

## Curriculum Overview – Geography 2023/24

	Year 7	Year 8	Year 9	Year 10 (Edexcel B)	Year 11 (Edexcel A)
Unit 1	<p>Where do we live?</p> <p>This first unit in KS3 Geography explores settlement and what makes places good (or bad) to live in. We will look at the growth of London and then look at Cherwell and Bloxham on a more local scale.</p> <p>Students will practise map skills; they will explore data and they will write justified explanations. This unit of work will include a visit to the school farm to learn about the interactions of humans and the natural world.</p> <p>This builds on the work that students will have completed in KS2 on using eight-point compasses and four and six figure grid references and it will underpin future learning on flooding.</p>	<p>How is the coast managed in the UK?</p> <p>Students will learn about the physical processes happening along the coastline and they will consider how humans interact with the coastline and how sustainable this is.</p> <p>Students will explore the consequences of coastal management decisions in the UK and will write a justified explanation of what they think should be done.</p> <p>Students will build on their knowledge of physical processes from year 7 when looking at rivers and this will underpin later learning on physical processes in cold environments.</p>	<p>Why are earthquakes more deadly than volcanoes?</p> <p>Students will learn about the physical processes that cause tectonic hazards to occur and they will consider how human factors can play a role in affecting the impacts of such hazards. Students will explore several hazards in different countries at differing levels of development.</p> <p>This unit will build on prior learning on economic development and learning of physical processes. It will underpin future learning in both Geography and Science when students will study plate tectonics at KS4.</p>	<p>Component 1: Global Geographical Issues</p> <p>Hazardous Earth. Students will build on their knowledge from KS3 through deepening their understanding of the global circulation of the atmosphere and how this affects natural environments in different places. They will also consider changing climates - building on work done in KS3 along with two depth studies: of tropical cyclones and tectonic hazards at contrasting locations.</p> <p>Students will be assessed by end of topic tests in climate and climate change and in plate tectonics. Questions will come from real past papers and grades will be awarded using grade boundaries from last year.</p>	<p>Global Development:</p> <p>Students will develop an understanding of the scale of global inequalities and challenges to development. Students will examine a depth study of how India is developing and the consequences for people, the environment, and the country's relationship with the wider world.</p> <p>Students will be assessed with an end of topic test in development and one in India's development. Questions will come from real past-papers and grades will be awarded according to grade boundaries from last year.</p>
Unit 2	<p>Why does it [always] rain on me?</p> <p>This unit will explore the complexities of the British weather system and how it affects the way we live. We will explore how human activity is changing climates in different ways in different places and we will consider why weather is becoming more extreme.</p> <p>Students will build on work they've done in KS2 on the UK, climate belts and vegetation zones, they will learn about what makes the UK's weather mild and wet and how this affects us.</p> <p>Students will explore climatic data and they will produce a climate graph. This will link back to the first topic looking at what makes places good to live in. Students will undertake fieldwork on microclimates around the school site and they will write an extended report on this.</p>	<p>How developed is Cuba?</p> <p>This unit introduces students to the complexities of measuring development. We will explore concepts of poverty and inequality and then consider how social development doesn't necessarily go together with economic development.</p> <p>Students will build on knowledge from year 7 on settlement, climate and population and they will deepen their understanding of 'place' in the context of Cuba. Learning in this unit will underpin future learning on how population growth in urban areas is presenting challenges and opportunities in developing countries.</p>	<p>Should the UK go nuclear?</p> <p>Students will learn about the UK's energy consumption and production and the consequences of these decisions for society, the environment, and the economy. Students will explore the over-arching question through a consideration of nuclear energy as an alternative for the UK to turn to on a grander scale than it already is.</p> <p>This unit will build on prior learning on development in year 8 and on climate change in years 7 and 8. It will tie prior knowledge of the complexities of the world together and will consider the role of the current global situation on decisions of energy production and consumption.</p> <p>Students will craft an answer to the overall question and this will be assessed using the IACT strategy.</p>	<p>Component 1: Global Geographical Issues</p> <p>Development dynamics. Students will develop an understanding of the scale of global inequalities and challenges to development. Students will examine a depth study of how India is developing and the consequences for people, the environment, and the country's relationship with the wider world.</p> <p>Students will be assessed with an end of topic test in development and one in India's development. Questions will come from real past-papers and grades will be awarded according to grade boundaries from last year.</p>	<p>Resource management:</p> <p>Students will explore the challenges presented by a growing global population coupled with increasingly scarce resources. They will consider the opportunities that technology might be able to present in the form of solutions and they will consider how economic growth and global relationships can be affected by the supply and demand for these scarce resources.</p> <p>Students will be assessed by an end of topic test which will be made of questions from past papers.</p>

Unit 3	<p>Why do rivers flood?</p> <p>This unit will introduce students to geomorphological concepts such as erosion, deposition and transportation and students will consider how rivers can be managed and how rivers can affect how people live.</p> <p>Students will build on their understanding of how different landscapes can and can't be managed and start to consider how some countries are more able to manage the risks of flooding than others. It will link to the last unit on weather and climate as we deepen understanding of how humans interact with nature.</p> <p>This builds on the work done in KS2 on rivers but extends to consider how different places respond to flooding differently and it will underpin the work to be done later when looking at coasts, glaciation, and development.</p>	<p>Urbanisation</p> <p>This unit of work will explore the role of urbanisation, (particularly in developing countries like Nigeria) on changing the life-chances of people living there. People are drawn to live in mega-cities like Lagos because of the opportunities that come with urban growth but this also presents challenges.</p> <p>This unit of work will build on knowledge of settlement and population from year 7 and the work already done on development in year 8.</p> <p>Students will produce a report that considers how to make urban growth as sustainable as possible in developing countries.</p>	<p>Globalisation and trade</p> <p>This unit of work will tie KS3 Geography off by looking at how economic activities in different countries have an impact on economic activity elsewhere. It will build on previous knowledge gained throughout KS3 on different places and processes and the interdependence of the modern world and it will give students an opportunity to consider their role in affecting people they have never and will never meet. Students will be invited to consider the complexities of the global economy for example, is low-paid work in a textiles factory for a TNC better than no work at all or should the TNC have a moral obligation to pay their workers more? But TNCs are profit-driven, hence why they are locating production in low-cost countries in the first place.</p>	<p>Component 1: Global Geographical Issues</p> <p>Challenges of an urbanising world – an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p> <p>Students will be assessed by end of topic tests on urbanisation and then one on Mumbai specifically using questions from real past papers. Grades will be awarded according to grade boundaries from last year.</p>	<p>Paper 3: Geographical Investigations UK Challenges</p> <p>Students will draw on their knowledge of the physical and human characteristics of the UK from their work in components 1 and 2 and they will use their geographical skills to investigate a contemporary challenge for the UK.</p> <p>Students will bring theory from their fieldwork undertaken in year 10 back to the foreground of the knowledge and deepen their understanding of how geographers undertake primary and secondary research. Students will spend time in class unpicking previous questions. The paper can be an abstract one and students will be able to practice interpreting questions so that they are able to answer them confidently.</p> <p>Students will be assessed by a blind paper made up of unseen past questions.</p>
Unit 4	<p>Is Australia's population sustainable?</p> <p>This unit will introduce students to the hot desert biome within the context of how this affects how many people can live in Australia. Students will be introduced to the thinking of Thomas Malthus and Esther Boserup in the exploration of the need (or not) to balance population and resources. Students will be introduced to the 'Easter Island Paradox' and they will consider how this might foretell the future of our planet.</p> <p>It will link back to thinking about what people need to live in a place successfully and how climate change might affect how people are able to live in some places. It will underpin future work on urbanisation and the challenges of living in cities and it will link to development and how some places are able to be more adaptable than others because of their access to technology.</p>	<p>Cold environments</p> <p>Students will be introduced to the cold desert biome in Antarctica and will deepen their understanding of atmospheric processes. They will consider the geomorphological role glaciers play in shaping the landscape and they will go on to consider where or not Antarctica can continue to be protected by the international treaty.</p> <p>The unit will link to previous learning on erosion, deposition and transportation when looking at rivers and coasts, it will link back to learning on climate change and the greenhouse effect and it will underpin future learning on energy.</p>			

