

OCL Geography Curriculum: Long Term Plan

Core concepts in Geography:

Concept:	Definition:
Place and space	Space (locational knowledge) and place (geographical imaginations) embedded through understanding the interactions between places and the networks created by flows of people.
Scale	Exploring geography through different lenses at local, national and global levels.
Physical and human processes	Understanding a sequence of events that occur in the natural world (physical processes) and the activities that lead to change in societies (human processes) and how they sometimes interact with each other.
Environmental impact and sustainable development	Growing awareness of environmental consequences while meeting the needs of people today without harming the needs of the future.
Interdependence	Interconnections explore how people and natural events in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
Cultural awareness	The promotion of cultural diversity by being empathetic towards those from other cultures.

Types of knowledge in Geography:

Type of knowledge:	Definition:	Example:
Substantive knowledge	This is the content that is to be learned.	<i>Tectonic hazards occur along plate boundaries</i>
Disciplinary knowledge	The origins of substantive knowledge.	<i>We understand that tectonic hazards occur along plate boundaries partly because Alfred Wegener suggested the theory of continental drift</i>
Procedural knowledge	The type of knowledge you gain from doing something.	<i>To read a grid reference, go along the bottom, up the side and read the values from the bottom left hand corner.</i>

Key:

Bold – These lessons must be covered

Normal font – these lessons are optional

Year 7

Brief overview

Across year 7, students are introduced to key topics of tectonics activity, development, weather and climate, rivers, and the Middle East. Students should arrive to KS3 with an understanding of the world's continents, countries, oceans and lines of latitudes. This prior understanding is drawn on during the Autumn 1 unit where students study the world at a local, national, and global scale. During this unit students start to think about these locations in a physical and human context and start to think about their sense of place. With a firm locational knowledge of the world, Autumn 2 focuses on social and economic development whereby students are exposed to the idea of development for the first time. During this unit of work, students gain an understanding of differing levels of development globally and the ways in which we measure these levels of development. Their learning during Autumn 2 is instrumental in helping students' access future learning, such as how tectonic activity has varying impacts on countries at differing levels of development in Spring 1. Tectonic activity as a unit explores the causes, impacts and responses to tectonic hazards, such as earthquakes and volcanoes. Tectonic Activity, in which students will study the causes, impacts and responses to earthquakes and tsunamis with a focus on volcanic hazards. Spring 2 introduces students to weather and climate where students explore weather processes, climate zones and the impacts extreme weather events have on people and the environment. Summer 1 focuses on rivers and their associated processes and landforms. Students are introduced to the concept of interconnections of the physical and human world through studying how physical events impact on the human world, as well as how human action can influence the physical world. The final unit of study is a study of The Middle East, whereby students will be introduced to countries in the Middle East such as the UAE and Yemen. The unit aims to build on student's previous knowledge of many units including the physical landscapes, climate, social and economic development.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Geography of the UK and beyond	Social and Economic Development	Tectonic Activity	Weather and climate	Rivers	Study of the Middle East
Relevant core concepts	Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness					
Relevant end point	<ul style="list-style-type: none"> ➤ Place and space: To extend their knowledge of locations and deepen their spatial awareness of the world. Start to recognise the significance of location in shaping us and how we experience the world in the way that we do. To recognise that place has shaped development and where people inhabit. ➤ Scale: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➤ Interdependence: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence and change landscapes. ➤ Physical and human processes: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➤ Environmental impact and sustainable development: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➤ Cultural awareness: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. 					
Core substantive knowledge: 'knowing that/what' - Core disciplinary knowledge: 'knowing how'	<ol style="list-style-type: none"> 1. Physical geography of local area - considering how this influenced the settlement 2. Human geography of local area - and how this is shaped 3. UK physical Geography - defined by cartographers 4. The deciduous forest - relating to biomes 5. UK's population - as defined by demographers 6. UK's resource distribution: food, water, energy - in relation to significance of population distribution 7. Settlement types - hierarchy established 8. Name and locate the world's 7 continents and 5 major oceans - understand these have politically defined borders. 9. World's resource distribution (<i>food, water, energy</i>) focus on Russia - as defined by cartographers 	<p style="text-align: center;">Reordering of lessons</p> <ol style="list-style-type: none"> 1. Defining development and indicators (for example, birth rate, life expectancy, GDP and how these have benefits and limitations) 2. Causes of the development gap – context behind the theories 3. Impact of colonisation (Haiti) 4. Quality of life in a LIC, NEE and HIC 5. Quality of life in a LIC, NEE and HIC 6. Reducing the development gap – worked examples such as aid 7. Fair trade – examples from geographers 8. Employment sectors - (Primary, Secondary, Tertiary, Quaternary as defined by geographers) 9. HIC - Changing economy of the UK – how (and why) the rural economy changed and current economy 	<ol style="list-style-type: none"> 1. Define and identify tectonic hazards and structure of the earth – as discovered by scientists and how continental drift (Alfred Wegner) was established 2. Types of plate boundaries (<i>constructive, destructive, conservative</i>) theory of convection currents 3. Define and explain the formation of a volcano linked to theory of convection currents and determined by volcanologists 4. Effects of a volcanic eruption example 5. Prediction, preparation, protection for both a volcano and earthquake 6. Define and explain the formation of an earthquake starting with theory of convection currents 7. Effects of an earthquake example 8. Define and explain the formation of a tsunami linked to theory of convection currents 9. Effects of a tsunami example 	<ol style="list-style-type: none"> 1. Define weather and climate and the ways we measure weather climates are gradually changing discovered by meteorologists 2. Interpreting weather systems 3. Types of rainfall and the formation of rain (frontal, convectional and relief) 4. Air pressure systems 5. Extreme weather events at varying scales (Beast from the East, Australian wildfires, Hurricanes in North America) 6. Describing climates using climate graphs 7. Explaining climates around the world from climatologists who study climate and weather globally 8. Climatic zones around the world 9. UK weather and the roundabout 10. How lines of latitude influence weather 	<ol style="list-style-type: none"> 1. Water cycle and a river's drainage basin 2. The use of rivers 3. River processes (erosion, transportation, deposition) 4. Landforms in the upper course (waterfall and gorge) 5. Landforms in the middle course (meander and ox-bow lake) 6. Applying features along a river to an OS map 7. Causes and impacts of flooding derived from Bradshaw model 8. Managing rivers (Embankments, Flood relief channel, afforestation, land use zoning, planning/preparation) 9. Storm hydrographs 10. Skills – contour lines and relief 	<ol style="list-style-type: none"> 1. Introduction to the Middle East (biomes found there, population distribution and concerns of climate change) 2. Physical landscapes of the Middle East (Hot Desert) 3. Climate of the Middle East (climate graphs) 4. Population of the Middle East 5. Economic importance of the Middle East 6. Resources in the Middle East 7. Development in the Middle East (UAE) 8. Deprivation of Yemen 9. Conflict in the Middle East 10. The role of the western world in the Middle East's conflicts.

	10. Closer look at Europe - and understand that countries have defined political borders	10. Comparative economies around the world – and how economies are defined	10. The reasons people choose to live in areas of risk			
Core Procedural Knowledge	<ol style="list-style-type: none"> 1) - 2) - 3) Interpret relief using contour lines and understanding isoline 4) Use 4 figure grid references in the deciduous forest (6 figure grid references optional) 5) Use scale and distance and interpret choropleth maps 6) Use Direction (compass) accurately referencing <i>distribution</i> 7) - 8) Use lines of longitude and latitude, GIS 9) - 10) Use mathematical skills: mean, mode, median, range, interquartile range 	<ol style="list-style-type: none"> 1) Inferring from pie charts 2) Inferring from a line graph 3) Infer from a figure 4) Calculating difference and range 5) Reading 6) Reading 7) - 8) Skills – 4 and 6 figure grid references 	<ol style="list-style-type: none"> 1) Reading 2) Interpreting global maps using a key 3) Annotating a diagram 4) Labelling a diagram 5) Using an example 6) - 7) - 8) Reading 9) Infer from a figure 10) - 11) - 	<ol style="list-style-type: none"> 1) - 2) - 3) - 4) - 5) - 6) Describing climates using climate graphs 7) Interpret global climate zones 8) Interpret global climate zones 9) Interpret map of UK 10) Use Skills – lines of longitude and latitude to determine weather 	<ol style="list-style-type: none"> 1) Label diagram, use GIS 2) - 3) - 4) - 5) - 6) Skills (<i>grid references, contour lines, identifying river landforms on an OS map</i>) 7) - 8) - 9) Interpreting storm hydrographs 10) Skills – contour lines and relief 	<ol style="list-style-type: none"> 1) Interpreting <i>population distribution using choropleth maps</i> 2) Interpreting a map for Middle East region, Atlas 3) Climate of the Middle East (<i>climate graphs</i>) 4) Population of the Middle East interpreting population pyramids 5) Reading from graphs (bar) 6) Resources distribution map 7) Dubai GIS changes 8) Deprivation of Yemen using data tables 9) - 10) -
	+ build in at least one more fieldwork opportunity at KS3 (across Y7-Y9)					

Year 8

Brief overview

Across year 8, students are introduced to key topics of population and urbanisation, cold environments, globalisations and superpowers, climate change, coasts, and sustainability. Students will start year 8 studying population and urbanisation. Knowledge and understanding of social and economic development (Y7) will be built upon by exploring the DTM and comparing populations in different stages of development. The unit then explores the key theme of migration and the opportunities and challenges it poses for Mumbai's population and environment. The unit ends by building on year 7 knowledge of sustainability by looking for sustainable solutions for Mumbai's urban growth challenges. Within cold environments, students will build on their knowledge of places and processes by exploring cold environments and their associated glacial processes and landforms in Antarctica and Russia. Next is a study of globalisation and superpowers. In this unit students will build on their understanding of places and countries by identifying key global players such as China. Student understanding of how countries develop, helps them to understand how globalisation impacts on countries in various stages of development. Students will finish this unit by exploring the interconnectedness between countries and will look at China's investment in different countries in Africa. Students continue their study of climate change which builds on their understanding of weather and climate from year 7. Initially students will identify evidence of climate change and then explore its natural and anthropogenic causes. They will build on their knowledge of places from year 7 and explore the impacts of climate change across the globe. Further to this students gain a deeper understanding on how a country's level of development (year 7) and globalisation (year 8) can influence the causes, impacts and responses to climate change. This unit will finish by looking at the role we can play both globally and locally in dealing with climate change, getting student to think about how they can be active global citizens in their own homes, academies and further afield. The coasts unit builds on students' knowledge and understanding of physical processes from their previous study of rivers and glacial landscapes. Students will first look at the physical processes and then how these processes form landforms along the coast and then how coasts can be managed and will explore this through and decision making exercise. Year 8 finishes with a study of sustainability. In this students must focus on some of the world's key sustainable challenges including fast fashion and/or plastics in the ocean. Students, again, will be forced to consider their role in these environmental challenges. The unit ends with students completing their first fieldwork where they collect primary data to determine the sustainability of their local area. For some students this will be their first experience of fieldwork.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Population and Urbanisation	Cold Environments	Globalisation and Superpowers	Climate Change	Coasts	Sustainability
Relevant core concepts	Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness					
Relevant end points	<ul style="list-style-type: none"> ➤ Place and space: To extend their knowledge of locations and deepen their spatial awareness of the world. Start to recognise the significance of location in shaping us and how we experience the world in the way that we do. To recognise that place has shaped development and where people inhabit. ➤ Scale: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➤ Interdependence: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence and change landscapes. ➤ Physical and human processes: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➤ Environmental impact and sustainable development: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➤ Cultural awareness: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. 					
Core substantive knowledge - Core disciplinary knowledge: 'knowing how'	<ol style="list-style-type: none"> 1. Describing and explaining global population distribution 2. Demographic Transition Model (DTM) – considering how regions or countries can move through the model, Warren Thompson created the DTM in 1929 3. Comparing population demographics in countries at varying stages of the DTM – examples of countries/regions 4. Population pyramids as a result of demography data 5. Migration and natural increase Data that shows us the economic status of countries, from organisations such office for national statistics 6. Urbanisation and the formation of megacities 	<ol style="list-style-type: none"> 1. What is a cold environment and characteristics of cold environments (biomes, distribution) defined by climate zones and understanding glacial landscapes change as studied by glaciologists 2. Population in a cold environment: example, Russia 3. Glacial processes (erosion, weathering, transportation, deposition) 4. Glacial landforms of erosion 1 and an understanding that landforms change over time 5. Glacial landforms of erosion 2 understanding that landforms change over time 6. Opportunities and challenges of cold environments outlined by social media 	<ol style="list-style-type: none"> 1. Definition of globalisation and how students are considered to be global citizens 2. Causes of globalisation 3. Globalisation advantages and disadvantages 4. Reducing the impact of globalisation 5. Definition of a superpower as contested by geographers 6. Understanding of who the world's superpowers are and why bringing together statistics from across the world such as GDP to determine this 7. Emergence of China as a superpower 8. Investigating China – how is China changing? 9. China's investment in Africa (neo-colonialism) 	<ol style="list-style-type: none"> 1. Define climate change and evidence climate change exists organisations, such as the IPCC, who publish current reports on climate change 2. Natural causes of climate change (volcanic eruptions, orbital theory and sunspot theory) natural causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory 3. Human causes of global warming determined by scientists 4. Who is to blame for climate change? Leaning on debate between areas of science 5. Impacts of climate change as measured by scientists 	<ol style="list-style-type: none"> 1. Uses of the coastline 2. Coastal processes (erosion, weathering) 3. Erosional landforms (headland and bay, cave, arch, stack) observation in the field to determine common characteristics in landscapes 4. Coastal processes (longshore drift and deposition) observation in the field to determine common characteristics in landscapes 5. Depositional landforms (spit, bar, tombolo) observation in the field to determine common characteristics in landscapes 6. Mass movement and retreat (impact of geology on the coastline) measured by European Space Agency (ESA) 	<ol style="list-style-type: none"> 1. Define sustainability (Sustainable Development Goals) created by UN 2015 (revised since 2000 Millenium Development Goals) 2. Describe sustainability in students local area (use of maps) first hand investigation in local area from secondary data such as maps 3. Exploration of green spaces and urban sustainability in students local area 4. Sustainable urban cities: transport and urban sustainability locally and nationally as outlined by local government 5. Sustainable urban cities: transport and urban sustainability nationally (HS2) 6. Introduction to fieldwork (renewable energy) 7. To conduct fieldwork on my school site to determine how to improve sustainability use a variety of

	<p>7. Opportunities and challenges of urban growth in India first hand experience (e.g. tourism)</p> <p>8. Quality of life in slums Social media and news articles that helps to give an insight into quality of life</p> <p>9. Sustainability in India (ways to manage challenges in slums)</p> <p>10. Managing populations (one child policy in China and Russia) derived from forecasting of population such as from office of national statistics</p>	<p>7. Sustainable management to protect cold environments according to tourist boards etc.</p> <p>8. Antarctica (location and characteristics)</p> <p>9. Antarctica (challenges and future threats)</p> <p>10. Avalanches</p> <p>11. The Nenets</p>	<p>10. Skills – Sketch maps and photos</p>	<p>6. Case study of flooding in Bangladesh</p> <p>7. Case study of climate change in the UK</p> <p>8. The responses to climate change (transport, national parks in the UK, afforestation, Paris Agreement)</p> <p>9. Individual involvement in the climate change movement</p> <p>10. Skills – mean, median, mode, range</p>	<p>7. Coastal engineering (hard and soft engineering)</p> <p>8. Shoreline Management Plans as drawn up by Environment Agency</p> <p>9. Future threats to the coastline measured by European Space Agency (ESA)</p> <p>10. Skills – scale and distance</p>	<p>techniques to investigate gathering and interpreting primary and secondary data</p> <p>8. Decision-making exercise to decide</p>
<p>Core Procedural Knowledge</p>	<p>1) Dot maps</p> <p>2) Choropleth maps</p> <p>3) DTM</p> <p>4) Dollar St GIS</p> <p>5) Population pyramids</p> <p>6) -</p> <p>7) Reading</p> <p>8) Photo interpretation</p> <p>9) Reading</p> <p>10) Reading</p>	<p>1) Photo interpretation</p> <p>2) OS Maps</p> <p>3) -</p> <p>4) -</p> <p>5) -</p> <p>6) -</p> <p>7) -</p> <p>8) -</p> <p>9) -</p> <p>10) Reading</p> <p>11) Reading</p>	<p>1) -</p> <p>2) -</p> <p>3) -</p> <p>4) -</p> <p>5) -</p> <p>6) -</p> <p>7) -</p> <p>8) -</p> <p>9) -</p> <p>10) Skills – Sketch maps and photos</p>	<p>1) -</p> <p>2) -</p> <p>3) Interpret graph</p> <p>4) -</p> <p>5) -</p> <p>6) -</p> <p>7) -</p> <p>8) -</p> <p>9) GIS energy sparks in school</p> <p>10) Skills – mean, median, mode, range</p>	<p>1) -</p> <p>2) -</p> <p>3) Draw a sketch map</p> <p>4) Annotated diagram</p> <p>5) OS skill</p> <p>6) Distance</p> <p>7) -</p> <p>8) Map inference plus GIS SMP</p> <p>9) -</p> <p>10) Skills – scale and distance</p>	<p>1) -</p> <p>2) OS maps</p> <p>3) OS scale</p> <p>4) OS grid reference</p> <p>5) Pie chart</p> <p>6) fieldwork</p> <p>7) fieldwork</p> <p>8) Decision-making exercise</p>
<p>+ build in at least one fieldwork opportunity in Y8 – exemplar provided in Summer 2 (minimum of x2 opportunities in total at KS3 Y7-Y9)</p>						

Year 9

Brief overview

Across year 9 students will build on and link together the knowledge from year 7 and 8 so that they are well prepared for KS4 study, if they choose to study Geography further. The year starts with a topic on interconnections where students draw on all previous learning across years 7 and 8 to see how interconnected the physical and human worlds are; how physical process impact on humans socially, economically and environmentally; and how human actions impact on the physical world. This unit will be taught through the study of current topical issues, including Covid-19 and migration. While Autumn 1 consolidates student learning, Autumn 2 requires them to look ahead and see how the key processes learnt across years 7 and 8 are changing and how these will impact on future populations, cultures and physical landscapes. Again this unit will be taught through a study of current topical issues including the impact of climate change on coral bleaching in the Great Barrier Reef, the global trade of waste and threats to extreme environments including the frozen planet and forests. In Spring 1 and 2, students draw on their learning from the concept of ecosystems which has been introduced through a study of the deciduous ecosystem in the UK in year 7, as well as an exploration of cold environments in Russia and Antarctica and deserts in the Middle East during year 8. This will be, however, the first time students study ecosystems as a topic and will require students to see the links and processes that occur within the Amazon Rainforest, Sahara Desert and the Sahel's savannah. Again, the concept of interconnectedness will be a primary focus, requiring students to see how human interact with these environments and the impact they have. Year 9 finishes off with drawing on learning from tectonic hazards and social and economic development in year 7 to better understand how tectonic hazards affect countries of varying degrees of development. They then utilise their understanding of the UK, weather, climate change and fluvial processes taught across KS3 to see how tropical storms, extreme weather events and climate change impact on people and the environment and how these events are being affected by an ever changing world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Interconnections	Future threats	Biomes	Biomes	Natural Hazards	Natural Hazards
Relevant core concepts	Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness					
Relevant end points	<ul style="list-style-type: none"> ➤ Place and space: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. ➤ Scale: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➤ Physical and human processes: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence and change landscapes; and how human activity relies on effective functioning of natural systems. ➤ Environmental impact and sustainability: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➤ Interdependence: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➤ Cultural awareness: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. 					
Core substantive knowledge - Core disciplinary knowledge: 'knowing how'	<ol style="list-style-type: none"> Afghanistan introduction: the factors that mean there is a high production of poppies (location, terrain, poor infrastructure, conflict, and natural disasters) supported by data such as economic indicators, GDP. To explain how the Afghanistan heroin trail show us that crime interconnects our countries. Documented crime facts. Interconnectedness in Africa -the scramble for Africa Migration introduction in Africa: how it continues to connect Africa (causes of migration) Census data Rwanda Bill – are we exploiting interconnectedness? Interconnectedness Africa and the Middle East - Evergiven COVID-19 introduction: to understand what COVID-19 is and how it spread worldwide. 	<ol style="list-style-type: none"> Overpopulation and declining resources To understand how a rising population and climate change is leading to water insecurity. To understand the main concerns facing the future of energy. To understand how a developed world is leading to a rising waste issue. Plastic island as recorded by the ESA. To explain how overfishing is impacting the ocean ecosystem. Organisations such as marine conversation society To explain how land use and extraction of resources is destroying the Earth's wilderness. Wilderness example – Patagonia. To explain how rising sea levels and climate change is causing harm to coral reefs. 	<ol style="list-style-type: none"> Introduction to ecosystems – definitions, components, links, food chain Introduction to ecosystems – food web, nutrient and energy cycle Example of a small scale ecosystem (the pond) through fieldwork studies Fieldwork, small-scale pond Distribution and key characteristics of the world's ecosystems (link to pressure) GAC Introduction to the tropical rainforest (soils, climate, vegetation, animals) Stratification and vegetation adaptations in the tropical rainforest 	<ol style="list-style-type: none"> Introduction to the desert (soils according to geologists, climate, vegetation, animals) Vegetation and animal adaptations in the desert Economic opportunities in the Thar Desert (agriculture, solar panels, oil/gas and tourism) as accounted for on economic national statistics Challenges to development in the Thar Desert (India) Desertification in the Sahel – is there a future? Sustainable practices to reduce desertification in the Sahel. Evidence of Climate Change organisations, such as the IPCC, who publish current reports on climate change 	<ol style="list-style-type: none"> Types of natural hazards Theory of plate tectonics and continental drift Alfred Wegener in 1912 who suggested the theory of continental drift Plate margins Geologists who study natural hazards Plate margins Introduction to earthquakes – focus, epicentre, Richter Scale Effects and responses of an earthquake in an LIC - Haiti Effects of an earthquake in a HIC – L'Aquila Responses to an earthquake in a HIC – L'Aquila Impacts of earthquakes on HICs and LICs 	<ol style="list-style-type: none"> What is a tropical storm and how are they caused? Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency as mapped by meteorologists Typhoon Haiyan effects Typhoon Haiyan responses Tropical storms: planning and prediction Evidence of extreme weather in the UK observing mapping and forecasting patterns from meteorologists Somerset Flood effects Somerset Flood responses Geographical skills

	<p>8. To explain how the COVID-19 pandemic shows how interconnected places are.</p> <p>9. Switched off places – North Korea</p> <p>10. Switched off places – the Sahel</p> <p>11. To outline how interconnected our world will be in the future.</p> <ul style="list-style-type: none"> ➤ Food security in the Amazon Basin ➤ Agriculture and essentials to life, population growth, threats, sustainability 	<p>9. To understand the impact of climate change on our frozen planet.</p> <p>10. To understand how climate change is threatening the future of USA national parks.</p> <p>11. To evaluate the threats that face our planet.</p>	<p>9. How do humans use the Amazon Rainforest? (including use of natural resources logging, mining, HEP, settlements, roads, subsistence farming)</p> <p>10. Positive and negative impacts of human interference in the Amazon (deforestation)</p> <p>11. Sustainable practices to reduce deforestation in the rainforest</p> <p>Organisations such as the Rainforest Alliance</p> <p>12. Effectiveness of sustainable strategies.</p>	<p>8. Natural causes of climate change</p> <p>natural causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory</p> <p>9. Human causes of climate change</p> <p>10. Effects of climate change</p> <p>social media and news articles to understand how climate change has impacted places globally</p> <p>11. Mitigation including international agreements</p> <p>12. Adaptation experiences of climate change initiatives</p> <p>13. Geographical skills</p>	<p>10. Prediction and planning for earthquakes to reduce risk and impact</p> <p>11. Living on the edge</p> <p>scientists study how to predict hazard risk and advice how to reduce the risk</p>	
<p>Core Procedural Knowledge</p>	<ol style="list-style-type: none"> 1) Mapping 2) - 3) Mapping and guided reading 4) - 5) - 6) Read, add in flow line map activity? 7) Annotate photographs 8) Choropleth map and desire line map activity 9) - 10) - 11) - 12) - 	<ol style="list-style-type: none"> 1) Proportional dot symbol map 2) Satellite images 3) - 4) - 5) - 6) - 7) - 8) - 9) - 10) - 11) Decision making exercise 	<ol style="list-style-type: none"> 1) Complete food chain 2) - 3) Comprehension 4) Fieldwork, 5) Mapping 6) - 7) - 8) - 9) GIS 10) - 11) - 12) - 	<ol style="list-style-type: none"> 1) Climate graph 2) - 3) - 4) - 5) - 6) - 7) Line graph 8) - 9) - 10) Choropleth map 11) - 12) - 13) Geographical skills, central tendency, pie charts, bar charts, % change 	<ol style="list-style-type: none"> 1) Graph 2) - 3) Annotate diagrams 4) - 5) Comprehension 6) - 7) - 8) - 9) - 10) Label diagram 11) Flow chart, diagram 	<ol style="list-style-type: none"> 1) Cross section 2) Reading 3) Forecast mapping 4) Reading 5) Map inference 6) Guided reading and graph inference 7) - 8) - 9) Geographical skills
<p>+ optional fieldwork opportunity in Y9 – example provided in Spring 1 investigating a small scale ecosystem such as a pond (minimum of x2 opportunities in total at KS3 Y7-Y9)</p>						

Year 10

Brief overview

Across Year 10, students will study both human and physical topics, including, *Physical Landscapes in the UK, Urban Issues and Challenges and the Resource Management* and will also complete a *fieldwork study* in two contrasting environments. Year 10 is the when students will commence their KS4 chosen subject option. Students will build on their prior KS3 knowledge in KS4 for many of the units studied. Students will be first introduced to population changes and trends and then look specifically at an urban environment in the UK focusing on the process of urban growth and the opportunities and challenges this brings. A local urban environment should be covered during this unit to help students have a better understanding of their local environment and context. Next students explore how urban change has created challenges and opportunities in Rio de Janeiro. The unit finishes with a study of sustainable urban planning and management. This unit draws on a range of previous topics covered across KS3 and KS4, including social and economic development, sustainability, population and urbanisation and interconnectedness and is pivotal for students continuing their study of Geography at KS5 where students must study either Regenerating Places or Diverse Places. Students then move on to explore Physical Landscapes of the UK whereby students start exploring the UK's physical landscape and identifying lowland and upland areas. This is the base knowledge that is required to understand landscapes in the UK and will build on their prior study of coasts, rivers, and glacial landscapes in years 7, 8, and 9. Students start with the key physical processes involved in the formation of coasts and rivers and then apply this to explain the formation of landforms of erosion and deposition. Once student have grasped this knowledge, they will explore the management of coasts and rivers through real-life examples. During the final term of the year students undertake their study of resources, exploring the fundamental resources of food, water, and energy. The unit begins with a study of the availability and distribution of these resources in the UK, as well as how their use and availability is changing. Students are well prepared for this exploration due to their coverage of rivers, climate change, resources, and development in previous years. Fieldwork opportunities will also be built in following both the Urban Issues and Challenges unit of work and physical landscapes unit to consolidate learning making learning links explicit and helping to cement core concepts.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Urban Issues and Challenges (+ Human Fieldwork)	Urban Issues and Challenges	Physical Landscapes in the UK (Coasts)	Physical Landscapes in the UK (Rivers)	Fieldwork (Generic and Physical fieldwork)	The Challenge of Resource Management
Relevant core concepts	Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness					
Relevant end points	<ul style="list-style-type: none"> ➤ Place and space: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. ➤ Scale: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➤ Physical and human processes: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence and change landscapes; and how human activity relies on effective functioning of natural systems. ➤ Environmental impact and sustainability: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➤ Interdependence: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➤ Cultural awareness: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. 					
Core substantive knowledge - Core disciplinary knowledge: 'knowing how'	<ol style="list-style-type: none"> Global patterns of urban change in differing parts of the world. Factors affecting the rate of urbanisation: migration and natural increase derived from census data Reordering from here Population distribution in the UK derived from census Introduction to local major UK city: <i>including social, economic, environmental and cultural characteristics</i> Urban skills practice outlined on OS maps Urban growth has provided social and economic opportunities in local urban area 	<p style="text-align: center;">Reordering</p> <ol style="list-style-type: none"> Introduction to Rio de Janeiro, including a breakdown of population statistics. Census data Social and economic opportunities in Rio. Urban growth has resulted in social challenges, as well as solutions. Urban growth has resulted in economic challenges, as well as solutions. Recognised by urban planners Urban growth has resulted in environmental challenges, as well as solutions. Derived form work by town planners The creation of favelas, including the quality of life that exists 	<p style="text-align: center;">Overview of UK landscapes – physical, urban mapped by cartographers</p> <ol style="list-style-type: none"> Waves – terminology and anatomy of constructive and destructive waves Processes of weathering and erosion along the coastline recognised by marine biologists Mass movement from geologists Headland & Bay and Wave cut platform formation observed in the field, on OS maps Cave, arch, stack formation Processes of transportation (longshore drift) and deposition Formation of beaches and sand dunes 	<ol style="list-style-type: none"> Water cycle and drainage basin recap using OS map River profiles and courses Cartographers who create maps to help determine features such as the relief of land River processes – erosion and weathering River processes – transportation and deposition Erosional landforms in the upper course - <i>V shape valley and interlocking spurs formation, waterfall and gorge</i> Erosional and depositional landforms in the middle course - <i>Meander and ox-bow lake formation</i> 	<p>Generic fieldwork and physical fieldwork:</p> <p>Derived from primary and secondary fieldwork</p> <ol style="list-style-type: none"> Planning and introducing a piece of fieldwork Data collection Data presentation Data analysis Concluding a fieldwork Evaluating a fieldwork <p>Exemplars of human and physical fieldworks available for replication:</p> <p>Physical:</p> <ul style="list-style-type: none"> ➤ <i>Is coastal engineering effective in managing erosion along the West Dorset Coastline?</i> 	<ol style="list-style-type: none"> The distribution of the world's essential resources (<i>water, food, energy</i>) mapped by cartographers The causes and impacts of importing food into the UK outlined by food standards agency Organic farming and agribusiness Water demand and transfers in the UK surplus and deficit maps Water pollution in the UK limnologists (those who study fresh water) who dedicate their work to understanding and protecting rivers Impact of using energy in the UK The UK's energy mix from National Grid Geographical skills practice

	<p>7. Urban growth has provided environmental opportunities in local urban area when comparing to secondary data</p> <p>8. Urban growth has resulted in challenges in local area: <i>Creation of derelict areas and social inequality Crime reports, GCSE results, house prices from Zoopla</i></p> <p>9. Urban growth has resulted in challenges in local area: <i>housing and urban sprawl National Housing Federation</i></p> <p>10. Urban growth has resulted in challenges in local area: <i>pollution outlined by local planners</i></p> <p>11. 9 mark question practice</p> <p>12. Case study: Urban Regeneration – reasons the area needed to be regenerated (local context) <i>urban planning</i></p> <p>13. Case study: Urban regeneration – the main features of the project (local context). <i>Urban planning</i></p> <p>Human Fieldwork - reordering</p> <ol style="list-style-type: none"> 1. Planning and introducing a piece of fieldwork 2. Data collection 3. Data presentation 4. Data analysis 5. Concluding a fieldwork 6. Evaluating a fieldwork 	<p>there. Measured by national statistics, UPPs</p> <p>7. Urban planning: How Brazil has tried to improve the quality of life for people living in urban areas. <i>Favela Bairro Project</i></p> <p>8. AO3 skills practice</p> <p>9. Sustainable traffic management</p> <p>10. Sustainable urban management as drafted by urban planners</p>	<p>9. Formation of spits, bars and tombolos</p> <p>10. Identifying coastal landforms appreciating that these change over time</p> <p>11. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition</p> <p>12. Skills – direction and scale on OS maps</p> <p>13. Why is it important to protect the coastline?</p> <p>14. Hard engineering strategies</p> <p>15. Soft engineering strategies</p> <p>16. Managed retreat Case study: Dorset resulting from SMP</p> <p>17. Case study: example of a coastal management scheme in the UK to show the reasons for management, the management strategy, the resulting effects and conflicts resulting from SMP</p>	<p>7. Depositional landforms in the lower course – <i>estuary, floodplain and levees</i></p> <p>8. Locating river landforms on OS maps using contour lines, grid references and symbols cartography</p> <p>9. Reading storm hydrographs. by geographers</p> <p>10. Factors affecting flood risk What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient) created</p> <p>11. Case study: social, economic and environmental impacts of a case study flood</p> <p>12. Hard engineering</p> <p>13. Soft engineering proposed by groups such as environment agency</p> <p>14. Responses to a flood event</p>	<p>➤ <i>How does the River Tillingbourne change as you move downstream?</i></p> <p>Human:</p> <p>➤ <i>How is housing inequality evident in Brixton?</i></p>	
<p>Core procedural knowledge</p>	<ol style="list-style-type: none"> 1) read 2) – 3) - 4) - 5) OS map grid references, scale and distance 6) - 7) - 8) Infer from bar graph and map 9) - 10) - 11) - 12) - 13) Using a figure with text <p>Plus fieldwork skills (see Summer 2 Y10)</p>	<ol style="list-style-type: none"> 1) – 2) – 3) – 4) – 5) - 6) Infer from map 7) – 8) – 9) - 	<ol style="list-style-type: none"> 1) Describe UK map 2) - 3) Infer from image 4) - 5) - 6) OS grid reference 7) - 8) - 9) Using a map and scale 10) OS maps 11) Infer from map and grid reference 12) - 13) - 14) – 15) - 16) Aerial shot and map of location 17) Aerial shot and map of location 	<ol style="list-style-type: none"> 1) Apply to a map 2) Graph and cross section 3) Line graph 4) Bradshaw model 5) Infer from a picture 6) Draw a sketch from OS map 7) - 8) Grid references OS maps 9) - 10) Hydrographs 11) Aerial shot and map of location 12) - 13) - 14) Aerial shot and map of location 	<p>Opportunity to cover a range of skills here based on personalising the fieldwork component to local context.</p> <p>All:</p> <ul style="list-style-type: none"> ➤ Collect, analyse and evaluate primary fieldwork data ➤ Find, use, analyse and evaluate secondary fieldwork <p>Examples include:</p> <ul style="list-style-type: none"> ➤ Questionnaire ➤ Environmental Quality survey ➤ Field sketch ➤ Traffic count ➤ Pedestrian count ➤ Wave count 	<ol style="list-style-type: none"> 1) Infer from map 2) Infer from figure - map 3) Infer from figure and picture 4) Infer from figure and map 5) - 6) Infer from graph 7) infer from text and photo 8) Infer from figure and picture

Year 11

Brief overview

Year 11 see students finish their KS4 Geography education, culminating with their GCSE exams. The year starts with students studying the second half of resource management. The unit then focuses on water availability on a global scale. They will gain an understanding of areas of surplus and deficit, how the global atmospheric circulation model influences this, the impact of water insecurity and how countries are trying to increase water supply on both a larger and more sustainable scale. The Challenge of Resource Management is finished by the start of Autumn 2. The Changing Economic World is the final unit of study where they will gain an understating of how different countries across the world are classified based on a range of development indicators. This will build on their study of social and economic development in year 7. Further to this students explore the reasons why countries are at varying levels of wealth across the world and what can be done to reduce this gap. Students then apply this understanding to a real world context through the study of Nigeria and specifically how Nigeria had changed from a Low Income Country to a Newly Emerging Economy. the *Changing Economic World* unit, whereby students explore the economic changes in the UK, a country at a different stage of development to Nigeria. This includes concepts such as de-industrialisation, which builds on Social and Economic development studied in Year 7. Other concepts are also explored such as sustainability which builds on the sustainability unit studied in Year 8. The remainder of year 11 will focus on consolidating and applying previous learning to complex exam style questions in preparation for GCSE exams. In Spring 2 students will study the issue evaluation unit released by the exam board that encourages critical thinking and problem solving demonstrating knowledge and understanding from all units of the specification.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Unit title	The Challenge of Resource Management	The Changing Economic World	The Changing Economic World	Revision	Issue Evaluation + Revision	
Relevant core concepts	Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness					
Relevant end points	<ul style="list-style-type: none"> ➤ Place and space: To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us. ➤ Scale: To be able to understand geography through a variety of different lenses; considering local, national and global scales. ➤ Physical and human processes: To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence and change landscapes; and how human activity relies on effective functioning of natural systems. ➤ Environmental impact and sustainability: To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future. ➤ Interdependence: To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales ➤ Cultural awareness: To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. 			<ul style="list-style-type: none"> ➤ To identify gaps in pupils knowledge and address these areas of concerns in addition to consolidating the other end points. 		<ul style="list-style-type: none"> To be able to competently justify a decision related to a particular issue(s), using a broad range of synoptic information and evidence in addition to be able to consolidating the other end points.
Core substantive knowledge - Core disciplinary knowledge : 'knowing how'	Water insecurity: 1. Water – areas of global surplus and deficit mapped by cartographers 2. Water and links to the GAC 3. Demand for water resources is rising globally but availability of water and impacts of water insecurity. Factors affecting water supply. Derived from economic data 4. Impacts of water insecurity. 5. The different strategies that can be used to increase water supply 6. Water – example of a large scale water transfer scheme – CAP (Central Arizona Project)	1. Development indicators (from the Development Data Group and World Bank) 2. Inconsistencies in data and importance of using more than one indicator 3. Human Development Indicator UN 4. Demographic Transition Model Warren Thompson created the DTM in 1929 5. Population pyramids created by demographers 6. Causes of development gap (derived from the Development Data Group and World Bank) 7. Effects of development gap 8. Ways to reduce the development gap	1. Environmental impacts of rapid economic growth in Nigeria. 2. The impacts rapid economic growth have had on Nigeria's quality of life. WHO 3. 9 mark question practice THE UK: 4. The ways the UK economy have changed (de-industrialisation and a post-industrial economy Government data) 5. Post-industrial economy in the UK (tertiary and quaternary sectors). 6. Growth of the quaternary sector (science/business parks) 7. Sustainability in industrial development	Bespoke revision in response to previous mock exams	Issue evaluation (5 lessons based on pre release booklet): <ul style="list-style-type: none"> ➤ The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it using resources in relation to specific unseen contexts. AQA outline in the text the sources of their information. ➤ Students develop knowledge and understanding of physical and human geography themes. ➤ This section is synoptic and the assessment will require students to use their learning of more than one of the themes across the compulsory units so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. 	

	<p>7. Moving towards a sustainable resource future:</p> <p>8. An example of a local scheme in an LIC or NEE to increase sustainable supplies of water – <i>Makueni sand dam</i></p>	<p>9. Ways to reduce the development gap</p> <p>10. Tourism as a way of reducing the development gap (Jamaica) <i>social media and news articles</i></p> <p>11. 9 mark question practice</p> <p>NIGERIA:</p> <p>12. Location of Nigeria and its local and global importance. <i>OPEC</i></p> <p>13. Nigeria’s political, social, cultural and environmental context.</p> <p>14. How Nigeria is connected with other countries.</p> <p>15. Nigeria’s industrial and employment structure (the movement from the primary to secondary sector and how this affected <i>economic development</i>)</p> <p>16. Advantages and disadvantages of TNCs in Nigeria – <i>Shell</i></p> <p>17. Aid in Nigeria</p>	<p>8. The ways rural populations have changed in the UK <i>using census data</i>.</p> <p>9. The ways road and rail networks have changed in the UK <i>e.g. HS2, SMART motorways</i></p> <p>10. The way ports and airports have changed in the UK <i>e.g. Heathrow</i></p> <p>11. The North-South divide <i>from Office for National Statistics</i></p> <p>12. The ways the UK is linked with the wider world <i>e.g. Commonwealth</i></p> <p>13. 9 mark question practice</p> <p>14. A03 skills practice</p> <p>15. Geographical skills</p>		<p>Bespoke revision in response to previous mock exams</p>
<p>Core procedural knowledge</p>	<p>1) Using a map</p> <p>2) -</p> <p>3) Inferring from photograph</p> <p>4) -</p> <p>5) Use figure</p> <p>6) -</p> <p>7) Using a figure (diagram)</p> <p>8) -</p>	<p>1) Infer from table</p> <p>2) Median</p> <p>3) Use a map</p> <p>4) DTM</p> <p>5) Population pyramid</p> <p>6) Infer from map</p> <p>7) -</p> <p>8) Using text</p> <p>9) % increase</p> <p>10) Guided reading</p> <p>11) Gapminder</p> <p>12) -</p> <p>13) -</p> <p>14) Flow chart</p> <p>15) Describe from map</p> <p>16) Guided reading</p> <p>17) -</p>	<p>1) Infer choropleth map</p> <p>2) -</p> <p>3) Infer from pie chart</p> <p>4) -</p> <p>5) Grid references `</p> <p>6) -</p> <p>7) -</p> <p>8) -</p> <p>9) -</p> <p>10) -</p> <p>11) -</p> <p>12) -</p> <p>13) -</p> <p>14) -</p> <p>15) -</p>	<p>Bespoke revision in response to previous mock exams</p>	<p>Bespoke revision in response to previous mock exams and according to the theme of the pre-release booklet.</p>