CURRICULUM OVERVIEW – GEOGRAPHY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Map Skills**		**Your Geography**		**Fantastic Places**	
	Students are introduced to geography and begin to categorise and sort the world around them into human and physical features and processes. Map Skills are essential in order to ensure students think about space and location. This includes: • Continents and oceans • Latitude and longitude • Compass direction • Scale • 4 and 6 figure grid references • Height This unit continues to build on 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.		This unit of work focusses Pontefract and the surrounding areas, students will study how the town has developed and changed over time. We will look at the structure of the town and how this is a result of historic development. The rise and subsequent fall of the primary sector will be studied, along with changes in secondary and tertiary sectors. Regeneration schemes are happening in the town and students will examine how these are of benefit to the area. Geographical Information Systems (GIS) are used to study crime patterns in the locality. Students will also study how globalisation has had an impact on the local area. This will be followed by a study of a local small scale ecosystem where students will study interactions, food chains and food webs.		Throughout this unit of work students are able to explore *fantastic places* around the world. 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 and study landforms created by coastal and river erosion. Students will then explore how humans interact with the world that has been shaped by these processes. They will continue to build on their knowledge and begin to apply it to further understand 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	

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Year 8	**Map Skills**		**Urban Issues**		**Tectonic Hazards**	
	Students study the main global biomes. This includes identifying and comparing their unique characteristics, and what determines their location. Climate graphs will allow students to compare the biomes in relation to precipitation and temperature. Particular attention to tropical rainforests, deserts and polar regions, giving students exposure to a range of climatic zones of the world. The nutrient cycle will be introduced to students and they will study how plants and animals have adapted to living in the unique biome conditions. We will examine the causes of change to these biomes, such as deforestation and desertification, and how these threats can have an impact locally and globally.		The knowledge gained in the Your Geography unit in Year 7 is further developed here as we study how population change and urbanisation can impact on towns and cities. Students will study the main issues facing urban areas today including transport and waste. This is studied through the comparison of contrasting urban areas, Wakefield and Mumbai, and allows the students to identify key differences between the two areas. One that they are familiar with, and one that they may not be aware of, or indeed may have preconceived ideas about. The unit also challenges these misconceptions in that the students identify what we can learn from the city of Mumbai and in particular the slum areas. Students will then look at cities of the future and how these can become more sustainable.		In this unit students are introduced to the concept of tectonics and their related hazards. Students will study plate tectonic theories including slab pull and convection currents. This then leads on to look at Pangaea how the world used to look and how it has changed over millions of years. Distribution of tectonic hazards is influenced by the movement of tectonic plates and the type of plate boundary that this creates. Students will investigate the variety of hazards found at different boundaries and why these hazards occur there. Students will study the impacts of tectonic hazards through examples and case studies of historic earthquakes and volcanic eruptions including the causes, effects and responses. People live in these tectonically active areas and students will examine why this continues to be the case.	

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Year 9	**A Divided World**		**Our Future World**		**Our Blue Planet**	
	In this unit, we look at how the world is becoming more divided. We will study disparities in wealth and development, what causes these differences and how we can measure them. Divisions can be caused by many physical and human factors. We will look at how conflict can occur and the impact of this on geography, wealth and development. Students will gain an understanding of why these divisions have occurred and what the implications are, and what the extent of them is. This will be done through specific examples including North and South Korea, and USA and Mexico. Divisions closer to home are studied through the north south divide and Brexit.		Our Future World builds upon previous knowledge to examine what our planet will be like in the future. We look deeper into the causes of climate change and debate whether humans or nature are to blame. We look at the impacts on specific locations around the world including The Maldives and the UK. The students will examine what changes can be made to their actions, behaviours and lifestyles, and potentially how these may be forced upon us to prevent changes in the climate. Some of these include: • Should we have fewer children • Should we consume less food / seasonal food / less meat / locally sourced food? • Should our transportation systems be adapted? • How can our homes be made more sustainable?		Rivers - Pupils will learn how river systems can have a fundamental impact on peoples' lives. They will also understand the process of flooding. 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. River management strategies are studied to examine how we can prevent flooding in populated areas. Coasts - Coasts are dynamic and changing systems. Students 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. Students will understand different coastal zones and how they are affected by, and can affect, human activity. Glaciers – Students will identify different scales of ice cover. Students will explore how ice cover 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	

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Year 10	**The Changing Economic World (18-20)**		**Physical Landscapes of the UK (24-25)**		**Resource Management (16)**	
	1. Economic and social measures of development 2. Demographic Transition model 3. Causes of uneven development 4. Consequences of uneven development 5. Strategies to reduce uneven development 6. Tourism to reduce the development gap (Jamaica) 7. Nigeria Intro (location, importance, SPCE context) 8. Nigeria changing industrial structure & how manufacturing can stimulate economic development 9. Nigeria TNCs 10. Nigeria's changing relationships (political & trading) 11. Nigeria International aid 12. Nigeria environmental impact of development	13. Effects of economic development on QoL. 14. UK- Causes of economic change 15. UK Post-industrial economy 16. UK Sustainable industry (Nissan) 17. UK Rural landscapes changes – areas of population growth & decline 18. UK Transport improvements 19. UK North-South divide 20. UKs place in the wider world **Physical Landscapes of the UK (24-25)** 1. UK's diverse landscape 2. Wave types and erosion processes 3. Weathering and mass movement 4. Transportation (LSD) and deposition	5. Headlands and bays 6. Wave cut platform 7. Caves, arches and stacks 8. Beaches 9. Spits and bars 10. Sand Dunes 11. Hard Engineering and Soft Engineering 12. Managed retreat 13. Coastal Management scheme – Mappleton 14. River profiles and why they change (erosion, transportation and deposition processes) 15. River profiles and why they change (erosion, transportation and deposition processes) 16. Erosional landforms- Interlocking Spurs, waterfalls and gorges	17. Erosional & depositional landforms- Meanders and ox-bow lakes 18. Depositional landforms – levees, floodplains and estuaries 19. Example of UK River and its landforms - Tees 20. Factors affecting flood risk 21. Hydrographs 22. Hard engineering 23. Soft engineering 24. Flood management scheme – Example? **Resource Management (16)** 1. Importance of food, water and energy. 2. Global inequalities in supply and consumption of resources 3. UK Food	4. UK Water 5. UK Energy 6. Energy - Global distribution or consumption and supply 7. Energy - Causes of increasing consumption 8. Energy - Factors affecting supply 9. Energy - Impacts of energy insecurity 10. Energy - Strategies to increase supply 11. Energy - Fossil fuel example (Natural Gas)	12. Energy - Sustainable resource future 13. Energy - Local renewable scheme – Nepal **Fieldwork Write-up (8)** 1. Human methodology 2. Human data presentation 3. Human analysis, conclusion, evaluation 4. Physical methodology 5. Physical data presentation 6. Physical analysis, conclusion, evaluation

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Year 11	**The Challenge of Natural Hazards (21-23)**		**Urban Issues and Challenges (18-20)**	**The Living World (22)**	**Exams**	
	1. Natural hazards: Type and risk 2. Plate tectonic theory and global tectonic hazard distribution 3. Destructive pate boundary 4. Constructive & conservative plate boundary 5. Types of effects and responses to tectonic hazards 6. LIC Earthquake example - Nepal 7. HIC Earthquake example – Christchurch, NZ 8. Why people live in areas at risk 9. Management strategies to reduce risk of tectonic hazards 10. Global atmospheric circulation model 11. Tropical storm distribution and causes of formation	20. Causes of climate change 21. Effects of climate change on people and the environment 22. Managing climate change (mitigation & adaptation) **Urban Issues and Challenges (18-20)** 1. Urbanisation and causes 2. Global trends of urbanisation 3. Megacities 4. Rio – location and importance of city 5. Rio – Causes of growth 6. Rio – Social and economic opportunities of urban growth 7. Rio – urban growth challenges: squatter settlements/favela	11. UK population distribution and location of major cities. Including Leeds and its importance. 12. Leeds - Impacts of migration on growth and character 13. Leeds – urban change creates opportunities: social and economic 14. Leeds – urban change creates opportunities: environmental 15. Leeds – urban change creates challenges: social and economic 16. Leeds – urban change creates challenges: environmental including urban sprawl and commuter settlements 17. Leeds – urban regeneration example (South Bank) 18. Sustainable Urban Living 19. Urban transport strategies to reduce congestion	11. Amazon - causes of deforestation 12. Amazon – impacts of deforestation 13. TRF Sustainable management 14. Hot desert physical characteristics 15. Hot desert biodiversity issues and interdependence 16. Hot desert plant and animal adaptations 17. Hot desert example (Western/Sahara) development opportunities 18. Hot desert example (Western/Sahara) development challenges 19. Causes of desertification (Sahel) 20. Strategies to reduce desertification (Sahel) (4-6 lessons: Pre-release)	**Revision**	

	12. Tropical storm formation and structure 13. Impact of climate change on tropical storms 14. Tropical storm example – Typhoon Haiyan? 15. Management of tropical storms to reduce risk 16. UK Weather hazard types 17. UK Extreme weather example – Beast from the East? 18. Is weather becoming more extreme in the UK? 19. Evidence for climate change	and sanitation, water, energy 8. Rio – urban growth challenges: Public services, employment and crime 9. Rio – urban growth challenges: Environmental 10. Urban planning example to improve QoL for urban poor (favela improvements)	**The Living World (22)** 1. Ecosystems Introduction (food chains, webs, interdependence) 2. Small scale ecosystem example 3. World Biomes 4. Tropical rainforest physical characteristics 5. TRF Biodiversity and interdependence 6. TRF plant and animal adaptations 7. TRF global deforestation rates, how are they changing and why 8. TRF value to people and the environment			