



CURRICULUM OVERVIEW

Geography

Key Stage 3 Curriculum Milestones

By the end of Year 7 students will be able to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world focusing on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Human and physical geography- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: ecosystems & biomes, hydrology
- human geography relating to: population and urbanisation, geography of crime
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork:

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

By the end of Year 8 students will be able to:

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world focusing on key physical and human characteristics, countries and major cities.

Human and physical geography- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: weathering and soils; weather and climate, including the change in climate from the Ice Age to the present, glaciation and coasts
- human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork:

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

By the end of Year 9 students will be able to:

Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Place Knowledge:

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.



Human and physical geography- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks
- human geography relating to: population and urbanisation; international development
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork:

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Key Stage 4 Curriculum Milestones

By the end of Year 11 students will be able to:

Urban Issues & Challenges:

- A growing percentage of the world's population lives in urban areas.
- Urban growth creates opportunities and challenges for cities in LICs and NEEs.
- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
- Urban sustainability requires management of resources and transport.

Physical Landscapes of the UK including coasts & rivers:

- The UK has a range of diverse landscapes.
- The coast is shaped by a number of physical processes.
- Distinctive coastal landforms are the result of rock type, structure and physical processes.
- Different management strategies can be used to protect coastlines from the effects of physical processes.
- The shape of river valleys changes as rivers flow downstream.
- Distinctive fluvial landforms result from different physical processes.
- Different management strategies can be used to protect river landscapes from the effects of flooding.

Resource Management including water option:

- Food, water and energy are fundamental to human development.
- The changing demand and provision of resources in the UK create opportunities and challenges.
- Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.
- Different strategies can be used to increase water supply.

The Challenges of Natural Hazards:

- Natural hazards pose major risks to people and property.
- Earthquakes and volcanic eruptions are the result of physical processes.
- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.
- Management can reduce the effects of a tectonic hazard.
- Global atmospheric circulation helps to determine patterns of weather and climate.
- Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
- Tropical storms have significant effects on people and the environment.
- The UK is affected by a number of weather hazards.
- Extreme weather events in the UK have impacts on human activity.
- Climate change is the result of natural and human factors, and has a range of effects.
- Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).

Fieldwork:

- Suitable question for geographical enquiry
- Selecting, measuring and recording data appropriate to the chosen enquiry
- Selecting appropriate ways of processing and presenting fieldwork data
- Describing, analysing and explaining fieldwork data



- Reaching conclusions
- Evaluation of geographical enquiry

The Living World:

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts.
- Tropical rainforests need to be managed to be sustainable.
- Hot desert ecosystems have a range of distinctive characteristics.
- Development of hot desert environments creates opportunities and challenges.
- Areas on the fringe of hot deserts are at risk of desertification.

The Changing Economic World:

- There are global variations in economic development and quality of life.
- Various strategies exist for reducing the global development gap.
- Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.
- Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

Key Stage 5 Curriculum Milestones

By the end of Year 13 students will be able to:

Water & Carbon Cycles:

- Water and carbon cycles as natural systems
- The water cycle
- The carbon cycle
- Water, carbon, climate and life on Earth
- Case studies of a tropical rainforest and a river catchment

Global Systems & Global Governance:

- Globalisation
- Global systems
- International trade and access to markets
- Global governance
- The 'global commons'
- Globalisation critique

Coastal Systems & Landscapes:

- Coasts as natural systems
- Systems and processes
- Coastal landscape development
- Coastal management
- Case studies of coastal environments at a local scale and beyond the UK

Changing Places:

- The nature and importance of places
- Changing places – relationships, connections, meaning and representation
- Place studies and local and contrasting places

Hazards:

- The concept of hazard in a geographical context
- Plate tectonics
- Volcanic hazards
- Seismic hazards
- Storm hazards
- Fires in nature
- Case study of a multi-hazardous environment beyond the UK

Contemporary Urban Environments:



- Urbanisation
- Urban forms
- Social and economic issues associated with urbanisation
- Urban climate
- Urban drainage
- Urban waste and its disposal
- Other contemporary urban environmental issues- atmospheric pollution, water pollution and dereliction.
- Sustainable urban development
- Case studies of two contrasting urban areas