Geography Curriculum Overview – September 2023 onwards – Year Seven through to Year Eleven

Year Seven: How amazing is our world?

End point	Key knowledge	Key skills	Key vocabulary X5 (Freyer models etc)	Reading and Oracy	Numeracy	Common misconceptions
Year Seven Term One: Map skills and location knowledge **Skills focus:** Working with maps Global Continents	World map, continents and oceans. Using a world map as a reference point for key locations. Distinguishing between the key elements of physical, human and environmental Geography.	Grid references (4 and 6 figure) Use of a scale on a map Using compass directions Using OS map symbols Interpreting contour lines Using an atlas	Continent Country Scale Latitude and longitude Compass Directions and Compass Rose Ordnance Survey Maps and Ordnance Survey Map Symbols	Turning a description into a map. Map reading Guided Reading – Antarctica "On thin ice"	Grid references Scale Latitude Longitude Interpreting temperature and precipitation data	Grid references - reading them the wrong way. Africa - this is a continent not a country. Mistakes when converting scale. Literacy – forgetting to start locations with a capital letter.
Year Seven Term Two: Ecosystems and Extreme Environments **Skills focus:** Comparing places and cultures	The distribution of global biomes The distribution of tropical rainforest ecosystems. The key characteristics of tropical rainforests Plant and animal adaptations in tropical rainforest The threats to tropical rainforests	Describing and interpreting maps Interpreting/explaining climate graphs Annotating photographs Writing balanced arguments Categorising effects into social, economic and	Ecosystem Biome Climate Adaptation Deforestation Arctic	Guided reading extract: How dangerous is the Amazon? Putting forward your own opinion - to what extent is deforestation positive?	Reading data from maps and tables e.g. forest loss, climate data.	Tropical rainforest is only located in Brazil. Deforestation is always negative. Confusing scales on climate graphs Ecosystems cannot be used in more than one way by more than one group of people. Confusing the

Global Biomes	Key characteristics of Arctic regions Threats to the Arctic	environmental.				characteristics of the Arctic and Antarctica. Tundra is only ice and snow.
Year Seven Term Three: Local spaces Amazing Places **Skills focus:** Decision making and critical thinking Local UK	Understanding settlement hierarchy. Linking settlement size to service availability. Introducing Models of Urban Development. Planning new housing developments: decision making. Changes associated with British cities. Sustainable housing – future proofing	Using OS maps to describe settlement patterns and assess service availability Interpreting land use models Decision making – greenfield vs brownfield housing sites, site of a new supermarket	Settlement, settlement hierarchy Dispersed, nucleated, linear CBD, inner city, suburbs. Greenfield and brownfield sites Sustainability	Guided reading: Rapid Urbanisation Discussing planning decisions Putting forward your own opinion: greenfield or brownfield developments?	Interpreting data on new house building requirements. Population changes in the UK Interpreting a Choropleth map: UK population	All settlements fit the Burgess Model. Greenfield sites are always better suited to new developments than brownfield sites.
Year Seven Term Four: Tectonic Hazards and Earthquakes **Skills focus:** Geographical Processes Global Asia: Japan	The structure of the earth. Continental drift and plate tectonics theory. Processes and hazards associated with different plate margins. Measuring and predicting earthquakes. The cause, effect and management of the Japanese earthquake of 2011.	Interpreting labelled diagrams Explaining patterns from maps Writing explanations from annotated diagrams Sequencing tectonic processes Extended writing about an event	Core Mantle Crust Tectonic plate/plate margin Earthquake Tsunami Mitigation	Distinguishing between different types of plate boundary Guided reading: Earthquake mitigation. Report writing: Before, during and after the Japanese earthquake and Tsunami	Plotting hazards using latitude and longitude. Living seismograph task. Richter Scale interpretation.	When plates collide one always goes under the other. Tsunamis are caused by bad weather. Earthquakes can be accurately predicted.

	Mitigation of earthquakes.					
Year Seven Term Five: Global Population Issues **Skills focus:** Working with other sources of information UK North America Global	Global population growth Global population distribution and density Explaining youthful and ageing populations using population pyramids China's population policy. Was it a success? Migration: the impact of a common migration route – Mexico - USA	Extended balanced writing. Interpreting population data Interpreting population pyramids Categorising factors into social, economic and environmental.	Population density and distribution Birth and death rate Population structure Population pyramid Census Migration, immigration, emigration	Explaining why birth rates and death rates fluctuate. Explaining the effects of ageing and youthful populations. Why do people migrate from one country to another? What are the impacts of migration?	Describing graphs e.g. world population growth. Plotting population pyramids	Confusing population density and distribution therefore misinterpreting choropleth maps.
Year Seven Term Six: An introduction to fieldwork enquiry questions and fieldwork skills. **Skills focus:** Thinking like a geographer Local	What is fieldwork? What is an appropriate data collection technique? Understanding how to present data. How to interpret data Understanding how to interpret data and make decisions	Collecting and collating data Appropriate data presentation Data interpretation Reaching conclusions	Fieldwork Enquiry question Data collection Data interpretation Decision making	Decision making – explaining a choice between Site 1, 2 or3.	Data collection Data presentation in a variety of formats (with evaluation) Data interpretations Using data to make decisions.	With fieldwork, there is always a "correct" answer and a "correct" set of data.

Year Eight: What risks does our world face?

Year Eight Term One: What do we mean by Development? **Skills focus:** Comparing places and cultures Global HIC/LIC comparisons	The distribution of wealth globally. Measuring development – using development indicators The Brandt line and its relevance today. The causes of the development gap. How to reduce the development gap.	Use of choropleth maps Use of different types of graph Interpretation of graphs and maps.	Development Brandt line Development Gap Human Development index Aid Fair Trade	Guided Reading extracts	Graph interpretation Using and interpreting development indicators	Is the Brandt line relevant today - Russia, and Dubai are examples of how it may not be accurate.
Year Eight Term Two: A snapshot of Asia **Skills focus:** Working with other sources of information Asia	The physical geography of Asia. Japan's human and physical geography. Development in China. China's trade with Africa. How development varies across Asia.	Using map skills to locate biomes Climate graphs Photo interpretation	Biomes Physical and human features E-waste Sustainable solutions	Guided Reading extracts Dual coding Explaining problems and proposing solutions	Evaluating development indicator data	China is poor

Year Eight Term Three: River Systems **Skills focus:** Geographical processes Global UK	How rivers work in the upper, middle and lower course. Erosion, transportation and deposition. How river features are formed - waterfalls, meanders and ox-bow lakes. Identify the physical and human factors which lead to flooding and the impact river floods can have. Evaluate flood management techniques. Examine the different viewpoints about how to manage flood risk in the future.	Annotated sketches Photo interpretation Explain processes associated with physical geography Extended writing – formation of a waterfall	River systems Erosion, transportation and deposition Waterfalls, meanders, ox-bow lakes Flood Protection Flood Prevention	Explaining, in writing, the processes involved in the formation of key river landforms. Explaining (to others and in writing) decisions made about flood protection and flood prevention. Writing annotations on sketches and photos.	Interpreting flood hydrographs	River flooding can be prevented - often it needs to be **<u>managed</u>** as it cannot be prevented.
Year Eight Term Four: Tourism as a global industry **Skills focus:** Decision making and critical thinking	The global importance of tourism. Why do more people than ever before go on holiday? Can you close a beach? Sustainable tourism. Poverty tourism. Tourism as a way of reducing the development gap.	A range of graph and infographic interpretations Photo interpretation Data analysis (tourist numbers) Extended writing Guided reading	Tourism Domestic and international tourism Sustainable tourism Poverty tourism	Explaining changing trends e.g. why do more people go on more holidays? Reading text extracts about holiday destinations Summarising opinions about a controversial beach closure.	Graph interpretation Data analysis of tourist numbers at selected destinations. Analysis of tourist numbers over time - changing trends	Holiday as a generic term - it can be used to describe numerous types of activity and destinations.
Year Eight Term Five:	What is climate change Physical and human causes	Categorising different types of	Climate Change	Investigating and evaluating renewable vs non-renewable energy	Data analysis - where is UK energy derived from. Comparing statistics for	Popular misconception - everyone is against the

Climate Change and Resource Management **NEW for 24/25** **Skills focus:** Thinking like a Geographer	of climate change Issues associated with climate change Climate change mitigation Understand what a resource is Understanding the difference between renewable and non- renewable resources Sustainable energy use	resources Identifying key trends from energy data	Resource Fossil fuel Renewable and non renewable energy	sources. Presenting own findings and opinions as extended writing.	renewable and non-renewable sources	use of nuclear energy.
Year Eight Term Six: **SLIM UNIT:** **A snapshot of Africa**	The physical geography of Africa. Kenya's human and physical geography. Mining in the Democratic Republic of Congo. How development varies across Africa	Map interpretation Photo interpretation Analysing development data	Africa Physical Geography - ecosystems and biomes Development and quality of life	Writing text extracts to accompany photographs	Data analysis - interpretation of quality of life statistics for a range of countries.	Africa is poor Africa requires Aid. All of Africa is the same.
Year Eight Term Six: **SLIM UNIT** An introduction to fieldwork enquiry questions and fieldwork skills. **Skills focus:**	What is fieldwork? What is an appropriate data collection technique? Understanding how to present data. How to interpret data Understanding how to interpret data and make	Collecting and collating data Appropriate data presentation Data interpretation Reaching conclusions	Fieldwork Enquiry question Data collection Data interpretation Decision making	Decision making – explaining a choice between Site 1, 2 or3.	Data collection Data presentation in a variety of formats (with evaluation) Data interpretations Using data to make decisions.	With fieldwork, there is always a "correct" answer and a "correct" set of data.

Thinking like a geographer	decisions					

Year Nine: Can we move towards a sustainable future?

Year Nine Term One: Urbanisation - are cities our future? **Skills focus:** Comparing places and cultures Global, Brazil, UK, London	What are Megacities? What is and what causes urbanisation? Rural to urban migration in LICs and NEEs. Issues in informal settlements – focus on Rio Management of issues in informal settlements. Cities in the UK - focus on London and counter-urbanisation.	Interpretation of maps. Describing relationships in data. Use of photographs Formulate opinions and structure correctly.	Megacity Urbanisation Informal settlement/favelas Sustainable management Counter-urbanisation	Intro to Brazil reading task Favelas reading task	Interpretation of maps Use of data in written work Using scale to measure distance	Everyone wants to leave London Everyone in Favelas has a poor quality of life.
Year Nine Term Two: Coastal processes and coastal landforms **Skills focus:** Geographical processes	The processes operating at the coast How landforms of erosion and deposition are created The impacts of coastal erosion on the economy, environment and people How people can manage the	Using OS maps (grid references, measuring distances, identifying landforms) Drawing and annotating accurate diagrams	Coasts Erosion Deposition Longshore drift Hard engineering Soft engineering	Reviewing text as it relates to hard and soft engineering strategies Explaining the formations of coastal features	Reading and using data from maps and text Sequencing of diagrams	All coastlines should be protected. A coastline can only be protected using one strategy.

UK USA	effects of coastal erosion	Critically evaluating information				
Year Nine Term Three: SLIM Unit: Tectonic Hazards SLIM Unit: Globalisation and Trade **Skills focus:**	Processes at plate boundaries Location and causes of volcanoes and volcanic eruptions- focus on processes. Structure of volcanoes. The impact of super volcanoes. Mitigation against volcanic eruptions, What is Globalisation and the shrinking world? How has the world changed over time and why?	Distribution of hazards and links to processes at the plate boundary Geographical processes that lead to an eruption. Decision making based on evidence collected and maps provided Drawing and annotating accurate diagrams Maps to show trade patterns Classifying industries	Plate boundaries Volcano Mitigation Super volcanoes Globalisation Shrinking World Fast Fashion Trade Primary, Secondary, Tertiary and Quaternary jobs	Volcanic eruption case studies - Montserrat, Pompeii, La Palma Reading tasks from videos of eruptions Supervolcanoes Decision-making Explaining the formation of volcanoes using plate boundaries Shrinking world reading Primark - fast fashion	Using data from volcanic eruption examples in written answers Using scales on maps Interpreting data for primary, secondary and tertiary employment structure. Fast fashion data Interpretation of maps	Volcanoes only eject lava during eruptions. Volcanoes are found only on land All volcanoes erupt violently Luxury brands are more sustainable
Year Nine Term Four: Sustainable futures **Skills focus:** Thinking like a geographer	What is a sustainable future?. Who are Extinction Rebellion? Impacts and management of plastics. Sustainable cities – evaluating a range of ideas	Balanced arguments Decision making Thinking like a geographer	Sustainable strategies Sustainable futures The 6 Rs	Reading and responding to information on sustainable cities- evaluating the evidence. Debating the tactics used by protest groups.		Sustainable solutions are expensive solutions that many locations cannot afford to implement.

UK Europe Asia						
Year Nine Term Five: Is the UK's weather becoming more extreme? **Skills focus:** Working with other sources of information UK	What is the difference between weather and climate? Types of rainfall and UK rainfall patterns Define extreme weather and climate Explore the causes of extreme weather. Describing and classifying the effects of extreme weather on people Understand how people adapt to extreme weather	Working with a range of sources of information: secondary data, weather maps, graphs. Understanding geographical process: types of rainfall Categorising ideas: advantages and disadvantages.	Weather Climate Extreme weather events Heatwave Storm Eunice and The Big Freeze	Links to GCSE exam questions. The focus will very much be on de-coding exam language and building up scaffolds to answer exam questions.	Discussing and using extreme weather data. Looking at recent records broken and comparing data for different time periods.	Extreme weather is a recent phenomenon.
Year Nine Term Six: How do ecosystems function – focus on tropical rainforest ecosystems UK – Camber Sands South America - rainforests	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. The management of a local ecosystem – Camber Sands Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to	Describing biome locations using map information Explaining trends from historical data Deforestation – balanced arguments Suggesting sustainable solutions	Biome Ecosystem Tropical Rainforest Deforestation Sustainable solutions	Guardian Article on rainforest destruction Article – the management of the Amazon during Covid	Reviewing rates of deforestation across a number of countries Reviewing deforestation trends for the Amazon rainforest.	The impact of deforestation is always negative

	be managed to be sustainable.					

Year Ten – following the Eduqas B Syllabus – new for this cohort

Year Ten Term One Global Cities	The causes and patterns of urbanisation The features of global cities The growth of Mumbai and London Opportunities and challenges in Mumbai and London Solutions to informal settlements in Mumbai Sustainable solutions in London	Line graphs Choropleth maps Data interpretation Flow line maps Annotating photos Dot maps Egan wheel Past exam questions	Challenges Redevelopment Migration Deprivation Sustainable solutions	Key word list for topic Reading extract on global cities Guided reading task on Mumbai Reading statements about challenges in Mumbai Reading a script and dual coding key pieces of information Reading extract on informal settlement improvement strategies Guided reading extract on waste disposal in London Reading task on opportunities and	Reading line graphs Using data in answers National statistics data	Everyone in Dharavi is poor Life in Dharavi is worse than life in rural areas

				challenges in London		
Year Ten Term Two Climate Change & weather & climate	What is the evidence for climate change? Is climate change natural or caused by human actions? How will the UK be affected by climate change? What are the global effects of climate change? What are pressure systems? What are tropical storms and their effects? What are droughts and their effects?	Climate data Photo evidence Pie charts Past exam questions Using an atlas	Quaternary period Enhanced Greenhouse effect Adaptation Mitigation Atmospheric circulation model Air pressure	Key word list for the topic Extended writing tasks Use of connectives to explain in detail	Reading extracts on 3 natural causes of climate change Reading extract on the effects of climate change in the UK Reading different articles on the effects of climate change on Tuvalu Reading climate graphs	The greenhouse effect is always negative All effects of climate change are negative
Year Ten Term Three Urban & Rural processes and change in the UK	What is urbanisation? UK focus What are the effects of urbanisation? UK focus What are the features of urban areas? UK focus How can urban areas be more sustainable? UK focus How has retail changed in the UK? UK focus	OS maps Flow line maps Using data Using figures to respond to exam questions Choropleth maps	Urbanisation Commuter settlement Rural-urban fringe Deprivation Regeneration Brownfield sites and Greenfield sites	Keywords Reading extract Guided reading Categorising statements Missing word activities Describing locations Annotations	Trends on graphs Interpreting data Data trends on maps latitude & longitude 6 figure grid references	Town centres are always busy and economically productive.

Year Ten Term Four Urban & Rural processes and change in the UK Shaping the landscape coasts and coastal management	How are rural areas used for leisure? What are the impacts of major sporting events? What are coastal processes? How does Geology affect the coast? How does erosion create coastal landforms? How does deposition create coastal landforms?	Egan wheel Transportation Geology Differential erosion LongShore Drift Hard and soft engineering strategies	Urban Sprawl N/S divide Sustainability Annotated diagrams 4 figure grid references Aerial photos Decision making Compass directions	Describing locations Annotations	Latitude & longitude 6 figure grid references Using OS map symbols	There is only one “correct” way to protect coastlines
Year Ten Term Five Shaping the landscape coasts and coastal management Fieldwork	How can we protect the coast? Can you evaluate hard and soft engineering techniques Coastal defence case study How will sea level rise affect the coast? Fieldwork in Eastbourne – human and physical investigation	Hard & soft engineering Shoreline management plan Stakeholder LECZs Enquiry questions	Evaluating SLMPs Timelines Erosion Maps Sea level rise maps	Reading extracts Annotations	Data tables 4 figure grid references Photo interpretation	Fieldwork is just about data collection

Year Ten Term Six Fieldwork	Physical and human fieldwork enquiries in Eastbourne How can we present data? What conclusions can we draw from our data? How do we evaluate fieldwork?	Data collection Data presentation Drawing conclusions Evaluating fieldwork	Enquiry Questions Egan Wheel Sustainability Flows	Writing results after data presentation Interpreting fieldwork exam questions	Collecting/recording a range of data Use of fieldwork equipment Presenting data using a range of different methods	All data is useful All data has to be "correct"

Year Eleven – AQA – this is now our "legacy" syllabus

Year Eleven Term One **Tectonic Hazards and start Development**	What are tectonic hazards? Structure of the earth Hazards associated with different plate margins Case study – Chile and Nepal. Does wealth affect recovery time? Hazard mitigation	Annotating sketches Photo interpretation Making reasoned justifications Extended writing	Tectonic hazards Continental Drift Plate margins Wealth, access, magnitude Mitigation	Interpreting continental drift evidence Giving your own opinion based on a range of options	Calculating distance Reading hazard route information from maps	Stronger magnitude means more damage and longer recovery time.
Year Eleven Term Two Development and The Changing	Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	Interpreting pie charts -Interpreting bar graphs	Globalisation, Trade bloc Infrastructure,	How is the UK moving to a service based economy? Levelling up - guided	Employment data - Pie charts World map - Development data	There is no manufacturing in poor countries. Reality: This is happening in NEEs.

Economic World PLEASE NOTE - the UK section of this work will run over into Term Three and be completed before we start "Rivers"	The place of the UK in the wider world. Levelling up within the UK.	-Debating - Reaching conclusions supported by evidence -Interpreting a range of maps -OS map skills	Interdependence Levelling up	reading task.		Wherever you live in the UK you will have the same quality of life. Reality: There is a north south divide, and your quality of life can vary. As a result the government needs to invest in areas where quality of life is not as good.
Year Eleven Term Three River processes and landforms TIME WILL ALSO BE NEEDED FOR MOCK 2 REVISION - THE PRE-RELEASE ELEMENT REQUIRES PRE-TEACHING IN LESSONS	To understand how fluvial landforms of erosion and deposition influence river systems A case study for river flooding in the UK To evaluate flood protection and flood prevention techniques	Using OS maps to identify river landforms and flood risk factors Drawing and labelling accurate diagrams Sequencing and explaining geographical processes	Relief Drainage basin, Watershed, Erosion, Soft engineering Hard engineering	Annotated diagrams Reading cross sections Comparing sections of the river	Cross sections - interpretation River features on OS maps Identification of river landforms on a map	The river is faster in the upper section of the river. Reality: The water actually flows faster in the lower section due to less friction and a deeper river channel.
Year Eleven Term Four	Synoptic unit - draws together knowledge and skills for the pre-release element of Paper 3.	Interpretation, analysis and evaluation of a range of secondary data sources. Making reasoned justifications Extended writing - consider viewpoints from a range of stakeholders	The pre-release is released to school in early March. We do not know in advance the specific content or even module it will cover. We cannot plan for the term until we see the booklet. It is not released to staff before it is released to			

Year Eleven Term Five Revision (time permitting)	Individual teachers will plan a programme of revision based on analysis of mock exams and classwork.	Effective revision techniques	students.			