


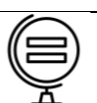



Geography Curriculum Overview Y7 – 13

Year 7	Curriculum Intent	<p><i>In Geography we QUESTION the differences in the world and why they exist. We EXPLORE regions of the world and the people who live there. We GIVE balanced views to global issues and, as a result we SUCCEED in opening our eyes and understanding the world in which we live.</i></p> <p>Our Year 7 & 8 curriculum is a journey across the world. Throughout Year 7 & 8 students will focus on six regions around the world and the geographical content relevant to them as well as giving students the opportunity to develop their geographical skills through geographical enquiry at the end of each year. We will aim to cover elements of topics in the context of place and ground each topic around our five core concepts. The core concepts allow revisiting of topics on several occasions to promote learners' confidence. Each time students revisit a topic, they are exposed to more complex content, building on what they have already learnt in preparation for GCSE Geography. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it. The core concepts are introduced and re-introduced at the beginning of each year and the foundations for GCSE topics are covered. As a Geography department we have chosen to adopt this tapestry model, in which we see our curriculum as being made up of threads that weave together to reveal the big picture. The tapestry model means that nothing stands in isolation, instead it promotes continuity which results in a solid development of different aspects of geography within the curriculum; through this approach everything studied becomes relevant and powerful. Through this approach of interweaving place, content, concepts, and skills students will have improved recall through revisiting topics, deeper understanding, and much greater breadth and depth. Student's outlooks are broadened, and stereotypes and misconceptions of place are challenged. Our curriculum strengthens and compliments the school's vision by being broad, balanced, and creative curriculum, which in turn builds our students' cultural capital.</p> <p>QEGS Geography Five Core Concepts:</p>			
	Core Concept 1: Appropriate world knowledge		Students will have a wide range of knowledge relating to a variety of places, environments, and features from the local to global. Students will study current 'hot topics' happening in the world now.		
	Core Concept 2: Physical & Human Geography Processes & Patterns		Students will explore the physical and human characteristics and processes which lead to the development of a variety of geographical features. Students can explain various ways in which places and physical and human processes are interconnected. Students will be able to make links between different geographical events they have studied.		
	Core Concept 3: Geographical Investigation		Students will be able to choose and use a wide range of data. They will use maps at different scales to help investigate, understand, make judgements to draw conclusions about geographical questions, issues, and problems They will write explanations and think critically about their different points of view. Students will be able to discuss their geographical ideas, using a wide-ranging geographical terms and language.		
	Core Concept 4: Equality		Students will be taught a curriculum which includes all. They will identify differences in people and places around the world. Students will be encouraged to question stereotypes and misconceptions.		
	Core Concept 5: Skills which make Geographers employable		Students will explore the variety and range of employment sectors studying geography can lead to and the skills which make geographers employable.		
	Focus	Autumn	Spring	Summer 1	Summer 2
Topic	What is Geography? UK & Europe	The America	Antarctica & the Arctic	School-based enquiry	
Key concepts/ideas	<ul style="list-style-type: none"> ✓ What Is Geography? ✓ What are the world's continents and oceans? ✓ What are the Human & Physical Features of the UK? ✓ What is Air Pressure? ✓ What is Climate Change? ✓ How Could Climate Change Affect The UK? ✓ What Shapes Our Coastal Landscapes? ✓ What has changed the Holderness Coastline? ✓ What Defences can be used to protect the Holderness Coastline? ✓ Why Was Liverpool the City of Culture? ✓ Could Derby become a City of Culture? ✓ Brexit – Good or Bad? ✓ What Countries Make Up Europe? ✓ How developed are European Countries? ✓ Where do people migrate to in Europe? <p>See Year 7 Critical Content Audit in exercise books</p>	<ul style="list-style-type: none"> ✓ What are the Human & Physical Features of the America's? ✓ How do Biomes Vary across South America? ✓ Why are Galapagos Islands so biologically diverse? ✓ Why do earthquakes have such a devastating impact on Haiti? ✓ Why are volcanoes so Hazardous? ✓ What would be the impact of a super volcanic eruption? ✓ How does development vary? ✓ How does a river change from its source to the sea? ✓ How are hurricanes formed and what the impacts of Hurricanes? ✓ How do Forest Fires impact the USA? ✓ Why is the USA known as a Superpower? ✓ How is Cocoa grown and traded in the Americas? <p>See Year 7 Critical Content Audit in exercise books</p>	<p>The Geography Department are currently improving the KS3 curriculum this information will be updated ready for Summer 1 2022.</p> <p>See Year 7 Critical Content Audit in exercise books</p>	<p>The Geography Department are currently improving the KS3 curriculum this information will be updated ready for Summer 2 2022.</p> <p>See Year 7 Critical Content Audit in exercise books</p>	






<p>Key skills</p>	<p>(1) Interpretation of diagrams, maps, sketches, and photographs. (2) Describe patterns and distribution of human and physical features at a variety of scales, using a variety of maps and atlases. (3) Use and interpret aerial, oblique, ground, and satellite photographs when examining the Holderness coastline. (4) Identify questions for investigation and ask key questions with regards to climate change. Write descriptively and critically about the impacts of climate change. (5) Use of ICT to collate, process and present information when researching Derby as a city of culture. (6) Use maps and diagrams to identify patterns and direction of migration.</p> <p><i>See Year 7 Critical Geographical Skills Audit in exercise books</i></p>	<p>(1) Recognise and describe distribution of both human and physical features at a range of scales using a variety of maps and atlases. (2) Recognise and describe patterns of vegetation, land use and infrastructure across South America. (3) Identify and research questions for development when considering the biodiversity of the Galapagos Islands. (4) Use hand – drawn diagrams ad sketches to describe the causes and features of a volcano. (5) Use ICT to manage and collate data on levels of development. Present this data in a suitable way. (6) Use a range of sources including maps, diagrams, graphs, and photographs to analyse and describe the impact of forest fires in the USA.</p> <p><i>See Year 7 Critical Geographical Skills Audit in exercise books</i></p>	<p><i>See Year 7 Critical Geographical Skills Audit in exercise books</i></p>	<p><i>See Year 7 Critical Geographical Skills Audit in exercise books</i></p>
<p>Key terms/vocab</p>	<ul style="list-style-type: none"> • Physical ◦ Human ◦ Environmental • Mountains ◦ Pennines ◦ Depression • Anticyclone ◦ Climate Change, • Erosion ◦ Transportation ◦ Deposition • Geology ◦ Development ◦ Industrialisation • Regeneration ◦ Mediterranean Sea ◦ Refugee <ul style="list-style-type: none"> • Asylum Seeker <p><i>See critical key term list in exercise books</i></p>	<ul style="list-style-type: none"> • Biodiversity ◦ Biomes ◦ Earthquake • Volcano ◦ Super-Volcano ◦ Low-Income Country ◦ High-Income Country • Development ◦ River ◦ Waterfall ◦ Source • Mouth ◦ Hurricane ◦ Storm Surge ◦ Forest Fire ◦ Superpower ◦ Political Influence ◦ <ul style="list-style-type: none"> • Economic Activities <p><i>See critical key term list in exercise books</i></p>	<p><i>See critical key term list in exercise books</i></p>	<p><i>See critical key term list in exercise books</i></p>
<p>Independent learning / wider reading</p>	<p><i>See Independent Study Homework</i> on Year 7 TEAMS and Go4Schools focussed on key terms. <i>Refer to Year 7 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 7 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills. <i>Refer to Year 7 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 7 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills. <i>Refer to Year 7 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 7 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills. Refer to Year 7 Wider Reading list available via the school library website.</p>
<p>Assessment</p>	<p>One assessment each half term on UK & Europe topic assessing students on the five core concepts and prior learning.</p>	<p>One assessment each half term on The Americas topic assessing students on the five core concepts and prior learning. .</p>	<p>One assessment on Antarctica and the Arctic topic assessing students on the five core concepts and prior learning. .</p>	<p>One assessment term on school-based enquiry topic assessing students on the five core concepts and prior learning. .</p>
<p>Careers links</p>	<p>Written and verbal communication skills Map skills Numerical skills Problem solving skills Teamwork Creative thinking Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication skills Map skills Numerical skills Problem solving skills Teamwork Creative thinking Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication skills Map skills Numerical skills Problem solving skills Teamwork Creative thinking Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication Enquiry skills Data collection Cartographical skills Graphical skills Numerical skills Data analysis and analytical skills Presentation skills Teamwork Communication skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>

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Our Year 7 & 8 curriculum is a **journey across the world**. Throughout Year 7 & 8 students will focus on six regions around the world and the geographical content relevant to them as well as giving students the opportunity to develop their geographical skills through geographical enquiry at the end of each year. We will aim to cover elements of topics in the context of place and ground each topic around our five core concepts. The core concepts allow **revisiting of topics on several occasions to promote learners' confidence**. Each time students revisit a topic, they are **exposed to more complex content, building on what they have already learnt in preparation for GCSE Geography**. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it. The core concepts are introduced and re-introduced at the beginning of each year and the foundations for GCSE topics are covered. As a Geography department we have chosen to adopt this tapestry model, in which we see our curriculum as being made up of threads that weave together to reveal the big picture. The tapestry model means that nothing stands in isolation, instead it **promotes continuity** which results in a solid development of different aspects of geography within the curriculum; through this approach **everything studied becomes relevant and powerful**. Through this approach of interweaving place, content, concepts, and skills students will have **improved recall** through revisiting topics, **deeper understanding**, and much **greater breadth and depth**. Student's outlooks are broadened, and stereotypes and misconceptions of place are challenged. Our curriculum strengthens and compliments the school's vision by being broad, balanced, and creative curriculum, which in turn builds our students' cultural capital.

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Focus	Autumn	Spring	Summer 1	Summer 2
Topic	Why is Geography important? Africa	Asia & Oceania	The Middle East	Local-based enquiry
Key concepts/ideas	<ul style="list-style-type: none"> ✓ What are the Physical and human characteristics of Africa? ✓ What misconceptions do people have about Africa? ✓ What are the characteristics of the different biomes in Africa? ✓ How can we use indicators used to measure development? ✓ What challenges does the Sahel region face and what is being done to overcome them? ✓ Why is there conflict over water supply? ✓ How are sand dunes formation along the Namibia coastline? ✓ What are the features of a shanty town and why do people choose to live there? ✓ What impact can mineral extraction have on the lives on in Africa? ✓ What are the impacts of a volcanic eruption in Africa? <p><i>See Year 8 Critical Content Audit in exercise books</i></p>	<ul style="list-style-type: none"> ✓ What are the physical and human characteristics of Asia? ✓ What are the characteristics of a Mountain Biome? ✓ What opportunities and challenges created by Monsoons? ✓ How has population growth happened in Asia and what are problems associated with it? ✓ How are tsunamis formed and what are the impacts of a tsunami? ✓ What are the impacts of climate change on small island nations? ✓ Why is Asia's important to the global economy? ✓ How does China's exert economic influence on the rest of the world? ✓ Why is the ocean biome so important? ✓ What difficulties are faced by Uighur Muslims in China? <p><i>See Year 8 Critical Content Audit in exercise books</i></p>	<p>The Geography Department are currently improving the KS3 curriculum this information will be updated ready for Summer 1 2022.</p> <p><i>See Year 8 Critical Content Audit in exercise books</i></p>	<p>The Geography Department are currently improving the KS3 curriculum this information will be updated ready for Summer 2 2022.</p> <p><i>See Year 8 Critical Content Audit in exercise books</i></p>

<p>Key skills</p>	<p>(1) Describing physical features such as distribution of biomes from maps and atlases. (2) Interpretation of climate graphs and data. (3) Using online sources to research data - measures of development. (4) Identifying questions or issues for investigation with regards to desertification. (5) Sketching, annotating, and interpreting photographs of shanty towns. (6) Write descriptively and use maps and photographs to explain the impacts of volcanic eruptions.</p> <p><i>See Year 8 Critical Geographical Skills Audit in exercise books</i></p>	<p>(1) Describe population distribution and vegetation type using a variety of maps and atlases. (2) Recognising and describing patterns of vegetation in a mountainous biome. (3) Use of hand drawn graphical skills to present population pyramids. (4) Using ICT and hand drawn cumulative bar graphs to present number of deaths by region for the Asian tsunami. (5) Writing extended written arguments on the impact of climate change on small island nations. (6) Writing extended written arguments, based on evidenced and informed conclusions on the treatment of Uighur Muslims.</p> <p><i>See Year 8 Critical Geographical Skills Audit in exercise books</i></p>	<p><i>See Year 8 Critical Geographical Skills Audit in exercise books</i></p>	<p><i>See Year 8 Critical Geographical Skills Audit in exercise books</i></p>
<p>Key terms/vocab</p>	<ul style="list-style-type: none"> • Biome ◦ Biodiversity ◦ Misconceptions • Stereotype ◦ Climate ◦ Adaptation • Life expectancy ◦ Birth rate ◦ Death rate ◦ Sahel ◦ Desertification ◦ Irrigation • Deposition ◦ Deprivation ◦ Push factor • Pull factor ◦ Convection currents • Tectonic plates ◦ Mantle <p><i>See critical key term list in exercise books</i></p>	<ul style="list-style-type: none"> • Diverse ◦ Monsoon ◦ Economy ◦ Wealth ◦ Disaster ◦ Precipitation ◦ Condensation ◦ Evaporation ◦ Agriculture Flooding ◦ Biome ◦ Deforestation ◦ Equator ◦ Altitude ◦ Vegetation ◦ Population Density ◦ Urbanisation ◦ Megacity ◦ Population Growth ◦ Employment ◦ Poverty ◦ Amenities ◦ Manufacturing ◦ Humanitarian ◦ Human rights abuse ◦ Indoctrination ◦ Tsunami ◦ Destructive Plate Boundary ◦ Destruction ◦ Tectonic Hazard ◦ Subduction ◦ Coral Reefs ◦ Mangroves <p><i>See critical key term list in exercise books</i></p>	<p><i>See critical key term list in exercise books</i></p>	<p><i>See critical key term list in exercise books</i></p>
<p>Independent learning / wider reading</p>	<p><i>See Independent Study Homework</i> on Year 8 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 8 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 8 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 8 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 8 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 8 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 8 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 8 Wider Reading list</i> available via the school library website.</p>
<p>Assessment</p>	<p>One assessment each half term on Africa topic assessing students on the five core concepts and prior learning.</p>	<p>One assessment each half term on Asia & Oceania topic assessing students on the five core concepts and prior learning.</p>	<p>One assessment this half term on the Middle East topic assessing students on the five core concepts and prior learning.</p>	<p>One assessment this half term on the local-based enquiry topic assessing students on the five core concepts and prior learning.</p>
<p>Careers links</p>	<p>Written and verbal communication skills Map skills Numerical skills Problem solving skills Teamwork Creative thinking Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication skills Map skills Numerical skills Problem solving skills Teamwork Creative thinking Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication skills Map skills Numerical skills Problem solving skills Teamwork Creative thinking Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication Enquiry skills Data collection Cartographical skills Graphical skills Numerical skills Data analysis and analytical skills Presentation skills Teamwork Communication skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>

Curriculum Intent

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We start teaching elements of Edexcel B GCSE Geography course in Year 9 alongside relevant KS3 curriculum content. We **build their cultural capital** through the monthly hot topic lesson and continue to **develop geographical skills taught in Year 7 - 8**. Each monthly hot topic is **linked to different curriculum areas across the school** and revolves around current affairs, A Level geography, careers in geography, or a geographical issue to keep our students in touch with what is happening in the world now and the importance of geography – geography changes so quickly this is not always reflected in a quickly outdated specifications. This has been a huge success and is often cited by students as one of their favourite aspects of the course. To continue to sequence and build upon skills gained in Year 7 - 8, in Year 9 we teach content from the KS3 National Curriculum and finish the year by focussing on improving geographical skills learnt throughout Year 7 & 8.

The progression from KS3 to GCSE Geography is sequenced, students continue to build upon previous knowledge, understanding and geographical skills acquired in KS3 through the five core concepts which prepares them for the more challenging GCSE topics and assessment objectives (see below).

GCSE Assessment Objectives

Assessment Objective	Expectations	Command words
A01	Recall of knowledge ✓ Demonstrate knowledge of locations, places, processes, environments, and different scales	<i>Identify, State, Name, Define, Label, Describe</i>
A02	Demonstrate geographical understanding of: ✓ Concepts and how they are used in relation to places, environments, and processes. ✓ The interrelationships between places, environment, and processes.	<i>Compare, Explain, Suggest</i>
A03	Application of ideas and concepts to: ✓ To interpret, analyse, and evaluate geographical information and issues to make judgements.	<i>Assess, Examine, Evaluate, Select and Justify</i>
A04	Geographical skills ✓ Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings.	<i>Calculate, Label, Draw, Plot</i>

Focus	Autumn (September – December)	Spring (January – March)	Summer (April – June)	Summer (July)
Topic	Consuming Resources In Consuming Resources, we QUESTION our use of fossil fuels. We EXPLORE the impact this is having on our climate and people’s lives. We GIVE realistic balanced views on the future use of fossil fuels and SUCCEED in suggesting appropriate alternatives to meet global demand.	People & the Biosphere In People and the Biosphere, we QUESTION why the global population is growing so quickly. We EXPLORE the characteristics of global biomes. We GIVE detailed explanation of global systems that maintain the planet. We SUCCEED in suggesting how humans can balance the exploitation and protection of resources.	Forests Under Threat In Forests Under Threat, we QUESTION why global forests are disappearing. We EXPLORE two different forest biomes. We GIVE reasons why forests are important to the maintenance and wellbeing of the planet. We SUCCEED in suggesting ways forests can be managed in a sustainable manner.	Geographical Skills In Geographical skills, we QUESTION and EXPLORE our understanding of the range of geographical skills taught throughout Year 7 – 9. We GIVE honest self-assessment on progress. We SUCCEED by consolidating skills which we benefit us beyond the classroom.
Key concepts/ideas	<ul style="list-style-type: none"> ✓ How can we classify energy resources? ✓ What are the environmental impacts? ✓ Why is access to resources uneven? ✓ Can we cope with the rising demand? ✓ How are oil supplies and prices affected by geopolitics? ✓ Why exploit ecologically sensitive areas? ✓ How can we be more energy efficient? ✓ Costs and benefits of alternative energy? ✓ How are attitudes to energy and environmental issues changing? <p><i>See Year 9 Consuming Resources Revision Audit in exercise books</i></p>	<ul style="list-style-type: none"> ✓ What global factors affect biome distribution & characteristics? ✓ How can we explain the distribution & characteristics of biomes? ✓ What local factors affect biomes? ✓ How do the abiotic and biotic components interact? ✓ How does the biosphere act as a life support system? ✓ How can increasing resource use lead to over-exploitation? ✓ Malthus and Boserup; whose theory is the most convincing? <p><i>See Year 9 People & the Biosphere Revision Audit in exercise books</i></p>	<ul style="list-style-type: none"> ✓ How does the tropical rainforest reflect the equatorial climate? ✓ How does the taiga reflect the subarctic climate? ✓ How different are the climates of tropical rainforests & taiga? ✓ What are the threats to the tropical rainforest? ✓ What are the threats to the taiga? ✓ How can tropical rainforests be protected? ✓ How can the taiga wilderness be protected? ✓ Advantages and disadvantages of global actions. <p><i>See Year 9 Forests Revision Audit in exercise books</i></p>	<ul style="list-style-type: none"> ✓ Cartographical skills ✓ Graphical skills ✓ Numerical and statistical skills ✓ Geographical enquiry skills ✓ OS maps and questions
Key skills	1) Use and interpretation of world maps showing the distribution of energy resources (2) Use of oil price and oil production data to graph trends over time.	(1) Comparing climate graphs for different biomes (2) Use of world maps to show the location of global biomes (3) Use and interpretation of line graphs showing the range of future global population	1) Use an interpretation of nutrient cycle diagrams and food webs diagrams (2) Use of GIS to identify the pattern of forest loss. <i>See Year 9 Critical Geographical Skills Audit in exercise books</i>	See key skills taught across Year 7 – 9

	(3) Calculation of carbon and ecological footprints. <i>See Year 9 Critical Geographical Skills Audit in exercise books</i>	projections, and population in relation to likely available resources. <i>See Year 9 Critical Geographical Skills Audit in exercise books</i>		
Key terms/vocab	<ul style="list-style-type: none"> ○ Accessibility ○ Biofuels ○ Biogas ○ Black gold ○ Business as usual ○ Carbon footprint ○ Consumption ○ Ecological footprint ○ Energy consumption ○ Energy insecurity ○ Energy security ○ Energy-poor ○ Food miles ○ Fossil fuels ○ Fracking ○ Geology ○ Global economy ○ Greenpeace ○ Hydroelectric power (HEP) ○ ○ Industrialisation ○ Liquefaction ○ Non-renewable ○ <ul style="list-style-type: none"> ○ Opencast mining ○ Organisation of Petroleum Exporting Countries (OPEC) ○ Peak oil ○ Recyclable ○ Renewable ○ Seismic imaging <ul style="list-style-type: none"> ○ Shale gas ○ Sustainable development ○ Tar sands ○ Wind turbines <p><i>See Year 9 Consuming Resources Key Terms list in exercise books.</i></p>	<ul style="list-style-type: none"> ○ Abiotic ○ Altitude ○ Atmosphere ○ Biomass ○ Biome ○ Biosphere ○ Biotic ○ Boserupian ○ Carbon sequestration ○ Carbon sink ○ Climate Club of Rome ○ Decay ○ Ecosystem ○ Ecosystem services ○ Ecosystems ○ Evaporation ○ Fallout ○ Food web ○ Goods ○ ○ Groundwater ○ Hydrological cycle ○ Indigenous peoples ○ Industrialisation ○ Infiltration ○ Interception ○ Latitude ○ Leaching ○ Lithosphere ○ Litter ○ Malthusian ○ Natural resources ○ Nutrient cycle ○ Nutrient transfer ○ Permeable ○ Photosynthesis ○ Precipitation ○ Runoff <ul style="list-style-type: none"> ○ Services ○ Slash-and-burn ○ Soil erosion ○ Treeline ○ Tundra ○ Urbanisation ○ Weathering <p><i>See Year 9 People & the Biosphere Key Terms list in exercise books.</i></p>	<ul style="list-style-type: none"> ○ Abiotic ○ Acid rain ○ Afforestation ○ Agroforestry ○ Biodiversity ○ Biofuels ○ Biomass ○ Biotic ○ Boreal forest ○ Clear-cutting ○ Climate ○ Coniferous tree ○ Conservation ○ Deforestation <ul style="list-style-type: none"> ○ Detritivores ○ Drought ○ Ecotourism ○ Geographical conflict ○ Geographical Information Systems (GIS) ○ Global warming ○ Hydroelectric power (HEP) ○ Invasive species ○ Leaching ○ Liana ○ Litter ○ Migration ○ National parks ○ Net primary productivity (NPP) ○ non-governmental organisation (NGO) ○ Nutrient cycle ○ RAMSAR wetland ○ Selective logging ○ Strip mining ○ Sustainable management ○ Tar sands ○ <ul style="list-style-type: none"> ○ Wilderness ○ Wildfires <p><i>See Year 9 Forests Under Threat Key Terms list in exercise books.</i></p>	<ul style="list-style-type: none"> ○ Aerial and ground photographs ○ atlas ○ choropleth maps ○ compass directions ○ Coordinates ○ Analysis ○ enquiry skills <ul style="list-style-type: none"> ○ GIS ○ grid references ○ maps ○ Field sketches ○ longitude and latitude <ul style="list-style-type: none"> ○ Sampling ○ OS maps <p><i>See Year 9 Geographical Skills Key Terms list in exercise books.</i></p>
Independent learning / wider reading	<p><i>See Independent Study Homework</i> on Year 9 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 9 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 9 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 9 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 9 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 9 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 9 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 9 Wider Reading list</i> available via the school library website.</p>
Assessment	<p>Autumn 1 – GCSE short response exam style questions on Consuming Resources (AO1, AO2 & AO4)</p> <p>Autumn 2 – GCSE short and long response exam style questions on Consuming Resources (AO1, AO2, AO3 & AO4)</p>	<p>Spring 1 – GCSE short response exam style questions on Consuming Resources & People & the Biosphere (AO1, AO2 & AO4)</p> <p>Spring 2 – GCSE short and long response exam style questions on People & the Biosphere (AO1, AO2, AO3 & AO4)</p>	<p>Summer 1 – GCSE short response exam style questions on Consuming Resources, People & the Biosphere & Forests Under Threat (AO1, AO2 & AO4)</p>	<p>Summer 2 – GCSE geographical skills exam style question (AO4)</p>
Careers links	<p>Written and verbal communication skills</p> <p>Extended writing</p> <p>Map skills</p> <p>Numerical skills</p> <p>Problem solving skills</p> <p>Teamwork</p> <p>Creative thinking</p> <p>Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication skills</p> <p>Extended writing</p> <p>Map skills</p> <p>Numerical skills</p> <p>Problem solving skills</p> <p>Teamwork</p> <p>Creative thinking</p> <p>Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication skills</p> <p>Extended writing</p> <p>Map skills</p> <p>Numerical skills</p> <p>Problem solving skills</p> <p>Teamwork</p> <p>Creative thinking</p> <p>Decision making skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>	<p>Written and verbal communication</p> <p>Enquiry skills</p> <p>Data collection</p> <p>Cartographical skills</p> <p>Graphical skills</p> <p>Numerical skills</p> <p>Data analysis and analytical skills</p> <p>Presentation skills</p> <p>Teamwork</p> <p>Communication skills</p> <p>Career focussed lessons relating to transferable skills and where geography can take you.</p>

Curriculum Intent

In Geography we QUESTION the differences in the world and why they exist. We EXPLORE regions of the world and the people who live there. We GIVE balanced views to global issues and, as a result we SUCCEED in opening our eyes and understanding the world in which we live.

We start teaching elements of Edexcel B GCSE Geography course in Year 9 alongside relevant KS3 curriculum content. We **build their cultural capital** through the monthly hot topic lesson and continue to **develop geographical skills taught in Year 7 - 8**. Each monthly hot topic is **linked to different curriculum areas across the school** and revolves around current affairs, A Level geography, careers in geography, or a geographical issue to keep our students in touch with what is happening in the world now and the importance of geography – geography changes so quickly this is not always reflected in a quickly outdated specifications. This has been a huge success and is often cited by students as one of their favourite aspects of the course. To continue to sequence and build upon skills gained in Year 7 - 8, in Year 9 we teach content from the KS3 National Curriculum and finish the year by focussing on improving geographical skills learnt throughout Year 7 & 8.

The progression from KS3 to GCSE Geography is sequenced, students continue to build upon previous knowledge, understanding and geographical skills acquired in KS3 through the five core concepts which prepares them for the more challenging GCSE topics and assessment objectives (see below).

GCSE Assessment Objectives

Assessment Objective	Expectations	Command words
A01	Recall of knowledge ✓ Demonstrate knowledge of locations, places, processes, environments, and different scales	<i>Identify, State, Name, Define, Label, Describe</i>
A02	Demonstrate geographical understanding of: ✓ Concepts and how they are used in relation to places, environments, and processes. ✓ The interrelationships between places, environment, and processes.	<i>Compare, Explain, Suggest</i>
A03	Application of ideas and concepts to: ✓ To interpret, analyse, and evaluate geographical information and issues to make judgements.	<i>Assess, Examine, Evaluate, Select and Justify</i>
A04	Geographical skills ✓ Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings.	<i>Calculate, Label, Draw, Plot</i>

Focus

**Autumn
(September – December)**

**Spring
(January – March)**

**Summer
(March - July)**

Topic

Hazardous Earth

In Hazardous Earth, we QUESTION how the world's climate functions, and why and how climate changes. We EXPLORE detailed case studies of tropical cyclones and tectonic events. We GIVE assessments on the impacts of each extreme weather and tectonic events, and we SUCCEED in evaluating the success of the different management strategies for each event.

Development Dynamics

In Development Dynamics, we QUESTION the factors which hinder development in some of the poorest parts of the world. We EXPLORE how the country of India is developing, and the impact that this has had on its people, the environment and India's relationship with the wider world. We GIVE opinions on the scale of global inequality and we SUCCEED in suggesting ways that inequality can be reduced.

UK's Physical Landscape & River Fieldwork

In the UK's Evolving Physical Landscape, we QUESTION the physical landscape in the UK varies from place to place. We EXPLORE the physical processes that are at work in river and coastal environments. We GIVE examples of different places around the UK with river and coastal environments, considering the challenges that they face, and we SUCCEED in assessing the success of the different management strategies that are in place.

Key concepts/ideas

- ✓ How does the world's climate system function?
- ✓ What are the natural causes of climate change?
- ✓ How are human activity causing climate change?
- ✓ What are the possible consequences of climate change?
- ✓ How are extreme weather events increasingly hazardous?
- ✓ What are the impacts of tropical cyclones?
- ✓ Why are some countries vulnerable to tropical cyclones?
- ✓ How do countries prepare for and respond to tropical cyclones?
Hurricane Katrina & Cyclone Alia
- ✓ How does the earth's structure influence plate tectonics?
- ✓ What happens when plates move?
- ✓ What are the different types of volcanoes?
- ✓ What are the impacts of and responses to volcanic hazards?
- ✓ What are the impacts of and responses to earthquakes? Haiti, 2010 & Japan 2011

See Year 10 Hazardous Earth Revision Audit in exercise books

- ✓ How do we define and measure development?
- ✓ How does demographic link to development?
- ✓ What are the causes and consequences of global inequalities?
Malawi
- ✓ How do development theories explain development?
- ✓ Are top-down or bottom-up approaches more successful The Narmada River Scheme & Biogas
- ✓ Case study emerging country, India
- ✓ How important is India's location and its global link?
- ✓ How is globalisation linked to India's development?
- ✓ What are the consequences of India's rapid growth?

See Year 10 Development Dynamics Revision Audit in exercise books

- ✓ How have geology and past processes influenced the physical landscape of the UK?
- ✓ How have physical processes helped create distinctive UK landscapes?
- ✓ How has human activity helped create distinctive UK landscapes?
- ✓ How do geology and physical processes influence the coastline?
- ✓ What landforms are created during coastal erosion?
- ✓ What are the influences of transportation and deposition on the coast?
- ✓ How do human activities influence coastal landscapes?
- ✓ What challenges do coastal landscapes create and how are they managed?
- ✓ Why is there a variety of river landscapes in the UK?
- ✓ How do river processes form distinctive landforms?
- ✓ How do climate, geology and slope processes affect different river landscapes?
- ✓ How do physical factors and human activities affect storm hydrographs?
- ✓ How do physical and human processes interact to cause flooding
Sheffield, 2007
- ✓ Why is flood risk in the UK increasing and how can it be managed?
- ✓ How and why do the drainage basin and channel characteristic of the River Dove influence the flood risk for people and property?

See Year 10 UK's Physical Landscape Revision Audit in exercise books

<p>Key skills</p>	<p>(1) Use and interpretation of climate graphs (2) Use and interpretation of line graphs/bar charts showing climate change (3) Use and interpretation of temperature and sea-level projection graphs to 2100. (4) Use of GIS to track the movement of tropical cyclones (5) Use of weather and storm-surge data to calculate Saffir-Simpson magnitude (6) Use of social media sources, satellite images and socio-economic data to assess impact. (7) Interpret a cross-section of the Earth (8) Use and interpretation of world map showing distribution of plate boundaries and plates (9) Use of Richter Scale to compare magnitude of earthquake events (10) Use of social media sources, satellite images and socio-economic data to assess impact.</p>	<p>(1) Comparing the relative ranking of countries using single versus composite (indices) development measures (2) Interpreting population pyramid graphs for countries at different levels of development (3) Using income quintiles to analyse global inequality (4) Using numerical economic data to profile the chosen country (5) Using proportional flow-line maps to visualise trade patterns and flows (6) Using socio-economic data to calculate difference from the mean, for core and periphery regions.</p>	<p>(1) Photograph analysis of common glacial, fluvial, and coastal landscapes and features (2) Using simple geological cross-sections to show the relationship between geology and relief (3) Locating key physical features (uplands, lowland basins, rivers) on outline UK maps (4) Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps. (5) Explore the kinds of questions capable of being investigated through fieldwork (6) Calculation of mean rates of erosion using a multi-year data set (7) Use of BGS Geology maps (paper or online) to link coastal form to geology (8) Recognition of coastal landforms on 1:25000 and 1:50000 OS maps. (9) Explore the kinds of questions that can be investigated through fieldwork (10) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion (11) Use of simple cost-benefit analysis to investigate coastal defence options (12) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions. (13) Explore the kinds of questions that can be investigated through fieldwork (14) Use 1:25000 and 1:50000 OS maps to determine valley cross-section from contour lines (15) Use of BGS Geology maps (paper or online) to link river-long profiles to geology (16) Recognition of river landforms on 1:25000 and 1:50000 OS maps (17) Drawing simple storm hydrographs using rainfall and discharge data. (18) Explore the kinds of questions that can be investigated through fieldwork (19) Use of simple cost-benefit analysis to investigate river management options (20) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions.</p>
<p>Key terms/vocab</p>	<ul style="list-style-type: none"> ○ Solar Isolation ○ Low Pressure ○ High Pressure ○ Ocean Currents ○ Tropics ○ Hadley Cell ○ Atmospheric Circulation Model ○ Ferrell Cell ○ Polar Cell ○ Climate Graph ○ Stratosphere ○ Climatologist ○ Eruption Theory ○ Asteroid ○ Collisions ○ Sunspot Theory ○ Orbital Theory ○ Weather ○ Climate ○ Tree Rings ○ Atmosphere ○ Greenhouse Effect ○ Greenhouse Gases ○ Enhanced Greenhouse Effect ○ Thermal Expansion ○ Cyclone ○ Saffir-Simpson Hurricane Scale ○ Storm surge ○ Landslides ○ Coriolis Force ○ Track ○ Forecasting S ○ Satellite Technology ○ Warning Systems ○ Evacuation Strategies ○ Success ○ Risk Zones ○ River Levées ○ Lithosphere ○ Core ○ Continental Crust ○ Oceanic Crust ○ Asthenosphere ○ Mantle <ul style="list-style-type: none"> ○ Geothermal ○ Radioactive Decay ○ Magma ○ Convection Currents ○ Plumes ○ Lava ○ Hotspots ○ Plate ○ Boundary ○ Convergent ○ Divergent ○ Conservative ○ Collision ○ Subduction ○ Primary Effects ○ Secondary Effects ○ Prediction ○ Social Impacts ○ Economic Impacts ○ Aid ○ Relief Effort 	<ul style="list-style-type: none"> ○ Aid ○ Birth rate ○ Bottom-up development ○ Capitalism ○ Colonialism ○ Death rate ○ Debt ○ Demographic indicators ○ Demographic transition ○ Dependency theory ○ Developed country ○ Developing country ○ Development ○ Economic development ○ Emerging economies ○ Foreign direct investment (FDI) <ul style="list-style-type: none"> ○ Formal economy ○ Free trade ○ Geopolitical influence ○ Globalisation ○ Goods ○ Gross domestic product (GDP) ○ Gross National Income (GNI) per capita ○ Human Development Index (HDI) ○ IGO ○ Industrialisation ○ Infant mortality rate ○ Informal economy ○ Intermediate technology ○ Life expectancy ○ Maternal mortality rate ○ Non-governmental organisation (NGO) ○ Outsourcing ○ Political development ○ Population structure ○ Poverty line ○ Purchasing Power Parity (PPP) ○ Services ○ Social development ○ Top-down development ○ Total fertility rate ○ Transnational companies (TNCs) 	<ul style="list-style-type: none"> ○ Abrasion (corrasion) ○ Alluvium ○ Antecedent rainfall ○ Attrition ○ Backwash ○ Bankfull ○ Bar ○ Channel ○ Concordant coasts ○ Confluence ○ Constructive waves ○ Corrosion ○ Solution ○ Delta ○ Deposition ○ Destructive waves ○ Discharge ○ Discordant coasts ○ Drainage Basin ○ Erosion ○ Estuary ○ Evaporation ○ Fetch ○ Flood plain ○ Geology ○ Groundwater flow ○ Hard engineering ○ Holistic management ○ Hydraulic action <ul style="list-style-type: none"> ○ Impermeable ○ Interception ○ Interlocking spurs ○ Longshore drift ○ Mass movement ○ Mouth ○ Percolation ○ Permeable ○ Precipitation ○ Prevailing wind ○ Salt marsh ○ Saltation ○ Saturated ○ Scree ○ Shoreline Management Plan (SMP) ○ Soft engineering ○ Soil creep ○ Solution ○ Source ○ Spit ○ Storm hydrograph ○ Strata ○ Sub-aerial processes ○ Surface runoff ○ Suspension ○ Swash ○ Topography ○ Traction ○ Transpiration ○ Tributary ○ Velocity

		<ul style="list-style-type: none"> ○ Refugees □ Seismometer Magnitude □ Richter Scale □ Epicentre Focus □ Tsunami □ Probability □ Aftershocks 		<ul style="list-style-type: none"> ○ Weathering □ Watershed □ Infiltration
Independent learning / wider reading	<p><i>See Independent Study Homework</i> on Year 10 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 10 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 10 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 10 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 10 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 10 Wider Reading list</i> available via the school library website.</p>	
Assessment	<p>Autumn 1 – GCSE style questions on Paper 3: Topic 7 – 9 (AO1, AO2, AO3 & AO4)</p> <p>Autumn 2 – Paper 1: Hazardous Earth (AO1, A02, AO3 & AO4)</p>	<p>Spring 1 – Paper 1: Hazardous Earth & Development Dynamics (AO1, AO2, AO3 & AO4)</p> <p>Spring 2 – Paper 2: UK’s Physical Landscape (AO1 & AO2)</p>	<p>Summer 1 - Paper 2: UK’s Physical Landscape Rivers & Coasts (AO1, AO2, AO3 & AO4)</p> <p>Summer 2 – Paper 2: Rivers Fieldwork (AO3 & AO4)</p>	
Careers links	<p>Written and verbal communication</p> <p>Extended writing</p> <p>Map skills</p> <p>Numerical skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Teamwork</p> <p>Organisation skills</p>	<p>Written and verbal communication</p> <p>Map skills</p> <p>Extended writing</p> <p>Numerical skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Teamwork</p> <p>Organisation skills</p>	<p>Written and verbal communication</p> <p>Extended writing</p> <p>Map skills</p> <p>Numerical skills</p> <p>Presentation skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Enquiry skills</p>	

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A01	Recall of knowledge ✓ Demonstrate knowledge of locations, places, processes, environments, and different scales	<i>Identify, State, Name, Define, Label, Describe</i>
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Focus

**Autumn
(September – December)**

**Spring
(January – March)**

**Summer
(April – June)**

Topic

UK's Human Landscape & Urban Fieldwork

In the UK's Evolving Human Landscape, we QUESTION why places and people are changing in the UK. We EXPLORE differences in rural and urban areas within the UK. We GIVE a detailed overview of a specific UK city, and we SUCCEED in assessing the opportunities and challenges of change in this city.

Challenges of an Urbanising World

In Challenges of an Urbanising World, we QUESTION the causes of rapid urban change and the challenge this creates. We EXPLORE the growth of urbanisation in different regions around the world. We GIVE by creating a detailed case study of the megacity MUMBAI and SUCCEED by putting forward ways in which Mumbai's could become and more sustainable city in the future.

Revision and preparation for exams all topics

In active revision we QUESTION our understanding of the whole GCSE course. We EXPLORE different revision strategies. We GIVE by creating a wealth of revision resources and SUCCEED by appreciating the breath and depth of GCSE Geography course.

Key concepts/ideas

- ✓ Why are population, economic activity, and settlement key elements of the human landscape?
- ✓ How is the UK economy and society linked to and shaped by the wider world?
- ✓ What are the impacts of globalisation, trade and investment, and migration?
- ✓ How is London, a major UK city changing?
- ✓ What are the causes and impacts of changes in structure, economy, and population in different parts of London?
- ✓ How can life in London be improved?
- ✓ How can London be interdependent with its surrounding rural areas?
- ✓ What are the challenges and opportunities of change in rural areas?
- ✓ How and why does quality of life vary in Derby?

See Year 11 UK's Human Landscape Revision Audit in exercise books

- ✓ Why is the world becoming increasingly urbanised?
- ✓ How do social and economic changes lead to urbanisation?
- ✓ Why are urban economies different in developing, emerging, and developed countries
- ✓ Why and how do cities change over time?
- ✓ What makes Mumbai a megacity?
- ✓ How has Mumbai's structure developed?
- ✓ Why has Mumbai grown so rapidly?
- ✓ What are the challenges and opportunities of living in Mumbai?
- ✓ Why are there differences in quality of life?
- ✓ Can top-down and bottom-up strategies make Mumbai more sustainable?

See Year 11 UK's Human Landscape Revision Audit in exercise books

- ✓ Revise GCSE topics key terms
- ✓ Revise critical content knowledge across Paper 1, 2 & 3.
- ✓ Practise exam technique and exam questions
- ✓ Walk through Paper 3 mock exam
- ✓ Review unfamiliar fieldwork

Key skills

- (1) Use and interpretation of UK population pyramids form different time periods
- (2) Use of census data sets to understand changes to the UK's population

- (1) Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth

Geographical skills taught across KS4 revisited

	<p>(3) Use of Eurostat to investigate FDI and immigration to the UK. (4) Explore the kinds of questions capable of being investigated through fieldwork. (5) Using census data sets to compare areas within inner cities. (6) Use of 1:25000 and 1:50000 OS maps to identify different land use types. (7) Using crime and IMD databases to investigate the extent of inner-city problems.</p>	<p>(2) Using satellite images to identify different land use zones in urban areas. (3) Using GIS/satellite images, historic images, and maps to investigate spatial growth (4) Using quantitative and qualitative information to judge the scale of variations in quality of life.</p>	
Key terms/vocab	<ul style="list-style-type: none"> ○ Affluence □ Brownfield sites □ Central Business District (CBD) ○ Connectivity □ Conurbation □ Decentralisation ○ Deindustrialisation □ Depopulation □ Deprivation ○ Diversification □ Economic core ○ Economic periphery Free trade Foreign Direct Investment (FDI) ○ Gentrification Globalisation Goods Green belt ○ Gross domestic product (GDP) □ Index of Multiple Deprivation (IMD) ○ Migration □ Multicultural □ Northern powerhouse Population density □ Population structure □ Privatisation ○ Quality of life □ Rebranded ○ Regeneration Rural-urban fringe Services Studentification ○ Terms of trade Transnational companies (TNCs) 	<ul style="list-style-type: none"> ○ Bottom-up development □ Brownfield sites □ Central Business District (CBD) ○ Connectivity □ Conurbation □ Counter-urbanisation □ Deindustrialisation Formal economy □ Green belt □ Informal economy □ Infrastructure ○ Megacity □ Migration □ Multiplier effect □ Natural increase ○ Non-governmental organisation (NGO) □ Primary industry □ Pull factor ○ Push factor □ Quality of life □ Quaternary industry □ Regeneration ○ Re-urbanisation □ Rural-urban fringe □ Rural-urban migration ○ Secondary industry □ Site □ Situation □ Slum □ Spatial ○ Suburbanisation □ Sustainable development □ Sustainable management ○ Tertiary industry □ Top-down development □ Urbanisation 	Key terms list for all GCSE topics available on Year 9, 10 & 11 TEAMS.
Independent learning / wider reading	<p><i>See Independent Study Homework</i> on Year 11 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 11 Wider Reading list</i> available via the school library website.</p>	<p><i>See Independent Study Homework</i> on Year 11 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 11 Wider Reading list</i> available via the school library website..</p>	<p><i>See Independent Study Homework</i> on Year 11 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p><i>Refer to Year 11 Wider Reading list</i> available via the school library website.</p>
Assessment	<p>Autumn 1 – GCSE style questions on Paper 3: Topic 7 – 9 (AO1, AO2, AO3 & AO4).</p> <p>Autumn 2 mock exam – Full paper 3.</p>	<p>Spring 1 – GCSE style questions on Paper 2: Topics 4 - 6 (AO1, AO2, AO3 & AO4)</p> <p>Spring 1 – Full Paper 2: Topics 4 - 6 (AO1, AO2, AO3 & AO4)</p>	Summer 1– Paper 1: Topics 1 - 3 (AO1, AO2, AO3 & AO4)
Careers links	<p>Written and verbal communication</p> <p>Extended writing</p> <p>Map skills</p> <p>Numerical skills</p> <p>Presentation skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Enquiry skills</p>	<p>Written and verbal communication</p> <p>Map skills</p> <p>Extended writing</p> <p>Numerical skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Teamwork</p> <p>Organisation skills</p>	<p>Independent learning skills</p> <p>Organisation skills</p>

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At KS5 students study the Pearson Edexcel A-level specification (<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>). Students have 10 hours of geography per fortnight split between two specialist teachers. The aims of the A-level course are to **investigate contemporary challenges facing the world today**, to develop an understanding of world environments, peoples, and cultures outside of their own experiences and be able to explain the relationships and synoptic links within and between the human and physical world. As well as what is taught in lessons the department aims to **promote a curiosity about the world for our learners**, to help **develop a range of transferable skills ready for university or world of work**, to have experience of what it is like to study geography at university and understand the different career paths available through the study of geography. To enable them to become responsible citizens who take a responsible attitude and to develop their intellectual curiosity. Students will also be given **multiple opportunities for learning outside of the classroom** during field visits and will compete an independent investigation giving learners resilience in self-sufficient study.

A level Assessment Objectives

Students must:		% in GCE A Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales	34
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	40
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> investigate geographical questions and issues interpret, analyse and evaluate data and evidence construct arguments and draw conclusions 	26
Total		100%

Focus	Autumn	Spring	Summer
Topic	Coastal Landscapes and change	Tectonic processes & hazards	Non-Examined Assessment (NEA)
Key concepts/ideas	<ul style="list-style-type: none"> ✓ Why are coastal landscapes different, and what processes cause these differences? ✓ How do characteristics coastal landforms contribute to coastal landscapes? ✓ How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risk? ✓ How can coastlines be managed to meet all the needs of all players? 	<ul style="list-style-type: none"> ✓ Why are some locations more at risk from tectonic hazards than others? ✓ Why do some tectonic hazards develop into disasters? ✓ How successful is the management of tectonic hazards and disasters? 	<ul style="list-style-type: none"> ✓ Decide on an enquiry question for study ✓ Choosing key questions / hypotheses ✓ Writing the purpose of investigation section ✓ Plan the methodology, including collection of primary and secondary data ✓ Collect primary and secondary data ✓ Writing the methodology section ✓ Present the data in a variety of ways ✓ Writing analysis, conclusion, evaluation section
Key skills	<i>See coasts geographical skills audit in folder and on Year 12 TEAMS</i>	<i>See tectonics geographical skills audit in folder and on Year 12 TEAMS</i>	Geographical enquiry skills
Key terms/vocab	<i>See key term list in folders and on Year 12 TEAMS</i>	<i>See tectonics key term list in folders and on Year 12 TEAMS</i>	<i>See key term list in folders and on Year 12 TEAMS</i>
Independent learning / wider reading	<p><i>See Independent Study Homework</i> on Year 12 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 12 TEAMS</p>	<p><i>See Independent Study Homework</i> on Year 12 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 12 TEAMS</p>	<p><i>See Independent Study Homework</i> on Year 12 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 12 TEAMS</p>
Assessment	<p>Autumn 1 - Compulsory exam questions covering AO1 – 3 completed throughout the half term in class under timed exam conditions.</p> <p>Autumn 2 - Coasts & Regeneration short response A01 6- and 8-mark timed assessment in class under timed exam conditions.</p>	<p>Spring 1 (Mock exam) – Tectonics & Globalisation A01 – AO3 2019 past exam paper section. Completed as part of the mock exams.</p> <p>Spring 2 - Tectonics & Globalisation A01 – AO3 2019 past exam paper section.</p> <p>Compulsory exam questions are completed throughout the half term in class under timed exam conditions</p>	<p>Summer 1 - Tectonics, Globalisation, Coasts & Regeneration A01 – AO3 2020 past exam paper section. Completed as part of the mock exams.</p> <p>Summer 2 – NEA feedback and compulsory exam questions are completed throughout the half term in class under timed exam conditions</p>

	Careers links	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving Creative thinking Critical thinking Synoptic links	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving Creative thinking Critical thinking Synoptic links	Organisation and research skills Independent wider reading, Developing planning and management skills Enquiry skills Teamwork Extended writing Numerical skills Analytical and evaluative skills Problem solving Creative thinking Critical thinking
Year 12 – Teacher 2	Focus	Autumn	Spring	Summer
	Topic	Regenerating Places	Globalisation	The Water Cycle and Water Insecurity
	Key concepts/ideas	<ul style="list-style-type: none"> ✓ What is the place where you live or study like, and how does it compare to another place? ✓ Why might regeneration be needed? ✓ How is regeneration managed? ✓ How successful is regeneration? 	<ul style="list-style-type: none"> ✓ What are the causes of globalisation, and why has it accelerated in recent decades? ✓ What are the impacts of globalisation for countries, different groups of people and cultures? ✓ What are the consequences of globalisation for global development, and should different players respond to its challenges? 	<ul style="list-style-type: none"> ✓ What are the processes operating within the hydrological cycle from the global to local scale? ✓ What factors influence the hydrological system over short-term and long-term timescales? ✓ How does water insecurity occur and why is it becoming such a global issue for the 21st century?
	Key skills	<i>See regeneration geographical skills audit in folder and on Year 12 TEAMS</i>	<i>See globalisation geographical skills audit in folder and on Year 12 TEAMS</i>	<i>See water geographical skills audit in folder and on Year 12 TEAMS</i>
	Key terms/vocab	<i>See regeneration key term list in folders and on Year 12 TEAMS</i>	<i>See globalisation key term list in folders and on Year 12 TEAMS</i>	<i>See water key term list in folders and on Year 12 TEAMS</i>
	Independent learning / wider reading	<p><i>See Independent Study Homework</i> on Year 12 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 12 TEAMS</p>	<p><i>See Independent Study Homework</i> on Year 12 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 12 TEAMS</p>	<p><i>See Independent Study Homework</i> on Year 12 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 12 TEAMS</p>
	Assessment	<p>Autumn 1 - Compulsory exam questions covering AO1 – 3 completed throughout the half term in class under timed exam conditions.</p> <p>Autumn 2 - Coasts & Regeneration short response A01 6- and 8-mark timed assessment in class under timed exam conditions.</p>	<p>Spring 1 (Mock exam) – Tectonics & Globalisation A01 – AO3 2019 past exam paper section. Completed as part of the mock exams.</p> <p>Spring 2 - Tectonics & Globalisation A01 – AO3 2019 past exam paper section.</p> <p>Compulsory exam questions are completed throughout the half term in class under timed exam conditions</p>	<p>Summer 1 (Progress exam)- Tectonics, Globalisation, Coasts & Regeneration A01 – AO3 2020 past exam paper section. Completed as part of the mock exams.</p> <p>Summer 2 – NEA feedback and compulsory exam questions are completed throughout the half term in class under timed exam conditions</p>
	Careers links	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving Creative thinking Critical thinking Synoptic links	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving Creative thinking Critical thinking Synoptic links	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving Creative thinking Critical thinking Synoptic links

In Geography we QUESTION the differences in the world and why they exist. We EXPLORE regions of the world and the people who live there. We GIVE balanced views to global issues and, as a result we SUCCEED in opening our eyes and understanding the world in which we live.

At KS5 students study the Pearson Edexcel A-level specification (<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>). Students have 10 hours of geography per fortnight split between two specialist teachers. The aims of the A-level course are to **investigate contemporary challenges facing the world today**, to develop an understanding of world environments, peoples, and cultures outside of their own experiences and be able to explain the relationships and synoptic links within and between the human and physical world. As well as what is taught in lessons the department aims to **promote a curiosity about the world for our learners**, to help **develop a range of transferable skills ready for university or world of work**, to have experience of what it is like to study geography at university and understand the different career paths available through the study of geography. To enable them to become responsible citizens who take a responsible attitude and to develop their intellectual curiosity. Students will also be given **multiple opportunities for learning outside of the classroom** during field visits and will compete an independent investigation giving learners resilience in self-sufficient study.

A level Assessment Objectives

Students must:		% in GCE A Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales	34
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	40
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> investigate geographical questions and issues interpret, analyse and evaluate data and evidence construct arguments and draw conclusions 	26
Total		100%

Focus	Autumn	Spring	Summer
Topic	The carbon cycle and energy security & NEA check-in	Superpowers	Revision and preparation for exams all topics
Key concepts/ideas	<ul style="list-style-type: none"> ✓ How does the carbon cycle operate to maintain planetary health? ✓ What are the consequences for people and the environment of our increasing demand for energy? ✓ How are the carbon and water cycles linked to global climate system? 	<ul style="list-style-type: none"> ✓ What are superpowers and how have they changed over time? ✓ What are the impacts of superpowers on the global economy, political systems, and the environment? ✓ What spheres of influence are contested by superpowers and what are the implication of this? 	Paper 1 – Tectonic processes and hazards, Coastal landscapes and changes, Water Cycle and water insecurity, Carbon cycle and energy security. Paper 2 – Globalisation, Regenerating places, Superpowers, Health human rights and intervention. Paper 3 – Synoptic links
Key skills	<i>See carbon geographical skills audit in folder and on Year 13 TEAMS</i>	<i>See superpowers geographical skills audit in folder and on Year 13 TEAMS</i>	Independent revision skills
Key terms/vocab	<i>See carbon key term list in folders and on Year 13 TEAMS</i>	<i>See superpowers key term list in folders and on Year 13 TEAMS</i>	<i>See key terms list from all topics in folder and on TEAMS</i>
Independent learning / wider reading	<i>See Independent Study Homework</i> on Year 13 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills. Wider reading list and resources can be found on Year 13 TEAMS	<i>See Independent Study Homework</i> on Year 13 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills. Wider reading list and resources can be found on Year 13 TEAMS	<i>See Independent Study Homework</i> on Year 13 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills. Wider reading list and resources can be found on Year 13 TEAMS
Assessment	Autumn 1 - Compulsory exam questions covering AO1 – 3 completed throughout the half term in class under timed exam conditions. Autumn 2 – Carbon and Superpowers short response A01 6- and 8-mark timed assessment in class under timed exam conditions.	Spring 1 (Mock exam)– All topics studied so far A01 – AO3 2019 past exam paper section. Completed as part of the mock exams. Compulsory synoptic exam questions are completed throughout the half term in class under timed exam conditions	Summer 1 – Paper 3 exam assessment in class under exam conditions.
Careers links	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving	Written and verbal communication Extended writing Numerical and statistical skills Analytical and evaluative skills Problem solving	Independent learning skills Organisation skills

Year 13 – Teacher 2

		Creative thinking Critical thinking Synoptic links	Creative thinking Critical thinking Synoptic links	
Focus		Autumn	Spring	Summer
Topic		Health Human Rights & Intervention & NEA check-in	Paper 3 Synoptic	Revision
Key concepts/ideas		<ul style="list-style-type: none"> ✓ What is human development and why do levels vary from place to place? ✓ Why do human rights vary from place to place? ✓ How are human rights used as arguments for political and military intervention? ✓ What are the outcomes of geopolitical interventions in terms of human development and human rights? 	<ul style="list-style-type: none"> ✓ Players ✓ Attitudes and actions ✓ Futures and uncertainties 	<ul style="list-style-type: none"> ✓ Paper 1 – Tectonic processes and hazards, Coastal landscapes and changes, Water Cycle and water insecurity, Carbon cycle and energy security. ✓ Paper 2 – Globalisation, Regenerating places, Superpowers, Health human rights and intervention. ✓ Paper 3 – Synoptic links
Key skills		<i>See HHI geographical skills audit in folder and on Year 13 TEAMS</i>	<i>See synoptic geographical skills audit in folder and on Year 13 TEAMS</i>	Independent revision skills
Key terms/vocab		<i>See HHI key term list in folders and on Year 13 TEAMS</i>	<i>See synoptic key term list in folders and on Year 13 TEAMS</i>	<i>See key terms list from all topics in folder and on TEAMS</i>
Independent learning / wider reading		<p><i>See Independent Study Homework</i> on Year 13 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 13 TEAMS</p>	<p><i>See Independent Study Homework</i> on Year 13 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 13 TEAMS</p>	<p><i>See Independent Study Homework</i> on Year 13 TEAMS and Go4Schools focussed on key terms, retrieval practise and geographical skills.</p> <p>Wider reading list and resources can be found on Year 13 TEAMS</p>
Assessment		<p>Autumn 1 - Compulsory exam questions covering AO1 – 3 completed throughout the half term in class under timed exam conditions.</p> <p>Autumn 2 – Carbon and Superpowers short response A01 6- and 8-mark timed assessment in class under timed exam conditions.</p>	<p>Spring 1 (Mock exam)– All topics studied so far A01 – AO3 2019 past exam paper section. Completed as part of the mock exams.</p> <p>Compulsory synoptic exam questions are completed throughout the half term in class under timed exam conditions</p>	<p>Summer 1 – Paper 3 exam assessment in class under exam conditions.</p>
Careers links		<p>Written and verbal communication</p> <p>Extended writing</p> <p>Numerical and statistical skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Critical thinking</p> <p>Synoptic links</p>	<p>Written and verbal communication</p> <p>Extended writing</p> <p>Numerical and statistical skills</p> <p>Analytical and evaluative skills</p> <p>Problem solving</p> <p>Creative thinking</p> <p>Critical thinking</p> <p>Synoptic links</p>	<p>Independent learning skills</p> <p>Organisation skills</p>