore problems and opportunities in urban areas	Mumbai case study - Pupils will build on their understanding of urban areas by exploring Mumbai, as a contrasting city to Manchester.	Weather and climate - Pupils will learn how to describe the weather using geographical terms, and how to measure and monitor weather conditions. To achieve this, pupils will interpret a range of figures (including maps and graphs).	Local microclimate study - Pupils will build on foundational knowledge learnt in Summer 1 and apply this to investigate the school microclimate.
- Explore the difference between human and physical geography and relate this to Chorley - Interpret a range of different maps - Identify the 7 continents and a range of different countries - Identify at least 3 lines of latitude - Explore the idea of scale and practice measuring distance on a map - Calculate 4 and 6 figure grid references	- Describe a river environment using terms like 'relief' - Understand the different parts of the water cycle and use the terms evaporation, precipitation and condensation to describe it. - Explore how a river changes from source to mouth - Understand the processes of erosion (hydraulic action and abrasion) and deposition. - Know the processes that contribute to a formation of a meander and V shaped valleys - Interpret secondary fieldwork data	- Difference between rural and urban areas - Global distribution of urban areas - Explain multiple push/ pull factors that influence where people live - Explain how Manchester has changed over time (including recent regeneration) - Explore why air pollution is a problem in Manchester and what can be done to reduce this (at least two strategies)	- Identify the location and describe the physical geography of India - Describe the trend of urbanisation in India - Explore why some parts of India are urbanising at a rapid rate - Explore what Mumbai is like using a range of secondary data - Explain why housing is a problem in Mumbai and what can be done to reduce this issue	- Describe the difference between weather and climate and use a range of geographical terms to describe the weather including precipitation, temperature and high/ low pressure - Explain how the weather affects our daily lives - Produce a climate graph for Chorley. - Interpret maps to describe the UK climate and explain why the UK climate can vary - Explore how several pieces of equipment can be used to measure the weather - Interpret GIS maps - Explain how rainfall occurs	- Understand the idea of a hypothesis - Identify risks linked to fieldwork - Explore methods of data collection linked to a microclimate study - Practice recording primary data - Produce a graph to present data collected - Analyse the data collected and come to some conclusions
Formative: 10 short skills focused questions. Summative: A series of knowledge and skills questions related to the current unit.	Formative: retrieval activities, verbal feedback, peer and self-assessment. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Pupil presentation Summative: A series of knowledge and skills questions related to the current unit.	Formative: retrieval activities, verbal feedback, peer and self-assessment. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Explain question (using figure). Summative: A series of knowledge and skills questions related to the current unit.	Formative: Fieldwork-related question
Maths: Pupils will explore the concept of scale and practice measuring distance.	Maths/Science: Build on pupils' ability to interpret data	History: Pupils will explore how the Industrial Revolution changed Manchester. Science: Pupils will explore how air pollution can lead to health issues.		Maths: pupils will produce a climate graph.	Maths: Pupils will record and present quantitative data. Science: Pupils will conduct their own investigation based on a hypothesis, similar to the process of an experiment.
This topic aims to cement and build on knowledge and skills from KS2. These skills will be revisited in every topic eg in rivers unit 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 in more depth	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 superpowers topic (Year 9). Key concepts and knowledge of developing world cities are also built upon at GCSE through the study of 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.





KS2 Transferable Skills
Basic locational knowledge
Understanding of some human and physical topics
Some fieldwork experience

Geography Department

7B4 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 - Pupils will practice map and Atlas skills to ensure they can master basic geographical skills.	Rivers - Pupils will explore the key characteristics and features of a typical river and apply this knowledge to the river Yarrow.	Urban areas - Pupils will use a range of secondary data sources to identify urban areas and explain why many people live in urban areas. Pupils will also explore problems and opportunities in urban areas.	Mumbai case study: Pupils will build on their understanding of urban areas by exploring Mumbai, as a contrasting city to Manchester.	Weather and climate: Pupils will learn how to describe the weather using geographical terms, and how to measure and monitor weather conditions. To achieve this, pupils will interpret a range of figures (including maps and graphs).	Local microclimate study Pupils will build on foundational knowledge learnt in Summer 1 and apply this to investigate the school microclimate.
- Master KS2 vocabulary (mountain, hill, settlement, physical, human, sea, ocean, town) - Explore the difference between human and physical geography and relate this to our local area - Interact with maps to identify compass points (N/E/S/W) - Practice measuring distance on a map - Identify the 7 continents and one country in each continent - Identify at least one line of latitude - Calculate 4 figure grid references - Practice calculating 6 figure grid references	- Master KS2 vocabulary (river, valley, vegetation, hill) - Describe a river environment using the essential KS2 vocabulary. - Understand the basic principles of the water cycle and the idea that water moves from one state to another. - Describe how a river changes from source to mouth over three lessons using maps and photographs. - Describe how the processes of erosion and deposition work. - Explain how V shaped valleys form. - Explain how meanders form	- Master KS2 vocabulary (settlement, town, city, farm, house, office and shop) - Describe the difference between rural and urban areas - Map the distribution of people across the world. - Explain the push/ pull factors that influence where people live. - Explain how Manchester has changed over time (including recent regeneration) - Explain one reason air pollution is a problem in Manchester and a strategy to reduce this	- Master KS2 vocabulary (settlement, city, farm, house, office and shop) - Identify the location and describe the physical geography of India using basic KS2 vocabulary, like 'mountain'. - Describe the pattern of urbanisation in India. - Explain a reason why people in India are increasingly moving to cities. - Describe what Mumbai is like. - Explain why housing is a problem in Mumbai and one strategy that could be done to reduce this problem	- Master KS2 vocabulary (season and weather) - Describe the difference between weather and climate and use geographical terms to describe the weather including precipitation and temperature. - Explain how the weather affects our daily lives. - Add data to a template to produce a climate graph for Chorley. - Interpret maps to describe the UK climate and explain one reason why the UK climate can vary. - Explore how two pieces of equipment can be used to measure the weather (thermometer and anemometer). - Practice interpreting GIS maps. - Explain how one type of rainfall occurs.	- Master KS2 vocabulary (season and weather) - Understand the idea of a hypothesis - Identify risks linked to fieldwork - Explore how a thermometer and an anemometer can be used to collect data on the weather. - Practice recording primary data. - Add data to a graph template to present data collected - Discuss what results we got from the microclimate study and whether these results are likely to be reliable.
Formative: 10 short skills focused questions. Summative: A series of knowledge and skills questions related to the current unit. Pupils will be provided with sentence starters, and we will 'BUG' the questions with the class teacher beforehand.	Formative: retrieval activities, verbal feedback, peer and self-assessment. Summative: A series of knowledge and skills questions related to the current unit. Pupils will be provided with sentence starters, and we will 'BUG' the questions with the class teacher beforehand.	Formative: Pupil presentation Summative: A series of knowledge and skills questions related to the current unit. Pupils will be provided with sentence starters, and we will 'BUG' the questions with the class teacher beforehand.	Formative: retrieval activities, verbal feedback, peer and self-assessment. Summative: A series of knowledge and skills questions related to the current unit. Pupils will be provided with sentence starters, and we will 'BUG' the questions with the class teacher beforehand.	Formative: Explain question (using figure) Summative: A series of knowledge and skills questions related to the current unit. Pupils will be provided with sentence starters, and we will 'BUG' the questions with the class teacher beforehand.	Formative: Fieldwork-related question.
Maths: Pupils will practice measuring distance.	Maths/Science: Build on pupils' ability to interpret data.	History: Pupils will explore how Manchester used to have lots of factories during the Industrial Revolution. Science: Pupils will explore how air pollution can have negative impacts on people's health.		Maths: Pupils will analyse data and present it using graphs.	Maths: Pupils will record and present quantitative data. Science: Pupils will conduct their own investigation based on a hypothesis, similar to the process of an experiment.
This topic aims to cement and build on knowledge and skills from KS2. These skills will be revisited in every topic eg in rivers unit 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 in more depth.	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 superpowers topic (Year 9). Key concepts and knowledge of developing world cities are also built upon at GCSE through the study of Rio.	This topic builds upon knowledge learnt in Autumn 1 (e.g. 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. At KS4 students also conduct two fieldwork enquires.



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Year 8 Curriculum Journey

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 - In this unit pupils will explore what climate change is, the evidence, effects, and what can be done to address it.	Rainforests - Pupils will explore climate change through the lens of the Amazon. We will also cover why this area is of great value to the whole planet.	Global development - Pupils will explore the pattern of global development, alongside the causes and impacts of uneven development. We will also look at strategies to improve development.	Introducing Africa - In this unit pupils build on their knowledge of global development by applying it to the study of the Mali and Egypt. .	Coasts: In this unit pupils will learn about the coastal zone and explore key processes, features and management strategies.	Land use of the coastal zone: Pupils will explore how the coastal landscape in Dubai is being used to attract tourists to the area. Pupils will also practice fieldwork skills related to the Crosby beach field study.
- Use secondary data to infer how the climate is changing - Explain the evidence for climate change - Explain the natural and human causes of climate change - Discuss climate change effects - Explore climate change mitigation and adaptation strategies	- Describe distribution of tropical rainforests - Explain the causes of deforestation - Explore the social, economic and environmental importance of the rainforests - Investigate how climate change could impact rainforests goods and services - Explain how rainforests can be part of the climate change solution	- Map the distribution of wealth - Describe several ways of measuring development - Explain the causes of the development gap (physical/ social/ historical) - Explore the idea of the cycle of poverty - Explain how Fairtrade and Sustainable development can reduce poverty	- Map the physical geography of Africa (countries and key biomes) - Analyse development data to see how developed Mali and Egypt are. - Explore the development opportunities in Africa (tourism in Egypt) - Explore the development challenges facing Africa (desertification in Mali)	- Identify the different characteristics of constructive and destructive waves - Explain how the four different types of erosion work - Explain how transportation (longshore drift) and deposition affect the coastal zone - Explain how features at the coast form (headlands and bays, stacks and beaches) - Explain how hard and soft engineering can reduce rates of coastal erosion	- Map the Middle East - Explain how Dubai has changed over time - Explore why people visit Dubai - Practice pre-fieldwork activities e.g. carrying out a risk assessment - Practice post-fieldwork activities- presenting data/ evaluating data collection techniques and the reliability of our results
Formative: retrieval activities, verbal feedback, peer and self-assessment.	Formative: question focused on interpreting a figure.	Formative: retrieval activities, verbal feedback, peer and self-assessment.	Formative: retrieval activities, verbal feedback, peer and self-assessment.	Formative: question focused on explaining geographical processes.	Formative: Fieldwork related questions.
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	
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.	Maths: Pupils will analyse development data.	Science: Pupils will explore different types of erosion.	Maths: Pupils will produce a graph on the data collected at the Crosby beach trip and analyse this data.
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 Africa 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



Geography Department

Year 9 Curriculum Journey

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	
Superpowers - Pupils will explore what a 'superpower' country is, and how and why the balance of superpowers has changed over time.	China - Pupils will apply their knowledge of superpower countries to China, a rapidly emerging superpower.	Tectonic hazards - Pupils will explore how tectonic hazards occur, their 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.	Glaciers: - In this unit pupils will explore the physical characteristics and features of glacial landscapes. Pupils will build on previously learnt knowledge, for example relating to erosion.	Examples of ice landscapes - Pupils will explore the Russian tundra and how the exploitation of this landscape creates opportunities and challenges. Pupils will also conduct a fieldwork enquiry related to the Lake District National Park.
- Define superpower and the terms hard/ soft power - Explain the physical and human characteristics superpower countries have - Explore the superpowers of the past, present and future (UK, USA and BRICS) - Describe employment trends for superpower countries - Define urbanisation and explain why this is linked to superpower development - Assess the role of TNCs in the development of superpowers	- Describe China's location and physical characteristics - Describe and explain population distribution in China - Explain how China's GDP has changed over time - Evaluate the role of TNCs in China's success - Explain the social and environmental problems linked to China's growth - Explain how China is trying to extend its hard and soft power	- Define a natural hazard - Describe the distribution of tectonic hazards - Explain processes at plate boundaries - Label key features of a volcano - Explain the effects of the Eyjafjallajökull eruption 2010 and the Japanese tsunami 2011 - Explain how we can respond to tectonic hazards - Explain why people live in areas of risk - Outline how we can predict, prepare and plan for tectonic hazards	- Describe the difference between weather and tectonic hazards - Describe the distribution of tropical storms - Explain the formation of a tropical storm - Identify how tropical storms may change with climate change - Explain the effects of hurricane Katrina - Explain the responses to hurricane Katrina - Discuss how the effects of tropical storms can be reduced through protection, prediction and planning.	- Explore how we know the climate has changed throughout history and that Ice Ages have occurred. - Locate ice landscapes - Explain how glaciers form and move - Demonstrate how glaciers erode the landscape - Explain the formation of a U-shaped valley - Explain the formation of a pyramidal peak - Identify glacial features on an OS map	- Describe the location of Russia and its biomes - Explain why the tundra is fragile with relation to biotic and abiotic factors and food webs - Investigate who lives in the Arctic and what their day-to-day life is like - Explain how climate change could create opportunities in the Arctic - Explain how climate change could create challenges in the Arctic - Practice pre-fieldwork activities eg carrying out a risk assessment - Practice post-fieldwork activities-presenting data/ evaluating data collection techniques and the reliability of our results
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 question (using a figure) Summative: A series of knowledge and skills questions related to the current unit.	Formative: retrieval activities, verbal feedback, peer and self-assessment. Summative: A series of knowledge and skills questions related to the current unit.	Formative: retrieval activities, verbal feedback, peer and self-assessment. Summative: A series of knowledge and skills questions related to the current unit.	Formative: Fieldwork-related question.
History: Pupils will explore how super power countries have changed throughout history, with reference to the British Empire.	Science: Pupils will explore air pollution and smog in Linfen.	Science: Pupils explore the structure of the Earth and processes at plate boundaries.	Science: knowledge of the water cycle aids understanding of how tropical storms form.	Science: Pupils learn about the process of freeze thaw weathering.	Science: Pupils will learn terms like biotic, abiotic, producer and consumer
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 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 GCSE units: resource management, the living world and the challenges of natural hazards.

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Year 10 Curriculum Journey

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 - 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	Finish weather hazards and complete climate change, Start resources. - 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	Finish resources and start urban world (Rio). - 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	Manchester case study (urban world unit). - 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	Finish urban world (study Freiburg) and coasts. Also start rivers - 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	Finish rivers - Depositional landforms - River Wyre 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.
Tectonic Hazards: Science: Pupils will look at the structure of the Earth and processes at plate boundaries.	Climate Change: Science: Pupils explore the human enhanced greenhouse effect, as well as strategies to mitigate climate change like carbon capture. Resources: Science: Pupils will explore issues related to water and energy security, and solutions (eg desalination). Food and Nutrition: Pupils explore the distribution and consumption of food globally, and strategies to increase food production in the UK		Manchester: History: Pupils explore how deindustrialisation has influenced Manchester today.	Coasts: Science: Pupils will explore different types of weathering and erosion, as well as different rock types.	Fieldwork: Maths and Science: Pupils will collect and analyse data eg through calculating averages and producing graphs.
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 eg HS2/ North-South divide.	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.	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



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Year 11 Curriculum Journey



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
- 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	- 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	- 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.	Paper 1 and paper 2 revision.	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.
The Living World: Science: Pupils will explore the following ecosystems: ponds/tropical rainforests/ deserts and learn about the abiotic and biotic components of these ecosystems	Global Developments: History: Pupils will explore how colonialism has contributed to the development gap. Maths: Pupils will analyse development data. Science: Pupils will look at Malaria as a consequence of uneven development. Fieldwork: Maths and Science: Pupils will collect and analyse data eg through calculating averages and producing graphs.			
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.

