

Curriculum overview: Geography

Key Stage 2

Locational knowledge

Students should be able to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

Students should:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Students should be able to describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Students should be able to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key skills/content requirements at GCSE

Geographical content and understanding

Topics students need to have a good understanding of:

1. River and glacial landscapes
2. Urban issues and challenges
3. Tectonic and weather hazards
4. The changing economic world
5. Ecosystems focusing on tropical rainforests and hot deserts
6. The challenge of resource management focusing on food
7. Field work investigation: river study and urban study
- 8.

Students will need to know appropriate key terminology to describe and explain the geographical concepts within each topic with appropriate academic depth.

Geographical skills

Fieldwork and enquiry skills

- How to select appropriate questions, locations and methods for fieldwork enquires, including risk assessment and sampling strategies.
- Gathering data using a range of methodologies
- Choosing appropriate ways to present data using both maps and graphs
- Interpreting and analysing data
- Identification of anomalies within data
- Drawing of conclusions referring to data
- Evaluation of methods, results and conclusions

Map skills

- Atlas maps
 - Use of latitude and longitude
 - Descriptions of patterns and distributions
 - Analysing maps to pick out the interrelationships between human and physical factors

Students will need to know a range of case studies to help support their discussions of the topics covered. These case studies require a high level of content knowledge. Within physical geography topics, students need to understand how processes bring about change in natural systems and vary over time and space. Within human geography topics, students will need to understand the interrelationships between different aspects of society at a range of scales, scales alongside the challenges and opportunities this creates. Throughout all topics students will also need an appreciation of the way in which the natural and human systems interact and thereby affect each other. Students should also be able to assess and evaluate the relative significance of causes, impacts, responses and management of geographical issues.	• Ordnance Survey maps ○ Use of 4 and 6 figure grid references ○ Use of scale to measure distance ○ Understanding of compass points ○ How to interpret maps to understand relief ○ Ability to describe the characteristics of a place by interpreting an OS map Other geographical skills • Interpret maps used to present data e.g. choropleth or dot maps • Interpret and draw sketch maps and diagrams • Interpret ground, aerial and satellite photographs • Interpret cross sections and transects • Interpret tables of data and graphs
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Curriculum Overview

Curriculum vision

The study of Geography at King Charles I School should equip students with the knowledge and skills needed to be informed global citizens. To achieve this, the Geography curriculum will enable all students to:

- develop a secure locational knowledge across all scales from local to global
- develop a rounded understanding of the characteristics of a broad range of places
- develop a clear knowledge of human and physical process, and how they interact within places
- develop an ability to apply knowledge of processes to understand geographical patterns, events, places and systems
- acquire the skills needed to collect, analyse and interpret data in order to answer geographical questions and come to informed decisions

Curriculum principles

- The geography curriculum will cover the KS3 National Curriculum content during years 7 through to 8/9 [2022-23 yr 9 are cohort are following a 2 year KS and 1 year transition year curriculum]. In years 7 and 8 there will be a particular focus upon the development of substantive knowledge (including locations) to create a secure knowledge base for further study.
- The sequencing of topics across KS3 will provide a balanced offer of human and physical geography, and enable interleaving of core concepts to secure long-term learning and deepen understanding.
- Disciplinary knowledge will emerge as students grow to understand the significance of location in defining the character of place, analyse geographical phenomenon at different scales, apply synoptic concepts such as sustainability in different contexts and become aware of the interconnectedness of aspects of study across the three-year course. At the end of the year 7 and 8 long term plans, and for a significant section of the year 9 curriculum, specific opportunities will be planned to apply learning across that year to new contexts in order to develop disciplinary knowledge more explicitly.
- The KS4 and 5 curricula will be sequenced to cover both human and physical topics across each school year. This will allow students to see the synoptic links that can be made across topics within the study of geography and therefore develop disciplinary understanding. The prior knowledge pertinent to each topic will be used to determine the sequencing across the scheme.
- Decisions over which topics to include (or not include) are firstly made to ensure students attain an appropriate level of substantive knowledge at each key stage in order to progress in their disciplinary understanding. These decisions are also informed by what will be relevant to students given their local context and topical issues.
- Across all key stages, examples from the schools' local context will be used so students can see how geographical concepts can be applied to help understand their day-to-day context.

- A wide range of case studies, from a national to global scale, will be used to identify geographical patterns, develop a rounded understanding of a broad range of places and provide opportunities to apply disciplinary knowledge in order to understand different places. Care will be taken to ensure both sufficient breadth through the variety of places discussed, but also depth of exploration by returning to places across the study of a range of topics and/or key stages.
- The curriculum will allow students develop the skills required to collect, analyse and interpret data, building up to a high degree of independence by KS5. This will include the use of a wide range of qualitative and quantitative sources, including field data and GIS with a view to using this data to come to informed decisions.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 7	Map skills: ▪ Different types of map ▪ Oceans and continent ▪ UK locations ▪ Longitude and latitude ▪ Compass directions ▪ OS map symbols ▪ 4 and 6 figure grid reference, ▪ Use of scale to measure distance ▪ Use of contour lines ▪ Sketch maps ▪ GIS (crime) Weather and climate: ▪ The difference between weather and climate ▪ Impact of altitude and latitude ▪ Hot desert ecosystems (Sahara) ▪ Factors affecting UK climate ▪ Factors causing rainfall ▪ Climate change over time ▪ Causes of climate change ▪ Effects of climate change ▪ Management of climate change at a local scale	Coasts: ▪ Coasts: human and physical features ▪ Erosion processes ▪ Bays and headlands ▪ Transportation and LSD ▪ Formation of spits ▪ Impacts of coastal erosion (Holderness) ▪ Evaluation of management strategies and decision making ▪ The impact of climate change upon the coast Settlement: ▪ Site and settlement ▪ Human and physical features of the UK ▪ Settlement hierarchy (local examples) ▪ Rural to urban migration, push and pull factors ▪ Local case study of urbanisation (Kidderminster)	Development: ▪ Development indicators ▪ Factors affecting development ▪ Types of industry and employment (Cote d'Ivoire and Europe) ▪ Squatter settlements (Kibera, Kenya) ▪ Environnemental exploitation (Lake Naivasha, Kenya) Onsite fieldwork: microclimates. Fantastic places: ▪ Application of knowledge learnt throughout the year... ▪ Middle East: locations and atlas skills; climate and ecosystems; development ▪ Russia and Svalbard: climate and ecosystems, opportunities, and challenges ▪ Great Barrier Reef and Tasmania Totem Pole stack	▪ Continents and oceans ▪ British Isles – countries, capitals, and major cities ▪ Longitude and latitude ▪ 6 figure grid references ▪ Use of scale in a straight line and bendy line ▪ Interpretation of contour lines ▪ 8-point compass directions ▪ How to construct a sketch map ▪ Concepts of erosion, transportation, and deposition ▪ How processes result in the formation of landforms and landscapes including the impact of geology. ▪ The link between processes and landform creation over time ▪ Use of diagrams to explain in a sequence ▪ Approaches to categorising impacts ▪ Differences between hard and soft engineering	<u>Mapping</u> latitude, longitude, equator, prime meridian, relief, contour lines, spot height, human/physical features <u>Weather and climate</u> weather, climate, climate graph, climate change, greenhouse gas, ecosystem, adaptation, <u>Settlement topic</u> urban, rural, settlement, land use, migration, rural to urban migration, push factors, pull factors, urbanisation, industry <u>Coasts</u> erosion, transportation, deposition, hard/soft rock, solution, soft engineering, hard engineering, eyesore <u>Development</u> LIC, HIC, NEE, GNI, development indicator life expectancy, literacy rate, squatter settlement, primary industry, secondary

				▪ Approaches to evaluating management strategies ▪ Differences between rural and urban areas ▪ The impact of physical landscape upon patterns of settlement ▪ Differences between villages, towns, and cities ▪ Push and pull factors causing migration ▪ Rural to urban migration as a cause of urbanisation ▪ The impact of industrialisation on urbanisation ▪ The concepts of weather and climate ▪ Climate zones and the link to latitude, continentality and ocean currents ▪ Factors influencing rainfall ▪ How to construct and interpret climate graphs ▪ Causes and impacts of climate change ▪ How to manage climate change at a local scale ▪ How to use development indicators to assess the development level of a country: including use of scatter graphs ▪ Factors which influence development levels, including primary and secondary industry ▪ Conditions within squatter settlements	industry, trade, import, export, raw material, manufactured product, air/water pollution
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				▪ The concept of trade between countries ▪ How industry can affect the environment and society	
Year 8	UK National Parks: ▪ Features of a National Park and locations across the UK ▪ Characteristics of the Peak District ▪ Land use conflicts and decision-making task River landscapes: ▪ Drainage basin features ▪ River processes ▪ Changes down the long profile ▪ Formation of meanders and waterfalls ▪ Water cycle ▪ Causes of flooding ▪ Impacts and responses to flooding in the HICs and LICs ▪ Flood management. ▪ Infiltration fieldwork Tectonic hazards: ▪ Concept of a natural hazard ▪ Structure of the earth ▪ Plate tectonic theory ▪ Supervolcanoes: cause, impacts and responses including choropleth map (Yellowstone) ▪ Earthquakes in rich and poor countries (Chile and Nepal) ▪ Tsunamis: cause, impacts and responses (Boxing Day Tsunami)	Complete tectonic hazards China: ▪ Human and physical features of the region including landforms and climate ▪ Population change including the demographic transition model and population pyramids ▪ Development and inequalities across China ▪ Energy production ▪ Evaluation of the Three Gorges Dam ▪ Types of industry and its impacts ▪ Air and water pollution ▪ China's investment in Africa	Resources: ▪ The rock cycle ▪ Weathering ▪ Landscapes shaped by geology (Malham and Dartmoor) ▪ Formation of fossil fuels; impacts of using fossil fuels ▪ Renewable energy (wind turbine decision making) ▪ Water as a resource and how to manage it ▪ Food production ▪ Food security issues. Fantastic places: ▪ Kenya ecotourism	▪ Different forms of erosion, ▪ The relationship between transportation, velocity, and deposition ▪ The link between processes and landform creation over time ▪ Location of major countries, cities, and landforms across Asia ▪ Concepts of erosion, transportation, and deposition ▪ How processes result in the formation of landforms and landscapes including the impact of geology and velocity. ▪ Use of diagrams to explain in a sequence ▪ Approaches to categorising impacts ▪ Differences between hard and soft engineering ▪ Use of criteria to assess suitability of management strategies (cost effectiveness, eyesore, environmental impact, longevity) ▪ Structure of the earth and its crust ▪ The nature and impacts of volcanic eruptions, earthquakes, and tsunamis	<u>Rivers</u> erosion, transportation, deposition, hydraulic action, abrasion, traction, suspension, surface runoff, infiltration, interception, transpiration, flood hard/soft rock, soft engineering, hard engineering <u>China</u> Natural increase, birth rate, death rate, demographic transition model, population pyramid, energy mix, hydro-electric power, particulate pollution, investment, inequality <u>Tectonic hazards</u> a natural hazard, a natural disaster, tectonic plates, convection current, tsunami, seismic waves, long and short-term response, choropleth map <u>Fantastic places</u> Ecotourism, sustainability, economic leakage, income, employment, habitats

	Disaster response modelling.			- Movement of tectonic plates and the link to earthquakes - Assessment of impacts of natural hazards by severity, timescale, and spatial scale - The relationship between development, birth/death rates and population change - Population pyramids as ways to show population structure - How to interpret the demographic transition model (line graph) - Issues surrounding HEP as a source of power generation - The features of ecotourism - The concept of sustainability - The concept of economic leakage	
Year 9	Population - Population density and distribution - Global population change - Demographic transition model and population pyramids - Problems related to an ageing population - Problems related to a youthful population - International migration and its implications Rainforests	Complete rainforest topic Geographical debates Geographical debates: This topic allows exploration of a range of geographical debates some of which involve the application of previous learning whereas others introduce new concepts. These issues cover a variety of scales and require consideration of stakeholder views, and analysis from a social, economic and environmental perspective. Skills of	Complete Africa topic Cold environments: - The glacial system: inputs, outputs, flows and processes. - Landforms of erosion. - Impact of human activities on glacial landscapes. - The Antarctic landscape and human development. - Threats to and management of Antarctica.	- The relationship between environmental exploitation and economic growth - The role of the rainforest influencing global climates - The link between human activities and biodiversity - Patterns of population density and the factors that affect it - Issues associated with a youthful/ageing population - Factors influencing international migration	Population Refugee, economic migrant, population distribution, population density, immigration, emigration, megacity, natural increase <u>Geographical debates</u> Quarry, globalisation, TNC, seasonal, sustainability, disposable income, biodiversity, ecosystem, community, exploitation, habitat, prediction, protection, services, quaternary industry, traffic congestion

	▪ Tropical climate and introduction to atmospheric circulation ▪ Rainforest ecosystems ▪ Importance of rainforest ecosystems to the environment and society ▪ The relationship between deforestation and development ▪ Impacts of deforestation at different scales: including climate change and soil erosion ▪ Management of deforestation ▪ Decision making exercise	assessment and evaluation are developed... ▪ Food miles ▪ TNCs ▪ Quarrying ▪ Waste management ▪ Climate change ▪ Tourism in the Cayman Islands Africa: ▪ Through this topic, new themes of political geography will be introduced, and many themes already covered will be re-visited and applied in this contrasting context.... ▪ Major physical and human features in Africa ▪ Climatic variations, ecosystems and the adaptations of plants and animals ▪ Variations in economic development ▪ Colonisation and its impacts in Nigeria ▪ A case study of Nigeria: population structure, development, urbanisation, TNCs, aid.		▪ The difference between economic migrants and refugees ▪ Issues surrounding quarrying ▪ How to balance the views of different stakeholders ▪ Differing working conditions and production costs between HICs and LICs ▪ Concepts of adaption and mitigation ▪ Location of major countries, cities, and landforms across Africa ▪ The process of colonisation and an overview of its impacts ▪ The multiplier effect arising from investment in industry ▪ Glacial processes of erosion and the link to landform development ▪ Threat of climate change, mining, fishing, and population growth in polar regions ▪ Opportunities for economic growth in polar regions ▪ The concept of food miles	<u>Africa</u> Colonialism, colony, aid, agriculture, <u>Cold environments</u> Glacier, ice age, glacial period, weathering, permafrost, sustainability, icesheet,
Year 10	<u>Tectonic hazards</u> ▪ Plate tectonics theory. ▪ Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.	<u>Urban issues and challenges</u> ▪ The global pattern of urban change.	<u>Changing economic world</u> ▪ Different ways of classifying parts of the world according to their	Year 9 plus physical geography topics River landscapes, tectonic hazards, Weather systems, and human geography topics	<u>Tectonic hazards</u> Conservative plate margins Constructive plate margin Continental crust Convection currents

	- Physical processes taking place at different types of plate margin (constructive, destructive, and conservative) that lead to earthquakes and volcanic activity. - Primary and secondary effects of a tectonic hazard. - Immediate and long-term responses to a tectonic hazard. - Comparison of Haiti 2010 and L'Aquila 2009 to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. - Reasons why people continue to live in areas at risk from a tectonic hazard. - How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. <u>Weather hazards</u> - General atmospheric circulation model: pressure belts and surface winds. - Global distribution of tropical storms (hurricanes, cyclones, typhoons). - An understanding of the relationship between tropical storms and general atmospheric circulation. - Causes of tropical storms and the sequence of their formation and development.	- Urban trends in different parts of the world including HICs and LICs. - Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. - The emergence of megacities. - A case study of Mumbai to illustrate: - the location and importance of the city, regionally, nationally and internationally - causes of growth: natural increase and migration - how urban growth has created opportunities: - social: access to services – health and education; access to resources – water supply, energy - economic: how urban industrial areas can be a stimulus for economic development - how urban growth has created challenges: - managing urban growth – slums, squatter settlements - providing clean water, sanitation systems and energy - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, air and water pollution, traffic congestion. - A case study of Dharavi to show how urban planning is improving the quality of life for the urban poor.	level of economic development and quality of life. - Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). - Limitations of economic and social measures. - Link between stages of the Demographic Transition Model and the level of development. - Causes of uneven development: physical, economic, and historical. - Consequences of uneven development: disparities in wealth and health, international migration. - An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. - Study of Kenya as an example of how the growth of	Urban issues & challenges, are all interleaved throughout the course	Core Destructive plate margin Earthquake, Epicentre, Focus Hazard risk Immediate responses Lava Long-term responses Magma Mantle Monitoring Natural hazard Oceanic Crust Plate margin Planning Prediction Primary effects Protection Richter scale Secondary effects Tectonic hazard Tectonic plate Volcano <u>Weather hazards</u> Adaptation Carbon capture and storage Climate change Economic impact Enhanced greenhouse effect Environmental impact Extreme weather Frontal rainfall Global atmospheric circulation Global warming Greenhouse gases Immediate responses Long-term responses Management strategies Mitigation Monitoring
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	▪ The structure and features of a tropical storm. ▪ How climate change might affect the distribution, frequency, and intensity of tropical storms. ▪ Primary and secondary effects of tropical storms. ▪ Immediate and long-term responses to tropical storms. ▪ Study of Typhoon Haiyan show its effects and responses. ▪ How monitoring, prediction, protection, and planning can reduce the effects of tropical storms. ▪ An overview of types of weather hazard experienced in the UK. ▪ Study of the Beast from the East to illustrate the: •• causes •• social, economic, and environmental impacts •• how management strategies can reduce risk. ▪ Evidence that weather is becoming more extreme in the UK. ▪ Evidence for climate change from the beginning of the Quaternary period to the present day. ▪ Possible causes of climate change: •• natural factors – orbital changes, volcanic activity, and solar output •• human factors – use of fossil fuels, agriculture, and deforestation.	▪ Overview of the distribution of population and the major cities in the UK. ▪ A case study of Birmingham to illustrate: •• the location and importance of the city in the UK and the wider world •• impacts of national and international migration on the growth and character of the city •• how urban change has created opportunities: •• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems •• environmental: urban greening •• how urban change has created challenges: •• social and economic: urban deprivation, inequalities in housing, education, health, and employment •• environmental: dereliction, building on brownfield and greenfield sites, waste disposal •• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. ▪ Bullring, an example of urban regeneration project to show: •• reasons why the area needed regeneration •• the main features of the project. ▪ Features of sustainable urban living in Birmingham: •• water and conservation •• waste recycling •• creating green space. How urban transport strategies are used to reduce traffic congestion.	▪ tourism can reduce the development gap. ▪ A case study of Nigeria: •• 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 balance between different sectors of the economy. How manufacturing industry can stimulate economic development •• the role of transnational corporations (TNCs) in relation to industrial development. •• Advantages and disadvantages of TNC(s) (case study of Shell) to the host country •• the changing political and trading relationships with the wider world •• international aid: types of aid, impacts of aid on the receiving country •• the environmental impacts of economic development •• the effects of economic development	Orbital changes Planning Primary effect Prediction Protection Quaternary period Secondary effects Social impact Tropical storm <u>Urban issues and challenges</u> Brownfield site Central Business District Commuter settlements Dereliction Economic opportunities Greenfield site Industrialisation Inequalities Inner city Integrated transport systems Mega-cities Migration Multiplier effect Natural increase Pollution Rural-urban fringe Rural-urban migration Sanitation Social deprivation Social opportunities Squatter settlement Suburbs Sustainable urban living Traffic congestion Urban greening Urbanisation Urban regeneration Urban sprawl Waste recycling <u>River landscapes</u> Fluvial processes
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	- Overview of the effects of climate change on people and the environment. - Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. <u>Begin urban issues and challenges</u>	<u>River landscapes</u> - The long profile and changing cross profile of a river and its valley. - Fluvial processes: • erosion • transportation • deposition - Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls, and gorges. - Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. - Characteristics and formation of landforms resulting from deposition ◦ levées, flood plains and estuaries. - Study of the River Clyde to identify its major landforms of erosion and deposition. - How physical and human factors affect the flood risk – precipitation, geology, relief, and land use. - The use of hydrographs to show the relationship between precipitation and discharge. - The costs and benefits of the following management strategies: • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels	on quality of life for the population. - Economic futures in the UK: • causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation, and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science, and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port, and airport capacity • the north–south divide. Strategies used in an attempt to resolve regional differences	Hydraulic Power, Abrasion Attrition, Solution Vertical Erosion, Lateral Erosion Processes of Transportation Bedload – the material carried by a river Traction, Saltation, Suspension, Solution Channel straightening Cross profile Dam and reservoir, Deposition Discharge, Embankments Estuary, Flood Floodplain, Floodplain zoning Flood relief channels , Flood risk Flood warning Deposition Gorge, Hard engineering Hydrograph, Impermeable Interlocking spurs Lag time, Land use Levees, Long profile Meander, Ox-bow lake Peak discharge, Peak rainfall Permeable, Pervious Porous, Precipitation Relief, Soft engineering, Waterfall <u>Changing economic world</u> Birth rate BRIC economies. Commonwealth Debt abolition Death rate De-industrialisation Demographic Transition Model Development
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		▪ •• soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. ▪ An example of a flood management scheme (Somerset Levels) in the UK to show: ▪ •• why the scheme was required ▪ •• the management strategy •• the social, economic, and environmental issues.	•• the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. Fieldwork enquiry and write up.		- Development gap - Enterprise Zones - European Union - Fairtrade - Globalisation - Government Policy - Gross national income (GNI) - High income country (HIC) - Human Development Index (HDI) - Industrial - Inequalities - Infant mortality - Information technologies - Intermediate technology - International aid - Life expectancy - Literacy rate - Local enterprise partnerships - Low income country (LIC) - Microfinance loans - Newly emerging economies (NEEs) - North-south divide (UK) - Post-industrial economy - Primary Industries - Quality of life - Quaternary Industries - Rural - Science and business - Secondary Industries - Service industries (tertiary industries) - Standard of living - Sustainability - Tertiary Industries - Trade - Transnational Corporation (TNC)
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Year 11	<u>Fieldwork enquiry and write up</u> - Types of data, types of data presentation (graphs and maps), forms of data analysis - Process of a fieldwork enquiry: methods, presentation, analysis, conclusions, evaluation <u>Living World</u> focusing on tropical rainforest and hot deserts - Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. - Tropical rainforest ecosystems have a range of distinctive characteristics. - Deforestation has economic and environmental impacts. - Tropical rainforests need to be managed to be sustainable. - Hot desert ecosystems have a range of distinctive characteristics. - Development of hot desert environments create opportunities and challenges, Thar Desert as an example. - Areas on the fringe of hot deserts are at risk of desertification, sub-	<u>Food</u> - Areas of surplus (security) and deficit (insecurity): - global patterns of calorie intake and food supply - reasons for increasing food consumption: economic development, rising population - factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. - Impacts of food insecurity – famine, undernutrition, soil erosion, - rising prices, social unrest. - Overview of strategies to increase food supply: - irrigation, aeroponics and hydroponics, the new green revolution - use of biotechnology, appropriate technology - study of Thanet Earth as a largescale agricultural development to show how it has both advantages and disadvantages. - Moving towards a sustainable resource future: - the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses - Example of agroforestry in Mali: sustainable supplies of food.	Revision	Year 9 and 10 topics plus physical geography topics glacial landscapes, ecosystems (tropical, hot deserts, cold environments) and human geography topic of changing economic world. Geographical thinking application are all interleaved after the teaching of each topic	<u>Living World</u> Abiotic Appropriate technology Biodiversity Biotic Buttress root Consumer Decomposer Debt reduction Deforestation Desertification Ecosystem Ecotourism Epiphyte Food chain Food web Global ecosystem Hot desert Interdependence Mineral extraction Lianas Nutrient cycling Over-cultivation Overgrazing Producer Selective logging Sustainable management <u>Glacial landscapes</u> Abrasion Arête Bulldozing Conflict Conservation Corrie Drumlin Erratics Firn Freeze-thaw weathering Glacial trough Glacier Hanging valley
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	Saharan Africa as an example. <u>Glacial landscapes</u> - Maximum extent of ice cover across the UK during the last ice age. - Glacial processes: • freeze-thaw weathering • erosion – abrasion and plucking • movement and transportation – rotational slip and bulldozing - Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, • deposition – why glaciers deposit sediment (till and outwash). - glacial troughs, ribbon lakes and hanging valleys. - Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine. - Study of Nant Ffrancon valley to identify its major landforms of erosion and deposition. - An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. - Conflicts between different land uses, and between development and conservation. - Study of the Lake District to show:	<u>Geographical thinking and pre-release materials.</u> Released in late March. Students to become familiar with the materials ready for the exam.			Honeypot site Land use conflicts Moraine Outwash Plucking Pyramidal peak Ribbon lake Rotational slip Till Truncated spur <u>The challenge of resource management</u> Agribusiness Carbon footprint Energy mix Food miles Fossil fuel Local food sourcing Organic produce Resource management Aeroponics Biotechnology Famine Food insecurity Food security Hydroponics Irrigation Permaculture Sustainable development Sustainable food supply The new green revolution Undernutrition Urban farming
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- •• the attractions for tourists
- •• social, economic and environmental impacts of tourism
- strategies used to manage the impact of tourism.

The challenge of resource management focusing on food

- The significance of food, water and energy to economic and social well-being.
- An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK.
- Food:
 - the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce
 - larger carbon footprints due to the increasing number of 'food miles travelled, and moves towards local sourcing of food
 - the trend towards agribusiness.
- Water:
 - the changing demand for water
 - water quality and pollution management
 - matching supply and demand – areas of deficit and surplus

	•• the need for transfer to maintain supplies. ▪ Energy: •• the changing energy mix – reliance on fossil fuels, growing significance of renewables •• reduced domestic supplies of coal, gas and oil •• economic and environmental issues associated with exploitation of energy sources.				
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GCSE external assessment:

Geography uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Paper 1: Living with the physical environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 2: Challenges in the human environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 3: Data responses and Skills. This paper lasts for 1hour 15 minutes and is worth 30% of the GCSE grade.

SMSC in geography

The study of geography includes many topics and activities which support the spiritual, moral, social and cultural development of students. The geography curriculum offers opportunities to consider a range of topics such as development and globalisation, managing coastal environments, disasters, urban change, and the geography of food. Within each topic students are encouraged to reflect on how people affect places and how places affect people. Students are encouraged to consider what could or should be done and who benefits and suffers from changes whilst undertaking a variety of individual, pair and group work tasks. Beyond the classroom, students benefit from fieldwork activities and through attending events, quizzes and lectures organised by the local Geographical Association.

Spiritual development in geography

Students have many opportunities to reflect on their beliefs and life perspectives whilst learning about lives in other parts of the world. They are encouraged to consider the feelings and values of others whilst debating topics such as fair trade and to show respect for others whilst taking part in role plays about issues such as quarrying. Students are given opportunities to use their imagination and creativity through extended tasks and regularly reflect on their experiences both verbally and in writing. The study of geography supports students in their quest to find out more about themselves, others, and the world around them.

Moral development in geography

Whilst studying geography, students are encouraged to share and justify their views about moral and ethical issues such as when studying squatter settlements and poverty in less developed countries. During lessons, students are given opportunities to listen and appreciate the ideas of others and to consider the implications of decision making. Decision making exercises about issues such as limestone quarrying support moral development through geography as students consider right and wrong, respect for laws and the consequences of decisions and behaviour. Students are also given the opportunity to consider their own interaction with the world and the consequences of that, such as through the study of climate change.

Social development in geography

In geography, students work with others from different backgrounds, and this is encouraged through the use of a seating plan and a variety of discussion tasks. Discussion and debate are important when evaluating the relative significance of geographical events or assessing the suitability of management strategies. This gives students the opportunity to develop their oracy skills. Fieldwork opportunities such as data collection at Carding Mill Valley require students to cooperate and show mutual respect whilst working in groups carrying out a range of tasks. Leadership qualities, speaking and listening skills, organisational ability and conflict resolution are developed whilst in the field but also whilst undertaking activities such as research and presentation group tasks. Self and peer assessment takes place regularly in geography and encourages students to reflect on their progress.

Cultural development in geography

Many topics in geography allow students to develop their understanding of cultures and heritage at local, regional, national and international scales. For example, the study of population and migration encourages students to consider why people migrate and the implications of such movement. Optional foreign fieldwork in geography has taken students to China, Iceland, Italy and France in recent years in addition to fieldwork in Shropshire, North Wales and the West Midlands. Through learning about case studies of countries such as China, Italy and Nigeria students are encouraged to consider a variety of cultural backgrounds and how understanding culture is important when considering topics such as disaster management.