

Curriculum Content Summary

SUBJECT: Geography

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Term One	<p><u>Rivers and river floods</u> [opportunity for fieldwork] EQ1: Where do rivers fit into the water cycle? EQ2: How does a river drain the land of water? EQ3: What processes are happening in a river? EQ4: Which landforms are created by a river as it flows downstream?</p>	<p><u>Glaciers</u> EQ1: How is ice spread across the world, and what types of glacier exist today? EQ2: Why are the world's glaciers in retreat? EQ3: Why do glaciers present opportunities and challenges for people that live close by or visit? EQ4: What erosional landforms are revealed in upland areas when ice melts?</p>	<p><u>Environmental Issues</u> EQ1: What is an environmental Issue? EQ2: What are the problems with fossil fuels? EQ3: How long will we have oil? EQ4: What are the problems with renewable energy? EQ5: What do geographers predict will happen if the world heats up by 1, 2 or 3-5oC? EQ6: Why is air pollution such a problem in China?</p>	<p><u>The Living World</u> Key Concepts: 1: An ecosystem is made up of plants and animals and the physical factors affecting them (climate and soil). These different parts interrelate and depend on each other. There is a balance between the different parts. 2. Different ecosystems are found in different parts of the world due to the influence of climate and soils. The vegetation adapts to the climate and soils and is in harmony with it. 3. Temperate deciduous woodlands are used for a variety of reasons. They provide examples of successful, sustainable management.</p>	<p><u>Controlled Assessment</u> [compulsory field trip to north Kent coast for data collection]</p>	<p><u>Crowded Coasts</u> EQ1: Why is the coastal zone so favoured for development? EQ2: How do various coastal developments create competition and conflict? How can these pressures be resolved?</p> <p><u>Rebranding Places</u> EQ1: What is rebranding and why is it needed in some places? EQ2: Who are the 'rebranding players' and what strategies exist for places to improve themselves?</p>	<p><u>Water Conflicts</u> EQ2: What are the potential implications of an increasingly 'water insecure' world? EQ3: What are the possible conflicts and solutions to increasing demands for water?</p> <p><u>Superpower Geographies</u> EQ2: What impacts and influence do superpowers have? EQ3: What are the implications of the continued rise of new superpowers?</p>
Term Two	<p>EQ5: What causes rivers to flood? EQ6: Do floods happen in the UK? EQ7: How do individuals and</p>	<p>EQ5: How can glaciers impact the lives of people in the UK? EQ6: Why are the risks associated with glacial melting and</p>	<p>EQ7: Why is the rainforest so important? EQ8: What are the causes and effects of deforestation?</p>	<p>4. Tropical rainforest is removed for a range of reasons. This has economic, social, political and environmental</p>	<p><u>Controlled Assessment</u> [moderation and submission of all sections]</p>	<p><u>Crowded Coasts</u> EQ3: How is coastal development increasingly at risk from and vulnerable to physical processes?</p>	<p><u>Biodiversity Under Threat</u> EQ1: What is the nature and value of biodiversity? EQ2: What factors</p>

	<p>communities respond to flood hazards? EQ8: How can floods be prevented?</p> <p>Assessment & Levelling-up</p> <p><u>Industry</u> EQ1: What is industry? EQ2: How are the sectors within industry linked? EQ3: How important was Britain's primary sector? EQ4: What happens when a traditional industry declines?</p>	<p>sea-level rise not evenly distributed?</p> <p>Assessment and Levelling-up</p>	<p>EQ9: What about the oceans? EQ10: Why is the tuna sandwich endangered? EQ11: How different are The Poles – Antarctica and the Arctic?</p>	<p>repercussions. 5. Tropical rainforests need to be managed sustainably. International co-operation is needed. 6. Hot deserts provide opportunities for Economic development.</p>		<p>EQ4: How is coastal management adapting to new ideas and situations? [3-day residential field trip to Dorset coast]</p> <p><u>Rebranding Places</u> EQ3: How successful has rebranding been in the countryside? EQ4: How successful have urban areas been in rebranding themselves? [1 day field trip to Margate]</p>	<p>and processes threaten biodiversity? EQ3: Can the threats to biodiversity be successfully managed?</p> <p><u>Bridging the Development Gap</u> EQ1: What is the nature of the 'development gap'? How has it arisen? EQ2: What are the implications of the 'development gap' at different scales for the world's poorest people? EQ3: How might the development gap be reduced and by whom?</p>
Term Three	<p>EQ5: What is the secondary sector and what's it like in Britain? EQ6: What were Industrial towns like? EQ7: What are the characteristics of the tertiary sector in the UK? EQ8: Why does the quaternary sector link to the M4 corridor? EQ9: Should the Cambridge Science Park be allowed to extend?</p>	<p><u>Energy</u> EQ1: What is energy, and how is it stored? EQ2: Why are fossil fuels so important? EQ3: How is electricity made and how is it transported to our homes? EQ4: How can reserves of a natural resource change a country? EQ5: What is likely to be the main renewable source of energy in the future in the UK? EQ6: Is nuclear power</p>	<p><u>Map skills</u> Students will develop a range of geographical skills, including cartographic, graphical, enquiry and ICT skills. • Maps at a variety of scales: use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 scales • Atlas maps: recognise and describe distributions and patterns of both</p>	<p><u>The Development Gap</u> Key concepts: 1. Contrasts in development means that the world can be divided up in many ways. 2. Global inequalities are exacerbated by physical and human factors. 3. The reduction of global inequalities will require international efforts. 4. The countries of the enlarged EU show contrasting levels of development which</p>	<p>Mock Exam</p> <p><u>Restless Earth</u> Key concepts: 1. The Earth's crust is unstable, especially at plate margins. 2. Unique landforms occur at plate margins. 3. People use these landforms as a resource and adapt to the conditions within them. 4. Volcanoes are hazards resulting from tectonic activity. Their primary and</p>	<p>Mock exam</p> <p><u>World at Risk</u> EQ1: What are the main types of physical risks facing the world and how big a threat are they? ENQ: How and why are natural hazards now becoming seen as an increasing global threat? EQ3: Why are some places more hazardous and disaster-prone than others? EQ4: Is global</p>	<p><u>Energy Security</u> EQ1: To what extent is the world 'energy secure' at present? EQ2: What are the potential impacts of an increasingly 'energy insecure' world? EQ3: What might the world's energy future be?</p> <p><u>The Technological Fix?</u> EQ1: Why is there inequality in access to technology? EQ2: How far does technology determine</p>

		<p>a safe alternative?</p> <p>Assessment & Levelling-up</p>	<p><i>human and physical features</i></p> <ul style="list-style-type: none"> • Use maps in association with photographs and be able to compare maps • Sketch maps: draw, label, understand and interpret sketch maps • Photographs: to use and interpret ground, aerial and satellite photographs • Drawing sketches from photographs and in the field • Labelling and annotation of diagrams, maps, graphs, sketches, photographs 	<p><i>have led to a number of political initiatives aimed at reducing inequalities.</i></p>	<p><i>secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.</i></p> <p>5. Supervolcanoes are on a much bigger scale than other volcanoes and an eruption would have global consequences.</p> <p>6. Earthquakes occur at constructive, destructive and conservative plate margins.</p> <p>7. The effects of earthquakes and responses to them differ due to contrasts in levels of wealth.</p> <p>8. Tsunamis are a specific secondary effect and can have devastating effects in coastal areas.</p>	<p><i>warming a recent short-term phenomenon or should it be seen as part of longer-term climate change?</i></p> <p>EQ5: What are the impacts of climate change and why should we be concerned?</p> <p>EQ6: What are the strategies for dealing with climate change?</p> <p>EQ7: How should we tackle the global challenges of increasing risk and vulnerability in a more hazardous world?</p>	<p><i>development and resource use?</i></p> <p>EQ3: What is the role of technology in the management of the contested planet?</p>
Term Four	<p>Assessment and Levelling-up</p> <p><u>Africa: Crisis in the Horn of Africa?</u></p> <p>EQ1: What and where is Africa?</p> <p>EQ2: Where is the Horn of Africa?</p> <p>EQ3: How varied is the landscape?</p> <p>EQ4: How does climate influence economic activity?</p>	<p><u>Weather & Climate</u></p> <p>EQ1: Is there a difference between weather and climate?</p> <p>EQ2: What are the different types of rain?</p> <p>EQ3: How different are clouds?</p> <p>EQ4: Are we under pressure?</p> <p>EQ5: What can weather maps tell us?</p> <p>EQ6: How has our weather changed over</p>	<ul style="list-style-type: none"> • Construct line, bar, divided bar, scatter graphs and pie charts • Complete a variety of graphs and maps, including choropleth, isoline, desire lines, proportional symbols and flow lines • Interpret a variety of graphs, including those located on maps and topological diagrams 	<p><u>The Coastal Zone</u></p> <p>Key concepts:</p> <ol style="list-style-type: none"> 1. The coast is shaped by weathering, mass movement, erosion, transportation and deposition. 2. Distinctive landforms result from different processes. 3. Rising sea level will have important consequences for people living in the coastal zone. 	<p><u>Population Change</u></p> <p>Key concepts:</p> <ol style="list-style-type: none"> 1. Over time the global population increases and the population structures of different countries change. 2. A range of strategies has been tried by countries experiencing rapid population growth. 3. An ageing population impacts on 	<p><u>Going Global</u></p> <p>EQ1: What is globalisation and how is it changing people's lives?</p> <p>EQ2: What are the main groupings of nations and what differences in levels of power and wealth exist?</p> <p>EQ3: Why, as places and societies become more interconnected, do some places show</p>	<p><u>Life on the Margins: the Food Supply Problem</u></p> <p>EQ1: What are the characteristics of food supply and security?</p> <p>EQ2: What has caused global inequalities in food supply and security?</p> <p>EQ3: What is the role of desertification in threatening life at the margins?</p> <p>EQ4: How effective</p>

		<p>time? EQ7: How has the Ice Age sculpted our landscape today? EQ8: What are the world's main climatic zones?</p>	<p>• Extract information from a range of sources, including GIS, websites, newspaper reports, tables, quotes and other sources</p>	<p>4. Coastal erosion can lead to cliff collapse. This causes problems for people and the environment. 5. There is discussion about how the coast should be managed. There is debate about the costs and benefits of 'hard' and 'soft' engineering. 6. Coastal areas provide a unique environment and habitat. There is a need for conservation and this leads to conflict with other land uses.</p>	<p>the future development of a country. 4. Population movements impact on both the source regions of migrants and the receiving countries.</p>	<p>extreme wealth and poverty? EQ4: How does evidence from personal, local and national sources help us understand the pattern of population change in the UK? EQ5: How is migration changing the face of the EU? EQ6: What is driving the new urbanisation taking place and what are its consequences? EQ7: What are the social and environmental consequences of globalisation and can we manage these changes for a better world?</p>	<p>can management strategies be in sustaining life at the margins?</p>
Term Five	<p>EQ5: What are Ethiopia's main assets? EQ6: Why is piracy an issue in both Somalia and Eritrea? EQ7: Why is the location of Djibouti an asset? EQ8: How valuable is the coastline? EQ9: How different is life for those living in the Horn of Africa compared with the UK?</p>	<p>Assessment & Levelling-up</p> <p><u>Emerging Superpowers</u> EQ1: What is a 'superpower'? EQ2: Which countries currently show characteristics of superpowers? EQ3: What are the physical and human features of Brazil? EQ4: How diverse is Brazil's culture? EQ5: How significant is tourism to Brazil's</p>	<p><u>Rocks, Resources and Scenery</u> Key concepts: 1. Geological time is on a different scale from human time. 2. Rocks belong to one of three groups. Their formation is linked by the rock cycle. 3. Rocks are susceptible to weathering. The type of weathering that is most effective is determined by the composition of the rock and the climate.</p>	<p><u>Tourism</u> Key concepts: 1. The global growth of tourism has seen the exploitation of a range of different environments for holidaymakers. 2. Effective management strategies are the key to the continuing prosperity of tourist areas in the UK. 3. Mass tourism has advantages for an area but strategies</p>	<p>Revision</p> <p>Unit 1 Exam 19.05.2015</p>	<p>Revision</p> <p>External Exams: Unit 1 Unit 2</p>	<p>Preparation for Exam using pre-released synoptic materials for Unit 3 and pre-released research focus material for Unit 4</p> <p>External Exams: Unit 3 Unit 4</p>

		<p>economy? EQ6: What are the impacts of urbanisation in Brazil? EQ7: Where is Russia, and what are its distinguishing features? EQ8: How do physical features influence human activity? EQ9: Why is Russia's climate challenging? EQ10: Is Russia's population structure sustainable? EQ11: Which resources is Russia exploiting, and what are the impacts? EQ12: To what extent is Europe reliant on Russia for its energy supplies?</p>	<p>4. Different rocks create contrasting landforms and landscapes – a study of granite; chalk and clay and Carboniferous limestone.</p>	<p>need to be in place to reduce the likelihood of long-term damage. 4. Extreme environments are susceptible to environmental damage from the development of tourism. 5. Sustainability requires the development of ecotourism.</p>			
Term Six	<p>Assessment followed by levelling-up <u>News-based Learning</u></p>	<p>EQ13: Where is India and what are the reasons for the distribution of people? EQ14: How are India and the UK connected? EQ15: What makes India's culture so diverse? EQ16: Where is China located? EQ17: What are China's natural (physical) and man-made (human) attractions? EQ18: How is China</p>	<p>5. Granite; chalk and clay and Carboniferous limestone provide resources to extract, and to farm on and unique scenery for tourism. 6. Demand for resources has led to quarrying. This is an important issue and has led to conflict and debate. 7. Impact of quarrying on the environment can be reduced by careful, sustainable</p>		<p>Unit 2 Exam 03.06.2015</p>	<p>Water Conflicts EQ1: What is the geography of water supply and demand?</p> <p>Superpower Geographies EQ1: Who are the superpowers and how does their power develop over time?</p>	

		<p><i>governed and how far-reaching is its influence?</i></p> <p><i>EQ19: How is China becoming an economic giant?</i></p> <p><i>EQ20: Is urbanisation a positive or negative process within China?</i></p> <p><i>EQ21: How has unsustainable population growth affected China?</i></p> <p><i>EQ22: What is happening in China, and could there be global impacts?</i></p> <p>Assessment & Levelling-up</p> <p><u>News-based Learning</u></p>	<p><i>management.</i></p>				
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