Curriculum Overview

Geography

KS3

	Year 7	Year 8	Year 9
Half term 1	**Introduction to Geographical Skills** Within this unit, students engage in activities to develop fundamental understanding of maps and geographic concepts. They learn about Ordnance Survey maps and symbols, grid references, scale, relief, continents, oceans, longitude and latitude. These lessons are crucial as they provide students with foundational skills essential for reading and interpreting maps accurately and for understanding spatial relationships.	**Population** Building on their previous understanding of development indicators, students will recap and apply these concepts to explore population growth and structure. They will deepen their understanding of population distribution and population change through an analysis of population pyramids. The unit will also cover the challenges posed by ageing and youthful populations, as well as migration, including forced and voluntary movements.	**Climate change** In this unit pupils will investigate the challenge of a changing climate, it's causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their impact on global warming. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development.
Half term 2	**Introduction to Global Climate** Within this unit, students will recap weather and climate from the primary curriculum. They will be introduced to the greenhouse and enhanced greenhouse effects, along with the causes and effects of climate change. At this stage, the effects of climate change will be limited to sea level rise and heatwaves (in the UK) to reduce cognitive overload. Understanding weather, climate and climate change allows students to better grasp	**Coasts** Students build on their knowledge of river processes from Year 7 by learning about coastal processes. They will learn about the formation of erosional, transportational and depositional coastal features, such as headlands, bays, caves, arches, stacks, stumps and beaches. Additionally, students will learn about coastal management strategies and the importance of protecting coastal areas from	

	broader concepts related to environmental impacts and change in subsequent units.	threats such as erosion, rising sea levels and human impacts.	
Half term 3	**Development** Students will analyse the distribution of developed, developing and emerging countries. They will consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development. Students will then investigate how countries become more developed via economic development driven by tourism, top-down and bottom-up aid projects.	**Ecosystems** Students revisit the concepts of the greenhouse and enhanced greenhouse effect from Year 7. They move on to global precipitation patterns and use climate graphs to compare climates across different regions. Building on the knowledge of global biomes from Year 7, students will focus on two contrasting biomes: one terrestrial and one marine. They will investigate the unique opportunities and threats faced by these biomes and examine various management strategies to protect and sustainably manage these environments.	**Life in an Emerging Economy** In this unit students will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the countries classified as emerging. One of the key outcomes should be that pupils understand the characteristics and features of emerging countries. Pupils will investigate, using a range of geographical data, the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced due to rapid urbanisation. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country.
Half term 4	**Rivers** Students will review the key physical processes of the water cycle from key stage 2 will then be taught about the key features of the drainage basin and the processes that operate within them. They will then learn about the causes, effects and responses to flooding and how humans may manage flood risks. Schools may choose to complete additional fieldwork in this unit around their local river.	**Tectonics** Students begin by learning about geological timescales and the structure of the Earth. They revisit their Key Stage 2 knowledge of tectonic plate movement before learning about the formation of volcanoes and the causes of earthquakes, focusing on collision, constructive, destructive, and conservative plate boundaries. The unit concludes by examining how people live with the risks posed by volcanoes and earthquakes, including methods of predicting, planning for, and responding to tectonic hazards.	
Half term 5	**The world of Work** Students will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these	**Weather systems and climate** New topic with curriculum content not yet confirmed by UL	**Ecosystems** In this unit students will learn to identify the difference between small-scale ecosystems and global biomes. They will be able to explain the key characteristics of these, including biotic and abiotic features and make

	structures change over time. Students will also identify the factors that influence the location of different industries and trade between countries. Students will learn about the employment structure of Russia and the factors affecting trade in Russia.		links to the relationship between these components. Students will explore the Amazon rainforest and learn to understand why this is at threat and what strategies are in place to help protect it from the threat of human activity. Students will also explore the Sahara desert as a world biome and investigate the challenges and opportunities for people who live in the sub-Saharan desert.
Half term 6	**The Geography of The Middle East** Students explore the physical and human geography of the region of the Middle East and locate countries within the region. They will learn about the importance of the oil and gas industry within the Middle East and diversification of industries through looking at Saudi Arabia. Students will also learn why development across the region is so variable, with a particular focus on Yemen.	**The Geography of East Africa** New topic with curriculum content not yet confirmed by UL	**Glaciation** In this unit students will learn about the different glacial processes that have shaped the land in the UK. Students will learn about the changes to glacial landscapes over time and make links to how climate change has accelerated these changes. They will also learn about the different glacial processes that have shaped the land such as erosion, transportation and deposition and will be able to explain how lots of different landforms have been formed such as corries, tarns, pyramid peaks, aretes, ribbon lakes, hanging valleys and moraine. Students will explore the Lake District as a local glacial area and will be able to identify and explain the human activities that occur in the Lake District and evaluate the impact of these on the local people and the environment and what strategies are put in place to reduce any negative impacts.

Curriculum Overview

Geography

KS4

	Year 10	Year 11
Half term 1	**Paper 2- Urban issues and Challenges** In this unit, students will learn… The factors that lead to urbanisation How urban growth can lead to opportunities and challenges in an NEE An urban planning scheme The importance of a city's location The opportunities in a UK city	**Paper 3- Fieldwork** Students need to undertake **two geographical enquiries** , each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography. Students' understanding of the enquiry process will be assessed in the following two ways: 1. questions based on the use of fieldwork materials from an unfamiliar context 2. questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries. Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.
Half term 2		**Paper 2- The challenge of resource management** In this unit students will learn about how food, water and energy are fundamental to human development and how the changing demand of these resources create both opportunities and challenges.

		Students will learn to explain why the demand for food, water and energy is rising globally and how insecure supply can lead to conflict. They will also learn about different strategies that are being used to increase the supply of food, water and energy at both a national and international level. Students will build a detailed knowledge of the China water transfer scheme as a case study.
Half term 3	**Paper 1- The challenge of natural hazards** In this unit, students will learn… What physical processes occur on a global scale? The ways in which hazard can be monitored and prepared for. Why the effects of natural disasters differ depending on a country's level of development and wealth The importance of a changing climate in relation to increasing risk.	**Paper 1- The living world** In this unit students will learn to identify the difference between small-scale ecosystems and global biomes. They will be able to explain the key characteristics of these, including biotic and abiotic features and make links to the relationship between these components. Students will explore the Amazon rainforest and learn to understand why this is at threat and what strategies are in place to help protect it from the threat of human activity. Students will also explore the Sahara desert as a world biome and investigate the challenges and opportunities for people who live in the sub-Saharan desert.
Half term 4		**Paper 2- The changing economic world** In this unit, students will learn… How to use development indicators Explain the historical, physical and economic factors which affect development Learn how countries can boost their development Understand how AID can help LIC's / NEE's Learn about the UK North-South Divide
Half term 5	**Paper 1- Physical landscapes in the UK- Coastal landscapes** In this unit, students will develop their knowledge and skills from KS3 to be able to explain the different processes that occur at coastal landscapes. Students will be able to identify the different landforms found at coastal areas in photographs and on OS maps and make links to the physical processes that form these landforms. They will be able to sequence the events that lead to the formation of erosional and depositional coastal landforms and explain how these may change over time. During the unit students will explore a coastal case study (Holderness coastline) and identify the causes of coastal erosion and the impacts this has had on local communities and stakeholders. Students will learn to understand how coastal	**Paper 3- Issue evaluation (Pre-release)** This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can

	erosion can be managed using a range of hard and soft engineering strategies and will be able to explain the advantages and disadvantages of each of these.	analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.
Half term 6	**Paper 1- Physical landscapes in the UK- River landscapes** In this unit, students will learn… Distinctive fluvial landforms that result from erosion and transportation Characteristics and the formation of waterfalls, meanders, oxbow lakes, floodplains, levees Different management strategies used to protect river landscapes. The costs and benefits of soft and hard engineering strategies.	

Curriculum Overview

Geography

KS5

	Year 12	Year 13
Half term 1	**Physical – Water and Carbon Cycle** **This section of our specification focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.**	**Non-examined Assessment** **Geography fieldwork investigation** **Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.** **How it's assessed** **3,000–4,000 words** **60 marks**

		20% of A-level **marked by teachers** **moderated by AQA**
Half term 2	**Human – Contemporary Urban Environments** **This optional section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.**	**Physical – Coastal Systems and Landscapes** **This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.**
Half term 3	**Physical – Hazards** **This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and**	**Human – Global Governance and Systems** **This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.** **Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place**

	statistical skills, including those associated with and arising from fieldwork.	in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data, including those associated with and arising from fieldwork.
Half term 4	**Human – Changing Places** This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time . Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.	**Revision**
Half term 5	**Physical – Hazards** See year 12 half term 3	**Exam preparation**
Half term 6	**Fieldwork / NEA** All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork completed: locally, on full days or on part days. Central Academy guarantee that all A-level geography students are given an opportunity to fulfil this requirement.	