

Curriculum Overview			
Year Group	Module	Unit of Work	Assessment Content
7	1	<p>Unit title – Atlas and Map Skills</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>The 7 continents of the world and major oceans. As well as the 4 countries that make up the UK and their capitals.</li> <li>How to locate places using latitude and longitude and know key lines of latitude such as the tropics and the equator as well as the prime meridian line.</li> <li>Basic OS map skills such as 4 and 6 figure grid references, compass directions, measuring scale and how relief is shown.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>How to use and demonstrate atlas skills to locate countries and places and find key information.</li> <li>How to use and demonstrate key OS map skills to locate places and find key information.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>Use GIS to further develop the key skills in the module.</li> <li>Use map skills in any fieldwork opportunities around the school locality.</li> </ul>	<p>Nature and content of test/assessment</p> <ul style="list-style-type: none"> <li>Skills tests to support learning midway through the topic.</li> <li>In lesson assessment at the end of the module.</li> </ul>
	2	<p>Unit title – World Development</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>How development is measured using development indicators and why some are more accurate than others.</li> <li>Why some countries/continents have developed slower than others. What physical and human reasons are there for this.</li> <li>The advantages and disadvantages of different strategies to boost development in poorer parts of the world.</li> <li>How a development project – Tree Aid – is working to help improve conditions in Africa. What are the successes of this project?</li> </ul> <p>Understand</p>	<ul style="list-style-type: none"> <li>Skills tests to support learning midway through the topic.</li> <li>In lesson assessment at the end of the module.</li> <li>This module is also included in the end of year</li> </ul>

		<ul style="list-style-type: none"> <li>• That measuring development is complex and requires more than 1 development indicator to be used to be accurate.</li> <li>• That there are longstanding human and physical reasons why some countries are less developed. To consider the responsibility of richer nations to help try and reduce the development gap.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Explain the advantages and disadvantages of different strategies to reduce development.</li> <li>• Explain why Tree Aid is a particularly successful development project.</li> </ul>	assessment sat in the hall.
	<b>3</b>	<p>Unit title – Rivers</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>• The key terminology for parts of a river and its drainage basin.</li> <li>• The different landforms found in the upper, middle and lower course of rivers and how they are formed.</li> <li>• How river flooding can affect people and what responses can be taken.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• How rivers change as they flow downstream.</li> <li>• How different landforms are created by erosion and deposition in rivers.</li> <li>• How humans can manage rivers and protect against flooding.</li> <li>• How the effects of flooding are different in rich and poor countries.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Apply their knowledge on rivers to explain the formation of different landforms.</li> <li>• Explain the causes, effect and responses of a flooding case study in a rich and poor country. (Boscastle and Bangladesh are the examples taught).</li> </ul>	<ul style="list-style-type: none"> <li>• Skills tests to support learning midway through the topic.</li> <li>• In lesson assessment at the end of the module.</li> <li>• This module is also included in the end of year assessment sat in the hall.</li> </ul>
	<b>4</b>	<p>Unit title –Middle East</p> <p>Students will: They will gain knowledge and understanding of the human and physical geography of the region. They will look at the importance of the region for the rest of the world. The unit will also explore why development across the region is so variable, with a particular focus on Yemen. Students will conclude the unit by investigating why conflict has been an ongoing issue in the Middle East, paying particular attention to the Sykes-Picot agreement and the legacy of this.</p>	<ul style="list-style-type: none"> <li>• Skills tests to support learning midway through the topic.</li> <li>• There is no formal assessment for this module.</li> </ul>

	5	<p>Know</p> <ul style="list-style-type: none"> <li>• Within this unit students will explore the region of the Middle East. They will locate the region and the countries that make up the region</li> <li>• To know how the human and physical geography of the Middle East has influenced the region</li> <li>• To know why the Middle East is an important economic region of the world</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• The factors that have led to differences in development across the Middle East</li> <li>• How tourism has grown in the Middle East and why it is an important industry around the world.</li> <li>• How successfully tourism can help countries be less reliant on the oil and gas industry.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• To be able to locate the Middle East and some of its features</li> <li>• Apply their geography knowledge to explain the importance of industry and its positive and negative impacts.</li> <li>• Explain the advantages and negatives of a growth of tourism in a Middle East country and whether this can help development.</li> </ul> <p>Unit title –Fieldwork/ <i>Litter enquiry - fieldwork</i></p> <p>Know</p> <ul style="list-style-type: none"> <li>• The six stages of fieldwork and why at the heart of good fieldwork is the process of enquiry.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Hypotheses are vital for Geography investigations because you are making a best guess as to what you are expecting to find when you carry out your investigation.</li> </ul>	<p>Pupils' progress will be monitored in class questions and extended writing activities.</p> <ul style="list-style-type: none"> <li>• Students will complete a fieldwork booklet and analyse the effectiveness of the task.</li> <li>• There is no formal assessment for this module. Pupils' progress</li> </ul>
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<p>8</p>	<p>1</p>	<p>Unit title – Tectonics</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>The structure of the earth and how geological processes cause plate movement over time.</li> <li>The different types of plate boundaries and how the processes here lead to tectonic hazards.</li> <li>Why humans live in tectonic zones around the world.</li> <li>How humans can manage hazards to help reduce their effects. How this can differ around the world.</li> <li>A case study of an earthquake in a rich country and a poor country looking at the causes, effects and responses to the hazard.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>How tectonic processes can lead to different hazards and how this can put people at risk.</li> <li>How living in a tectonic area can actually provide benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Skills test in lesson to check learning mid-way through the topic</li> <li>In lesson assessment at the end of the module.</li> <li>This module is also included in the end of year assessment sat in the hall.</li> </ul>

		<ul style="list-style-type: none"> <li>• Why hazards cause more severe effects in poorer parts of the world.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Identify different plate boundaries from diagrams and maps showing plate movement and be able to label key features on diagrams.</li> <li>• Explain the benefits of living in tectonic zones and the different methods of managing the risk.</li> <li>• Explain the effects and responses to two tectonic hazards from the case studies learned.</li> </ul>	
	2	<p>Unit title – Population and Migration</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>• That the world’s population distribution is uneven.</li> <li>• That the world’s population has risen rapidly in recent years and how population change/growth is shown on different models.</li> <li>• That there are population issues in different places such as high birth rates in poorer countries and ageing populations in some richer countries.</li> <li>• The reasons why people migrate and the benefits and negatives of international migration. Pupils will focus on one case study of migration.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Reasons why some places have a high or low population density.</li> <li>• How to read population graphs and models such as population pyramids and the demographic transition model.</li> <li>• The economic and social reasons for international migration.</li> <li>• How the UK benefits from international migration as well as some of the challenges this creates.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Explain why the world’s population is not evenly distributed and why it is growing faster in some parts of the world.</li> <li>• Explain push and pull factors that cause people to migrate.</li> <li>• Evaluate the benefits and negatives of migration for host and source countries with a focus on a case study.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills test in lesson to check learning mid-way through the topic</li> <li>• In lesson assessment at the end of the module.</li> <li>• This module is also included in the end of year assessment sat in the hall.</li> </ul>

	3	<p>Unit title - Coasts</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>• The different types of waves and how they are formed.</li> <li>• The main coastal processes such as erosion, transportation and deposition.</li> <li>• The landforms created by the sea both from erosion and deposition.</li> <li>• How humans can protect against the sea and why sea defences can cause conflict.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Why some parts of the UK will have bigger waves than others.</li> <li>• What the four types of erosion are.</li> <li>• The different strategies chosen as sea defences in local coastal resorts.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Explain the formation of different landforms in diagrams or written form.</li> <li>• Explain the advantages and disadvantages of different sea defences with reference to local case studies such as Seaford, Eastbourne and Birling Gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills test in lesson to check learning mid-way through the topic</li> <li>• In lesson assessment at the end of the module.</li> <li>• This module is also included in the end of year assessment sat in the hall.</li> </ul>
	4	<p>Unit title - Ecosystems</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>• What an ecosystem is and what its main features are.</li> <li>• The characteristics of a variety of biomes (global ecosystems) and how they are distributed around the world.</li> <li>• An in-depth knowledge of tropical rainforests and hot deserts in terms of their characteristics, how plants and animals have adapted to live there and what impact humans have on the biomes.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Why different parts of the world have different biomes. How this is affected by the global circulation model.</li> <li>• What opportunities are there for humans in rainforests and deserts and can we live in these ecosystems in a sustainable way?</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Explain the components of an ecosystem and how they interact.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills tests to support learning midway through the topic.</li> <li>• There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.</li> </ul>

	5	<ul style="list-style-type: none"> <li>• Explain how the global circulation model affects climates and leads to different biomes around the world.</li> <li>• Read climate graphs accurately.</li> <li>• Explain how ecosystems can be managed sustainably.</li> </ul> <p>Unit title –Fieldwork/ <i>Litter enquiry - fieldwork</i></p> <p>Know</p> <ul style="list-style-type: none"> <li>• The six stages of fieldwork and why at the heart of good fieldwork is the process of enquiry.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• Hypotheses are vital for Geography investigations because you are making a best guess as to what you are expecting to find when you carry out your investigation.</li> <li>• Throughout the investigation keep referring students back to the hypotheses/ questions because they need to be able to rationalise everything by saying: <i>“I am doing/ using ... because it helps me to prove my hypothesis true or false by...”</i></li> <li>• Ensure that students do not lose sight of the enquiry process as a connected thread. This is a common pitfall in fieldwork where some students may see each section as unconnected and isolated activities.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods</li> <li>• Identify primary and secondary data.</li> <li>• Consider the best methods in which to complete the fieldwork task.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete a fieldwork booklet and analyse the effectiveness of the task.</li> <li>• There is no formal assessment for this module. Pupils’ progress will be monitored in class questions and extended writing activities.</li> </ul>
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9	1	<p>Unit title - Climate change</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>• How climate change is monitored and what evidence there is for a changing climate.</li> <li>• The human and natural causes of climate change.</li> <li>• Some of the main human and environmental effects of climate change both for the UK and on a global scale.</li> <li>• How can we manage climate change? What are the main mitigation and adaptation strategies.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>• What techniques can measure climate change in recent years and through the last quaternary.</li> <li>• That climate change is caused by natural reasons but that human impacts are having a larger impact. The enhanced greenhouse effect should be understood.</li> <li>• The advantages and negatives of mitigation and adaptation strategies.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>• Understand how the techniques used to monitor climate change can be used as evidence.</li> <li>• Explain how human actions lead to the enhanced greenhouse effect and the impacts of this. Distinguish between this and the natural greenhouse effect.</li> <li>• Understand the severity of some of the negative impacts of climate change but also understand that some places/regions will experience some positive changes.</li> <li>• Evaluate the responses to climate change. Should mitigation or adaptation be prioritised?</li> </ul>	<ul style="list-style-type: none"> <li>• Skills test in lesson to check learning mid-way through the topic</li> <li>• In lesson assessment at the end of the module.</li> <li>• This module is also included in the end of year assessment sat in the hall.</li> </ul>
	2	<p>Unit title - Life in a Newly Emerging Economy</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>• What NEE countries are and where they are located around the world.</li> <li>• What BRIC countries and MINT countries are and what shared characteristics they have.</li> <li>• The changing employment structure in NEE countries and how this causes rural-urban migration.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills test in lesson to check learning mid-way through the topic</li> <li>• In lesson assessment at the end of the module.</li> </ul>



		<ul style="list-style-type: none"> <li>The opportunities and challenges of living in a city in an NEE country.</li> <li>Why trans-national companies often set up in NEE countries and the advantages and negatives created by this.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>How the physical and human geography of NEE countries has allowed them to make rapid economic growth.</li> <li>Why rural-urban migration is causing rapid urbanisation in NEE countries.</li> <li>Why people are moving to Rio de Janeiro in Brazil. What challenges this creates.</li> <li>The impact of TNCs in NEE countries.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>Explain the distribution of BRIC and MINT countries and how they have changed and developed over time.</li> <li>Evaluate the benefit of TNCs in NEE countries with reference to at least one case study.</li> </ul>	<ul style="list-style-type: none"> <li>This module is also included in the end of year assessment sat in the hall.</li> </ul>
	<p><b>3</b></p>	<p>Unit title – Energy</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>The topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future.</li> <li>There are still limitations regarding renewable/ alternative energies.</li> <li></li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>The factors behind the uneven consumption of energy worldwide and how this is influenced,</li> <li>Investigate to some extent how energy use can support a country's level of development.</li> <li>energy production in a country, assessing the impacts of this production socially, economically and environmentally.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>Describe the uneven distribution of energy consumption and the reasons for this.</li> <li>Explain how the global energy mix is changing and the factors which influence this.</li> </ul>	<ul style="list-style-type: none"> <li>Skills tests to support learning midway through the topic.</li> <li>In lesson assessment at the end of the module.</li> </ul>

		<ul style="list-style-type: none"> <li>Assess the challenges and opportunities linked to renewable and non-renewable energy sources.</li> <li>Assess the social, economic, and environmental impacts of energy production in a chosen country.</li> <li>link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources.</li> </ul>	
	4	<p>Unit title – Africa</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> <li>An increasing knowledge of the physical and human geography of Africa.</li> <li>How the River Nile is important for countries in Eastern Africa and how managing the river can cause issues in international relations.</li> <li>The importance of tourism and how it can help development.</li> <li>A focus on the human and physical geography of Kenya.</li> </ul> <p>Understand</p> <ul style="list-style-type: none"> <li>That Africa is a complex and huge continent, and many perceptions of Africa are incorrect.</li> <li>How rivers can be important for development and how managing rivers crosses international boundaries.</li> <li>The advantages and disadvantages of tourism to Kenya.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>Explain the advantages and disadvantages of development projects on the River Nile.</li> <li>Evaluate the benefits of tourism in African countries such as Kenya.</li> </ul> <p>Unit title –Fieldwork/ <i>Microclimate - fieldwork</i></p> <p>Know</p> <ul style="list-style-type: none"> <li>The six stages of fieldwork and why at the heart of good fieldwork is the process of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Skills test in lesson to check learning mid-way through the topic</li> <li>There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.</li> <li>Students will complete a fieldwork booklet and analyse the effectiveness of the task.</li> </ul>

10		<p>Understand</p> <ul style="list-style-type: none"> <li>Hypotheses are vital for Geography investigations because you are making a best guess as to what you are expecting to find when you carry out your investigation.</li> <li>Throughout the investigation keep referring students back to the hypotheses/ questions because they need to be able to rationalise everything by saying: <i>"I am doing/ using ... because it helps me to prove my hypothesis true or false by..."</i></li> <li>Ensure that students do not lose sight of the enquiry process as a connected thread. This is a common pitfall in fieldwork where some students may see each section as unconnected and isolated activities.</li> <li>That there are different microclimates in an area, and these are affected by wind speed, perspective, shade etc.</li> </ul> <p>Be able to</p> <ul style="list-style-type: none"> <li>Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods</li> <li>Identify primary and secondary data.</li> <li>Consider the best methods in which to complete the fieldwork task.</li> </ul>	<ul style="list-style-type: none"> <li>There is no formal assessment for this module. Pupils' progress will be monitored in class questions and extended writing activities.</li> </ul>
	1	<p>The challenge of natural hazards</p> <ul style="list-style-type: none"> <li><a href="#">Link to AQA specification</a></li> </ul>	<ul style="list-style-type: none"> <li>In class assessment at end of module. 33 marks.</li> </ul>
	2	<p>Living World</p> <ul style="list-style-type: none"> <li>In this module we focus on tropical rainforests and hot deserts.</li> <li><a href="#">Link to AQA specification</a></li> </ul>	<ul style="list-style-type: none"> <li>In class assessment at</li> </ul>

			end of module. 25 marks.
<b>3</b>	Physical landscapes of the UK <ul style="list-style-type: none"><li>- In this module we focus on coastal landscapes and river landscapes.</li><li>- <a href="#">Link to AQA specification</a></li></ul>		<ul style="list-style-type: none"><li>• In class assessment at end of module. 30 marks.</li></ul>
<b>4</b>	Fieldwork and Geography skills <ul style="list-style-type: none"><li>- Pupils will complete two fieldwork enquiries from a local fieldwork day. This will be written up in class.</li><li>- <a href="#">Link to AQA specification</a></li></ul>		
<b>5</b>	Revision and end of year mock <ul style="list-style-type: none"><li>- A timetable will be issued covering the three physical modules.</li></ul>		<ul style="list-style-type: none"><li>• Pupils will sit a Paper 1 exam based on the three modules. 88 marks.</li></ul>

11	<b>1</b>	Urban issues and challenges <ul style="list-style-type: none"> <li>- <a href="#">Link to AQA specification</a></li> <li>- The chosen case studies are Bristol (rich city) and Rio de Janeiro (developing city)</li> </ul>	<ul style="list-style-type: none"> <li>• In class assessment at end of module. 33 marks.</li> </ul>
	<b>2</b>	The changing economic world <ul style="list-style-type: none"> <li>- <a href="#">Link to AQA specification</a></li> <li>- The case study for a Newly Emerging country is India.</li> </ul>	<ul style="list-style-type: none"> <li>• In class assessment at end of module. 30 marks.</li> </ul>
	<b>3</b>	Resource Management <ul style="list-style-type: none"> <li>- <a href="#">Link to AQA specification</a></li> <li>- We have chosen to focus on water in depth rather than food or energy.</li> </ul>	<ul style="list-style-type: none"> <li>• In class assessment at end of module. 25 marks.</li> </ul>
	<b>4</b>		
	<b>5</b>	Revision and final assessments <ul style="list-style-type: none"> <li>• Pupils will sit three exams.</li> <li>• Paper 1 – 88 marks based on the physical modules. (studied in year 10)</li> <li>• Paper 2 – 88 marks based on the human modules. (studied in year 11)</li> <li>• Paper 3 – 76 marks based on fieldwork and a decision making exercise from a pre-received resource booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams to be completed in the school hall.</li> </ul>