Geography
5-Year Overview

	Year 11	Year 10	Year 9	Year 8	Year 7
	Master	***Secure***	***Embed***	***Develop***	***Introduce***
Aims	The aim in year 10 and 11 is for students to have a secure and detailed understanding of key geographical concepts and knowledge, as set out in the AQA specification. This builds on their geographical knowledge and understanding which they have developed since year 7, applying these basic principles to more complex situations and concepts. Students can explain different geographical processes clearly and will be able to analyse interactions between the human and physical concepts. Student's will have a detailed sense of place and use this when considering geographical concepts at different scales. Students can now accurately consider the features and interactions that characterise different places, within social, economic, and environmental contexts. At GCSE students are confident in explaining complex processes and concepts, and in doing so, they make use of geographical vocabulary to communicate their ideas effectively. Students will continue to work with a range of geographical information throughout their GCSE. Students can consider the utility of different methods and have a detailed understanding of the whole of the fieldwork and enquiry processes, in both physical and human contexts.		The aim in year 9 is for students to build on their existing knowledge whilst also beginning to think more consistently, like geographers. The content at year 9 allows students to consolidate and deepen much of the knowledge that they have developed so far, before then furthering their understanding. The aim at this stage is for students to be capable of explaining geographical processes clearly, and they should be beginning to understand and analyse interactions between the human and physical worlds. Student's sense of place should be such that they are now comfortable considering geographical concepts at different scales, and our aim is that students should now be able to accurately consider the features and interactions that characterise different places, within social, economic and environmental contexts. In year 9 students should be confident in explaining a number of more complex processes, and in doing so, they should demonstrate good use of geographical vocabulary and an ability to communicate their ideas clearly. Students will continue to work with a range of geographical information, however at this stage, students should begin to consider the utility of different methods, alongside the growth of their understanding around the fieldwork and enquiry process.	Over the course of year 8, the curriculum aims to develop student's locational knowledge, understanding of key geographical concepts and skills. Students will gain a clearer understanding of place and scale through the study of a wider variety of real-life examples within the teaching of key geographical concepts. The physical processes which the students study, develop in complexity, and build on the knowledge covered in year 7. The aim of the curriculum at this stage is for students to make effective use of a broader range of geographical language and to communicate their understanding of places and processes in more detail. We aim for students to begin to recognise and explain geographical concepts within the contexts of both physical and human geography. Students will continue to engage with a broad range of geographical information and the aim is that they gain an understanding of more complex graphs and maps, and in doing so, develop key geographical skills. Their understanding of fieldwork and geographical enquiry will increase; the aim being to deepen student's understanding of the fieldwork process, and to develop their capacity to accurately interpret geographical information.	The curriculum in year 7 aims to introduce some of the fundamental aspects of geography, whilst at the same time, demonstrating to students the breadth of the subject. The curriculum at this stage seeks to build on the locational knowledge and foundational geography that students have covered at Key Stage 2 before then studying, in greater depth, aspects of physical, human, and environmental geography. The curriculum aims to introduce students to the use of maps and atlases. By studying a range of different locations students are also introduced to ideas around place, scale and the contrasting features that exist in different locations. Alongside this, geographical processes and concepts are also introduced within both physical and human geography. The aim in year 7 is for students to start to communicate their understanding of the places and processes that they have studied using some geographical vocabulary to support this. Students will begin to engage with various pieces of geographical information and will also be introduced to the ideas of fieldwork and geographical enquiry. At this stage, the curriculum aims to enable students to understand and complete some key stages of the enquiry process.

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Core knowledge/key concepts	**Physical Landscapes – Rivers** - UK's river landscapes - River processes - Features and landforms along the course of a river - Changes to a river with distance downstream - Causes of flooding - Effects of flooding - Flood management o Locational knowledge o Physical processes – rivers o Erosion, transportation, and deposition o Landforms o Hard and soft engineering o Using OS maps o Case Study knowledge: River Tees **Case study of Nigeria*:*** - Importance and role in the wider world - Development, employment and TNCs - Aid and Quality of Life - Development and the environment	**Changing Economic World** - Defining and measuring development - Population and development – how they change - Reasons for the development gap - Approaches to narrowing the development gap o Locational knowledge o Measuring Development o Classifying countries o Reasons for the development gap o Links between population and development o Employment Sectors o Jobs in countries at different stages of development o Factors affecting quality of life o Impact of human activity – Economic development o Approaches to stimulating development – aid, intermediate technology, FDI, debt relief, microfinance, Fairtrade, free trade, tourism o Multiplier Effect	**Ecosystems** - Features and processes within ecosystems, including TRF - Interdependence within ecosystems and the impact of change - The adaptations of plants and animals in ecosystems, including TRF - Small scale ecosystems in the UK - The location and characteristics of global biomes o Locational knowledge o Factors affecting climate – latitude and atmospheric circulation o Physical processes o Interdependence and biodiversity o Case Study Knowledge: Deforestation in the South East Asian Rainforest **Hot Deserts** - Features of hot deserts - Interdependence and adaptations - Development opportunities and challenges - Desertification – causes and solutions o Locational knowledge	**Settlement** - Types of settlement: size, shape, population, location - Settlement models - Issues and challenges facing cities in the UK. Focus on Sheffield - Issues and challenges facing cities in LICs o Rural and urban o Locational knowledge o Population Density o Factors affecting location o Awareness of local area o Classifying countries o Urbanisation o Counterurbanisation o Sustainability **Volcanoes** - Plate tectonics and different kinds of boundaries - How do volcanoes happen? - Effects of volcanoes and why they can be so different - Responding to volcanoes - Case study – How is Nyiragongo being managed?	**Where are we now?** - Continents, global regions, oceans, global physical features o Locational knowledge **Africa** - Locational knowledge, climate, landscapes, history, and culture o Locational knowledge **Development** - Defining and measuring development - Reasons for different levels of development - Case study on Lesotho – reasons for level of development, what is life like there and how is it changing, how can Lesotho develop? o Measuring development o Classifying Countries o Factors affecting quality of life o Locational knowledge o Reasons for development gap o Approaches to stimulating development – Aid, appropriate technology o Multiplier Effect o Case Study knowledge: Lesotho and South Africa

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	○ Locational knowledge ○ Employment sectors ○ Factors affecting quality of life ○ Interconnected world ○ Approaches to stimulating development ○ Case Study knowledge: Nigeria **The changing UK Economy** - The changes to the UK's economy - Industry and the environment - Changing Rural landscapes - Transport and infrastructure - Regional inequalities - The UK in the wider world ○ Locational knowledge ○ Awareness of local area ○ Jobs in countries at different stages of development ○ Regional inequality ○ Counterurbanisation ○ Approaches to stimulating development – transport infrastructure ○ Interconnected world	**Resource Management** - Global distribution and significance of food, water, and energy - Food, water and energy in the UK - Global water supply - Increasing water supply - Sustainable water use ○ Locational knowledge ○ Sustainability ○ Water Transfer schemes ○ Case Study knowledge: Increasing water supplies and creating sustainable supplies **Natural Hazards** - Defining Hazards ***Tectonic Hazards*** - Plate tectonics - The formation of earthquakes and volcanoes - Effects of tectonic hazards, and how/why they can differ - Living with tectonic hazards - Managing tectonic hazards – prediction and monitoring, protection, planning - Responding to tectonic hazards	○ Interdependence and adaptations ○ Case Study knowledge: Opportunities and Challenges in the Western Desert, USA ○ Impact of human activity - desertification **Asia** - Locational knowledge, climate, landscapes, culture, development, and population - Locational knowledge **Indonesia** - Locational knowledge, features and population distribution - Tectonic Indonesia: why are their volcanoes and how do they affect the lives of the people - Indonesian rainforest: deforestation causes, impacts and sustainable management - Challenges for Jakarta - Should Indonesia move its capital city? ○ Locational knowledge ○ Measuring development ○ Physical processes – Tectonics	○ Plate tectonics ○ Locational knowledge ○ Physical processes - Tectonic ○ Primary and secondary effects ○ Short and long term responses **Globalisation & Industry** - Causes of globalisation and its impacts on our lives - TNCs – how they operate, and their impacts - The effects of Globalisation in countries at different stages of development - What are the different kinds of jobs and why do they change with development? - How have jobs in the UK changed? Focus on Sheffield - Location of different industries - Impact of industry on the environment - Industry and development ○ Locational knowledge ○ Employment sectors ○ Jobs in countries at different stages of development ○ Factors affecting location	**UK Landscapes – Rivers** - The water cycle - Location of UK's major rivers - River features and landforms - Physical processes in rivers - Causes of flooding - Flood management - Effects of flooding in countries at different stages of development - How can fieldwork be used to study rivers? ○ Locational knowledge ○ Physical processes - rivers ○ Erosion, transportation, and deposition ○ Landforms ○ Hard and soft engineering ○ Using OS maps ○ Fieldwork process **Climate Change** - Why is the weather and climate different in different places? - Causes of climate change - Effects of climate change - Responding to and managing climate change

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	Ecosystems - Features, processes an interdependence in ecosystems - The impact of change in ecosystems - Small scale ecosystems in the UK - The location and characteristics of global biomes o Locational knowledge o Factors affecting climate – latitude and atmospheric circulation o Physical processes o Interdependence and biodiversity ***Tropical rainforests*** - Features, adaptations, and interdependence in rainforests - The value of the rainforest - Causes and impacts of deforestation - Sustainable Rainforest management o Locational knowledge o Interdependence and biodiversity o Impact of human activity: deforestation	- Tectonic hazards in countries of contrasting levels of development o Locational knowledge o Plate tectonics o Physical processes – Tectonic o Primary and Secondary effects o Approaches to hazard management - tectonics o Short and Long term responses o Case Study knowledge: Nepal and New Zealand ***Climatic Hazards*** - Atmospheric circulation and the distribution and formation of tropical storms - Effects of tropical storms and how they may change with climate change - UK Weather hazards - Managing climatic hazards – prediction and monitoring, protection, planning o Locational knowledge o Physical processes – atmospheric circulation o Primary and Secondary effects o Approaches to Hazard management – climatic hazards	o Impact of human activity - deforestation o Sustainability o Case Study Knowledge: Indonesia and Jakarta **UK Landscapes – Coasts** - Different types of wave - Coastal features and landforms - Physical processes at the Coast - Coastal management - Example of a UK coastline and how it is managed o Locational knowledge o Physical processes - coasts o Erosion, transportation, and deposition o Landforms o Hard and soft engineering o Using OS maps o Case Study knowledge: Holderness Coast	o Awareness of local area o Using OS Maps o Impact of Human activity – industry o Sustainability **UK Landscapes – Glaciation** - Define glacier and locate glacial regions – globally and in the UK - Glacial features and landforms – contrast with river landforms around Sheffield - Threats to glacial areas - Locational knowledge o Physical Processes - Glaciation o Erosion, transportation, and deposition o Landforms	- How to live sustainably - Fieldwork study on sustainability around school o Factors affecting climate - latitude o Locational knowledge o Fossil fuels o CO2 emissions o The greenhouse effect o Terms human and physical o Terms economic, social, and environmental o Impact of Human activity – use of fossil fuels o Sustainability o Fieldwork process

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	○ Case study knowledge: Deforestation in South East Asian Rainforest ○ Sustainability ***Hot Deserts*** - Features, interdependence, and adaptations - Development opportunities and challenges - Desertification – causes and solutions ○ Locational knowledge ○ Interdependence and biodiversity ○ Case study knowledge: Opportunities and challenges in the Western Desert ○ Impact of human activity: desertification **Physical Landscapes – Coasts** - Different types of wave - Coastal features and landforms - Physical processes at the Coast - Coastal management - Example of a UK coastline and how it is managed ○ Locational knowledge	○ Short and long term responses ○ Case Study knowledge: Typhoon Haiyan, Somerset Floods ***Climate Change*** - Evidence for a changing climate - Causes and effects of climate change - Approaches to managing climate change – mitigation and adaptation ○ Locational knowledge ○ The greenhouse effect ○ Approaches to hazard management – climate change ○ Sustainability **Urban Issues** - Reasons for urbanisation and the emergence of megacities - Rates of urbanisation in countries at different stages of development ○ Urbanisation ○ Rates of Urbanisation ○ Natural Increase ○ Locational knowledge	**Physical Geography Fieldwork** - Introduction to the enquiry - Data collection preparation - Data presentation and analysis - Evaluation of fieldwork process ○ Locational knowledge ○ Fieldwork process		

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	○ Physical processes – coasts ○ Erosion, transportation, and deposition ○ Landforms ○ Hard and soft engineering ○ Using OS maps ○ Case Study knowledge: Holderness Coast	**Case Study: Urban Change in NEEs/LICs – Rio** - Location of Rio and the city's importance - Opportunities and challenges created by urban change (social, economic, and environmental) - Managing the growth of squatter settlements and improving the lives of those who live there ○ Locational knowledge ○ Urbanisation ○ Rates of urbanisation ○ Factors affecting quality of life ○ Impact of human activity: rapid urbanisation and economic development ○ Natural Increase ○ Approaches to stimulating development: Improving squatter settlements ○ Case Study knowledge: Rio **Case Study: Urban Change, UK – Sheffield** - Location of Sheffield and the city's importance - Opportunities and challenges created by urban change (social, economic, and environmental) - Impacts of urban regeneration			

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		○ Awareness of local area ○ Locational knowledge ○ Deindustrialisation ○ Regional Inequality ○ Urban Sprawl ○ Approaches to stimulating development: Urban regeneration ○ Case Study knowledge: Sheffield **Human Geography Fieldwork** - Introduction to the enquiry - Data collection preparation - Data presentation and analysis - Evaluation of fieldwork process ○ Locational knowledge ○ Fieldwork process			
Skills and knowledge developed	• Consistently detailed explanations for all styles of exam questions • Detailed analysis of contrasting views • Consistently accurate use of geographical vocabulary • Detailed use of relevant examples • Detailed evaluation of graphs, statistical data and fieldwork techniques for both human and physical geography, including detailed justification for methods used	• Consistently detailed explanations including more complex exam questions • Detailed analysis of contrasting views • Consistently accurate use of geographical vocabulary • Detailed use of relevant examples • Makes clear links between different areas • Clear evaluation of graphs, statistical data and fieldwork techniques including detailed	• Detailed explanations • Clear analysis of contrasting points of view • Accurate use of geographical vocabulary • Clear use of relevant examples • Begins to make links between different areas • Clear evaluation of graphs and statistical data • Can make a clear justification for data collection methods used in	• Detailed descriptions • Clear explanations • Basic analysis of contrasting views • Develops accurate use of geographical vocabulary • Basic use of relevant examples • Can use a growing range of graphs and maps (drawing and interpreting) • Can understand explain data collection techniques used in fieldwork and can make basic justification for methods used.	• Clear descriptions • Basic explanations • Identifies advantages and disadvantages of different geographical ideas • Beginning to use geographical vocabulary accurately • Can use a limited range of graphs and maps (drawing and interpreting) • Basic fieldwork skills developed: simple data collection and data

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	• Makes detailed links between different topic areas	justification for methods used. This is done through students human fieldwork. • The GCSE topics build on the KS3 curriculum, allowing students to deepen their understanding and apply this to more complex concepts. For example, the topic of settlement is developed to consider how urban and rural areas change over time as a country develops. • Students are taught to make connections not just between the human and physical concepts, but between different topics. For example, looking at the reasons why Nigeria has a different level of development compared to the UK requires detailed knowledge of different areas. • As a subject geography is dynamic and students appreciate that the changes occur at varying rates and are impacted by different factors. For example, by studying the rate of urbanisation between HICs and LICs. • The use of real-life examples is an integral to the study of Geography. Student's locational knowledge is developed through the study of places such as Rio, the UK and Las Vegas.	fieldwork and can make a basic evaluation of their enquiry • Knowledge of the physical processes of erosion and deposition is built upon through the study of coasts. By studying ecosystems students understand different factors which impact our landscapes. • The study of globalisation builds on the topics of development and industry and helps students to understand how the UK is impacted by and connected to the wider world. • The Indonesia topic allows students to make connections to different areas of geography previously studied such as tectonics, ecosystems, and development. Students also develop their understanding of how human and physical factors are interconnected for example through studying of why people live near volcanoes. • The study of Asia and Indonesia, alongside other real-life examples further develops student's locational knowledge.	This is done through a field visit to Castleton. • Students' knowledge of physical processes is built upon through the study of glaciation. • By studying development students gain an understanding of how countries develop at varying rates and how both human and physical factors impact this. This knowledge is developed further with the later industry topic. Aspects of these topics build upon knowledge taught in the settlement topic. • Students learn about physical and human changes which occur over different timescales through the study of tectonics, glaciation, development, and industry. • Students develop and understanding of how the physical and human factors interlink for example, through the study of the factors affecting development. • Locational knowledge is developed through the use of real-life examples including a detailed study of Lesotho	presentation. This is done through onsite fieldwork. • Understanding of physical processes is introduced through the rivers topic • Students learn about changes which occur over a range of scales through the study of urban models, fluvial processes, and climate change • The key concept of sustainability is introduced in both settlement and river flooding and built on through the climate change topic. • Locational knowledge is developed through the use of real-life examples including a detailed study of Sheffield
Wider curriculum links to CC/SMSC/PD and CEIAG	• English (Developing literacy skills) • English (reading opportunities and development of key vocabulary)	• English (Developing literacy skills) • English (reading opportunities and development of key vocabulary)	• English (Developing literacy skills) • English (reading opportunities and development of key vocabulary)	• English (Developing literacy skills) • English (reading opportunities and development of key vocabulary)	• English (Developing literacy skills) • English (reading opportunities and development of key vocabulary)

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	• Maths (application of maths, stats and graph skills) • Science (impact of climate on food and water) • Science (physical processes) • Science (Ecosystems) • Science (global atmospheric circulation) • History (use of sources) • SMSC (Rio and Sheffield – impact of industrial change and effect on quality of life) • SMSC (development of empathy) • British values – respect and tolerance • SMSC (developing understanding of and respect for different cultures) • SMSC (consideration of impact of migration and highlights importance of diversity) • SMSC (cultural capital developed via greater awareness of locations and use of examples) • SMSC (opportunities to explore moral/ethical issues)	• Maths (application of maths, stats and graph skills) • Science (natural hazards) • Science (global atmospheric circulation) • Science (causes of climate change; development of fossil fuels) • Science (physical processes) • History (use of sources) • SMSC (development of empathy) • British values – respect and tolerance • SMSC (developing understanding of and respect for different cultures) • SMSC (Cultural capital via political awareness of EU and Nigeria/changing role of Africa) • British values – influence of citizens on decision making • SMSC (cultural capital developed via greater awareness of locations and use of examples)	• Maths (application of maths, stats and graph skills) • Science (physical processes) • Science (Ecosystems) • Science (global atmospheric circulation) • History (use of sources) • History (development and population trends in Asia) • SMSC (development of empathy) • British values – respect and tolerance • SMSC (developing understanding of and respect for different cultures) • SMSC (global change and globalisation – including all associated issues) • SMSC ('Global citizens' and awareness of poverty and charity) • SMSC (Greater awareness of different cultures and religions) • SMSC (TNCs and their impact, including ideas of exploitation)	• Maths (application of maths, stats and graph skills) • Science (Natural hazards; physical processes) • History (use of sources) • History (development over time; understanding of colonialism and its impact in terms of development; changes to industry in the UK) • History (development of national parks) • SMSC (developing understanding of and respect for different cultures) • SMSC (cultural capital developed via greater awareness of locations and use of examples) • SMSC (development of empathy) • British values – respect and tolerance • SMSC (trends around population and development) • SMSC (value of democracy) • SMSC (aid and its impact)	• Maths (application of maths, stats and graph skills) • History (use of sources) • History (growth and development of settlements) • Science (physical processes) • Science (causes of climate change; development of fossil fuels) • SMSC (developing understanding of and respect for different cultures) • Science and SMSC (awareness of climate change and sustainability as a global issue) • SMSC (cultural capital developed via greater awareness of locations and use of examples) • SMSC (development of empathy) • British values – respect and tolerance • SMSC ('Global citizens' and responsibility – engaging in positive action by writing to headteacher and PM about climate change and sustainability)

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	• SMSC (broader awareness of sustainability as a concept) • CC (Fieldwork visit to Fox Valley) • PD – Assess their own strengths and areas for development, and act upon feedback	• SMSC (opportunities to explore moral/ethical issues) • SMSC (value of democracy) • SMSC (broader awareness of sustainability as a concept) • CC (Fieldwork visit to Mappleton, Lake District trip) • PD – Assess their own strengths and areas for development, and act upon feedback	• SMSC (opportunities to explore moral/ethical issues) • SMSC (cultural capital developed via greater awareness of locations and use of examples) • SMSC (broader awareness of sustainability as a concept) • CC (visit from RGS ambassadors) • PD – At upon feedback	• SMSC ('Global citizens' and awareness of poverty and charity) • SMSC (opportunities to explore moral/ethical issues) • SMSC (broader awareness of sustainability as a concept) • CC (Work outside the classroom via fieldwork project and visit to Castleton) • PD – At upon feedback	• British values – influence of citizens on decision making • SMSC (opportunities to explore moral/ethical issues) • CC (Work outside classroom via fieldwork project) • PD – At upon feedback