



# Geography Curriculum Overview

	Block 1	Block 2	Block 3	Block 4	Block 5
Year 7	<p><u>ESSENTIAL GEOGRAPHY</u> (10 Lessons) <b>Resources:</b> Photographs, Atlas, Choropleth maps, Reading resources, video clips, iPads <b>Focus:</b> Students will be developing geographical skills and knowledge fundamental for understanding of the subject. Students will be improving their knowledge of the key concepts. <b>Outcome:</b> To develop an understanding of Geographical concepts and skills. <b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p><u>ANGRY EARTH</u> (12 lessons) <b>Resources:</b> News articles, Photographs, Atlas, Choropleth maps, Reading resources, video clips, iPads, demonstrations, practical tasks. <b>Focus:</b> Creative Writing, PEEL Paragraphs. Developing Case Study knowledge to compare and contrast how differing levels of wealth impact effects and responses to earthquakes and volcanoes. Use sources to create arguments that address differing opinions. <b>Outcome:</b> To develop an understanding of the processes and the impacts associated with tectonic events at local, national and global scales. <b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p><u>WHO WANTS TO BE A BILLIONAIRE?</u> (10 Lessons) <b>Resources:</b> RGS Article, Atlas Video's, News Articles Forbes, Games, iPads, demonstrations, practical tasks. <b>Focus:</b> Students will learn about unequal wealth and explore the impacts of billionaires upon society. Links to globalisation and development. <b>Outcome:</b> To develop an understanding of how development works and why and how different parts of the world are developed or developing greater than others. <b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p><u>AFRICA</u> (12 Lessons) <b>Resources:</b> News articles, Photographs, Atlas, Choropleth maps, Reading resources, video clips, iPads, demonstrations, practical tasks. <b>Focus:</b> Creative Writing, PEE Paragraphs, developing Case Study knowledge. Using sources to create arguments that address differing opinions and widely held misconceptions. <b>Outcome:</b> a greater understanding of the African continent. To challenge misconceptions of Africa and have a detailed knowledge of Africa's key physical and human geography. <b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p><u>COASTAL ENQUIRY</u> (10 lessons) <b>Resources:</b> Students will demonstrate the geographical skills they have attained through the duration of the Geography course to problems solve a enquiry topic. <b>Focus:</b> This section requires critical thinking and problem solving. This unit will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issues from a provided topic. <b>Outcome:</b> To develop detailed understanding and demonstrate knowledge of fieldwork strands and apply knowledge of coasts to a local coastal landscape. <b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>

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Year 8	<p><u>WEATHER</u> (11 lessons) <b>Resources:</b></p>	<p><u>SUSTAINABLE FUTURES</u> (11 lessons) <b>Resources:</b></p>	<p><u>GEOGRAPHY OF CORNWALL</u> (10 Lessons)</p>	<p><u>PARADISE LOST</u> (10 Lessons) <b>Resources:</b></p>	<p><u>EMERGING COUNTRIES</u> (10 Lessons) <b>Resources:</b></p>



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	<p>News articles, videos, maps, photographs, met office, iPads, demonstrations.</p> <p><b>Focus:</b> Students will learn about atmospheric processes before moving onto looking at extreme weather events and the social, economic and environmental impact of these.</p> <p><b>Outcome:</b> To understand daily changes in the atmosphere and begin to look at extreme weather.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>Photographs, sketch maps, maps, news articles, extended reading, iPads, and games.</p> <p><b>Focus:</b> Students will explore a key theme of sustainability whilst developing location and place knowledge. Understanding their place in the world and how they can positively impact the environment.</p> <p><b>Outcome:</b> To explore how humans are attempting to change in order to live a more sustainable lifestyle. Hopefully also reducing climate change anxiety and empowering students.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p><b>Resources:</b></p> <p>News articles, websites, geological maps, line graphs, extended reading, photographs, iPads, OS maps, demonstrations.</p> <p><b>Focus:</b> Geological time periods, Cornwall's economy, mining heritage and futures, Granite Tors and landscapes, the geology of the Lizard, the isles of Scilly.</p> <p><b>Outcome:</b> To explore the Geography of Cornwall's past, it's present and the future through a range of local examples with links to physical, human and environmental geographies.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>News articles, journalistic publications and travelogues. RGS resources, Geographical association resources, iPads.</p> <p><b>Focus:</b> Place and location knowledge, effects of tourism, cultural awareness of distant place. Understanding Mass tourism and the effect on society of the host country and coral reefs.</p> <p><b>Outcome:</b> To explore the reasons why people go on holiday, Presentation Skills and Public Speaking, why the tourism industry is key to development and the positive</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>News articles, film clips, photographs, geographical sources, iPads, BBC Bitesize.</p> <p><b>Focus:</b></p> <p>Changing human processes are influencing the transformation of India, China and Russia. How the changes to their society and economy are often influenced by values and attitudes, similar or different to the students' own, reflecting the diversity of the world.</p> <p><b>Outcome:</b></p> <p>To understand the countries development and economics and key reasons for rapid growth in the NEE countries as well as the impacts of rapid economic growth in the countries on the environment and people.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>
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Year 9	<p><u>THE AMERICAS</u></p> <p><b>Resources:</b> News articles, Photographs, Atlas, Choropleth maps, Reading resources, video clips, iPads, demonstrations, practical</p>	<p><u>CLIMATE CHANGE</u></p> <p><b>Resources:</b> News articles, Photographs, Atlas, Choropleth maps, Reading resources, video clips, iPads, demonstrations, practical</p>	<p><u>ANTARTICA</u></p> <p><b>Resources:</b> News articles, Photographs, Atlas, Choropleth maps, Reading resources, video clips, iPads, demonstrations, practical</p>	<p><u>SCHOOL SITE FIELDWORK</u> (10 lessons)</p> <p><b>Resources:</b> Fieldwork Equipment, lesson resources, school site</p> <p><b>Focus:</b> To develop fieldwork and geographical skills</p>	<p><u>RIVER ENQUIRY</u> (10 lessons)</p> <p><b>Resources:</b> Students will demonstrate the geographical skills they have attained through the duration of the Geography course to</p>



	<p>tasks.</p> <p><b>Focus:</b> To develop knowledge on the key human and geography features of the Americas. Including mountain ranges, natural hazards, resource management, tourism and geomorphic processes.</p> <p><b>Outcome:</b> Students will be able to describe and explain the geographical processes and develop interest in the Americas while progressing in their geographical knowledge and skills.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>tasks.</p> <p><b>Focus:</b> Use geographical skills to study the human and physical causes of climate change, investigate climate evidence and understand the impacts of climate change in depth.</p> <p><b>Outcome:</b> Students will be able to evaluate climate change and engage in debates on the human impact of climate change.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>tasks. The British Antarctic Survey (BAS), RGS-IBG's, classroom Antarctica.</p> <p><b>Focus:</b> an explorative approach to uncover the story of the race to the pole understanding what the climate and landscape is like and explain how the continent has been used for science and commercial profit, understanding how Antarctica is protected for the future.</p> <p><b>Outcome:</b> Demonstrate knowledge of Antarctica the key human and physical processes and how they link.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>through outdoor learning, relating to human and physical geography. May extending to local town fieldwork in St Just.</p> <p><b>Outcome:</b> Students will become fluent in geographical fieldwork skills and be able to enquire about different geographical topics and issues.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>problems solve a enquiry topic.</p> <p><b>Focus:</b> This section requires critical thinking and problem solving. This unit will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issues from a provided topic.</p> <p><b>Outcome:</b> To develop detailed understanding and demonstrate knowledge of fieldwork strands and apply knowledge of river to a local river landscape.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>
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Year 10	<p><u>UK PHYSICAL LANDSCAPES: COASTS and RIVERS</u> (30 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> Being able to describe how processes shape UK Physical</p>	<p><u>URBAN ISSUES AND CHALLENGES</u> (30 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> To learn about the reasons why more people are living in urban areas and to address the opportunities and</p>	<p><u>LIVING WORLD</u> (20 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> Describe major biomes with particular focus on rainforests and hot deserts. To be able to explain how physical, human and environmental</p>	<p><u>CHALLENGE OF RESOURCE MANAGEMENT</u> (15 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> To be able to describe how energy, food and water demand is changing in the UK and how</p>
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	<p>Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes.</p> <p><b>Outcome:</b> To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>challenges of living in urban areas in HIC's and LIC's</p> <p><b>Outcome:</b> To explore the reasons why urban populations are growing as well as examining the challenges and opportunities of living in HIC and LIC/NEE Urban Areas</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>elements of these biomes interact and how human activities and climate change will affect them. Students will evaluate whether the opportunities of using these environments outweigh the challenges.</p> <p><b>Outcome:</b> To explore the location of global biomes and to examine the physical, human and environmental geography of rainforest and hot desert environments.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>alternative energy sources may address these challenges to demand. Being able to explain why food insecurity is an issue and the impacts this can cause. Students also need to evaluate the successes of methods and technology to grow more food to deal with these food insecurity issues.</p> <p><b>Outcome:</b> To explore the local, national and global challenges and solutions to resource distribution with specific focus on food.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>
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Year 11	<p><u>CHALLENGE OF NATURAL HAZARDS</u> (20 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> To explore the challenges created by tectonic and weather hazards and to address the methods being used by people to respond to these events. Students will also investigate the causes, and effects of</p>	<p><u>CHANGING ECONOMIC WORLD</u> (20 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> To be able to describe how economies are changing at local, national and global scales with particular focus on changes in the UK economy and also in China as a focus on a rapidly developing country.</p> <p><b>Outcome:</b> To explore the local, national and global changes to</p>	<p><u>FIELDWORK SKILLS</u> (6 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest</p>	<p><u>PRE-RELEASE PREPARATION</u> (15 Lessons)</p> <p><b>Resources:</b> CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p><b>Focus:</b> To analyse and evaluate the pre-release booklet in preparation for the Paper 3 Geographical Applications paper.</p> <p><b>Outcome:</b> A pre-release booklet will be released in March, 12 weeks before the Geographical Applications exam. The content of this booklet is unknown</p>



	<p>climate change as well as the strategies used to mitigate and adapt against it.</p> <p><b>Outcome:</b> To develop an understanding of the processes and the impacts associated with tectonic and weather events at local, national and global scales. Students will also examine the causes, effects and the strategies to address climate change.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>economies, the reasons for these changes and the opportunities and challenges that are created.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>improvements if they were to undertake their fieldwork again.</p> <p><b>Outcome:</b> To apply knowledge gained to real world fieldwork.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>	<p>but 3 lessons have been put aside to create content to prepare the students for possible questions in the exam and to address the key themes of the booklet.</p> <p><b>Repeat Concepts;</b></p> <ul style="list-style-type: none"> <li>• Locational</li> <li>• Place</li> <li>• Scale</li> <li>• Human Processes</li> <li>• Physical Processes</li> <li>• Sustainability</li> <li>• Spatial Awareness</li> <li>• Connections</li> </ul>
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