

Key Stage 3 Curriculum Plan: **Geography** 2023

Intent: We aim to enable learners to think 'like a geographer'. Students will understand their place in the world and participate fully in a sustainable future.



Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Local Environment including Map skills My place in the world – A study of the local area, focusing on Ordnance Survey map skills and Geographical understanding. The difference between human and physical Geography will be taught. Fieldwork will use the local area to identify similarities and differences Geographically.</p>	<p>Rainforest and Climate Change – A detailed study of the Physical and Human characteristics of this ecosystem. The idea of sustainability will be introduced. The impacts of climate change will be understood in the tropical rainforest ecosystem.</p>	<p>Cold Climates – A study, including Glaciation, of the Polar regions of the Earth. Students will look at the Physical causes of the climate and the difficulties of supporting life there. A link to Climate change will be made to look at the sustainability of Polar climates.</p>	<p>Asia A place study focusing on China and India. Students will look at the Physical and Human characteristics of these two countries and the issues facing them in the future.</p>	<p>Africa A contrasting study focusing on the causes of many problems in the continent of Africa.</p>	<p>Weathering and Rocks – A study of local Geology, including fieldwork looking the usefulness of local soils. The process of rocks turning to soils and the building blocks of life will be included.</p>
	<p>Assessment: A map skills assessment with a focus on practical map skills. Duration: 40 minutes An assessment looking at the types of Geography and an Ullathorne school</p>	<p>Assessment: A formal exam based on the location and physical interactions within the rainforest including the part Rainforests can impact on climate change. Duration: 1 hour</p>	<p>Assessment: A formal exam based on Glaciated features and the future of Antarctica. Duration: 1 hour</p>	<p>Assessment: A formal exam based on the economic growth of China and physical problems based in India. Duration: 1 hour</p>	<p>Assessment: A formal exam looking at diversity in Africa and the impacts that the River Nile has had on the continent. Duration: 1 hour</p>	<p>Assessment: A formal exam based on the rock and soil cycles. Duration: 1 hour</p>

	enquiry. Duration 40 minutes					
Year 8	<p>Crime A study of social sustainability in the local area including fieldwork using questionnaires. GIS will be used to map crime in the local area and come to sustainable conclusions regarding the future safety of our students. This builds on the local environment study in year 7.</p>	<p>Population and Urbanisation A study of the issues facing global population, a range of countries at different stages of development will be used to show that migration is a major issue. The module builds on the Physical issues developed during the Rainforest module to incorporate Human Geography issues.</p>	<p>Flooding Initially a Physical Geography study to develop the year 7 work on Rocks, the module aims to develop into a Physical and Human study of the cause and impact of flooding focusing on the UK and India in different stages of development.</p>	<p>Japan In year 7 students studied the continent on Asia and now they will focus on the country of Japan. The module will focus on the Human and Physical Geography of Japan including Climate, landscape, population pressures and perceptions of Japan as a country. Students will start to develop their decision making skills with a land planning task.</p>	<p>Weather and Climate Students will look at Global climate and extend their understanding from year 7 of the cold climates studies to show the interaction between them. There will also be a focus on the climate of the UK to help students understand the details of UK Geography.</p>	<p>Russia This study will look at Russia as a contrast to African countries studied in year 7. It will look at the reserves that Russia has and why we need to trade with Russia. It will reinforce climate work as contrasting in Africa and the problems this can lead to.</p>
	<p>Assessment: A formal exam focusing on data analysis of crime rates and an understanding of the cause of local and global crime. Duration: 1 hour</p>	<p>Assessment: A formal exam focusing on the cause and effect of global population change. Duration: 1 hour</p>	<p>Assessment: A formal exam based on the physical and human causes of flooding including an assessment of flood management strategies. Duration: 1 hour</p>	<p>Assessment: A formal exam focusing on how the physical Geography of Japan has created problems that have had to be overcome. Duration: 1 hour</p>	<p>Assessment: A formal exam based on UK weather and climate patterns including interpreting weather maps. Duration: 1 hour</p>	<p>Assessment: A formal exam focusing on the rise of Russia as a superpower and how it has used it's natural resources. Duration: 1 hour</p>
Year 9	<p>Development This module draws together many of the place studies that students have completed by looking at the differences in development globally. The module also looks at future development</p>	<p>Sustainable Living This module builds of students study of the Local area and Crime by looking at how our local actions can have global implications. It will focus heavily on energy production and will develop students</p>	<p>Volcanoes and Earthquakes This module will develop students ability to show how the Physical environment impacts on the Human environment developed in the Weather and Climate module from year 8.</p>	<p>Coasts A study of the Physical processes associated with coasts, this module will develop to enable students to be able to understand the impacts on the Human environment</p>	<p>Globalisation This study aims to show how interconnected the world is and builds on our study of Russia in terms of gaining resources. It links to the Development module by showing how our consumer society</p>	<p>Middle East A study of the Middle East as a region and its importance as a Global player. The focus will be on the rate of development and the financial interest in the area. Students will build on their understanding</p>

	of countries and how sustainable aid can help.	understanding of climate change from the year 7 module. Fieldwork will involve data collection and manipulation of energy data. Problem solving exercises will enable students to design more energy sustainable places.		and the problems that this can cause. Although we do not travel to the coast, fieldwork techniques will be designed by students to be able to appreciate the importance of Primary and Secondary data.	maintains a development gap. It includes a focus on the global fashion industry.	of unsustainable living started during the Rainforest module in year 7 and Population issues in year 8.
	Assessment A formal exam based on measuring global development and evaluating how progress can be made towards development. Duration: 1 hour	Assessment A formal exam focusing on our production of energy and the impacts it can have on the environment. Duration: 1 hour	Assessment A formal exam looking at the effects of tectonics on places at a range of levels of development. Duration: 1 hour	Assessment A formal exam focusing on the physical formation of coastal features and an assessment of erosion rates and their impacts. Duration: 1 hour	Assessment A formal exam looking at the cause and effect of Globalisation in terms of the jobs available. Duration: 1 hour	Assessment A formal exam looking at the rise of the Middle East, including Dubai. An assessment of the impact that this growth has had. Duration: 1 hour

Key Stage 4 Curriculum Plan: **Geography** 2023

Intent:

We aim to enable learners to think 'like a geographer'. Students will understand their place in the world and participate fully in a sustainable future.



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<p>Topic 1 – Coastal processes and management. How do people and processes contribute to the development of distinctive coastal landscapes in the UK? How do people and processes contribute to the development of distinctive river landscapes in the UK? How are coastlines managed? Why is coastal management often controversial?</p>	<p>Topic 2 – Introduction to weather, climate and ecosystems What physical processes and interactions operate within ecosystems? How are small-scale ecosystems in the UK used and managed? How does the global circulation of the atmosphere create distinctive climate zones? What is the relationship between climate and biomes at a global scale?</p> <p>Topic 3 – River processes, flooding and flood management. 6 weeks of teaching How do people and processes contribute to the development of distinctive coastal landscapes in the UK? How do people and processes contribute to the development of distinctive river landscapes in the UK?</p>	<p>Why is the UK climate so variable? Why do rivers flood and what are the consequences of flooding? How can rivers be managed to reduce the risk of flooding? Why is river flood management often controversial?</p> <p>Topic 4 – Extreme weather, drought and desertification. How are weather hazards distributed at a global scale and how does this pattern change over time? What are the causes, impacts and responses to two contrasting extreme weather events? What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification? What happens when demand for water exceeds supply? How are ecosystems used by people? How are ecosystems damaged by human activity? To what extent</p>	<p>Topic 5 – Climate change. How has climate changed during the Quaternary period? What are the causes of global warming? How are ecosystems damaged by human activity? What are the predicted impacts of climate change on coastal landscapes and communities? What are the consequences of climate change? What are the predicted impacts of climate change on coastal landscapes and communities? What are the predicted impacts of climate change on coastal landscapes and communities? How and why do attitudes to climate change vary? What role can individuals and government in the UK play in reducing the risk of climate change?</p>	<p>Topic 6 – Water management. Why does supply and demand for water vary over time and space? What happens when demand for water exceeds supply? What are the challenges of managing water supplies?</p>	<p>Fieldwork planning and execution. 4 weeks of teaching</p>
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			does human activity contribute to the problem of desertification? Why and how are ecosystems managed in a sustainable way?			
	Assessment: A formal exam paper using past paper questions looking at coastal features and human interactions with them. Duration: 1 hour	Assessment: A formal exam paper using past paper questions looking at the physical causes of diverse ecosystems and the management of them. Duration: 1 hour	Assessment: A formal exam paper using past paper questions looking at River features and human interactions with them, using the River Tees. A formal exam based on past paper questions looking at desertification and the impacts of extreme weather. Duration: 1 hour	Assessment: A formal exam paper using past paper questions looking at the local and global cause and impact of climate change. An assessment of the management of climate change. Duration: 1 hour	Assessment: A formal exam paper using past paper questions looking at the management of water globally including an evaluation of a range of strategies to increase water security. Duration: 1 hour	Assessment: End of year exam based on a full exam board past paper. Duration: 1 hour 30 minutes
Year 11	Topic 7 – Global cities. What are global patterns of development? To what extent is urbanisation a global phenomenon? What are the ways of life and current challenges created by urbanisation in two global cities? What strategies can be used to manage the impacts of urbanisation in global cities? What are the ways of life and current challenges created by urbanisation in two global cities? What strategies can be used to manage the impacts of urbanisation in global cities? Topic 8 – Urban processes and environments of the UK What are the distinctive features of urban areas in the UK? What changes are taking place in where people live in both urban and rural areas of the UK? What factors help to drive urban and rural change across		Topic 9 – Uneven patterns of development. What are the global processes that connect countries at different levels of development including the UK? What are the causes and consequences of uneven development? What are the advantages of different types of aid project?		Revision and examinations	

	the UK? What is the cause and effect of change in retail provision across the UK? What are the issues associated with leisure use in urban and rural areas across the UK?					
	Assessment: Production of a Fieldwork write up based on a Dovedale trip. A formal exam paper using past paper questions looking at the rise of Global cities and the difficulties of managing them depending on level of development. Duration: 1 hour	Assessment: A Mock exam based on full past paper questions from modules 1-8. Duration: 2 hours A formal exam paper using past paper questions looking at the challenges of living in rural and urban areas. Duration: 1 hour	Assessment: A formal exam paper using past paper questions looking at the cause of different levels of development globally. An assessment of the ways that development can be equalised. Duration: 1 hour	Assessment: A decision making exercise paper using past exam papers. Duration: 1 hour and 30 minutes	Assessment:	Assessment:

Key Stage 5 Curriculum Plan: **Geography** 2023

Intent:

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Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful</p>	<p>Tectonics (Cont) Globalisation (Cont) Regeneration Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place</p>	<p>Regeneration (Cont) Coastal Landscapes (Cont) Mock Exams</p>	<p>Fieldwork Regeneration (Cont) Coastal Landscapes (Cont)</p>	<p>Revision and exams</p>	<p>Non Examined Assessment The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or</p>

	<p>responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</p> <p>Globalisation Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</p>	<p>marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.</p> <p>Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These</p>				<p>secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.</p>
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		landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.				
	Assessment: Enquiry Question tests based on past exam papers. Duration: 3x30 minute tests for each module	Assessment: Enquiry Question tests based on past exam papers. Duration: 3x30 minute tests for each module	Assessment: Enquiry Question tests based on past exam papers. Duration: 3x30 minute tests for each module January mock Exam: Duration: 1 hour and 30 minutes	Assessment: Enquiry Question tests based on past exam papers. Duration: 3x30 minute tests for each module	Assessment: End of year exam using past exam papers on all units taught. Duration: 2 hours and 15 minutes	Assessment: NEA assessed and moderated.
Year 13	Water Cycle and Water Insecurity Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. Carbon Cycle and Energy Insecurity	Superpowers Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers	Health and Human Rights (Cont) Synoptic paper revision	Revision and exams		

	<p>A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.</p>	<p>are frequently contested, resulting in geopolitical implications.</p> <p>Health and Human rights</p> <p>Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns.</p>		
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			Mock Exams			
	Assessment: Enquiry question tests using past paper exam questions. Duration: 3x30 minute tests for each module	Assessment: Enquiry question tests using past paper exam questions. Duration: 3x30 minute tests for each module	Assessment: Full past paper for Physical Geography (Duration 2 hours and 15 minutes) and a partial past paper for Human Geography (Duration 1 hour and 30 minutes).	Assessment: Full Human Geography Past paper. Duration: 2 hours and 15 minutes	Assessment: Final A level exam	Assessment: