

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Geography describes and helps to explain the similarities and differences between places. We use our staff subject expertise and real world experiences to engage and enthuse our students about the world in which they live. We focus on the interactions between individuals, societies and physical processes in both time and space. We seek to identify trends and patterns in these interactions, to provide students with a greater understanding and ability to make balanced assessments about world problems and issues of our time and how we and they are interconnected. We seek to instil key values, so our students are caring, open minded and principled as they investigate these issues. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Geography Department Curriculum Plan

Year 7	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Maps and Mapping	<ul style="list-style-type: none"> • build on their knowledge of globes, maps and atlases and apply and develop this knowledge • interpret OS maps ... including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photos
Term 2	Rivers and Flooding	<ul style="list-style-type: none"> • How does the rainfall from the water cycle feed a river? • How do rivers shape the land? • How are these formed: <i>V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes</i>? • What causes floods? Which three factors make flooding more likely?
Term 3	Settlement	<ul style="list-style-type: none"> • the reasons for the location, growth and nature of individual settlements • how and why the provision of goods and services in settlements varies • how and why changes in the functions of settlements occur ... • patterns and changes in urban land use
Term 4	The Horn of Africa	<ul style="list-style-type: none"> • Where is the Horn of Africa? Map skills • Which countries make up the Horn of Africa? What are their capital cities? • Name the region's main physical features, and mark them on a map. • Describe the climate patterns in the Horn of Africa. • Assess development indicators: <i>population % living in rural areas life expectancy</i> <i>GDP per person (PPP)</i>
Term 5	Ecosystems	<ul style="list-style-type: none"> • Identify key components e.g. biotic and abiotic and how they are interconnected • Understand food chains and webs • Map and identify features of key global ecosystems
Term 6	Tropical Rainforests	<ul style="list-style-type: none"> • Identify and locate key locations of rainforests globally • Examine climate features • Structure of rainforests and biodiversity and adaptations • How are TRf being destroyed and why. How can this be reduced?



Year 8	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Coastal Processes and landforms	<ul style="list-style-type: none"> • Know what causes waves and how they shape the coast. • Describe a number of coastal landforms and explain how they are formed. • Give five examples of how we use land along the coast. • Understand why the coastline is eroding fast in some parts of the UK. • Examine different sea defence schemes • Map skills using o/s maps, fieldwork skills
Term 2	Urbanisation	<ul style="list-style-type: none"> • Explain why the Industrial Revolution led to an increase in urbanisation in the UK and other countries. • Give at least three facts to describe the pattern of urbanisation around the world. • List some of the advantages and disadvantages of living in urban areas. • Explain why slums are formed and describe what they are like.
Term 3	Weather and climate	<ul style="list-style-type: none"> • Explain what <i>weather</i> is and what causes it. • Describe three different types of rainfall and the causes for each. • Understand the significance of high and low air pressure • Know why the weather in the UK can change very quickly. • Explain the difference between <i>weather</i> and <i>climate</i>. • Understand the factors which influence climate.
Term 4	Asia	<ul style="list-style-type: none"> • Locate Asia on a world map or globe. • Know which oceans and seas border Asia. • Name, describe and locate Asia's main physical features. • Name at <i>least</i> 12 Asian countries and their capitals, and say roughly where they are. • Give at least six facts about the human geography of Asia – about people and their lives. • Independent study of 3 locations
Term 5	Rocks, weathering and soil	<ul style="list-style-type: none"> • What are the three groups of rock? How were the rocks in each group formed? • <i>physical weathering, chemical weathering, freeze-thaw weathering, exfoliation</i> • What is the rock cycle? • A study of limestone scenery in UK
Term 6	Economic Activities	<ul style="list-style-type: none"> • What do these terms mean? <i>employment structure, primary sector, secondary sector, tertiary sector, quaternary sector, manufacturing, the economy.</i> • What are two examples of jobs in each employment sector? • How has the UK's employment structure changed over the years? • The UK lost many of its manufacturing jobs, in the last 60 years. Why? • Why is work in different sectors needed to bring us items such as a mobile phone?

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Year 9	Enquiry Statement/Aim	Knowledge and Skills
Term 1	International Development	<ul style="list-style-type: none"> • What is development? • Evaluate social and economic indicators • Mapping development (Brandt) • Why is there a development gap?
Term 2	The Middle East	<ul style="list-style-type: none"> • Where in the world is the region called the Middle East and the Arabian Peninsula • Name at least twelve Middle East countries and their capitals? • Map skills for physical features. • Human populations and cultural differences • War and conflict within the Middle East
Term 3	Plate Tectonics	<ul style="list-style-type: none"> • What are Earth's plates, and why do they move? • What do these terms mean? <i>crust, mantle, core, lithosphere, convection current, oceanic crust, continental crust</i> • What causes earthquakes? What kind of damage do they do? • What do these terms mean? <i>fault, focus, epicentre, seismic wave, aftershock, tsunami</i> • What causes tsunamis? What kind of damage do they do? • What are volcanoes? What kind of damage do eruptions do?
Term 4	Population	<ul style="list-style-type: none"> • Global population and how it has grown? Graph analysis • Population change – Demographic transition model • Population structure – population pyramids • Problems of an ageing population
Term 5	Russia	<ul style="list-style-type: none"> • Locating Russia and its surrounding countries • History of Russia – change and growth • Examining maps of physical features and population density • Independent research on cultural, political and economic features
Term 6	Changing Climate	<ul style="list-style-type: none"> • What is the evidence for climate change? • Evaluate natural and human causes of CC • What are the impacts actual and predicted of CC • What can we do to reduce degree of change globally



Year 10	Enquiry Statement/Aim	Knowledge and Skills
Term 1-2	Global Hazards <i>Why do we have weather extremes?</i> <i>What processes occur at plate boundaries?</i> <i>How can tectonic movement be hazardous?</i>	<ul style="list-style-type: none"> • To evaluate extremes of weather inc rain, wind and temperature • Key features of tropical storms • What is El Nino/La Nina how does it affect weather and climate • Case studies for tropical storm and drought • Theory of plate tectonics, inc mechanism of movement • Plate boundaries and key features • Earthquake cause, consequence and mitigation • Case study of earthquake event
Term 2-3	Urban Futures <i>Why do more than half the world's population live in urban areas?</i> <i>What does rapid urbanisation mean for cities?</i> <i>What are the challenges and opportunities for cities today?</i>	<ul style="list-style-type: none"> • How urban growth rates vary in parts of the world with contrasting levels of development. • Outline characteristics of world cities and megacities and their changing distribution since 1950. • Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. • Investigate the consequences of rapid urban growth in LIDCs. • Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation. • Case studies for an AC city and an LIDC city
Term 3-4	Distinctive Landscapes <i>What is a landscape?</i> <i>What physical processes shape landscapes?</i>	<ul style="list-style-type: none"> • How the concept of a landscape can be defined, including the differences between built and natural landscapes. • The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. • The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit. <p>The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake</p> <ul style="list-style-type: none"> • Case study of two landscapes in the UK, one coastal landscape and one river basin
Term 5	Fieldwork and write-up	<ul style="list-style-type: none"> • Undertake coastal fieldwork along N. Kent coast from Reculver to Herne Bay. To include both physical and human geographic investigations
Term 6	UK in the 21st Century <i>How is the UK changing in the 21st century?</i>	<ul style="list-style-type: none"> • Overview of human and physical geographical characteristics of the UK • Overview of population trends in the UK since 2001 • An understanding of the causes, effects, spatial distribution and responses to an ageing population.



Year 11	Enquiry Statement/Aim	Knowledge and Skills
<p>Term 1-2</p>	<p>UK in the 21st Century <i>How is the UK economy changing?</i></p> <p><i>What is the UK's political role in the world?</i> How is the UK's cultural influence changing?</p> <p>Changing Climate <i>What evidence is there for climate change?</i> <i>Is climate change a natural process?</i></p> <p><i>Why is climate change a global issue?</i></p>	<ul style="list-style-type: none"> Identify major economic changes in the UK since 2001 Investigate the pattern of core UK economic hubs. Examine the UK's political role in one global conflict through its participation in international organisations. Explore the UK's media exports and their global influence including television programmes and film. The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion. The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries. Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles. Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect. Explore a range of social, economic and environmental impacts of climate change worldwide (and UK) such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century,.
<p>Term 2</p>	<p>Dynamic Development <i>What is development and how can it be measured?</i> <i>What has led to uneven development?</i></p> <p><i>How has an LIDC developed so far?</i></p>	<ul style="list-style-type: none"> Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. Evaluate indicators of development Explore the reasons for the development gap This enquiry question is studied through one case study of an LIDC
<p>Term 3</p>	<p>Sustaining Ecosystems <i>Why are natural ecosystems important?</i></p> <p><i>What biodiversity exists in tropical rainforests?</i> <i>Why are tropical rainforests being 'exploited' and how can this be managed sustainably?</i></p> <p><i>What is it like in Antarctica and the Arctic?</i></p> <p><i>How are humans seeking a sustainable solution for polar environments?</i></p>	<ul style="list-style-type: none"> Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals. Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts. The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle. Explore the value of tropical rainforests through the study of their goods and services. A case study to illustrate attempts to sustainably manage an area of tropical rainforest. Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna. Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation.

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		<ul style="list-style-type: none"> Case studies at local and global scale of sustainable management
Term 4-5	Resource Reliance <i>How has increasing demand for resources affected our planet?</i> <i>What does it mean to be food secure?</i> <i>How can countries ensure their food security?</i>	<ul style="list-style-type: none"> Outline the factors leading to demand outstripping supply of food, energy and water. Understand the term 'food security' and the human and physical factors which influence this. Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply. Case study of attempts to achieve food security in one country
	REVISION	

Year 12	Enquiry Statement/Aim	Knowledge and Skills
Term 1-3	Core Geographic Perspectives—global change: Unit 1 Changing population Optional Theme: B Oceans and their coastal margins	<ul style="list-style-type: none"> Physical and human factors affecting population distribution at the global scale Population distribution and economic development at the national scale, including voluntary internal migration, core-periphery patterns and megacity growth Processes of population change and their effect on people and places One case study of a contemporary megacity experiencing rapid growth <i>Detailed examples of two or more forced movements, to include environmental and political push factors, and consequences for people and places</i> Global and regional/continental trends in family size, sex ratios, and ageing/greying Policies associated with managing population The operation of ocean currents, including their distribution, nutrient and energy transfers and the importance of oceanic conveyor belts Atmosphere–oceanic interactions associated with El Niño–Southern Oscillation (ENSO) and La Niña cycles and their climatic, environmental and economic effects Tropical storms and a case study oceans as a store and source of carbon dioxide (CO₂) Coastal processes and landforms and management strategies Sovereignty of the seas and conflict inc case study Ocean biotic and abiotic resources and management
Term 4-5	Unit 2: Global climate—vulnerability and resilience Optional Theme A: Freshwater	<ul style="list-style-type: none"> How natural and human processes affect the global energy balance The enhanced greenhouse effect and international variations in greenhouse gas sources and emissions, in relation to economic development, globalization and trade Impacts of climate change on people and places, including health hazards, migration and ocean transport routes Possibilities for responding to climate change and power over the decision-making process at the global and local scale How physical processes influence drainage basin systems and How physical and human factors exacerbate and mitigate flood risk for different places Physical and economic water scarcity Environmental consequences of agricultural activities on water quality Internationally shared water resources as a source of conflict <i>Case study of one internationally shared water resource and the role of different stakeholders in attempting to find a resolution</i> The importance of strengthening participation of local communities to improve water management in different economic development contexts Increased dam building for multipurpose water schemes and one case study

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Term 6	Fieldwork IA	Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation

Year 13	Enquiry Statement/Aim	Knowledge and Skills
Term 1-2	<p>Optional Theme A: Freshwater</p> <p>Unit 3: Global resource consumption and security</p> <p>Optional Theme D: Geophysical Hazards</p>	<ul style="list-style-type: none"> The growing importance of integrated drainage basin management (IDBM) plans, and the costs and benefits they bring <i>Case study of one recent IDBM plan</i> Growing pressures on major wetlands and efforts to protect them, such as the Ramsar Convention <i>Case study of the future possibilities for one wetland area</i> Measuring trends in resource consumption, including individual, national and global ecological footprints global patterns and trends in the availability and consumption of: water, food and energy How pressure on resources affects the future security of places The implications of global climate change for the water–food–energy nexus The disposal and recycling of consumer items, including international flows of waste Possibilities for managing resources sustainably and power over the decision-making process Mechanisms of plate movement including internal heating, convection currents, plumes, subduction and rifting at plate margins Characteristics of earthquakes, volcanic eruptions and mass movement events How geophysical systems generate hazard risks for different places <i>Two contemporary contrasting case studies each for volcanic hazards, earthquake hazards and mass movement hazards</i> Future possibilities for lessening human vulnerability to geophysical hazards
Term 3-4	<p>HL core extension</p> <p>Unit 4: Power, places and networks</p>	<ul style="list-style-type: none"> Globalization indices showing how countries participate in global interactions Global superpowers and their economic, geopolitical and cultural influence <i>Detailed examples of at least two actual or potential global superpowers</i> How different places become interconnected by global interactions How political, technological and physical processes influence global interactions

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	<p>Unit 5: Human development and diversity</p>	<ul style="list-style-type: none">• The multidimensional process of human development and ways to measure it: e.g. UN development goals, HDI• The importance of social entrepreneurship approaches for human development• How global interactions bring cultural influences and changes to places• The global spectrum of cultural traits, ethnicities and identities, and ways in which the spectrum of diversity is widening or narrowing at different scales• The effects of global interactions on cultural diversity in different places:• The varying power of local places and actors to resist or accept change
	<p>Unit 6: Global risks and resilience</p>	<ul style="list-style-type: none">• How technological and globalizing processes create new geopolitical and economic risks for individuals and societies• The correlation between increased globalization and renewed nationalism/tribalization• How global interactions create environmental risks for particular places and people e.g. transboundary pollution• The success of international civil society organizations in attempting to raise awareness about, and find solutions for, environmental and social risks associated with global interactions
	<p>REVISION</p>	