

# Geography Curriculum Plan - Whole Academy

<u>PRIMARY</u>	<u>KEY STAGE 3</u>	<u>KEY STAGE 4</u>	<u>KEY STAGE 5</u>
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## PRIMARY

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>		<i>Jolly Postman: Maps</i>		<i>Spring in Our Step: The world around him</i>		<i>Where we live Recognising features of a town and city.</i>
<b>1</b>		<i>Here I am Exploring key human and physical features in the UK and introducing fieldwork Exploring the local area using maps</i>		<i>There you are Comparing the human and physical features of the UK with a non-European country</i>		<i>Where we are Locating countries, continents and oceans and exploring some human and physical features</i>
<b>2</b>	<i>Mini mappers Studying the geography of the local area Exploring features of a river</i>		<i>Hot and cold deserts Comparing the features of the Sahara and Antarctica</i>		<i>Investigating Rivers Understanding key features of rivers, and the opportunities and challenges that settlements near rivers face</i>	
<b>3</b>		<i>United Kingdom Understanding the key geographical features of the United Kingdom</i>		<i>Investigating mountains and volcanoes Understanding how volcanoes are formed and the human and physical impacts they can have</i>		<i>Looking at Europe Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism</i>
<b>4</b>	<i>A village in Brazil Understanding the physical features and climate of Brazil, and the human settlements and economy</i>		<i>Rainforest Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face</i>		<i>Earthquakes and Human Settlements Understanding why earthquakes take place and what affects they can have on human settlements</i>	
<b>5</b>		<i>Investigating World Trade Investigating the process by which food is grown, traded and transported to our supermarkets</i>		<i>Investigating water Understanding the water cycle and the features of rivers.</i>		<i>Climate across the world Understanding time zones, climate zones and biomes, and the effects of global warming</i>
<b>6</b>		<i>Improving the environment</i>		<i>Living on the edge Comparing a European refugee camp to an Indian slum, and</i>		<i>I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation</i>

		<i>Understanding the need to reduce waste and the use of non-renewable energy</i>		<i>understanding push and pull factors for each?</i>		
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### **KEY STAGE 3**

SUBJECT	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
<b>7</b>	<ul style="list-style-type: none"> <li>○ Geographical Skills <ul style="list-style-type: none"> <li>• This unit focuses on map and atlas skills; locating specific continents, countries and cities; and application of skills to Geographical enquiries.</li> </ul> </li> <li>○ Development <ul style="list-style-type: none"> <li>• This unit focuses on how and why countries develop. It looks at areas of development globally, and how to measure development in these areas. It considers the impact of development on the employment structure of countries, which later feeds into the Changing Economic World unit of GCSE Geography.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Rivers <ul style="list-style-type: none"> <li>• This unit begins with an introduction to key geological theory linked to uplands and lowlands. It then focuses on key physical profiles and processes, and how rivers and flooding are managed.</li> </ul> </li> <li>○ The Middle East <ul style="list-style-type: none"> <li>• This is a unit which focuses on a specific region of the world. This region has become important globally for urban growth, economic development and resources, and this unit will explore key concepts linked to these geographical themes.</li> </ul> </li> <li>○ Infiltration fieldwork <ul style="list-style-type: none"> <li>• A fieldwork-based unit that brings together skills that students have learnt over the year.</li> </ul> </li> </ul>
	<b>Mid-Year Assessment: Geographical skills, Development</b>	<b>End of Year Assessment: Geographical skills, Development, Rivers</b>
<b>8</b>	<ul style="list-style-type: none"> <li>○ Population and migration <ul style="list-style-type: none"> <li>• A focus on where people are and why they are there. There is also an investigation into migration and movement of populations.</li> </ul> </li> <li>○ Coasts <ul style="list-style-type: none"> <li>• This unit focuses on the processes that act on the coast and the features that are formed. There is time spent looking at erosion and management of the coast and case study examples. Fieldtrip to Hunstanton in the Spring term.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Unstable Earth <ul style="list-style-type: none"> <li>• This unit focuses on the physical processes leading to tectonic hazards. There is a focus on case study examples of earthquakes and how to protect against the impacts.</li> </ul> </li> <li>○ Weather climate and ecosystems <ul style="list-style-type: none"> <li>• This unit looks at global and UK weather and climate, along with the challenges of living in extreme climates and climatic hazards. This will be integrated with links to major biomes.</li> </ul> </li> <li>○ The geography of Africa</li> </ul>

		<ul style="list-style-type: none"> <li>This unit focuses on the continent of Africa to bring together several key themes studied across Year 8 – this includes both physical geography (biomes, resources, climates) and human geography (development, settlements, migration).</li> </ul>
	<b>Mid-Year Assessment: Population and migration, Coasts</b>	<b>End of Year Assessment: Population and migration, Coasts</b>
<b>9</b>	<ul style="list-style-type: none"> <li>○ Climate Change <ul style="list-style-type: none"> <li>This unit explores the contemporary issue of Climate Change. It looks directly at causes, impacts and responses on a range of scales.</li> </ul> </li> <li>○ Life in a Newly Emerging Economy <ul style="list-style-type: none"> <li>This unit looks directly at the growth of developing nations globally; focusing on India as a case study example.</li> </ul> </li> <li>○ Contemporary Urban Issues <ul style="list-style-type: none"> <li>This unit is a new up to date, contemporary unit covering a range of topical events/issues that the students should be aware of.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Urbanisation <ul style="list-style-type: none"> <li>This unit considers the challenges and opportunities associated with urbanisation globally. There will be a focus on both LIC/NEE and HIC urban areas to consider how the causes and impacts of urbanisation may differ globally.</li> </ul> </li> <li>○ Resource Management <ul style="list-style-type: none"> <li>This unit looks at the challenges of key resources (water, energy, food) in the UK and beyond. It explores methods used to reduce the challenges and considers the sustainability of these solutions. The main focus will be given to water resources globally.</li> </ul> </li> <li>○ Local Fieldwork Enquiry <ul style="list-style-type: none"> <li>A fieldwork-based unit that brings together skills that students have learnt over the years and reminds them of key skills they will use again at GCSE.</li> </ul> </li> </ul>
	<b>Mid-Year Assessment: Climate Change, Life in an NEE</b>	<b>End of Year Assessment: Climate Change, Life in an NEE</b>

## **KEY STAGE 4**

<b>SUBJECT</b>	<b>1<sup>st</sup> Half of the year (Sep – Jan)</b>	<b>2<sup>nd</sup> Half of the year (Jan-July)</b>
<b>10</b>	<ul style="list-style-type: none"> <li><b>Living World</b> <ul style="list-style-type: none"> <li>This unit focuses on major global biomes with a specific focus on the tropical rainforest and the hot desert. Case study content looks at the Amazon Rainforest and the Sahara desert, and opportunities and challenges for development are considered within both specific biomes.</li> </ul> </li> <li><b>Changing Economic World.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Rivers and Coasts</b> <ul style="list-style-type: none"> <li>A focus on the key processes and features found in both physical environments, with the application of examples to look at impacts of erosion and flooding, and the management of these processes.</li> </ul> </li> <li><b>Fieldwork.</b> <ul style="list-style-type: none"> <li>This unit includes a field visit to the East Coast – focusing on the collection of data for both a human and a physical enquiry which is assessed in Paper 3.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ A focus on the measurement and mapping of the global development gap, identifying causes and solutions to this. A focus is given to looking at the development of India and the UK over time, identifying both the challenges and solutions to contemporary issues associated with economic development.</li> </ul>		
	<b>Mid-Year Assessment: Changing Economic World; Resource Management, Living World.</b>	<b>End of Year Assessment: Changing Economic World; Resource Management; Living World; Rivers and Coasts.</b>	
<b>SUBJECT</b>	<b>September – November</b>	<b>December – March</b>	<b>March - June</b>
<b>11</b>	<ul style="list-style-type: none"> <li>• <b>Urban Issues and Challenges</b></li> <li>• A focus on the key process of urbanisation and the consequences of urban growth. An exploration on the opportunities and challenges faced by people living in these cities. A focus is given to London and Rio so all students are able to assess the impacts and investigate sustainable solution to our ever growing urban populations.</li> <li>• <b>Hazards:</b> <ul style="list-style-type: none"> <li>○ A focus on the causes, impacts and responses of tectonic and atmospheric hazards (with focus on Nepal and New Zealand as well as the Philippines. A focus on Climate change, cause, impacts and responses is also covered.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hazards:</b> <ul style="list-style-type: none"> <li>○ A focus on the causes, impacts and responses of tectonic and atmospheric hazards (with focus on Nepal and New Zealand as well as the Philippines. A focus on Climate change, cause, impacts and responses is also covered.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revision of all key units of study.</b></li> <li>• <b>Introduction to, and analysis of, the Pre-release booklet (sent by AQA in March 2023).</b></li> </ul>
	<b>November Mock Exam: Paper 1: Changing Economic World; Urban Issues and Challenges; Resource Management Paper 2: Rivers and Coasts, Living World, Hazards.</b>	<b>March Mock Exam: Paper 1: Changing Economic World; Urban Issues and Challenges; Resource Management. Paper 2: Rivers and Coasts, Living World, Hazards.</b>	<b>ACTUAL GCSE EXAM</b>

## KEY STAGE 5

SUBJECT	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
12	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>Contemporary urban environments               <ul style="list-style-type: none"> <li>A focus on the modern issues and challenges associated with continued urban expansion. Content taught through London and Rio de Janeiro.</li> </ul> </li> </ul> <p><b>Physical Geography (GBC)</b></p> <ul style="list-style-type: none"> <li>Water and Carbon               <ul style="list-style-type: none"> <li>This unit of study focuses on key processes and cycles within Physical Geography which underpin the functions of several other key Physical Geography theories and topics. There will be a focus on carbon and water stores and cycles, contemporary threats to carbon stores, and a consideration of management methods.</li> </ul> </li> </ul>	<p><b>Human Geography (VLG)</b></p> <ul style="list-style-type: none"> <li>Contemporary Urban Environments continued.               <ul style="list-style-type: none"> <li>A focus on the modern issues and challenges associated with continued urban expansion. Content taught through London and Rio de Janeiro.</li> </ul> </li> <li><b>Changing Places.</b> <ul style="list-style-type: none"> <li>An exploration of the contemporary theory of ‘place’. Understanding the characteristics that create places and the influences on their change. Taught through Corby and Blackpool.</li> </ul> </li> </ul> <p><b>Physical Geography (GBC) - A field visit to Swanage in July to complete fieldwork investigations.</b></p> <ul style="list-style-type: none"> <li>Coasts               <ul style="list-style-type: none"> <li>This unit will focus on the key processes and management methods used to protect the coasts both within the UK and further afield. Case study examples will be applied to further the understanding of processes and theories.</li> </ul> </li> </ul>
	<p><b>November Mock Exam: Paper 2: Contemporary Urban Environments &amp; Water and Carbon.</b></p>	<p><b>March Mock Exam: Paper 2: Contemporary Urban Environments and Changing Places; Water &amp; Carbon and Coasts.</b></p>

SUBJECT	September – November	December – March	March - June
13	<p><b>NEA Writeup: (FC/BKT)</b></p> <p><b>Human Geography (BKT/FC)</b></p> <ul style="list-style-type: none"> <li>Global Systems and Governance.               <ul style="list-style-type: none"> <li>This unit focuses on the contemporary global systems linked to the economy, society and</li> </ul> </li> </ul>	<p><b>Human Geography</b> – Global systems continued  <b>NEA</b> – continued  <b>Physical Geography</b> - continued  <b>Revision of all key topics.</b></p>	<p><b>Human Geography (BKT/FC)</b></p> <ul style="list-style-type: none"> <li>Revision of all units.</li> </ul> <p><b>Physical Geography (GBC)</b></p> <ul style="list-style-type: none"> <li>Revision of all units.</li> </ul>

	<p>the environment. There will be an exploration of trans-national corporations, food products and the global commons of Antarctica, alongside looking at global institutions such as the United Nations.</p> <p><b>Physical Geography (GBC)</b></p> <ul style="list-style-type: none"> <li>• Hazards <ul style="list-style-type: none"> <li>○ This unit explores the complex risk associated with a variety of natural hazards (tectonic and atmospheric). Time will be spent exploring theories and linking these to key case study examples.</li> </ul> </li> <li>• There will also be a residential trip to London to complete fieldwork investigation skills.</li> </ul>		
	<p><b>November Mock Exam: Contemporary Urban Environments, Changing places, Global Systems and Governance. Coasts; Hazards.</b></p>	<p><b>March Mock Exam: Global systems and Governance; Changing places; Contemporary Urban Environments. Coasts; Hazards; Water and Carbon.</b></p>	<p><b>ACTUAL A LEVEL EXAMINATION</b></p>