

## Secondary Curriculum Information Pro-Forma

Subject:

Geography

Subject Leader:

JQU

YEAR 7	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<b>Term 1 (September – October)</b>	Introduction to Geography and geographical skills	<ul style="list-style-type: none"> <li>Students will learn about Physical, Human and environmental geography.</li> <li>They will learn how to describe places and to ask questions about the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Questioning techniques.</li> <li>Developing skills to accurately describe places.</li> </ul>
<b>Term 2 (November – December)</b>	Maps and mapping	<ul style="list-style-type: none"> <li>Students will be taught about using scale, map symbols, showing height on maps and four and six figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to use maps to give directions and to give accurate grid references to locate places on a map.</li> </ul>
<b>Term 3 (January – February)</b>	About the UK	<ul style="list-style-type: none"> <li>Students will be able to identify the main physical and human features of the UK.</li> <li>Students will also examine the changing nature of jobs, and look at future development in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to produce a presentation summarising the key geographical features of the UK.</li> </ul>
<b>Term 4 (March – April)</b>	Rivers	<ul style="list-style-type: none"> <li>Students will be able to describe and give examples of the key erosional and depositional features of a river. Including waterfalls, meanders and deltas.</li> <li>Students will learn about causes and prevention of flooding.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain key river processes and apply these to case studies.</li> <li>To be able to use mapping skills to explain river changes over time.</li> </ul>
<b>Term 5 (April – May)</b>	Glaciers	<ul style="list-style-type: none"> <li>Students will be taught about the last Ice age and how this has shaped the geomorphology of the UK.</li> <li>Students will be able to explain the processes of glacial erosion, transport and deposition. They will also be able to identify these features on the landscape.</li> </ul>	<ul style="list-style-type: none"> <li>To use map skills and prior learning to apply to a real case study.</li> <li>To write a tourist guide.</li> </ul>
<b>Term 6 (June – July)</b>	Africa	<ul style="list-style-type: none"> <li>Students will be taught about the physical and human features of Africa.</li> <li>Students will examine a case study about Somalia.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use knowledge to present a balanced view of Africa today and how it can overcome problems in the future.</li> </ul>

YEAR 8	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<b>Term 1 (September – October)</b>	Population	<ul style="list-style-type: none"> <li>• Students will study the rapid population growth globally. They will be able to explain global population distribution.</li> <li>• Students will use case studies in the UK and in China.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to write a balanced argument of ways to solve the global population crisis.</li> </ul>
<b>Term 2 (November – December)</b>	Coasts	<ul style="list-style-type: none"> <li>• Students will be taught about waves and tides. They will explore coastal features formed by erosion and deposition.</li> <li>• Students will examine the issues surrounding coastal management</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop decision making skills and plan a strategy to protect a stretch of coastline.</li> </ul>
<b>Term 3 (January – February)</b>	Urbanisation	<ul style="list-style-type: none"> <li>• Students will study how towns and cities grew and study a case study of Manchester.</li> <li>• Students will study the problems of urbanisation in MEDC countries and LEDC countries.</li> <li>• Students will consider how cities of the future might look .Using Abu Dhabi</li> </ul>	<ul style="list-style-type: none"> <li>• Students will attempt to find sustainable solutions to problems caused by urbanisation.</li> </ul>
<b>Term 4 (March – April)</b>	Weather and Climate	<ul style="list-style-type: none"> <li>• Students will be able to explain the causes of weather and how it can be measured.</li> <li>• Students will study factors that cause different climates around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to interpret synoptic charts.</li> </ul>
<b>Term 5 (April – May)</b>	Asia study	<ul style="list-style-type: none"> <li>• Students will study the countries and regions of Asia, the continents history, physical features and population distribution.</li> <li>• Case studies will include China and Tibet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to produce a piece of extended writing to present Asia's story.</li> </ul>
<b>Term 6 (June – July)</b>	Crime and GIS	<ul style="list-style-type: none"> <li>• Students will be able to explain how mapping can be used to fight crime.</li> <li>• Students will have an opportunity to use Geographic Information Systems (GIS) to solve some geographical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their ICT skills and learn how to use some new software.</li> </ul>

YEAR 9	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<b>Term 1 (September – October)</b>	Development issues in LEDC'S	Students will <ul style="list-style-type: none"> <li>Investigate a range of economic development disparities globally. They will be able to define and give examples of companies and countries affected by globalisation, describing positive and negative effects of globalisation on a range of people.</li> <li>Students will compare life in Malawi with Singapore, explore issues of poverty in the UK and understand these within the context of increasing globalisation</li> </ul>	Students will <ul style="list-style-type: none"> <li>Select, justify, explain and evaluate changes that need to be made to improve quality of life in a village in a LEDC, taking positives and negatives into account</li> <li>Compile a report on child poverty or pensioner poverty in the UK, focusing on poverty causes, effects and solutions</li> </ul>
<b>Term 2 (November – December)</b>	Glaciers (2015/2016 only ) Phase in of new NC	<ul style="list-style-type: none"> <li>Students will be taught about the last Ice age and how this has shaped the geomorphology of the UK.</li> <li>Students will be able to explain the processes of glacial erosion, transport and deposition. They will also be able to identify these features on the landscape.</li> </ul>	<ul style="list-style-type: none"> <li>To use map skills and prior learning to apply to a real case study.</li> <li>Write a tourist guide.</li> </ul>
<b>Term 3 (January – February)</b>	Russia	Students will <ul style="list-style-type: none"> <li>Be taught about the physical, human and environmental geography of Russia</li> <li>Investigate the development of tourism in Russia and Russia's role and position, internationally</li> </ul>	Students will <ul style="list-style-type: none"> <li><b>Compose</b> a letter <b>assessing</b> environmental damage in Russia and <b>recommend</b> ways to reduce this</li> <li>Students will show an awareness of space, place, scale and interdependence in relation to a real case study (Chernobyl)</li> </ul>
<b>Term 4 (March – April)</b>	Volcanoes and Earthquakes	Students will: <ul style="list-style-type: none"> <li>Be taught about the structure of the Earth, plate tectonics, formation of volcanoes and causes of earthquakes.</li> <li>Students will investigate the impact of an Earthquake in southwest China, the cause and effect of the Boxing day Tsunami and why people live in volcanic regions such as Iceland</li> </ul>	<ul style="list-style-type: none"> <li>Produce a disaster action plan for a volcanic eruption.</li> <li>Produce a leaflet to provide emergency advice in the event of an earthquake or Tsunami.</li> </ul>
<b>Term 5 (April – May)</b>	The Middle East	Students will <ul style="list-style-type: none"> <li>Be taught about the different countries that make up the Middle East</li> <li>Be able to explain the causes and effects of the wars in Iraq and Afghanistan and how geography has an impact on war</li> </ul>	Students will <ul style="list-style-type: none"> <li>Work on a Decision Making Exercise to plan an exit strategy for troops in Afghanistan</li> </ul>
<b>Term 6 (June – July)</b>	Our planet	Students will: <ul style="list-style-type: none"> <li>Be taught about the cause and effect of global warming.</li> <li>Investigate the damage caused by humans to major biomes and consider ways to protect the planet.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Produce an essay evaluating climate change theory.</li> <li>Produce a campaign to protect an endangered species.</li> </ul>

YEAR 10	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<p>Examination Board and Specification Title &amp; Number: AQA A GCSE Geography 9030</p> <p>Recommended reading/preparation:</p>			
<p><b>Term 1 (September – October)</b></p>	<p><b>Unit 1: Physical Geography</b> <b>The Restless Earth</b></p>	<p>The Earth’s crust is unstable, especially at plate margins. Unique landforms occur at plate margins. People use these landforms as a resource and adapt to the conditions within them. Volcanoes are hazards resulting from tectonic activity. Their primary and secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.</p>	<p>Recall, select and communicate their knowledge and understanding of places, environments and concepts. Apply knowledge and understanding in familiar and unfamiliar contexts. Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.</p>
<p><b>Term 2 (November – December)</b></p>	<p><b>Unit 1: Physical Geography</b> <b>The Restless Earth</b></p>	<p>Supervolcanoes are on a much bigger scale than other volcanoes and an eruption would have global consequences. Earthquakes occur at constructive, destructive and conservative plate margins. The effects of earthquakes and responses to them differ due to contrasts in levels of wealth. Tsunamis are a specific secondary effect and can have devastating effects in coastal areas.</p>	<p>Recall, select and communicate their knowledge and understanding of places, environments and concepts. Apply knowledge and understanding in familiar and unfamiliar contexts. Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.</p>
<p><b>Term 3 (January – February)</b></p>	<p><b>Unit 2: Tourism</b></p>	<p>The global growth of tourism has seen the exploitation of a range of different environments for holidaymakers. Effective management strategies are the key to the continuing prosperity of tourist areas in the UK. Mass tourism has advantages for an area but strategies need to be in place to reduce the likelihood of long-term damage.</p>	<p>Recall, select and communicate their knowledge and understanding of places, environments and concepts. Apply knowledge and understanding in familiar and unfamiliar contexts. Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.</p>

<p><b>Term 4 (March – April)</b></p>	<p><b>Unit 2: Tourism</b></p>	<p>Extreme environments are susceptible to environmental damage from the development of tourism. Sustainability requires the development of ecotourism.</p>	<p>Recall, select and communicate their knowledge and understanding of places, environments and concepts. Apply knowledge and understanding in familiar and unfamiliar contexts. Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.</p>
<p><b>Term 5 (April – May)</b></p>	<p><b>Unit 1: Water on the Land</b></p>	<p>The shape of river valleys changes as rivers flow downstream due to the dominance of different processes. Distinctive landforms result from different processes as rivers flow downstream. The amount of water in a river fluctuates due to a number of reasons.</p>	<p>Recall, select and communicate their knowledge and understanding of places, environments and concepts. Apply knowledge and understanding in familiar and unfamiliar contexts. Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.</p>
<p><b>Term 6 (June – July)</b></p>	<p><b>Unit 1: Water on the Land</b></p>	<p>Rivers flood due to a number of physical and human causes. Flooding appears to be an increasingly frequent event. The effects of and responses to floods vary between areas of contrasting levels of wealth. There is discussion about the costs and benefits of hard and soft engineering and debate about which is the better option. Rivers are managed to provide a water supply. There are a variety of issues resulting from this.</p>	<p>Recall, select and communicate their knowledge and understanding of places, environments and concepts. Apply knowledge and understanding in familiar and unfamiliar contexts. Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.</p>