Subject Area: Geography **Curriculum Overview**

Curriculum Overview for Geography: Year 7

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	What impacts our weather?	How and why has Throne grown?	Can rivers be controlled?	What impacts where we live?		How can the effects of visitors be managed in a National Park?
Core Knowledge to be developed:	1. World climate zones, location of them, what they are like, how they differ between different continents and within them. Students use locational information for continents and oceans. 2. Factors that impact our current climate – develop the understanding of latitude and orbit, linking into seasons and how these differ. 3. Zoom into UK climate, use physical geography map to consider the patterns of rainfall and temperature, link this to population distribution. 4. How weather is measured, students to understand different instruments for this 5. Climate graphs – reading them, completing them, comparing to other areas. 6. Zoom out to link the climate zones with biomes	1. Students are able to locate Thorne in the context of the UK and South Yorkshire 2. Students understand the past physical geography that has allowed Thorne to develop. 3. Understanding of how and why Thorne has grown, use of maps and images to support this understanding Types of settlement and where does Thorne fit. 4. Study of Thorne today, use map skills and images to compare areas. 5. Review the future of Thorne with the growth and change in employment opportunities and regeneration that is occurring. 6. Study of Thorne's links to resources from Coal to Wind and Solar (DME)	1. Recap the water cycle and build the foundations of what a drainage basin is. 2. Study of a drainage basin 3. Focus on changes along a catchment in terms of landforms, with a focus on the middle and lower course. 4. Study of flooding in Fishlake. Considering the causes, impacts and response to the flooding.	1. How are places different and how does this impact people? Consideration of what development is, what we mean by HIC, NEE and LIC. How do we know development has taken place? (Development indictors) why some countries richer than others? 2. Starting in a world context, look at urban and population distribution building further knowledge of HIC / LIC /NEE, then zoom into UK and South Yorkshire 3. Study of how urban areas have grown and developed over time, what elements make up an urban area e.g. CBD, Inner city, suburbs, location and functions of them, with changes over time. How and why people moved into urban areas. Local e.g. Sheffield and further afield example e.g. Mumbai to link in shanty towns. 4. Migration – reasons for this and impacts, both into and out of the UK. E.g. Poland to the UK and UK to Dubai/Middle East 5. UK population issues – ageing population, why this is happening, link in population pyramids, the impacts and management of this. 6. Link in sustainable development goals and study a further away place and urban/population issue		1. Students build up skills of decision making and research. 2. Background teaching around national parks, why people visit and the issues that can be brought to them. 3. Students complete and investigation projects to key information about a national park in the UK, the conflict and how this can be managed or not.

Subject Area: Geography **Curriculum Overview**

Key Concepts:	Place and scale. Global focus Local focus Physical Processes Geographical Skills Fieldwork Skills	Place and scale. Local focus Human and Physical Processes Geographical Skills Fieldwork Skills	Place and scale. Local focus Human and Physical Processes Geographical Skills Enquiry	Place and scale. Global focus Local focus Human Processes Geographical Skills Enquiry	Place and scale. Local focus Human and Physical Processes Geographical Skills Enquiry Fieldwork Skills
Links to Prior Knowledge:	Weather and climate unpin many human and physical units. Studying this unit first allows students to have foundational knowledge which they will come back to many times throughout each year.	This provides students with a chance to connect to their local place and understand the geography around them. Through place knowledge students understand concepts of change and build geographical skills which they will apply in future units.	This unit enhances students' understanding of the local area, using Fishlake as an example of flooding. The unit will build on the previous two units, allowing students to apply understanding and build new skills to use in future units.	This unit allows students to develop understanding for differing levels of development. Enabling them to draw on previous units to place their home in context, alongside urban and population growth of a wider scale. This enhance place knowledge and application of skills.	The unit will provide students with an opportunity to develop research and presentation skills. Enabling them to take this forward into future year groups.
Key Vocabulary to be developed: **(Not an exhaustive list)**	Weather Climate Atlas Latitude Longitude Climate graph Biome Ecosystem Anemometer Pressure chart. Thermometer Seasons	Urban Settlement Growth Change / regeneration.	Water cycle River Bankful Surface runoff Infiltration Geology Urban Drainage basin Tributary Flood Management	Urban Rural Settlement Population Migration Aging population HIC/NEE/LIC	National Park Visitor Management Conversation Activities
Opportunities to develop increased Cultural Capital:	Use of maps, images, videos, and places to develop understanding. Throughout all units, students build their understanding for the world around them, become exposed to new places, ideas, and ways of thinking. Explore both near and far places, similar and contrasting environments. Developing fieldwork and geographical skills, to place in context understanding.				
Key Assessed Pieces:	Explain why the west of the UK experiences, on average, more rainfall than the east. Where should a new bench be placed at Trinity Academy?	Explain the best site location for Thorne. Geographical skills	Explain why a river floods. Outline the impacts of the Fishlake flood.	Describe world population distribution. Should Dominik stay or should he go?	Summative assessment

Subject Area: Geography **Curriculum Overview**

Curriculum Overview for Geography: Year 8

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	There is no Planet B	What are the impacts of globalisation?	How is Asia being transformed?		How powerful is water?	
Core Knowledge to be developed:	1. Study of changing climate, links to past Ice Age, evidence of this (proxy data), changes to climate today and future climate change, reasons for this and how it can be reduced. 2. Sea level rise and impacts to coral reefs / low lying islands. 3. Impacts of climate change to the UK e.g., impacts of storms and warmer weather. 4. Local and global environmental issues and how these are managed. 5. Sustainable development goals are they working? Who is helping fight the issues?	1. What globalisation is and how it links to development? 2. The impacts of globalisation on richer and poorer countries 3. The role and impacts of multinational companies. 4. The creation and impacts of the fast fashion industry. 5.	1. Study of the countries that make up Asia, review of climate, biome, population, and urban distribution. Major city location. 2. India – physical geography and Monsoon climate, impacts of changing climate and outsourcing. 3. China – rise of manufacturing industries, global exporter, globalisation/MNCs - Apple, changes in development and population distribution. 4. Middle East – Factors that impact population distribution, development and oil, diversification into tourism. 5. Russia – population changes, access and use of resources, Russia as a superpower		1. Location of water on Earth – how this varies, the impacts of this and the states that water can be in 2. How water impacts different types of geology 3. Focus 1 – Holderness Coast, student will consider this within the context of coastal processes and landforms that are created along the coast (must include geology and weathering). Linking to past and future climate change 4. Focus 2 – The Lake District, students will consider this in the context of glaciation processes and landforms. Linking to past and future climate change	
Key concepts	Place and scale. Global focus Local focus Human and Physical Processes Geographical Skills Enquiry Fieldwork Skills	Place and scale. Global focus	Place and scale. Global focus Human and Physical Processes Geographical Skills Enquiry		Place and scale. Local focus Human and Physical Processes Geographical Skills Enquiry	

Subject Area: Geography **Curriculum Overview**

Links to Prior Knowledge:	Students connect to geography that they impact and what is impacting them. This enables students to draw on this understanding in future topics.	This unit allows students to draw together the knowledge about places they have developed so far. Additionally, it provides the foundations to study Asia.	The unit gives students an opportunity to draw comparisons from previous learning and apply new skills and understanding.	Through place and process knowledge the unit draws on previous learning e.g., climate change and cold environments and extends to widening place and scale knowledge.
Key Vocabulary to be developed: **(Not an exhaustive list)**	Climate change Ice Age Sustainability Environmental Conservation	Globalisation Multinational company Superpower Development Development gap	Primary sectors Secondary sectors Tertiary sectors Quaternary sectors Monsoon Outsourcing Resources Middle East Conflict Biome Development Indicators	Constructive and destructive waves Erosion, transportation, deposition Headlands and Bays Beach Spit Management Glaciation Corrie Cave, Arch, Stack and Stump
Opportunities to develop increased Cultural Capital:	Use of maps, images, videos, and places to develop understanding. Throughout all units, students build their understanding for the world around them, become exposed to new places, ideas, and ways of thinking. Explore both near and far places, similar and contrasting environments. Developing fieldwork and geographical skills, to place in context understanding.			
Key Assessed Pieces:	`Climate change is a human created problem` Do you agree? There is no planet B – how can we manage climate change	`MNCs bring only advantages to a country` To what extent do you agree? `Fast Fashion is out of control; we cannot manage the impacts`. To what extent do you agree?	Describe how Singapore developed and explain how has this improved quality of life for people. `Russia is a not a superpower`. How far do you agree with this statement?	Summative assessment

Subject Area: Geography **Curriculum Overview**

Curriculum Overview for Geography: Year 9

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	Why is geography a risky business?		Why are ecosystems important?	Africa is not a country		Geographical Enquiry
Core Knowledge to be developed- including Key Concepts:	1. Geological time scales – understanding of changes over time and why, link in the understanding of geology formation. 2. Understanding of the layers of the earth, crust differences 3. The 4 key plate margins and how they work. 4. Creation of earthquakes, case studies and management 5. Super volcanoes formation and impacts 6. Tsunami formation and impacts		1. Difference between a biome and ecosystem, the elements that make up an ecosystem. 2. Changes within ecosystems and the impacts this has, alongside the management of the ecosystem. 3. Study of Desert, Cold and tropical rainforest biome, location, formation, adaptations 4. Impacts to the biomes 5. Use of ecotourism as a method of management 6. Decision Making Exercise to summaries and consider management	1. Understanding of Africa as a continent – country map up, population distribution, biomes, climate at continental level 2. Development indictors for various countries across the continent - comparing NNE to LIC why have some developed and not others. 3. Study of hot desert formation, adaptation, management - case Study the Sahel linked to population increases and the issues of water, linking back to understanding about the Nile. 4. Study of West Africa considering Chocolate farming in Ghana, tourism in Gambia, and industrialisation in Nigeria. Additionally, a variety of climates, disease spread (Ebola) link to climate and income. 5. Links between Africa and China, the rest of the world China's investments in infrastructure and subsequent links to industries – new colonialism, the impact of globalisation 6. Economic activity – Changes in NEEs, issues with developing some areas. 7. Use of aid - Link to natural disasters, famine 8. Tectonic activity Africa rift valley, tsunami risk Madagascar/ and Indian Ocean Island groups		Key words will vary depending on pre-release
Key Concepts	Place and scale. Global focus Local focus Human and Physical Processes Geographical Skills Enquiry Fieldwork Skills		Place and scale. Global focus Human and Physical Processes Geographical Skills Enquiry	Place and scale. Global focus Human and Physical Processes Geographical Skills Enquiry		Geographical Skills Enquiry

Subject Area: Geography **Curriculum Overview**

Links to Prior Knowledge:	This provides students an opportunity to develop physical process and place knowledge. Which will be used within the Africa unit.	The unit allows students to apply knowledge and skills learnt through previous units. Now having a board understanding of the world and issues, students can approach this unit to consider sustainable management.	This unit provides an opportunity to draw synoptically throughout key stage 3. Students will apply and extend human and physical geography knowledge, alongside geographical skills.	To allow students to make connections between KS3 learning and prepare for transition to GCSE.
Key Vocabulary to be developed: **(Not an exhaustive list)**	Crust Mantle Plate margin. Volcano Earthquake Tsunami	Biome Ecosystem Producer Consumer Biodiversity Management Adaptation	Urban Population Distribution Tectonic Desert Desertification Globalisation	Will vary depending on decision making exercise
Opportunities to develop increased Cultural Capital:	Use of maps, images, videos, and places to develop understanding. Throughout all units, students build their understanding for the world around them, become exposed to new places, ideas, and ways of thinking. Explore both near and far places, similar and contrasting environments. Developing fieldwork and geographical skills, to place in context understanding.			
Key Assessed Pieces:	Volcanoes occur at all plate margins. To what extent do you agree? Volcanoes can be more effectively managed than earthquakes. To what extent do you agree? `Tsunamis have the biggest spatial impact than any other tectonic hazard. ` To what extent do you agree?	Describe and explain how and why plants and animals are adapted in a Tropical Rainforest `Tropical Rainforest cannot be managed sustainably`. To what extent do you agree? `Tropical Rainforest cannot be managed sustainably`. To what extent do you agree?	Evaluate the effectiveness of the Great Green Wall. What issues could there be in the future? Describe and explain why the population density of Africa varies. Explain the opportunities and challenges found in Nairobi	Summative assessment

Subject Area: Geography **Curriculum Overview**

Curriculum Overview for Geography: Year 10

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	Do cold environments bring opportunities or challenges?	How does urbanisation impact LICs/NEEs?	How does urbanisation impact HICs and how can we make urban areas sustainable?	How do waves shape our coastlines?	Fieldwork Investigation	Why do countries have varying levels of economic development and how can this gap be reduced?
Core Knowledge to be developed- including Key Concepts:	1. The climate of a cold environment with a focus on Tundra and Polar biomes 2. The ecosystem and nutrient cycle within a cold environment 3. Understanding for plant and animal adaptations 4. The opportunities and challenges cold environments present for economic development. 5. How cold environments can be managed	1. The processes involved in urbanisation and the impacts of this. 2. The formation of megacities 3. Study of Rio de Janeiro, a. Location and importance b. Growth and changes c. Opportunities the city provides. d. Challenges the city creates. 4. Management and solution	1. Study of London, a. Location and importance b. Growth and changes c. Opportunities the city provides. d. Challenges the city creates. Management and solution 2. Urban sustainability 3. Managing urban traffic	1. Formation of waves 2. Types of marine processes 3. Landforms of both erosion and deposition 4. Methods of coastal management 5. Study of the Holderness Coast	1. Using the fieldwork cycle students to study the key aspects that make up a piece of fieldwork. 2. Study of a human and physical enquiry based in Hornsea. 3. Analysis and conclusion of data collected	1. Understanding of development and how this can be measured. 2. Why development gaps are created and how they can be reduced. 3. A study of Nigeria and the economy changes it experiences. 4. De-industrialisation in the UK 5. The north-south divide experiences in the UK, why this happens and how it can be reduced. 6. The impact of transport improvement on development 7. UK links to the wider world
Key Concepts	Place and scale. Global focus Physical Processes Geographical Skills	Place and scale. Global focus Human Processes Geographical Skills	Place and scale. Local focus Human Processes Geographical Skills	Place and scale. Local focus Physical Processes Geographical Skills Enquiry Fieldwork Skills	Place and scale. Local focus Physical Processes Geographical Skills Enquiry Fieldwork Skills	Place and scale. Global focus Local focus Human Processes Geographical Skills

Subject Area: Geography **Curriculum Overview**

Links to Prior Knowledge:	This unit provides an opportunity for students beginning the GCSE course to revisit knowledge and skills from key stage 3. Ensuring connections are made and built on.	This allows students to draw on previous learning and understand the impacts of development on place, what issues can be created and how this can be managed.		This allows students to draw on previous learning and understand the impacts of development on place, what issues can be created and how this can be managed.	Provides students with foundational knowledge for their fieldwork visit and enquiry. Drawing on skills learnt through KS3	The unit is placed here to ensure that students are clear on development and the impacts of development, before considering this in differing places.
Key Vocabulary to be developed: **(Not an exhaustive list)**	Biomes Tundra Polar Adaptation Opportunity Challenge	Urban Rural Megacity Opportunity Challenge Favela	Urbanisation Challenges Opportunities Traffic management Sustainability Waste	Fetch Erosion Transportation Deposition Landform Management	Enquiry Conclusion Sampling Evaluation Data collection Qualitative	Development Development gap Social and economic measures Microfinance loan Quality of life North-south divide
Opportunities to develop increased Cultural Capital:	Use of maps, images, videos, and places to develop understanding. Throughout all units, students build their understanding for the world around them, become exposed to new places, ideas, and ways of thinking. Explore both near and far places, similar and contrasting environments. Developing fieldwork and geographical skills, to place in context understanding.					
Key Assessed Pieces:	A range of examination questions are integrated into each unit to allow students to build skills of application.					

Subject Area: Geography **Curriculum Overview**

Curriculum Overview for Geography: Year 11

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5
Curriculum Content (Unit):	Can we control climate?	How does urbanisation impact HICs and how can we make urban areas sustainable?	How do rivers shape our landscape?	Geographical Enquiry	Geog. our memories
Core Knowledge to be developed- including Key Concepts:	1. Understanding of the Atmospheric Circulation model 2. The creation and formation of Tropical Storms 3. Case study of a Tropical Storm 4. How Tropical Storms can be managed. 5. Causes of climate change and how this is measured. 6. The impacts of climate change and how this can be reduced	1. Study of London, a. Location and importance b. Growth and changes c. Opportunities the city provides. d. Challenges the city creates. Management and solution 2. Urban sustainability Managing urban traffic	1. Understanding of a river in terms of the long and cross profile, how and why these changes from source to mouth 2. Detailed understanding of landforms of erosion and deposition found along a river. 3. Recap of why a river flood and how we show this through hydrographs. 4. Methods of flood management 5. Case study example	1. Through the use of a pre-release based on a core theme of the course, students unpick the key points given. 2. In doing this, they look for connections which allow them to make decision about the given issue	1. Using what students have learnt throughout the course, they take time to reflect and recap. 2. Making synoptic links 3. Connecting case studies and place knowledge alongside key concepts.
Key Concepts	Place and scale. Global focus Local focus Physical Processes Geographical Skills Enquiry	Place and scale. Local focus Human Processes Geographical Skills	Place and scale. Local focus Human and Physical Processes Geographical Skills Enquiry Fieldwork Skills	Place and scale. Local focus Human and/or Physical Processes Geographical Skills Enquiry	Place and scale. Global focus Local focus Human and Physical Processes Geographical Skills Fieldwork Skills

Subject Area: Geography **Curriculum Overview**

Links to Prior Knowledge:	With the unit tackling difficult concepts, placing the unit here allows students to draw upon climatic knowledge they have learnt through previous years.	This allows students to draw on previous learning and understand the impacts of development on place, what issues can be created and how this can be managed.	At this point students have developed a range of geographical knowledge and skills, to approach the difficult terminology and concepts within the unit. They will draw on previous learning to support them	To allow the use of a pre-release in preparation for the examination. Allowing students to revisit their fieldwork and be confident going to assessments.	It is important at the end of the course to take time to revisit previous learning. This enables students to confidently go into assessments and their next steps.
Key Vocabulary to be developed: **(Not an exhaustive list)**	Tropical Storm Eye Proxy Data Climate Change Storm Surge Management	Urbanisation Challenges Opportunities Traffic management Sustainability Waste	Drainage basin Upper, middle and lower course Long and cross profile Landforms Erosion, transportation, deposition Management	Key words will vary depending on pre-release	Recap of all key words throughout each unit
Opportunities to develop increased Cultural Capital:	Use of maps, images, videos, and places to develop understanding. Throughout all units, students build their understanding for the world around them, become exposed to new places, ideas, and ways of thinking. Explore both near and far places, similar and contrasting environments. Developing fieldwork and geographical skills, to place in context understanding.				
Key Assessed Pieces:	A range of examination questions are integrated into each unit to allow students to build skills of application.				