

Geography



Head of Department: Ms G. Briody

Year 7

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose.”

- Michael Palin

	Autumn 1	Autumn 2
Focus/Context for Learning	Transition Unit <ul style="list-style-type: none"> Baseline assessment Physical and human geography of the British Isles Location knowledge - continents, oceans and seas Map skills - grid referencing, map symbols, compass direction, scale, latitude and longitude 	Africa <ul style="list-style-type: none"> Physical geography of Africa - climate, biomes and key features Historical context - Scramble for Africa and European colonisation Climate graphs Desert biome Plant and animal desert adaptations Desertification - causes, impacts, management
	Spring 1	Spring 2
Focus/Context for Learning	Africa <ul style="list-style-type: none"> Population - distribution and density Development across the continent Urbanisation and squatter settlements The Horn of Africa as a region study - physical landscapes, industry, development 	Rivers <ul style="list-style-type: none"> Physical landscape of the UK Hydrological Cycle River processes Landforms of erosion and deposition Flooding - causes and effects Flood management - hard and soft engineering strategies to reduce the risk
	Summer 1	Summer 2
Focus/Context for Learning	Asia <ul style="list-style-type: none"> Physical geography of Asia including climate, biomes and key features Contrasting levels of development in China, India and Russia as part of the emerging BRIC economies China's One Child Policy Growth of manufacturing and trading links between Asia and the wider world 	Extreme Environments <ul style="list-style-type: none"> UK during the last Ice Age Glaciers - location and formation Glaciation processes Landforms of erosion and deposition UK glaciated landscape - the Lake District Extreme tourism Antarctica

“It is impossible to understand history, international politics, the world economy, religions, philosophy, or ‘patterns of culture’ without taking geography into account.”

- Kenneth C. Davis (American Historian)

	Autumn 1	Autumn 2
Focus/Context for Learning	Weather and Climate <ul style="list-style-type: none"> • Concepts and processes relating to weather/climate • Skills: maps, graphs/synoptic charts • Cause, effects and responses to extreme weather event in the UK • Factors affecting climate • Hurricane formation • Research task on a recent hurricane 	The Middle East <ul style="list-style-type: none"> • Physical geography including climate, biomes and key features • Level of development across the region • The role of tourism in development in the Middle East • The oil industry • Culture and religion • Conflict in the region
	Spring 1	Spring 2
Focus/Context for Learning	Coasts <ul style="list-style-type: none"> • Uses of the coast • Processes • Landforms of erosion and deposition • Coastal management strategies • DME on coastal management – people Vs natural processes • Rising sea level - cause and effects (links to climate change) 	People and Resources <ul style="list-style-type: none"> • Demography - population growth and urbanisation • Demand and consumption of natural resources • Inequalities in resource consumption • Water - surplus and deficit • Water transfer in the UK • Food - security and insecurity • Food in the UK
	Summer 1	Summer 2
Focus/Context for Learning	People and Resources <ul style="list-style-type: none"> • Nutrient cycle - carbon cycle • Energy - fossil fuels formation • Renewable and non renewable energy • Energy use in the UK • Greenhouse effect • Climate change - causes and effects • Managing climate change 	Fragile Ecosystem <ul style="list-style-type: none"> • Tropical Rainforest • Case study- Amazon, Brazil • Plant and animal adaptations • Importance of the rainforest • Causes and effects of deforestation • Managing deforestation • Links to climate change • Project – rainforest boxes

"If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world."

- Richard Burton (1821-1890) to the Royal Geographical Society

AQA	Autumn 1		Autumn 2	
	Focus/Context for Learning		Focus/Context for Learning	
	Dynamic Earth - Plate Tectonics <ul style="list-style-type: none"> Natural hazards Structure of the earth Tectonic Hazards - volcanoes, earthquakes, tsunamis Case studies focusing on the impact of hazards in areas of contrasting development Hazard management 		Dynamic Earth - Weather Hazards <ul style="list-style-type: none"> Weather hazards - extreme weather in the UK Global atmospheric circulation system Tropical storms - formation, effects and management Case study on an area impacted by tropical storms 	
	Spring 1		Spring 2	
	Focus/Context for Learning		Focus/Context for Learning	
	Climate Change <ul style="list-style-type: none"> Climate Change - evidence from the beginning of the quaternary period to the present day Greenhouse effect Climate change - causes, effects, mitigation and adaptation strategies 		Urban Growth - LICs <ul style="list-style-type: none"> Urbanisation - cause, effects and management Urban growth creates opportunities and challenges for cities in LICs and NEEs Case study of an urban area in a NEE: Rio de Janeiro, Brazil 	
	Summer 1		Summer 2	
	Focus/Context for Learning		Focus/Context for Learning	
	Urban Growth - HICs <ul style="list-style-type: none"> Urban change in cities in the UK leads to social, economic and environmental opportunities and challenges Regeneration Case study of an urban area in a HIC: London, UK 		Urban Sustainability <ul style="list-style-type: none"> Urban sustainability (energy, water, green spaces and waste recycling) - links to climate change Sustainable urban living case study: East Village, Stratford Sustainable transport schemes in urban areas 	

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

- Barack Obama

AQA	Autumn 1		Autumn 2	
	UK Physical Landscapes: Coasts		UK Physical Landscapes: Coasts	
Focus/Context for Learning	<ul style="list-style-type: none"> Coastal processes Landforms of erosion - headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Landforms of deposition - beaches, sand dunes, spits and bars 		<ul style="list-style-type: none"> Case Study: Jurassic Coastline Coastal management – hard and soft engineering strategies Case Study of a coastal management scheme in the UK: Lyme Regis, Dorset 	
	Spring 1		Spring 2	
Focus/Context for Learning	Changing Economic World <ul style="list-style-type: none"> Reducing the development gap. Some LICs and NEEs experiencing rapid economic development leading to significant social, environmental and cultural change Case Study NEE: Nigeria 		Changing Economic World <ul style="list-style-type: none"> Major changes in the economy of the UK Changes to employment patterns and regional growth The north-south divide Improvements to transport in the UK 	
	Summer 1		Summer 2	
Focus/Context for Learning	The Living World <ul style="list-style-type: none"> Ecosystems - interaction between biotic and abiotic components Tropical rainforests (causes and effects of deforestation, the need for sustainable management) Animal and plant adaptations Case study: Amazon Rainforest 		The Living World <ul style="list-style-type: none"> Hot deserts - opportunities and challenges, causes and effects of desertification Animal and plant adaptation Case study: Western Deserts, USA Desertification - causes, effects and management strategies 	

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Year 11

“Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!”

- Michael Palin

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	UK Physical Landscapes: Rivers <ul style="list-style-type: none"> • Fluvial Processes • Landforms of erosion - interlocking spurs, waterfalls and gorges • Landforms of erosion and deposition - meanders and oxbow lakes • Landforms of deposition - levees, floodplains and estuaries 	UK Physical Landscapes: Rivers <ul style="list-style-type: none"> • Hydrographs and factors affecting river discharge • River management - hard and soft engineering strategies • Case study: River Tees • Fieldwork questions on rivers
	Spring 1	Spring 2
Focus/Context for Learning	The Challenge of Resource Management <ul style="list-style-type: none"> • Changing demand and provision of resources in the UK create opportunities and challenges • Food, Water and Energy in the UK • Food as a resource globally • Food security and insecurity 	The Challenge of Resource Management <ul style="list-style-type: none"> • Global demand and consumption • Food sustainability • Large scale agricultural project: Thanet Earth, UK • Small scale sustainable project: Rice-Fish farming, Bangladesh Issues Evaluation for Paper 3 <ul style="list-style-type: none"> • Pre-release available in March
	Summer 1	Summer 2
Focus/Context for Learning	Final exam preparation: <ul style="list-style-type: none"> • Geographical skills • Revision of all units 	GCSE Exams