

Geography Curriculum Overview

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Sustainably	Our United Kingdom	River Processes and Landscapes	Our Developing World		Fieldwork
Topic Objectives	Evaluating the importance of our world being socially, economically and environmentally sustainable.	Exploring the diversity of the UK landscape and Population.	Exploring the course of the river and understand its landforms, opportunities and challenges.	Assessing the causes and consequences of uneven development.		Evaluating if Fareham Academy is environmentally friendly.
Acquired Knowledge/ Skills	Explain the possibilities surrounding the demise of the Rapanui tribe. Create a range of methods to improve standards of living in a squatter settlement and justify their effectiveness. Justify different stakeholders' point of view when building a hydroelectric dam.	Studying the range of landscapes in the UK while using contour lines. Evaluating whether the north south divide will always exist within the UK. Assessing the importance of Portsmouth. Assessing the impact of migration.	Explaining the Hydrological cycle. Explaining how waterfalls and gorges develop over time. Assessing the extent rivers are important. Studying Victoria falls and applying map skills to the area.	Explaining why the world is economically unequal. Explaining how development is measured. Assessing the greatest cause of the development gap. Assessing the effectiveness of aid and trade in reducing the development gap.		Using GIS to manipulate primary data to facilitate an analysis, conclusion and evaluation of our enquiry. Data collection location of bins, environmental quality survey and wasted electricity Data presentation bar graph, radial graph, dot map and proportional symbols.
Assessments	Learning Review	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment		Write-up of the Fieldwork Enquiry

Other Links (e.g. SMSC, FBV, Greener Curriculum)	(FBV) (GC) Democratic voting, tolerance of other stakeholders and deforestation. (GC) Impact of tourism on Mount Everest. (GC) Ecocide on Easter Island.	(FBV) Tolerance of others and indivial liberty through migration.	(GC) Causes of flooding.	(FBV) Corruption of governments. (SMSC) Cultural connections with LICS.	(GC) Environmental quality survey of the school.
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Geography Curriculum Overview

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Asia and the Middle East	Our Warming Planet	Population	Cold Environments		Fieldwork
Topic Objectives	Assess the extent that Asia is developing into a global economic superpower.	Evaluate the impacts of climate change and how it can be managed.	Explain how a country's economy and population changes overtime.	Explain how cold environments have shaped our human and physical world.		Is Fareham High Street in decline?
Acquired Knowledge/ Skills	Evaluate the most significant causes of flooding in Bangladesh. Assess how geographically important the Middle East is. Evaluate the impact deforestation and climate change is having on mountain life. Compare Asia's physical and human geography with other continents.	Assess the extent that climate change is a human or physical phenomenon. Evaluating who are most at risk of climate change at a local and global scale. Explain how countries are adapting to climate change. Explain how countries are adapting to climate change.	Explain why the world's population is unevenly distributed. Explaining how a population may change over time. Explain how population change links to the Demographic transition model. Assess the effectiveness of China's one child policy. Assess the opportunities and challenges of a youthful and aging population.	Explain how Ice ages impact planet Earth. Explain the formations created by glaciers. Compare the weather of cold environments using climate graphs. Assess the opportunities and challenges for people living in cold environments. Assess how people survive in cold environments. Explain why cold environments are at risk and how we can protect them.		Using land-use maps, pie charts and graphs to manipulate primary data to facilitate an analysis, conclusion and evaluation.

Assessments	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	Write-up of the Fieldwork Enquiry
Other Links (e.g. SMSC, FBV, Greener Curriculum)	(SMSC) Cultural connections with LICs. (GC) Causes and impacts of flooding in Bangladesh. (GC) Climate Change in the mountain biome.	(GC) Direct link to causes, impacts and responses to climate change. (SMSC) Impacts of climate change around the world.	(FBV) Ethics of the One Child Policy. (SMSC) Cultural connections with LICs with youthful population.	(GC) Protecting cold environments.	

Geography Curriculum Overview

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	NGOs and Globalisation	Tectonic Hazards	Weather and Climate	Fieldwork	Russia	Coasts
Topic Objectives	Evaluate the impacts of globalisation.	Assess the local and global effects of a super volcano eruption.	Explain why the British Isles experiences a variety of weather conditions.	Does Fareham Academy have microclimates?	Assess whether geography helps or hinders Russia's development.	Explain how headlands and bays develop and change overtime.
Acquired Knowledge/ Skills	Explain the link between global fashion and geography. Evaluate the impact TNC's have on their employees in LIC and NEEs. Can we evaluate the social, economic and environmental impacts of the cocoa industry in Ghana. To what extent is Nestle an ethical company.	Explain the rock cycle. Explain how convection currents create a variety of hazards at different boundaries. Explain the characteristics and behaviour of shield and composite cone volcanoes. Assesses the primary and secondary impacts of a super volcanic eruption. Assess the social and environmental impacts of the Asian Tsunami.	Explain what causes the three different types of precipitation. Explain the differences between the two pressure systems of anticyclones and depressions. Describe and explain the location and climate of global biomes. Describe the climate of a desert and explain how animals and plants adapt to this climate. Track a tropical storm and create a response plan.	To use a variety of fieldwork techniques in regard to data collection and presentation. Collecting data regarding wind direction and speed. Temperatures and rainfall. Presentation methodologies including pictogram, proportional symbol map, divided bar graph and bar graph.	Outline the location of Russia describe its physical features. Explain where people live in Russia and why? Evaluate weather life in Yakutia is sustainable. Assess the opportunities of the Arctic Ocean? Assess the extent Vladimir Putin has committed war crimes against Ukraine.	Explain how waves form and discuss the impact they have on our coastline. Explain how erosion transportation and deposition shape our coastlines.

Assessments	End of Unit Assessment	End of Unit Assessment	End of Unit Assessment	Write-up of the Fieldwork Enquiry	End of Unit Assessment	End of Unit Assessment
Other Links (e.g. SMSC, FBV, Greener Curriculum)	(SMSC) How ethical globalisation is in regards to working in sweatshops, child labour and environmental destruction by TNCS.	(GC) How volcanoes and super volcanoes impact climate. (SMSC) the impacts of tsunamis on LICs.	(GC) How global warming is changing weather patterns.		(SMSC) tolerance of others and rule of law regarding war crimes. (GC) Climate change in Siberia).	(SMSC) Why some land is protected and some land isn't.

Geography Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Paper 2 – Section C: Challenge of Resource Management Energy	Paper 1 – Section A: Challenge of Natural Hazards Tectonic Hazards/ Tropical Storms	Paper 1 – Section A: Challenge of Natural Hazards Extreme UK Weather/Climate Change	Paper 2 – Section A: Urban Challenges Global urban patterns, two contrasting cities, sustainable urban futures	Paper 1 – Section B: The Living World Local ecosystems, tropical rainforest	Paper 3 – Geographical Applications and Skills Fieldwork Seen and Unseen
Topic Objectives	Assess how the changing demand and provision of resources in the UK creates opportunities and challenges. Assess the opportunities and challenges of sustainable and unsustainable energy sources.	Explore what a natural hazard is and explain the factors affecting hazard risk Assess the impacts and responses to natural Hazards.	Understand how extreme weather impacts the UK. Assess the significance of climate change.	Describe and explain the global patterns of urban change. Assess the opportunities and challenges for LIC/NEE and HIC cities.	Understand the relationship between abiotic factors and biotic members of an ecosystem. Use global atmospheric circulation to explain why global biomes differ around the world. Explain how plants and animals adapt to extreme environments. Assess the opportunities and challenges of living in, and on the fringes of	Students undertake two fieldwork geographical enquiries: - Human – Is Lee on Solent important to the local area? - Physical – Is the coastal management at Lee on Solent effective?

					extreme environments.	
Acquired Knowledge/ Skills	Explain the causes of energy insecurity. Access the impacts of energy insecurity. Explain how renewable energy can be socially, economically and environmentally sustainable. Assess the advantages and disadvantages of the Gannet Oil field. Draw inferences about the physical and human landscape by interpretation of map evidence. Recognise and describe distributions and patterns of both human and physical features. Compare maps, bar charts, pie charts, histograms and divided bar. Complete a variety of graphs and maps.	Explain what happens at plate boundaries and why. Evaluated the significance of the primary and secondary effects in the Nepal and Christchurch earthquake. Evaluated the significance of the immediate and long-term responses in the Nepal and Christchurch earthquake. Explain how the effects of tectonic hazards can be reduced. Understand how heat is transferred around our atmosphere. Explain where and how tropical revolving storms form and disperse. Categorise and assess the impacts and responses	Assess the extent to which flooding has an impact on people and the environment? Explain the immediate and long-term responses to a UK flood. Assess the usefulness of the evidence of climate change during the quaternary period. Assess which natural causes of climate change has had the biggest impact on the Earth's climate. Assess the social, economic and environmental impacts climate change will have on the UK and the wider world. Assess how humans are mitigating climate change. Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps.	Explain the factors that affect urbanisation and assess the futures of megacities around the world. Locate Lagos and explain why it is important. Understand how urban industrial areas can be a stimulus for economic development. Assess how urban growth has created opportunities to reduce social inequalities in an LIC/NEE. Create and justify an urban development plan to combat the challenges of Lagos. Outline how Lagos is tackling the major social challenges of unemployment and crime. Assess how urban planning is improving the quality of life of the urban poor.	Explain the impact on an ecosystem when you change one component. Explain the links of interdependence between the soil, climate and vegetation within the tropical rainforest and hot deserts. Understand a range of animal and plant adaptations and how they link to biotic and abiotic factors. Explore the causes of deforestation. Assess the causes of deforestation and make links to biodiversity and the enhanced greenhouse effect. Assess how development in tropical rainforests creates economic advantages but at a cost to the environment. Rank and justify the greatest values of our	Justify the aim, location and risk assessment for our human and physical fieldwork. Justify our data collection methodologies. Present and analyse our data. Evaluate our results and conclusions so that we can confidently answer a GCSE Paper 3 9-mark question. Understand how to draw and extrapolate data from a range of sources. Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps. Identify major relief features on maps and relate cross-sectional drawings to relief features. Interpret cross sections and transects

	Statistics – Mean/Median/Mode. regarding Typhoon Haiyan. Recognise and describe distributions and patterns of both human and physical features. Use and interpret ground photos and maps. Label and annotate diagrams, maps, graphs, sketches and photos. Complete a variety of graphs and maps: choropleth. Demonstrate an understanding of number, area and scales, and the quantitative relationships between units. Draw informed conclusions from numerical data.	Numerical and statistical information. Use and understand coordinates – latitude and longitude. Use and interpret ground photos and maps. Use and interpret aerial photos and maps. Label and annotate diagrams, maps, graphs, sketches and photos. Demonstrate an understanding of number, area and scales, and the quantitative relationships. Draw informed conclusions from numerical data.	Explain why the UK's population is unevenly distributed. Describe the location of Portsmouth and give reasons why it is nationally and internationally important. Create a 9-mark response regarding the opportunities and challenges of Gunwharf Quays. Identify and explain the impact of urban sprawl on the rural-urban fringe of Portsmouth. Explain how urban sustainability requires management of resources and transport. Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps. Numerical and statistical information. Recognise and describe distributions and patterns of both human and physical features. Sketch maps: understand and interpret.	tropical rainforest biomes. Evaluate the most successful strategies to manage the rainforest sustainably. Assess the opportunities and challenges of the Thar Desert. Evaluate the most significant causes of desertification. Assess the most appropriate strategies to mitigate desertification in the Sahel region. Numerical and statistical information. Recognise and describe distributions and patterns of both human and physical features. Be able to compare maps. Use and interpret ground photos and maps. Use and interpret satellite photos and maps. Label and annotate diagrams, maps,	of physical and human landscapes. Recognise and describe distributions and patterns of both human and physical features. Be able to compare maps. Label and annotate diagrams, maps, graphs, sketches and photos, line charts, pie charts, isoline, dot maps, desire lines, proportional symbols and flow lines. Plot information on graphs when axes and scales are provided. Design fieldwork data collection sheets and collect data with an understanding of accuracy sample size and procedures, control groups and reliability. Statistics – Mean/Median/Mode be able to identify weaknesses in selective statistical presentation of data.
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				Use and interpret ground photos and maps. Use and interpret aerial photos and maps. Plot information on graphs when axes and scales are provided.	graphs, sketches and photos. Calculate percentage increase or decrease.	
Assessments	End of Unit Assessment including coasts recap assessment	Modular assessment of hazards and tectonics	End of Unit Assessment: Hazards	End of Unit Assessment	End of Unit Assessment	PPEs containing: • Paper 1 – Hazards, Living World and Coasts • Paper 2 – Urban Issues and Resource management
Other Links (e.g. SMSC, FBV, Greener Curriculum)	GC) Link to fossil fuels in the Gannet Oil field, Dubai the Sustainable City and hydroelectric power in the remote Andes.	(SMSC) Cultural connections with LICs after a natural hazard. (FGV) Who should receive aid?) (GC) How tropical storms and UK weather are becoming more extreme with climate change. (SMSC) Impacts and responses to hazards in other countries.	(GC) Understand how weather is becoming more extreme in the UK. (GC) human and natural causes of climate change. (GC) adapting and mitigation climate change.	(FBV) Corruption of governments (SMSC) Life in a slum. (FBV) Impact of migration.	(SMSC) (GC) Assessing the positives and negative of deforestation.	(GC) Local impacts of climate change.

Geography Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Paper 3: Geographical Applications and Skills Pre-release	Paper 1 – Section C: Physical Landscapes in the UK Rivers	Paper 2 – Section B: The Changing Economic World Global patterns, closing the development gap, contrasting studies of economic development		Revision	Exams
Topic Objectives	This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. This section is synoptic, and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.	The UK has a range of diverse landscapes. Explain how fluvial processes create different landforms along a long profile. Assess the impacts of flooding and how risks can be managed.	Evaluate the most significant causes and consequences of uneven development.			

	A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the exam room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.			
Acquired Knowledge/ Skills		• Explain how river velocity affects the processes of erosion, transportation and deposition. • Explain how fluvial processes create waterfalls and interlocking spurs in the upper course of a river. • Explain the characteristics and formation of meanders and ox-box lakes. • Explain the characteristics and formation of levées, flood plains and estuaries. • Assess how physical and human factors affect the flood risk. • Assess the cost and benefits of hard engineering strategies. • Use a figure to explain how soft engineering strategies can help reduce the impact of river flooding? • Describe the characteristics of a hydrograph and apply it to the	• Assess the validity of development indicators. • Evaluate the most significant causes and consequences of uneven development. • Explain how strategies can be implemented to reduce the development gap. • Explain the political, social, cultural and environmental context of Nigeria. • Assess the extent Shell Oil is helping Nigeria reduce the development gap. • Evaluate the greatest cause of economic change within the UK. • Explain how science parks and business parks are important for the UK's post-industrial economy. • Assess the social and economic changes of the rural landscape due to population increase and decline.	

		human and physical causes of flooding. • Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps. • Use and understand coordinates (four and six figure grid refs). • Scale. • Distance (straight and curved line). • Direction. • Gradient. • Contours. • Spot height. • Identify basic landscape features and describe their characteristics from map evidence. • Interpret cross sections and transects of physical and human landscapes. • Describe the physical features as they are shown on large scale maps of rivers. • Sketch maps: draw and label. • Draw sketches from photographs. • Label and annotate diagrams, maps, graphs, sketches and photos. • Understand and use gradient, contour and value on isoline maps.	• Assess the extent that infrastructure improvements will encourage the development of the UK's economy. • Assess the importance of the UK's links with the wider world. • Assess the importance of the UK's links with the wider world. • Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps. • Draw inferences about the physical and human landscape by interpretation of map evidence. • Infer human activity from map evidence, including tourism. • Be able to compare maps, line charts, bar charts, pie charts, histograms with equal class intervals, scatter graphs, population pyramids, choropleth. • Plot information on graphs when axes and scales are provided.		
Assessments	PPEs containing: • Paper1 – Hazards and Coast • Paper 2 – Urban issues and Resource management • Paper 3 – Fieldwork and Issue evaluation	End of Unit Assessment	PPES containing full Paper 1, 2, and 3		

Other Links (e.g. SMSC, FBV, Greener Curriculum)	Topics change each year	(GC) Increased flood risk	(FBV)Corruption of governments (FBV)Tolerance of others and indivial liberty through migration (SMSC)Cultural connections with LICs (SMSC) assessing the positives and negative of TNCs		
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