

"Inspiring learning, unlocking potential, achieving success."

Curiosity | Aspiration | Resilience | Readiness



Geography Faculty Curriculum Overview

	Autumn	Spring	Summer
	Local and Global Geography	Africa	Weather and Climate
Y7	<p>Enquiry Question: How do humans affect local and global geography?</p> <p>End Point: For students to have a strong grasp of the map skills using the local area. This will be contrasted with global issues of climate change and plastic in the ocean affecting the whole planet.</p> <p>Area of knowledge: understanding of how human and physical processes interact to influence landscapes, OS map knowledge, GIS knowledge, fieldwork and fieldwork knowledge.</p> <p>Builds on: Local studies in KS1 and 2. Geographical and scientific knowledge</p> <p>Links to: Africa – squatter settlements and lack of rubbish collection, plastics getting into water ways Weather and climate – changing climate across the world due to human activity Rainforests – deforestation of rainforests and the reasons for it, loss of biodiversity in the rainforests Development – cash for rainforest protection Rivers – plastic pollution in rivers and oceans Hazards – increased frequency of weather hazards as a result of climate change Urban Issues – squatter settlements and the pollution caused by unregulated industries Glaciation – World wide glacial retreat is strong evidence for climate change</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p>	<p>Enquiry Question: Why is Africa relevant to the world?</p> <p>End Point: Students should develop contextual knowledge of the human and physical geography of Africa. They should extend their location knowledge and deepen their spatial awareness of the continent.</p> <p>Area of knowledge: understanding of how human, physical and historical processes interact to influence landscapes, GIS knowledge and skills,</p> <p>Builds on: Geographical knowledge and skills from the previous topic, especially using longitude and latitude, grid references, analysis of maps and photographs and climate graphs.</p> <p>Links to: This topic interestingly has links with every single other topic in Ks3 geography: Glaciation - Glacier on Mt Kilimanjaro, Hazards - tectonic margins Rift Valley, Weather – especially extremes, desert heat/drought, Rainforests – biodiversity, Development – poverty, Fairtrade, Urban Issues – rapid urbanisation - slums, Rivers - Nile Global geography - environmental issues.</p> <p>Links to Ks4 topics – A general foundation of geographical knowledge which is beneficial for KS4 topics.</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p>	<p>Enquiry Question: How does weather work and how does it affect us?</p> <p>End Point: Students should understand the processes that give rise to the many different weather related features. Students will understand the interaction between human and physical processes.</p> <p>Area of knowledge: understanding what drives weather in the UK specific physical processes, interconnection of natural phenomena such as rain can cause such problems for humans – E.g. floods. Introduces new skills – synoptic charts and satellite photographs.</p> <p>Builds on: the hydrological cycle Ks1+2, skills (grid references, analysing photographs and graphs)</p> <p>Links to: Rainforests – extremely rainy climate, Africa – desert climate, rainforest climate, early formation of hurricanes over Africa Development – physical reasons for famine, Rivers – relationship between rain and floods, Hazards – hurricanes, floods, Global geography – reasons for different biomes. Almost all Ks4 topics. Urban Issues – Weather hazard risk is increased by urbanisation Glaciation – Climate change is causing glaciers around the world to retreat – glaciers require a very cold climate with lots of snow to form. Links to Ks4 topic of The Challenge of Natural Hazards.</p> <p>Fieldwork link – At the end of each year there is a geography enquiry which develops students’ field work skills as they build on the knowledge of the previous year. This links to the 2 field work opportunities at Ks4.</p> <p>Fieldwork opportunity: Microclimate enquiry conducted on school site.</p>

	<p>Tier 3 Vocabulary:</p> <p>Longitude, latitude, contour lines, relief, OS Map Symbols, carbon dioxide, greenhouse gasses, biodegradable, climate graph, atmosphere,</p>	<p>Drought, famine, Horn of Africa, Agriculture, Colonialism, Empire, HIC, LIC, NEE, biome, Rift Valley,</p>	<p>Assessed by:</p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Precipitation, convectional rainfall, frontal rainfall, relief rainfall, condensation, evaporation, hurricane, tornado, synoptic chart, satellite photo,</p>
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	Autumn	Spring	Summer
Y8	Rainforests	Development	Rivers
	<p>Enquiry Question: Why are rainforests so important to the planet?</p> <p>End Point: To understand the processes involved in maintaining the rainforest biome. Develop knowledge of rainforest's location, physical characteristics and the ways that humans interact with them.</p> <p>Area of knowledge: This topic deals with the causes, effects and solutions to deforestation, as well as studying their location, structure and biodiversity, using a case study of the Amazon.</p> <p>Builds on: Skills such as analysing climate graphs, maps and photos to compare data which were introduced in Y7 are developed further. Builds on significant building blocks of knowledge from Y7 – Local and Global Geography (Autumn Term) Africa (Spring Term) and Weather (Summer Term)</p> <p>Links to:</p> <p>Environmental Global Geography – Deforestation is a paramount global issue that affects us all.</p> <p>Africa – Vast areas of Africa are covered in rainforests</p> <p>Weather and climate – Rainforests embody the science behind the water cycle, with convectional rainfall every single day. It is impossible to study rainforests without studying their climate.</p> <p>Development – The resources that come from rainforests are vast and contribute to the development of LICs and NEEs. Examples include – timber, mining for gold and other minerals, hydroelectric dams and farming.</p> <p>Rivers – Rainforest areas have large swollen rivers for example the Amazon due to the enormous quantities of rain.</p>	<p>Enquiry Question: Why are there rich and poor countries in the world?</p> <p>End Point: Students should gain knowledge and understanding of the interaction between rich and poor countries and systems of trade that operate globally.</p> <p>Area of knowledge: This topic introduces students to global concepts such as world trade, TNCs, exploitation, child labour, and the causes, effects and solutions to global inequalities.</p> <p>Builds on: Knowledge about diverse places, people, resources and natural and human environments interacting with each other. (Africa – Y7 Spring term) Continues to expand students' minds about the awesomeness of the world. It was important to lay the foundation of Y7 plus the rainforest topic (Autumn – Y8) for students to revisit and understand more challenging concepts of</p> <p>Links to:</p> <p>Environmental Global Geography –</p> <p>Rainforests – Many LICs and NEEs in need of development are located between the tropics. Brazil for example is using its rainforests to develop its economy through – logging, mining, dams, charcoal, and farming.</p> <p>Africa – Kibera slum in Nairobi Kenya</p> <p>Weather and climate – Physical reasons such as drought which cause famine are reasons why some countries are poorer than others</p> <p>Rivers – Historically rivers have provided a transport route far inland into previously inaccessible locations in Africa and Asia bringing commerce both good and bad – trade but also slavery.</p> <p>Hazards – Volcanoes provide fertile land which has historically attracted people to settle and build cities.</p>	<p>Enquiry Question: How do rivers work and why is this relevant today?</p> <p>End Point: Students must understand river processes, river landform formation and interaction of humans with rivers.</p> <p>Area of knowledge: Rivers are important to the earth's natural systems of the hydrological cycle and to humans for drinking water, transport, industry and leisure. How they work, their processes, their floods and effects on humans are all part of this unit where students learn the relevance and significance of rivers today.</p> <p>Builds on: The 5 previous topics all have aspects that this topic builds on. Locally the river Wear has been studied in Y7, In the Africa topic the Nile river has been mentioned, Weather introduces the water cycle which is central to understanding rivers. Rainforests – especially the Amazon - have rivers which build on weather again.</p> <p>Links to:</p> <p>Environmental Global Geography – Pollution of rivers with plastic, toxic waste, sewage and over irrigation.</p> <p>Africa – The Nile river and drainage basin</p> <p>Weather and climate – relationship between water cycle and drainage basins</p> <p>Development – Clean drinking water – wells – intermediate technology, Hydroelectric dams – foreign investment</p> <p>Rainforests – The Amazon river and drainage basin</p> <p>Hazards – Flooding</p>

	<p>Hazards – Hurricanes begin in tropical areas of the world, due to huge evaporation of water from oceans. Rainforests are also located in these regions between the 2 tropics.</p> <p>Urban Issues – Population pressure is eased in NEEs (E.g. Brazil) by moving slum dwellers by the thousand into rainforest areas.</p> <p>Links directly to Ks4 topic The Living World.</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Curvature of the earth, convectional rainfall, equatorial, topic, tropics, tropical, Tropic of Cancer, Tropic of Capricorn, biodiversity, deforestation, adaptation, emergent, canopy, under canopy, forest floor, buttress roots, drip tips, lianas,</p>	<p>Urban Issues – Push and Pull factors</p> <p>Glaciation – Tourism in glaciated areas links with tourism in poor countries bringing added income and employment to the area.</p> <p>Links directly to Ks4 The Changing Economic World topic.</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by:</p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Child labour, development indicator, infant mortality, Human Development Index, birth rate, death rate, Fairtrade, foreign investment, aid, international trade, global inequalities, World Bank, IMF,</p>	<p>Urban Issues – Urban areas have always developed along rivers, especially navigable ones where land is flat for farming and urbanisation</p> <p>Glaciation – Misfit streams exist in the bottom of glacial troughs</p> <p>Fieldwork link – At the end of each year there is a geography enquiry which develops students’ field work skills as they build on the knowledge of the previous year. This links to the 2 field work opportunities at Ks4.</p> <p>Links directly to Ks4 Physical Landscapes of the UK topic.</p> <p>Fieldwork opportunity: River fieldwork to Biddick Burn – Changing Width, depth and sediment size enquiry. Short walk off site.</p> <p>Assessed by:</p> <p>Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Meander, ox-bow lake, waterfall, gorge, erosion, deposition, thalweg, attrition, abrasion, hydraulic action, solution, saltation, suspension, traction, flood plain zoning, soft engineering, hard engineering, flood defences, reservoir,</p>
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	Autumn	Spring	Summer
Y9	<p>Hazards</p> <p>Enquiry Question: Why and how are people affected by hazards?</p> <p>End Point: Students must be able to describe & explain the earth’s processes that produce tectonic hazards and explain and evaluate the effects and responses to them. Students are required to have mastered certain geographical skills by Y9 such as sketching photographs and OS map skills.</p> <p>Area of knowledge: Plate tectonic theory, earthquakes, volcanoes and tsunamis causes, effects and management strategies. Skills – Grid references, graph, photo and map interpretation and analysis.</p> <p>Builds on: Having completed 2 years of geography at Biddick Academy students should be equipped with knowledge and skills of geographical processes and the interaction between the human and physical so that they are prepared to tackle the subject content.</p> <p>Links to:</p> <p>Environmental Global Geography –</p> <p>Africa – Rift Valley – Africa is splitting apart</p> <p>Weather and climate – Volcanic eruptions like Krakatoa caused volcanic winters across the world.</p>	<p>Urban Issues</p> <p>Enquiry Question: What is so important/significant about cities?</p> <p>End Point: Students must be able to recall definitions of urbanisation and explain the current state of urbanisation globally, differentiating between HICs, LICs and NEEs. Students are required to have mastered certain geographical skills by Y9 such as grid references, land-use identification and interpreting data from a graph.</p> <p>Area of knowledge: Push and pull factors, causes, effects and solutions to urbanisation, differences of urban change in HICs and LICs, sustainable cities. Skills – Grid references, graph, photo and map interpretation and analysis.</p> <p>Builds on: An understanding of urban areas in poorer parts of the world, studied in the Africa topic and Hazards. The key geographical map skills and analysis skills will be built upon with more advanced challenges appropriate to individuals’ capabilities.</p> <p>Links to:</p> <p>Environmental Global Geography – sustainable cities, how cities have and do pollute the environment.</p>	<p>Glaciation</p> <p>Enquiry Question: How did ice form glaciated landscapes and why is it relevant today?</p> <p>End Point: Students must be able to explain the processes operating in glacial landscapes, explain the formation of glacial landforms and evaluate the land-use in a specific case study – the Lake District.</p> <p>Area of knowledge: First GCSE topic – Processes operating, Landforms resulting, uses of landscape by humans evaluated. Skills – sketching, grid references linked with land-use, landforms, height and relief, photo annotation, analysing graphs.</p> <p>Builds on: Understanding of physical geographical processes and the interaction of humans with the landscapes that are produced. Skills now at highest level for Ks3 – using cumulative knowledge to synthesise</p> <p>Links to:</p> <p>Rivers – Physical processes – such as abrasion</p> <p>Urban Issues – glacial areas are generally sparsely populated,</p> <p>Hazards – Avalanches, climate change (retreating glaciers)</p> <p>Development – Glaciated areas tend to be more developed, air pollution from industry causing glacial retreat,</p>

<p>Development – Tectonic hazards mainly hamper development, bringing poverty, death and disease. However there are some examples of countries with major tectonic threats such as USA and Japan that have overcome these.</p> <p>Rivers – Mt St Helens Lahars wiping out bridges, villages and killing animals and humans in its path.</p> <p>Urban Issues – Major urban areas have grown in locations where there are hazards such as Mt Vesuvius where Naples population is 3 million within 5 miles of the hazard.</p> <p>Glaciation – Glaciers melt when volcanoes erupt (Mt St Helens), earthquakes cause avalanches (Nepal 2015)</p> <p>Links directly to Ks4 Challenge of Natural Hazards</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by: Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Convection currents, crust, mantle, inner core, outer core, plate tectonics, Pangaea, continental drift, oceanic plate, continental plate, subduction, epicentre, focus, seismic waves, seismometer, seismograph, lahar, pyroclastic flow, tsunami, asphyxiation,</p>	<p>Africa – Urbanisation in HICs (many in Africa) is caused by push and pull factors. Slums spring up such as Kibera in Nairobi in Kenya. Causes, effects and solutions are discussed.</p> <p>Weather and climate –</p> <p>Development – Kibera slum issues relating to the rapid urbanisation of the city.</p> <p>Rivers – Flood hydrographs are linked with urbanisation and the increase of flooding due to the urban landscape.</p> <p>Hazards – Urban areas increase the risk of hazards as highly populated cities increase the amount of people that would be affected by a hazard. For example the large conurbations in California will be affected if an earthquake strikes.</p> <p>Glaciation – Glaciated landscapes in the UK are either National Trust or protected for wilderness areas and therefore have strict building controls on the expansion of urban areas.</p> <p>Links directly to Ks4 Urban Issues and Challenges</p> <p>Fieldwork opportunity: N/A</p> <p>Assessed by: Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Squatter settlement, favela, rural urban migration, natural increase, urbanisation, mega city, push and pull factors, HIC, LIC, NEE, sustainable, urban planning, brownfield site, greenfield site, CBD, inner city, suburbs, rural urban fringe, greenbelt, commuter settlement,</p>	<p>Weather – global warming, the Ice Age,</p> <p>Africa – Mt Kilimanjaro has a glacier,</p> <p>Global Geography – polar + tundra biomes. Ks4 topics.</p> <p>Links directly to Ks4 Physical Landscapes in the UK</p> <p>Fieldwork link – At the end of each year there is a geography enquiry which develops students’ field work skills as they build on the knowledge of the previous year. This links to the 2 field work opportunities at Ks4.</p> <p>Fieldwork opportunity: Field trip to the Lake District – To what extent is Grasmere a Honey Pot Site?</p> <p>Assessed by: Ongoing formative questioning and feedback, low stakes knowledge recall testing (starters), skills assessment, extended writing assessment, Mid-term check-ups - peer check and challenge of knowledge accuracy and teacher assessment of end of unit assessment.</p> <p>Tier 3 Vocabulary:</p> <p>Ice coverage, ice age, plucking, abrasion, freeze thaw weathering, transportation, deposition, erosion, glaciated upland area, corrie, tarn, arête, pyramidal peak, hanging valley, truncated spur, glacial trough, drumlin, moraine, terminal moraine, lateral moraine, ground moraine, medial moraine, erratic, second home ownership, agriculture, arable farming,</p>
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