

Subject	Geography					
Intent	<p><i>No more than 12 lines (Calibri 11)</i></p> <ul style="list-style-type: none"> • <i>Why is your subject important?</i> • <i>How does your subject help our students overcome their difficulties?</i> • <i>How does your subject prepare students for their future (life, career, enrichment)?</i> <p>Geography is a subject in which students develop knowledge of a diverse world, develop cultural awareness and become conscious of the challenges the world faces. Our curriculum enables students to develop an investigative knowledge and skills that are also transferrable to other curriculum areas. Geography can also bring controversial topics to the classroom in an empathetic and engaging manner which allows students to make up their own minds and establish reasons for their own beliefs. The students will develop their social talents, using communication and friendliness whilst adapting to working as part of a team within the classroom. We want our students to be prepared for the ever-changing job market and employment opportunities they will face in the future and through our curriculum we regularly make links to careers in Geography, as well as essential skills that geographers have which employers seek. Skills such as planning, organisation, fieldwork and map reading. We are aiming to ensure students become global citizens with the knowledge to enable them to tackle any challenges that face them in the future.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introduction to the UK</p> <p>1.1 Our island home 1.2 Land's End to John O'Groats 1.3 The UK in Europe 1.4 Exploring the local environment 1.5 Learning about the UK using OS maps 1.6 Skills Focus: OS maps</p> <p>Skills:</p> <p>use and interpret political maps</p>		<p>Physical landscapes in the UK</p> <p>2.1 UK landscapes 2.2 Landscape processes 2.3 River landscapes 2.4 Coastal landscapes 2.5 Mountains and glacial landscapes 2.6 Skills Focus: Physical atlas maps</p> <p>Skills:</p> <p>use and interpret ground, aerial and satellite photos describe landscape and land use from photos</p>		<p>The people of the UK</p> <p>4.1 A diverse country 4.2 Measuring population 4.3 The impacts of migration 4.4 Living in Leicester 4.5 Comparing rural areas 4.6 Skills Focus: Population pyramids</p> <p>Skills:</p> <p>use and interpret line graphs make predictions and identify trends in numerical data</p>	

	<p>label and annotate maps</p> <p>understand numerical data</p> <p>complete bar charts.</p>		<p>label and annotate photos</p> <p>collect and interpret fieldwork data</p>		<p>collect and interpret fieldwork data</p> <p>use, interpret and compare choropleth maps</p> <p>complete pie charts and double bar charts</p>	
Year 8	<p>Work, Rest & Play</p> <p>5.1 The world of work</p> <p>5.2 Changing employment</p> <p>5.3 Communications & Transport</p> <p>5.4 How do we spend our free time?</p> <p>5.5 The Geography of sport</p> <p>5.6 Decision Making Exercises</p> <p>Skills: use, interpret and complete pie charts identify questions use and interpret ground photos use, interpret and complete atlas maps.</p>		<p>Our physical world</p> <p>7.1 A world of extremes</p> <p>7.2 Our underwater world</p> <p>7.3 Earthquakes</p> <p>7.4 Volcanoes</p> <p>7.5 Global weather and climate</p> <p>7.6 Skills Focus: Comparing maps</p> <p>Skills: use, interpret and complete diagrams understand and use numerical data complete climate graphs identify trends using numerical data.</p>		<p>Our living world</p> <p>8.1 The story of bamboo</p> <p>8.2 Where does my breakfast come from?</p> <p>8.3 Ecosystems – who is eating who?</p> <p>8.4 The Mediterranean biome</p> <p>8.5 Coral reefs – rainforests of the seas</p> <p>8.6 Skills Focus: Maps and satellite photos – Russia’s biomes</p> <p>Skills: understand and use numerical data including percentage label and annotate maps complete pie charts</p>	

Year 9	<p>Focus on Africa</p> <p>10.1 What is Africa like? 10.2 African populations 10.3 The Sahara 10.4 Nigeria – a country of contrasts 10.5 Opportunities and challenges in Nigeria 10.6 Skills Focus: Cross-sections</p> <p>Skills: use and interpret political and physical maps complete sketch maps complete climate graphs describe landscapes from photos.</p>		<p>World Cities</p> <p>11.1 Urbanisation 11.2 Rural–urban migration in China 11.3 Megacities 11.4 Housing the poor: focus on India 11.5 Sustainable cities 11.6 Skills Focus: Choropleth maps and proportional symbols</p> <p>Skills: use and interpret line graphs draw conclusions write descriptively.</p>		<p>Global Issues</p> <p>12.1 Plastic in the oceans 12.2 Climate change 12.3 Sustainable tourism 12.4 Wilderness areas under threat 12.5 The geography of conflict zones 12.6 Skills Focus: Maps and satellite photos – Antarctica</p> <p>Skills: use and interpret a satellite photo, a physical map and a map cross-section complete a pie chart write analytically and draw conclusions.</p>	
Year 10	<p>The Challenge of Natural Hazards</p> <p>Tectonic Hazards</p> <p>Distribution of earthquakes and volcanoes physical processes that occur at constructive,</p>	<p>Weather Hazards</p> <p>Where and how are tropical storms formed?</p> <p>The structure and features of tropical storms</p>	<p>Physical Landscapes in the UK</p> <p>The UK's relief and landscapes</p> <p>Coastal Landscapes in the UK</p> <p>Wave types and their characteristics</p>	<p>Glacial Landscapes</p> <p>Processes in glacial environments</p> <p>Glacial erosion landforms</p> <p>Glacial transportation and</p>	<p>Fieldwork Investigations</p> <p>Tropical Rainforests</p> <p>Physical characteristics of rainforests</p>	<p>Hot Deserts</p> <p>Physical characteristics of hot deserts</p> <p>Opportunities for development in hot deserts</p>

<p>destructive and conservative plate margins</p> <p>The effects of earthquakes</p> <p>Responses to earthquakes</p> <p>Living with the risk from tectonic hazards</p> <p>Reducing the risk from tectonic hazards</p> <p>Weather hazards</p> <p>Global atmospheric circulation</p>	<p>Typhoon Haiyan – a tropical storm</p> <p>Reducing the effects of tropical storms</p> <p>Weather hazards in the UK</p> <p>The Somerset Levels floods, 2014</p> <p>Extreme weather in the UK</p> <p>Climate Change</p> <p>Evidence for climate change.</p> <p>Possible causes of climate change.</p> <p>Effects of climate change on people and the environment.</p> <p>Managing climate change:</p> <p>Adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</p>	<p>Weathering and mass movement</p> <p>Coastal erosion processes</p> <p>Coastal erosion landforms</p> <p>Coastal deposition landforms</p> <p>Coastal landforms at Swanage</p> <p>Managing coasts – hard engineering</p> <p>Managing coasts – soft engineering</p> <p>Managing coasts – managed retreat</p> <p>Coastal management at Lyme Regis</p> <p>River Landscapes</p> <p>Changes in rivers and their valleys</p> <p>Fluvial (river) processes</p> <p>River erosion landforms</p>	<p>deposition landforms</p> <p>Glacial landforms at Cadair Idris</p> <p>Economic opportunities in glaciated areas</p> <p>Conflict in glaciated areas</p> <p>Managing tourism in the Lake District</p> <p>Eco Systems</p> <p>Introducing a small-scale ecosystem</p> <p>How does change affect ecosystems?</p> <p>Introducing global ecosystems</p>	<p>Causes of deforestation in Malaysia</p> <p>Impacts of deforestation in Malaysia</p> <p>Managing tropical rainforests</p> <p>Sustainable management of tropical rainforests</p>	<p>Challenges of development in hot deserts</p> <p>Causes of desertification in hot deserts</p> <p>Reducing desertification in hot deserts</p> <p>Cold Environments</p> <p>Physical characteristics of cold environments</p> <p>Opportunities for development in Svalbard</p> <p>Challenges of development in Svalbard</p> <p>Cold environments under threat</p> <p>Managing cold environments</p> <p>Geographical Application and Skills</p> <p>Cartographic skills</p> <p>Graphical Skills</p>
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Year 11	<p><u>Unit 2 Challenges in the Human Environment</u></p> <p>Urban issues and challenges</p> <p>An increasingly urban world</p> <p>Factors affecting the rate of urbanisation</p> <p>Introducing Rio de Janeiro</p> <p>Social opportunities and challenges in Rio</p>	<p>Sustainable Urban Development</p> <p>Planning for urban sustainability</p> <p>Sustainable living in Freiburg</p> <p>Sustainable traffic management strategies</p> <p><u>The changing economic world</u></p> <p>The Development Gap</p> <p>Our unequal world</p>	<p>Nigeria: A Newly Emerging Economy (NEE)</p> <p>Exploring Nigeria</p> <p>Nigeria in the wider world</p> <p>Balancing a changing industrial structure</p> <p>The impacts of transnational corporations</p> <p>The impacts of international aid</p>	<p><u>The challenge of resource management</u></p> <p>Resource Management</p> <p>The global distribution of resources</p> <p>Provision of food in the UK</p> <p>Provision of water in the UK</p> <p>Provision of energy in the UK</p>	<p>Energy Management</p> <p>Global energy supply and demand</p> <p>Impacts of energy insecurity</p> <p>Strategies to increase energy supply</p> <p>Gas - a non-renewable resource</p> <p>Sustainable energy use</p> <p>The Chambamontera micro-hydro scheme</p>	Revision & Exams

	<p>Economic opportunities and challenges in Rio</p> <p>Improving Rio's environment</p> <p>Managing the growth of squatter settlements</p> <p>Planning for Rio's urban poor</p> <p>Urban Change in the UK</p> <p>Where do people live in the UK</p> <p>Introducing Bristol</p> <p>How can urban change create social opportunity?</p> <p>Economic and environmental opportunities</p> <p>Environmental challenges in Bristol</p> <p>Creating a clean environment in Bristol</p> <p>Social inequality in Bristol</p>	<p>Measuring development</p> <p>The Demographic Transition Model</p> <p>Changing population structures</p> <p>Causes of uneven development</p> <p>Uneven development – wealth and health</p> <p>Uneven development – migration</p> <p>Reducing the gap</p> <ul style="list-style-type: none"> • aid and intermediate technology • fair trade • debt relief • tourism 	<p>Managing environmental issues</p> <p>Quality of life in Nigeria</p> <p>The Changing UK Economy</p> <p>Changes in the UK economy</p> <p>A post-industrial economy</p> <p>UK science and business parks</p> <p>Environmental impacts of industry</p> <p>Changing rural landscapes in the UK</p> <p>Changing transport infrastructure</p> <p>The north-south divide</p> <p>The UK in the wider world</p>	<p>Food Management</p> <p>Global food supply</p> <p>Impacts of food insecurity</p> <p>Increasing food supply</p> <p>The Indus Basin Irrigation System</p> <p>Sustainable food production</p> <p>Water Management</p> <p>Global water supply</p> <p>The impact of water insecurity</p> <p>How can water supply be increased?</p> <p>The Lesotho Highland Water Project</p> <p>Sustainable water supplies</p> <p>Wakel River Basin project</p>	<p>Decision Making Exercise (DME) work</p> <p>Post pre-release</p> <p>Revision</p>	
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	New housing for Bristol					
	The Temple Quarter regeneration					