



Geography Curriculum Map

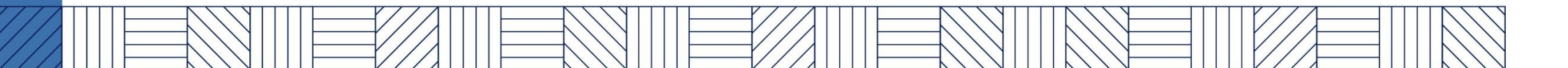
Years 9, 10 & 11



| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 1 | Summer 1 | Summer 2 |
|----------|--|--|--|--|---|---|
| 9 | <p>Living world Careers - Zoologist PSHCE - Citizenship</p> | <p>Urban issues and Challenges Rio Careers - Urban Designer PSHCE - Citizenship</p> | <p>Tectonics Careers - Emergency Management Officer</p> | <p>Population Careers - Equality, diversity and inclusion officer PSHCE - Citizenship</p> | <p>Resource management Careers - Logistics/ Distribution Manager PSHCE - Citizenship</p> | <p>Fieldwork Careers - biology</p> |
| | <p>Students will study how the natural environment varies around the world and how humans have an impact upon this. This will including research why deforestation happens, the impacts this has locally, nationally and globally and how we can manage this sustainably for the future. This will call focus on tropical rainforest, specifically the Amazon.</p> | <p>Students will focus on 2 key ideas, 1. That a growing percentage of the world's population lives in urban areas and 2: this urban growth will create opportunities and challenges for cities in LICs and NEEs, and Students will use the case study of Rio de Janeiro to underpin their understanding of a major city in an LIC Finally, they will investigate the The Favela Barrio Project. This is an example of how urban planning is improving the quality of life for the urban poor.</p> | <p>Students will investigate how earthquakes and volcanic eruptions are the result of physical processes. They will then examine the effects of, and responses to, an earthquake and how this varies between areas of contrasting levels of wealth. Finally, students will research management strategies to reduce the effects of a tectonic hazards.</p> | <p>This unit investigates how and why world population changes over time and the main indicators that affect a country's growth in HICs and LICs such as war, health and sanitation. Students are introduced to population distribution and density of Europe and the world and learn about physical and human conditions that affects whether an area is sparsely or densely populated, including Africa, Russia, Asia and The Middle East. Students learn about modern day UK; how and why the population is so diverse and the impacts of an ageing population. Students are also introduced to push and pull factors that promote migration from LICs to HICs.</p> | <p>This unit investigates how the UK uses resources. Focus on how global food supplies can be affected by human and physical factors. Key themes that are discussed include how demand for energy resources is rising globally but supply can be insecure, there are Impacts of energy insecurity including exploration of difficult and environmentally sensitive areas. Different strategies can be used to increase energy supply. How we move towards a sustainable resource future</p> | <p>This unit provides the chance to put students' skills and knowledge into practice via a fieldwork investigation. Students will complete a visit that will cover both human and physical geography and complete an investigation. They will then use geographical skills to complete evaluation and write up.</p> |



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|-----------|---|---|--|---|--|--|
| 10 | Climate Change Careers - Environmental Consultant PSHCE - Citizenship | Weather Hazards Careers - Meteorologist PSHCE - Citizenship | Coasts Careers - Marine Scientist PSHCE - Citizenship | Rivers Careers - Nature conservation officer | Urban issues – Manchester Careers - Planning/ Development Surveyor PSHCE - Citizenship | Human Fieldwork Careers - Project Manager |
| | <p>Students will link with their year 7 learning of climate change, researching how it is the result of natural and human factors, and has a range of effects. We will investigate the evidence for and against climate change, the causes and impacts.</p> <p>We will then discuss how managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p> | <p>Students will review how different natural hazards pose major risks to people and property. Linking to the global atmospheric circulation, students will use evidence to determine patterns of weather and climate.</p> <p>Students will then take a deep dive into the formation and structure of tropical storms (hurricanes, cyclones, typhoons) and develop a deep understanding of the significant effects on people and the environment, through the case study of Typhoon Haiyan.</p> <p>Finally, students will look at how the UK is affected by a number of weather hazards</p> | <p>This unit will develop the use of OS map skills and application of these in exam style questions. Students will acquire key learning of how physical geography theories such as longshore drift and erosion will result in many landforms. This is all underpinned with the case study of the Holderness Coast, investigating the human impacts of eroding coastlines and how we can manage it.</p> | <p>This unit develops of the learning from year 7, recapping the shape of river valleys changes as rivers flow downstream.</p> <p>Students will review understanding of fluvial processes.</p> <p>They will then learn the characteristics and formation of landforms resulting from erosion, erosion and deposition. This learning will be underpinned with the case study of the River Tees. Finally, student will look at different management strategies that can be used to protect river landscapes from the effects of flooding.</p> | <p>This unit will focus on Manchester as a case study, enquiring how Manchester has local, national, and global importance. The constantly changing face of Manchester has led to opportunities and challenges faced in the city and its people, how urban regeneration has benefited the area. Finally, students will look at sustainable living and transport.</p> | <p>There are six enquiry strands: Students carry out a geographical enquiry in Rhyd to test if 'Regeneration has improved Rhyd'</p> <p>This will include: A suitable question for an enquiry, Selecting, measuring and recording data appropriate to the chosen enquiry, Selecting appropriate ways of processing and presenting fieldwork data, Describing, analysing and explaining fieldwork data, Reaching conclusions and Evaluation of geographical enquiry Identification of problems of data collection methods.</p> |





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|-----------|---|--|--|---|--|--|
| 11 | Economic world LIC Careers - Charity Officer PSHCE - Citizenship | Economic world HIC Careers - Statistician PSHCE - Citizenship | Living world Cold Careers - Tourism Officer PSHCE - Citizenship | Paper 3 | Revision | |
| | Students will develop understanding of how there are global variations in economic development, reasons behind this and ways to reduce this gap.. | . This unit will allow students to study how changes in the UK's economy effect employment and growth. This will have advantages and disadvantages for areas of the UK and the future issues the UK will face. | This unit links with Living world, allowing students to recap understanding of ecosystems, whilst exploring a different biome of cold environments | Using the issue evaluation booklet from AQA to prepare for the exam, Students will work through the booklet, demonstrating knowledge and understanding by linking units together. | Students to revisit topics – individual learning plans dependent upon gaps for students identified by mock exams | |

