

Key Stage 3 Overview 2020/21 - Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Map Skills	Map Skills	Fantastic Places	Fantastic Places	Your Geography	Your Geography
	<p>Map skills revolve around spatial thinking. Without it, students can't really comprehend the phenomena related to spaces and places around them which we teach in later units.</p> <p>This term pupils are introduced to geography as a subject and begin to categorise and sort the natural world around them into human and physical features. They then develop skills to be able to locate places and features on a map.</p>	<p>This unit continues to build on prior learning, expanding on skills needed to locate geographical features on a map with greater accuracy. Pupils will also learn skills that help them visualise 2D map representations as 3D features, as well as understanding map scale.</p>	<p>Throughout this unit of work students are able to explore places from each corner of the world with ranging cultures, landscapes and environments.</p> <p>Students will come to understand these spaces and places through learning about the physical processes involved in geography such as the water cycle, river and coastal erosion and weather and climate. Students will learn what erosion is, how erosion shapes the land, landforms created by coastal and river erosion.</p> <p>Students will then learn how humans interact with the world that has been shaped by these processes.</p>	<p>Students will continue to build on their knowledge and begin to apply it to further understand not only spaces and places around the world but how these spaces and places develop and change. Through investigating human geography such as migration, rural to urban migration and population density, the opportunities and challenges faced in developing environments will be investigated as will the effect on the sustainability of a place or space.</p>	<p>Following on from the Fantastic Places unit of work which looks at many aspects of Geography at a global scale, in this unit students are looking much closer to home.</p> <p>Ponfrac and the surrounding areas is the main focus and students will study how the town has changed in terms of the rise and subsequent fall of the primary sector, changes in secondary and tertiary sectors. For example the decline of the high street, concurrent with the rise of out of town shopping and entertainment.</p>	<p>Students will also study how globalisation has had an impact on the local area.</p> <p>This will be followed by a study of a local small scale ecosystem where students will study interactions, food chains and food webs.</p>

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Year 8	Extreme Environments		Urban Issues		Tectonic Hazards (Jar)	
	<p>There are 7 main global biomes: Tundra, Desert, Tropical Rainforest, Grassland, Temperate deciduous forest, Coniferous forest.</p> <p>The biome locations are affected by a number of factors including latitude. Climate graphs are a useful way to analyse a biomes unique climate as they show the temperature and precipitation averages over time.</p> <p>Tropical rainforest biome: interdependence between</p>	<p>Hot desert biome: interdependence between its different components including climate, soil, vegetation and wildlife. The different climate compared to the tropical rainforest results in lower levels of biodiversity. Indigenous communities use the desert to support different aspects of their culture including, food, clothing, employment and beliefs. People's use of the desert fringe areas for different activities can result in desertification as the land becomes degraded.</p> <p>Tundra biome: interdependence between its different components including climate, soil, vegetation</p>	<p>Urban issues will look into the difference between urban and rural areas. Cities are broken into various sections with different characteristics. Comparisons will be made between Wakefield and Mumbai covering social, economic and environmental areas.</p>	<p>Mumbai is a city with a wide variety of features. Background knowledge of why Mumbai is so important and its impact on people will be focused upon. Design a city will allow creativity and knowledge learnt to be applied.</p>	<p>There are many natural hazards which occur and impact people around the world.</p> <p>The earths structure is made up of 4 key layers: crust, mantle, outer core and inner core.</p> <p>The earths crust is made up of plates which are continually moving. Where two plates meet the movement and interaction between these plates lead to a range of tectonic hazards including volcanoes and earthquakes.</p>	<p>The interaction between the different plates results in the formation of volcanoes. The characteristics of these volcanoes is dependent on a range of factors including the type of crust and the direction of plate movement.</p> <p>Volcanic eruptions have a range of impacts on the environment and people.</p> <p>The negative impacts of tectonic hazards can be managed through protection, planning and prediction.</p>

<p>its different components including climate, soil, vegetation and wildlife. People use tropical rainforests for a range of activities and products. These activities have wide ranging impacts on the tropical rainforest and its people.</p>	<p>and wildlife. Indigenous communities use the desert to support different aspects of their culture including, food, clothing, employment and beliefs. These tundra regions are now threatened due to a range of human activities including fossil fuel extraction and human induced climate change.</p>			<p>Earthquakes have a range of impacts on the environment and people.</p>	
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<p>Year 9</p>	<p>A Divided World</p>		<p>Our Future World</p>		<p>Our Blue Planet</p>	
	<p>This topic examines the division in our world. Divisions can be caused by many physical and human factors, such as access to water and rich reserves of resources such as oil.</p> <p>The consequences of this can varied in type and extent. Students will study the causes, effects and look at specific examples.</p>	<p>Divisions can also be caused by human factors. Students will look at divisions caused by Brexit, the north south divide in the UK and the separation along the USA Mexico border.</p>	<p>Our world and our lives within it are under constant and new threats. This topic initially examines how climate change is one of these threats to our future. Students examine the causes and analyse whether they perceive the causes to be human or natural.</p>	<p>Students examine what some of the solutions may be to climate change, and how this may change how our lives look in the future.</p> <ul style="list-style-type: none"> - Food - Transport - Children - Our homes. 	<p>Rivers Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. They will learn how river systems can have a fundamental impact on peoples' lives. Pupils begin by examining a model river system, following the journey of a river through its upper, middle and lower course. They will also understand the process of flooding and why and how rivers breach their banks. Using a case study of a recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places. The module concludes with an opportunity for students to apply their knowledge and understanding of rivers to plan a day's fieldwork.</p>	<p>Glaciers The purpose of this unit of work is to introduce students to a fascinating area of physical geography: glacial environments. The unit commences by teaching students the Different scales of ice cover. Students will explore how ice grows and why the total amount of ice on planet earth has changed over time. The important link between ice cover and sea-levels is highlighted so the misconception 'glaciers have nothing to do with me' is quickly dispelled.</p> <p>Coasts The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes. The end of the module students should understand the importance of different coastal zones and how they are affected by, and can affect, human activity.</p>

Key Stage 4 Overview 2020/21 - Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The challenge of natural hazards		The challenge of resource management		The living world	Fieldwork
Year 10	<u>Natural Hazards</u> <ul style="list-style-type: none"> Natural hazards pose major risks to people and property. 	<ul style="list-style-type: none"> Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. Management can reduce the effects of tropical storms The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. 	<u>Resource Overview</u> <ul style="list-style-type: none"> Food, water and energy are fundamental to human development. Global inequalities in resources. 	Different strategies can be used to increase energy supply. <ul style="list-style-type: none"> renewable Moving towards a sustainable resource future: 	Sustainable management of tropical rainforests. Strategies used to manage the rainforest <u>Hot Deserts</u> <ul style="list-style-type: none"> The physical characteristics The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Biodiversity. Development of hot desert environments creates opportunities and challenges. 	Two geographical enquiries, including the use of primary data, collected as part of a fieldwork exercise. <ul style="list-style-type: none"> 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
	<u>Tectonic Hazards</u> <ul style="list-style-type: none"> Distribution of tectonic hazards 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. 			<u>Resources in the UK</u> <p>An overview of resources in relation to the UK.</p> <ul style="list-style-type: none"> the growing demand for high-value food exports larger carbon footprints Agribusiness. the changing demand for water water quality matching supply and demand the changing energy mix Economic and environmental issues. 		
	<u>Weather Hazards</u> <ul style="list-style-type: none"> Global atmospheric circulation helps to determine patterns of weather and climate. 	<u>Climate Change</u> <ul style="list-style-type: none"> 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). 	<u>Focus on Energy Resources</u> <p>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p> <ul style="list-style-type: none"> Areas of surplus (security) and deficit (insecurity): global distribution reasons for increasing energy consumption Factors affecting energy supply. Impacts of energy insecurity 	<u>Tropical Rainforests</u> <ul style="list-style-type: none"> The physical characteristics The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Biodiversity. <p>Deforestation</p> <ul style="list-style-type: none"> Changing rates Case study causes of deforestation impacts of deforestation 		

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Year 11	The changing economic world			Issue evaluation	Exam Preparation	
	<p>There are global variations in economic development and quality of life.</p> <ul style="list-style-type: none"> • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development • Limitations of economic and social measures. • Demographic Transition Model • Causes of uneven development: • Consequences of uneven development <p>Various strategies exist for reducing the global development gap.</p> <ul style="list-style-type: none"> • An overview of the strategies used to reduce the development gap • An example of how the growth of tourism helps to reduce the development gap. 	<p>Some countries are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> • The location and importance of the country, regionally and globally • The wider political, social, cultural and environmental context within which the country is placed • The changing industrial structure. • The role of transnational corporations (TNCs) • The changing political and trading relationships • International aid • The environmental impacts of economic development • Impact of economic development on the quality of life 	<p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <ul style="list-style-type: none"> • Causes of economic change • Post-industrial economy • Impacts of industry on the physical environment. • An example of sustainable industry • Social and economic changes in the rural landscape • Improvements and new developments in road and rail infrastructure • The north–south divide. 	<p>Issue evaluation</p> <p>This section contributes a critical thinking and problem-solving element.</p> <p>Students will be tasked with studying materials related to a geographical issue, and critically evaluate aspects of the materials.</p> <p>Students will consider contrasting points of view and opinions.</p>	<p>Paper 2: Challenges in the human environment</p> <p>Paper 3 : Geographical Applications</p>	
				Exam Preparation	Exam Preparation	
			<p>Paper 2: Challenges in the human environment</p>	<p>Paper 1: Living with the physical environment</p>		