

KS1 and 2: Knowledge and Skills

- ✓ Knowledge of places – including terrestrial and marine
- ✓ Understand processes involved in forming human and physical features
- ✓ Fieldwork Skills

National Curriculum Content

1. Locational knowledge and deeper awareness of Africa, Russia, Asia and the Middle East, including polar and hot deserts
2. Key physical and human characteristics of countries and major cities
3. Place knowledge of Africa and Asia through physical and human processes
4. Physical geography related to geographical timescales

5. Physical Geography Content

- 5.1 Plate tectonics
- 5.2 Rocks, weathering and soil
- 5.3 Weather and climate
- 5.4 Glaciation
- 5.5 Hydrology
- 5.6 Coasts

6. Human Geography Content

- 6.1 Population
- 6.2 Urbanisation
- 6.3 International development
- 6.4 Economic Activity
- 6.5 Natural resources

GHS Key Stage 3 Geography Curriculum Journey

Y7

Autumn 1 Enquiry: Is the world becoming a plastic soup?	Autumn 2 Enquiry: Why is Britain's weather becoming more extreme?	Spring 1 Enquiry: Is India the world's most diverse country?	Spring 2 Enquiry: Why is the shape of the UK changing?	Summer 1 Enquiry: Why is CO2 the enemy?	Summer 2 Enquiry: Why are there seven worlds in one planet?
<p>Key concepts: Causes of plastic pollution, SEE impacts on marine and land ecosystems, solutions to plastic pollution.</p> <p>Skills: Literacy, Oracy, Presentation, Independent study, analysing resources and applying understanding</p>	<p>Key Concepts: weather, climate, weather processes, social and economic of weather events, extreme weather and the link to climate change.</p> <p>Skills: Sequencing atmospheric processes, analysing SEE impacts, application of knowledge to wider global issues</p>	<p>Key Concepts: Biomes, Climate, Development of India, Inequality, Population, Geological Processes</p> <p>Skills: evaluation, graphacy, empathy, respect, synoptic links between geological processes and economy plus physical landscapes and development</p>	<p>Key concepts: Physical processes, sequencing of coastal landforms, processes of erosion and weathering, coastal management</p> <p>Skills: Sequencing physical processes and formations, evaluating coastal management techniques, analysing SEE and cost-benefit analysis.</p>	<p>Key concepts: Climate change, causes of CC and mitigating CC through alternative energies, evaluation the UK's efforts to reduce CO2, climate change as a political issue.</p> <p>Skills: Evaluation of renewable energies, assess ways to reduce CC, comparison across local and global scales</p>	<p>Key concepts: Biomes, ecosystems, interaction between humans & the physical landscape, SEE impact on physical world and 12 years to save planet Earth.</p> <p>Skills: Literacy, presentation, independent study, research, applying knowledge to make a judgement through evaluation, explanation of the Earth's natural differences</p>
NC Link: 5.5, 5.6	NC Link: 1, 5.3, 6.3	NC Link: 1, 2, 3, 4, 5, 6	NC Link: 4, 5.3, 5.6, 6.1, 6.4	NC Link: 5.3, 6.1, 6.3, 6.5	NC Link: 1, 2, 3, 4, 5.2, 5.3, 5.5, 6.5

Summer 2 Enquiry: Should we go to Jamaica on holiday?	Summer 1 Enquiry: How do rivers shape the land?	Spring 2 Enquiry: Why should we watch the news?	Spring 1 Enquiry: Is our population a ticking time bomb?	Autumn 2 Enquiry: Why is the world a ticking tectonic time bomb??	Autumn 1 Enquiry: Why is starvation still relevant today?
<p>Key concepts: Economic development through tourism and SEE advantages and disadvantages of tourism, management of tourism e.g. eco-tourism.</p> <p>Skills: Independent work, research based work to inform decision making skills and consideration of sustainability of tourism in an NEE.</p>	<p>Key concepts: Physical processes, sequencing of fluvial landforms, processes of erosion and weathering, flood management</p> <p>Skills: Sequencing physical processes and formations, evaluating flood management techniques, analysing SEE and cost-benefit analysis.</p>	<p>Key concepts: Current topical issues linked to human and physical geography, SEE and political geography.</p> <p>Skills: Acquisition of knowledge, and being able to assess how current news issues will impact on the interaction between the human and natural world.</p>	<p>Key concepts: Evaluating human impact on key resources, pro-natal and anti-natal population policies, causes and SEE impacts of migration.</p> <p>Skills: Recognising pressure of population, through graphacy and evaluating pro and anti-natal policies.</p>	<p>Key concepts: Sequencing of natural processes and their result in hazards, recognise SEE impacts of tectonic hazards, make links to economic development and consider hazard management.</p> <p>Skills: Sequencing of physical processes, applying knowledge on physical outcomes, economic development to determine the level of SEE impact and evaluate hazard management strategies.</p>	<p>Key concepts: Economic geography, categorisation of countries, assessing the countries development, SEE solutions to inequality.</p> <p>Skills: Application of knowledge, demonstrating cultural empathy, able to recognise inequality, evaluate sustainable solutions to address global inequality.</p>
NC Link: 2, 5.6, 6.3, 6.4	NC Link: 1, 2, 3, 4, 5.2, 5.3, 5	NC Link: 1, 2, 3, 4, 5, 6	NC Link: 1, 3, 6	NC Link: 1, 2, 3, 4, 5.1	NC Link: 1, 2, 3, 5.3, 6




Throughout Y7, pupils are acquiring knowledge and skills that mean they gain an understanding into how the natural and human world interact and this is start of their journey as a global citizen.

Y8





GHS GCSE Geography Curriculum Journey

Y9



Autumn 1 & 2: Unit 1 – Living with the physical environment – Section A: The challenge of natural hazards	Spring 1 & 2: Unit 2 - Challenges in the human environment – Section A: The urban world	Summer 1: Unit 1 – Physical landscapes in the UK – Coastal landscapes	Summer 2: Issue evaluation – 2020 pre-release
 <p>Content: Natural hazards, Tectonic hazards, weather hazards and climate change</p> <p>Case studies: Nepal earthquake, Chile earthquake, Typhoon Haiyan and Somerset Levels flood</p>	  <p>Content: The urban world, urban change in the UK and sustainable urban development</p> <p>Case Studies: urban growth– Rio, urban change – Manchester and sustainable living - Freiburg</p>	<p>Content: Coastal landscapes</p> <p>Case Studies: Landforms along the Swanage Coast and Managing coast – Lyme Regis</p>	<p>Rationale – equip pupils with the skills required to recognise the synoptic link between physical and human Geography. Utilising resources to evaluate human actions and to consider the concept of sustainability during a decision-making process.</p>

Skills transfer: Year 9 -10
 Acquiring knowledge and using examples through case studies to embed a higher level of precision. Our Geographers are encouraged to make use of current affairs to enrich their development of knowledge.
 Our Geographers are encouraged to think synoptically so they can understand the links between the human and natural world. We foster an ethos in our geographers where they are constantly assessing and evaluating human management strategies to ensure sustainability, whereby they consider social, economic and environmental factors in order to substantiate their opinions.

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Summer 2: Issue evaluation – 2020 pre-release	Spring 2 - Summer 1 – Unit 1 – Physical landscapes in the UK – river landscapes	Autumn 2 – Spring 2: Unit 1 – Living with the physical environment – Section B: The living world	Autumn 1 & 2: Unit 2 – Challenges in the human environment - Section C - Resource Management
<p>Rationale – equip pupils with the skills required to recognise the synoptic link between physical and human Geography. Utilising resources to evaluate human actions and to consider the concept of sustainability during a decision-making process.</p>	<p>Content: River landscapes</p> <p>Case Studies: Landforms along the River Tees, flood management at Banbury</p>	<p>Content: Ecosystems, Tropical rainforests and cold environments</p> <p>Case Studies: UK pond, deforestation in Malaysia and Svalbard</p>	  <p>Content: Resource management, Food management</p> <p>Case Studies: Indus Basin Irrigation System and sustainable food supplies, Makueni</p>
<p>Human Geography fieldwork in Year 10: Manchester City and Etihad Stadium. Use of fieldwork skills to analyse and evaluate the regeneration of East Manchester</p>			

Y10

Autumn 1 – 2 Unit 2 – The changing economic world	Spring 1 - 2 - Unit 3 – Geographical application and skills	Summer 1: Revision of all prior learning
 <p>Content: The development gap, NEEs and the changing UK economy</p> <p>Case Studies: NEE: Nigeria and the changing UK economy</p>	 <p>Content – Issue evaluation, fieldwork skills and geographical skills</p> <p>Case Studies: NEE: Nigeria and the changing UK economy</p>	<p>Content: All</p>
<p>Physical Geography fieldwork in Year 11: Pennington Flash pond and wetland. Use of fieldwork skills to analyse and assess human impacts on natural landscapes</p>		

Y11

A Level Geography
 Geology
 Environmental Science
 Travel and Tourism
 Leisure and Tourism

