



Geography Curriculum Learning Journey

Knowledge & Concepts increase students depth/ challenge and build on previous learning where topics are revisited throughout their learning journey

		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Topics	My local place and the world	Asia and China	The challenge of resource management	Physical landscapes: Coasts	Natural Hazards: Tectonic hazards	Global governance and global systems + Coasts	Changing places + Water and Carbon cycle
Half Term 1	Knowledge	<p>Pupils to grasp a sense of place, the idea are all about place. Maybe a move away from purely saying geography is human and physical but bring those key ideas in of Social, Environmental, economic and cultural and look out how geography is studied through them</p> <p>Introduce the idea of four figure grid references and symbol here. The school map could be put onto a grid and pupils learn 4 figure grid references. Introduce symbols, through the idea of subject shaving symbols and these</p>	<p>Recall: The 6 continents. Comparing the world continents in terms of population/area. Identify the largest continent- Asia.</p> <p>Asia's human geography (Tribes/languages and distribution)</p> <p>Asia's human geography (economy/population)</p> <p>Asia's physical Geography (rivers, deserts, biomes).</p> <p>China: History of China, Physical geography, human geography.</p>	<ul style="list-style-type: none"> - The global distribution of resources. - Provision of food in the UK. - Provision of water in the UK. - Provision of energy in the UK. - Global energy supply and demand. - Impacts of energy insecurity. - Strategies to increase energy supply. - Gas- a non-renewable resource. - Sustainable energy use. - The Chambamotera micro-hydro scheme. 	<ul style="list-style-type: none"> - Describing the UK's relief and landscapes. - Comparing wave types and their characteristics: destructive versus constructive. - Defining weathering and mass movement. - Defining coastal erosion, depositional and transportational processes and landforms. - Coastal landforms at Swanage. - Evaluating coastal management: hard versus soft engineering. Eg: Lyme Regis. 	<ul style="list-style-type: none"> - The risk from natural hazards. Where earthquakes and volcanoes happen and their link to plate tectonics - The effects of two earthquakes in contrasting countries e.g. Chile and Nepal - Responses to earthquake in two contrasting countries e.g. Chile and Nepal - Why people continue to live in areas at risk from earthquakes and volcanoes - The risks from tectonic hazards can be reduced 	<ul style="list-style-type: none"> - Globalisation. - Interdependence and unequal flows of people. - Internet and single product economy - Trading relationships; agreements and access to markets. - The concepts of landform and landscape and how related landforms combine to form characteristic landscapes. - Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low 	<ul style="list-style-type: none"> - Defining place - Explaining the different categories of place. - Factors that shape the character of a place and the dynamics of change. - Evaluating the management and manipulation of a place. - Systems in physical geography: Systems concepts and their applications to the water and carbon. - Global distribution and size of major



		<p>could go on their maps</p> <p>The history of Hayes, but children gaining more of a sense of place, more of a focus on how a place changes over time, looking forward, impact of cross rail etc</p> <p>Use of OS maps, pupils apply what they learnt about the school to actual OS maps. Looking at symbols and 4 and 6 figure grid references, direction</p> <p>Student explore main cities and features of the UK.</p>					<ul style="list-style-type: none">- energy and high energy coasts.- Sediment sources, cells and budgets.- Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.	<ul style="list-style-type: none">- stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.- Processes driving change in the magnitude of these stores over time and space.- Drainage basins as open
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		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Topics	Africa and Africa in the wider world	China	The living world: Ecosystems- Rainforests	Physical landscapes: Rivers	Climate Change	Global governance and global systems + Coasts	Changing places + Water and Carbon cycle
Half Term 2	Knowledge	<ul style="list-style-type: none"> - Africa's main physical features & the diversity of Africa's landscape. - Human activities in specific areas and evaluate the impacts of these. - Human geography of African countries - European countries & colonisation of Africa and evaluation of the short- and long-term impacts of colonisation. - Tribes in Africa - Globalisation, how goods like mobile phones are made from resources from Congo and other resources like coffee, cocoa and diamond are exported from African countries to Europe 	<p>Shenzen: from a fishing village to a megacity. Growing factories in Shenzen.iphone industry. Compare to rural China.</p> <p>Impacts of iphone industry on China:SEE.</p> <p>China in the wider world: China in Asia and in Africa.</p>	<ul style="list-style-type: none"> - Introducing small scale ecosystems: key features e.g. food chains. - Distribution of global ecosystems. - Explaining how abiotic and biotic features can change an ecosystem. - Environmental characteristics of rainforests. - Causes of deforestation in Malaysia. - Impacts of deforestation in Malaysia. - Evaluating managing tropical rainforests through sustainable means. 	<ul style="list-style-type: none"> - Describing and explaining changes in rivers and their valleys. - Defining fluvial process. - Explaining the formation of erosional, depositional landforms. - Identifying river landforms on the River Tees. - Explaining the factors increasing flood risk. - Evaluating how to manage floods: hard versus soft engineering. Using the example of Banbury. 	<ul style="list-style-type: none"> - What is evidence for climate change from the beginning of the Quaternary period to present day? - Explore natural causes of climate change - Explore human causes of climate change - How can the causes of climate change be managed through adaptation? 	<ul style="list-style-type: none"> - Evaluating TNCs through case study of Coca-Cola. - Defining global governance and looking at the different strands. - Evaluating the issues and inequalities. - Defining the global commons. Using Antarctica as a case study: the treaty. - Coastal landscape development - Study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples. - Recent and predicted climatic change and potential impact on coasts. 	<ul style="list-style-type: none"> - Analysing different representations of place. - Being able to use geospatial data in place study. - Place study: Detroit versus Mumbai. Must be able to use oral sources, qualitative in your place study. - Global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. - The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.



		<ul style="list-style-type: none">- (factor of globalisation). Measures of development including GNP(GNI), Literacy rate, Life expectancy, HDI etc. and how these measures of development are used to classify countries into HIC/NEE/LIC.- Why most countries in Africa are NEEs and LICs and why most countries in Europe are HICs					<ul style="list-style-type: none">- The relationship between process, time, landforms and landscapes in coastal settings	<ul style="list-style-type: none">- The key role of the carbon and water stores and cycles in supporting life on Earth and particular reference to climate.- The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.
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		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Half Term 3	Topics	Water on land and physical landscapes: Rivers	Tectonic processes	The living world: Ecosystems- Hot deserts	The changing economic world: Development	Fieldwork theory, geographical skills and issue evaluation	Global governance and global systems + Coasts	Revision
	Knowledge	<ul style="list-style-type: none"> - From the end of half-term 2 to half-term 3, Pupils will study elements of physical geography throughout the UK including rivers and how these interact and influence landscapes and environments. - They will describe and explain the major landforms of waterfalls, meanders and ox bow lakes. - They will use photos and interactive tools to identify the main features of rivers and analyse the causes of river flooding and understand how humans are affected by 	<p>Structure of the earth. Type of crusts. Difference between lava & magma. Convictional currents.</p> <p>Where are earthquakes and volcanoes in the world? Why do they occur in these places? Types of plates and Plate boundaries. Landforms at plate boundaries</p> <p>What is a earthquake/tsunami? Comparing impacts of earthquakes in HIC/NEE & LIC. Case studies Sichuan 2008 & Indian Ocean 2004</p>	<ul style="list-style-type: none"> - Environmental characteristics of hot deserts. - Explaining the opportunities and challenges for development in hot deserts. - Explaining the causes of desertification in hot deserts. - Evaluating ways to reduce desertification in hot deserts. 	<ul style="list-style-type: none"> - Investigating river process and management. - Describing primary and secondary data collection. - Process and presenting the river fieldwork. - Analysing and drawing conclusions from river enquiry. - Evaluating river enquiry. - Exploring our unequal world. - Explaining how to measure development. - Describing the different stages of the Demographic transition model. - Explaining changing population structures. 	<ul style="list-style-type: none"> - Investigating variations in urban quality of life. - Describing primary and secondary data collection. - Process and presenting the urban fieldwork. - Analysing and drawing conclusions from urban enquiry. - Evaluating urban enquiry. 	<ul style="list-style-type: none"> - Overall, students should be able to provide a critique of globalisation. - Human intervention in coastal landscapes. - Traditional approaches to coastal flood and erosion risk: hard and soft engineering vs Sustainable approaches. 	<ul style="list-style-type: none"> - Revisiting topics from previous years through homework flip learning, exam questions and recall and retention.



		<p>flooding and try to control these occurrences.</p> <ul style="list-style-type: none">- Case or place studies will be used to exemplify the issues studied, however as this is an ever-changing world, these can change from year to year.	<p>What is a volcano? Comparing impacts of volcanoes in HIC/NEE & LIC. Case studies e.g. Iceland and Nyirarogongo</p> <p>Why do humans live near volcanoes? Benefits of living near volcanoes.</p>		<ul style="list-style-type: none">- Explaining the - causes of uneven development.- Evaluating ways to reduce the development gap.			
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		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Topics	Weather, climate and climate change	Geographic information systems (GIS), Population and Urbanisation	Urban issues and challenges: Rio	The changing economic world: Nigeria	Revision: cartographical, graphical and statistical skills + prelease booklet	Contemporary urban environments + hazards	Revision
Half Term 4	Knowledge	<p>To consider what you already know about weather and climate. To identify the key terms associated with weather and climate. To recall key weather symbols</p> <p>To identify the important factors affecting the climate. To explain how a range of factors work to influence the climate. To evaluate where different factors are particularly important.</p> <p>To describe and explain how it rains. To define and explain two</p>	<ul style="list-style-type: none"> - Pupils will study elements of human geography, including Population and Urbanisation - They will use maps to show distribution and density of population, explain the problems of growing populations through rural to urban migration and squatter settlements – - Linking back to previous years' work on resource shortages. - Pupils will use maps to show the differences in rural and urban areas. population. 	<ul style="list-style-type: none"> - Describing the distribution of urbanisation and emergence of megacities. - Describing the characteristics of a LIC/NEW city: Rio de Janeiro. - Explaining the social and economic challenges Rio faces. - Evaluating how to improve Rio's environment. - Explaining how to manage the growth of squatter settlements and evaluating how to plan for Rio's urban poor. 	<ul style="list-style-type: none"> - Introducing a NEW case study: Nigeria in the wider world. - Explaining Nigeria's changing industrial structure. - Explaining the impacts of TNCs in Nigeria and the impact of international aid. - Evaluating managing environmental issues in Nigeria and the quality of life. - In addition, students will carry out a river's fieldwork during half-term 4 	<ul style="list-style-type: none"> - How to use and interpret the information on different kinds of maps and photos. - How to interpret and construct graphs and diagrams. - How to use a range of statistical methods to measure the average and spread of a data set, calculate percentage change over time, and describe relationship between variables. - Students would attempt a sample issue evaluation using the prelease booklet. - Revisiting topics from prevision 	<ul style="list-style-type: none"> - Describe the patterns of urbanisation. - Define the different forms of urbanisation. - Explain the emergence of megacities and compare them to world cities. - Define and explain the role of megacities and world cities in regional economies. - Use of OS maps to be able to identify urban processes e.g. counter urbanisation. - The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes. - Spatial distribution, magnitude, frequency, 	<ul style="list-style-type: none"> - Revisiting topics from prevision years through homework flip learning, exam questions and recall and retention



		<p>different types of rainfall. To assess the importance of rainfall.</p> <p>To describe the climate of different regions of the UK.</p>	<ul style="list-style-type: none"> - GIS: Pupils will learn what GIS is and why it is based on maps. - They will learn how GIS is used to display and analyse data. - They will learn how to feed data with longitudes and latitudes into a GIS program to produce a digital map. - They will learn the application and use of GIS in decision making in different fields and industries in the real world. 			<p>years through homework flip learning, exam questions and recall and retention.</p> <ul style="list-style-type: none"> - In addition, students will carry out human practical fieldwork during half-term 4 	<p>regularity and predictability of hazard events.</p> <ul style="list-style-type: none"> - Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses. - The nature of seismicity and its relation to plate tectonics: forms of seismic hazard. - Impacts and human responses as evidenced by a recent seismic event. - The nature of tropical storms and their underlying causes. - Impacts and human responses as evidenced by two recent tropical storms in areas of contrasting development. - Nature of wildfires. 	
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		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Topics	Weather, climate and climate change	Glaciers and landforms	Urban issues and challenges: Bristol +sustainability	The changing economic world: UK	Revision + Exams	Contemporary urban environments + hazards	Exams
Half Term 5	Knowledge	<p>To locate places around the world with different climates. To describe and explain the climates of different locations. To apply your knowledge of the climate factors to a world climate tour.</p> <p>The past Earth's climate change. Ice ages. Evidence for climate change. Natural and human causes of climate.</p> <p>Impacts of climate change.</p> <p>Can we stop climate change? Reducing climate change.</p>	<p>What are glacials?</p> <p>Glacial budgets. Ablation/accumulation</p> <p>Types of ice</p> <p>Landforms created by glaiers (erosional and depositional)</p> <p>How do glaciers affect humans? Antarctica. How do climate change affect glaciers? Film: Ice Age 1</p>	<ul style="list-style-type: none"> - Describing and explaining where people live in the UK. - Describing the features of a HIC city: Bristol. - Explaining how urban change can create opportunities and challenges in Bristol: economic, social and environmental. - Explaining how Bristol can create a clean environment. - Evaluating social equality in Bristol. - Evaluating a regeneration project: temple quarter. 	<ul style="list-style-type: none"> - Describing the changes in the UK economy: the post-industrial economy. - Explaining the location and purpose of UK Science and business parks. - Evaluating the impacts of industry in the UK. - Evaluating the changing rural landscapes in the UK: population growth versus decline. - Explain the UKs changing transport infrastructure - Explaining the UK north- south divide. - Describing the UKs position in the wider world. 	<ul style="list-style-type: none"> - Revisiting topics from previous years through homework flip learning, exam questions and recall and retention. 	<ul style="list-style-type: none"> - Explain urban change and growth through a case study: Bengaluru. - Describe urban policy and regeneration in Britain since 1979. - Explaining new urban landscapes: such as postmodern western cities and the role of multiculturalis m and cultural diversity. 	



		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Topics	Opportunities for Scholarship	Opportunities for Scholarship	Urban issues and challenges: Sustainability	Natural hazards: weather hazards	Exams	Contemporary urban environments + hazards	Exams
Half Term 6	Knowledge	<ul style="list-style-type: none"> - This is an opportunity for students to deepen their knowledge and show case their passions for the subject through creativity. - This differs year to year: last year it was based on presentations on "Where in the world". - Students are taught how to carry out effective research and put into groups with their own countries to consolidate their learning throughout the year applying it to a novel concept. 	<ul style="list-style-type: none"> - Students are introduced to the medium of debate through the topic of regeneration - Did the Olympics change London for the better? - What makes a sustainable city – Curitiba (large scale project) Bedzed (small scale project). Case studies may vary each year. 	<ul style="list-style-type: none"> - Describing new housing in Bristol. - Defining the main features of urban sustainability. - Describing how to plan for urban sustainability. - Explaining sustainable living in Freiburg. - Evaluating sustainable traffic management strategies. 	<ul style="list-style-type: none"> - Describing global atmospheric circulation. - Explaining where and how tropical storms are formed. - Describing the structure of tropical storms. - Case study: Typhoon Haiyan. - Evaluating how to reduce the effects of tropical storms. - Describing weather hazards in the UK: causes, impacts and responses to Somerset floods. - Evaluating extreme weather in the UK. 		<ul style="list-style-type: none"> - Explaining environmental features of cities: urban microclimates, drainage, river restoration, wind and air pollution. - Evaluating waste disposal schemes and other contemporary environmental urban issues. - Case study- London versus Rio as Olympic cities. - Nature, forms and potential impacts of natural hazards - The Park model of human response to hazards. - Earth structure and internal energy sources. 	



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Throughout the curriculum from KS3 through KS4 to KS5, students master a number of skills that are incorporated within the units above. These geographical skills and tools are: Interpretation of photos and World and OS maps, Map sketching, Contour lines, 4 & 6 figure grid references, 4, 8 & 12-point directions, Latitude and longitude, Fieldwork, GIS, numeracy skills, Symbols, Sense of local and distant places, Social, Economic and Environmental (SEE) analysis, Geographical terminology, Graph interpretation, Decision making, Time-travelling, data interpretation, structuring exam style questions and mastering and demystifying the geographical command words.