



KEY STAGE 2		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>The National Curriculum for Geography states that pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, including the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational knowledge: Students should be able to locate the world's countries using maps and name and locate countries, rivers, mountains and cities within the UK. They should identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and Physical Geography: Students should also be aware of geographical skills and fieldwork, having used atlas' to locate countries, use compasses and use fieldwork to observe, measure, record and present data findings for both human and physical geography.</p> <p>Geographical skills: Students should use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, along with using the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. They should use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	TERM 1	<p>Are we lost without Geography? Key Themes: Map reading, GIS, continent/ocean knowledge, grid references, scale, graphs, physical and human geography. Rationale: This topic provides students with the basic skills needed to access the whole curriculum. We use the concepts of place and space to embed geographical knowledge and skills.</p> <p>Is it always wet in the North? Key Themes: Weather and climate, creating graphs, data collection and evaluation. Rationale: Building on KS2 knowledge of weather, carrying out a microclimate investigation and rain gauge experiment.</p> <p>Are humans the world's biggest problem? Key Themes: Pollution, recycling, plastics, fast fashion, social issues and global warming. Rationale: Looking at the major issues facing the planet and how we can overcome them. This knowledge is essential for topics in the future.</p> <p>How important is our local environment? Key Themes: Social issues, character development, analysis of themes, narrative structure, writing skills, critical thinking. Rationale: Using the skills gained in the last topic to look into issues from a global scale to a local scale. Focus on The Fylde Coast, Preston and the River Ribble.</p> <p>How rich is Africa? Key Themes: Misconceptions, hot deserts, cultural geography and map skills. Rationale: The culture and history of Africa, including the climate, tribes, ecosystems and social issues.</p> <p>Should Antarctica be protected? Key Themes: Cold environment, ecosystems, tourism and debating skills. Rationale: Looking at a drastically different continent in order to see a cold environment and assess the opportunities and challenges in this location.</p> <p>Progression and Golden Thread: The use of enquiry questions for each topic gives students an opportunity to spark curiosity, think geographically and make connections between existing knowledge and new ideas.</p> <p>The Year 7 Geography curriculum allows for a gradual development of a golden thread as students to gather key skills in each unit that they will be using throughout their Geography learning journey at CTK. Through learning about both the local and global environment through a variety of topics, students are able to have a clear idea of what it means to 'think geographically' before moving into Year 8.</p>	<p>Is living by a hazard a crazy choice? Key Themes: Layers of the Earth, tectonic plates, volcanoes, tsunamis and earthquakes, impacts and responses (social, economic, environmental and political). Rationale: A study of the Earth and the Earth's history, looking at the destructive nature of the natural world by using case study examples.</p> <p>Will Russia rule the world? Key Themes: Biomes, conflict, sustainability, development and migration. Rationale: A study of more countries and biomes, taking the climate, cultures and conflicts into account.</p> <p>How was the Lake District formed? Key Themes: Glaciation, erosion, deposition, transportation and tourism. Rationale: How our world has been shaped by glaciers, looking at the past and future landscapes.</p> <p>Is 8 billion enough? Key Themes: Population, biomes, development, GIS and cultures. Rationale: Looking at why people live where they do in the world and what can be done to solve over and under populated areas.</p> <p>Can Geographers help to solve crime? Key Themes: GIS, map reading, decision making skills and locational knowledge. Rationale: Using geographical skills to understand where crime happens and why it happens. Practice decision making skills and put skills into real life scenarios.</p> <p>How fantastic is this rock that we live on? Key Themes: Fantastic places around the world and how they evolved, including the Arora borealis, Machu Pichu and the Grand Canyon. Rationale: Improving students culture capital and developing a curiosity for the world.</p> <p>Progression and Golden Thread: Students delve further into human and physical geography while starting to study key physical processes from unit 1, which they refer back to during each topic. The golden thread in Year 8 is students continuing to gain the skills to 'speak like a geographer' as social, economic, environmental and political ideas are introduced as more case studies are introduced, broadening student's locational knowledge. These are essential skills for moving forward to Year 9.</p>	<p>Why should we protect the living world? Key Themes: Rainforests, biomes, hot deserts and ecosystems. Rationale: How people interact with the natural environment and how plants and animals interact with the environment around them. We focus on the tropic rainforest and hot deserts.</p> <p>Should a road be built through the Amazon? (Issue Evaluation) Key Themes: Persuasive language, decision making skills, rainforests and adaptations. Rationale: Students use knowledge gained in the living world topic to answer the enquiry question using evidence and decision-making skills.</p> <p>Is the world getting smaller? Key Themes: Globalisation, fast fashion, Rationale: In this topic we look at globalisation around the world and the results of these phenomena.</p> <p>Is the Maldives going to disappear? Key Themes: Climate change, global warming, greenhouse gases, mitigation, adaptation and persuasive writing. Rationale: The causes and effects of climate change. Looking at the history of our planet and what we can do to help protect our world.</p> <p>Why do people live in cold environments? Key Themes: Biomes, development, ecosystems, jobs and opportunities. Rationale: Looking at the opportunities and challenges of living in a cold environment with the case study being Alaska.</p> <p>How do waves shape the UK coastline? Key Themes: Coasts, erosional processes, deposition and transportation, sea defences and landforms. Rationale: This topic looks at the natural processes of coasts. We focus on how the coastline of the UK is constantly changing and how humans interact with and manage the coast.</p> <p>Progression and Golden Thread: The topics from Years 7 and 8 are built upon with a mixture of human and physical topics. The golden thread in Year 9 gives students opportunities to gain further geographical skills, including persuasive writing, public speaking, debating and decision-making skills. These are key skills in the geography GCSE, along with cross curricular subjects.</p>	<p>How do cities grow? (Rio) Key Themes: Development, migration, urbanisation, HIC's/LIC's/NEE's. Rationale: This topic looks at the growth of cities around the world and how urbanisation in newly emerging economies are having impacts on the planet. We focus our studies on Rio De Janeiro.</p> <p>Why do the impacts of Tectonic hazards vary? (Nepal and Chile) Key Themes: Tectonics, impacts, responses, history of the Earth and case studies. Rationale: In this topic we look natural hazards and the impacts that they can have on people and the environment. We focus on the Nepal and the Chile earthquake.</p> <p>How has the UK economy and energy mix changed? Key Themes: Job types, economy, energy, renewables and the North South divide. Rationale: We look at how the UK's economy has developed over time, along with the energy mix, the connections that the UK has with other countries around the world and how globalisation has had an impact on the UK economy.</p> <p>How is the world impacted by weather hazards? Key Themes: Hurricanes, global air pressure systems, impacts and responses to hazards. Rationale: This topic looks at global atmospheric processes and focusses on the impact of extreme weather events at both a global and a national scale.</p> <p>Should homes be built on floodplains? Key Themes: Rivers, changing landscapes, erosion, deposition, transportation. Rationale: This topic looks at the natural processes of rivers. We focus on how natural processes are shaping our physical environment and how humans interact with rivers, with a specific focus on the River Tyne.</p> <p>How do rivers change? (Fieldwork) Key Themes: Data collection and analysing. Rationale: This is where students collect their own primary data. They investigate the River Ribble and how the long profile of a river changes from source to mouth. They will also be looking into changes with Preston City Centre.</p> <p>Progression and Golden Thread: As students move into the GCSE curriculum topics from previous years are recovered in further detail, along with the introduction of new topics which can only be accessed from the curriculum. The Year 10 and 11 curriculum closely mirrors the AQA GCSE syllabus and aims to prepare students for their exams as much as possible.</p>	<p>How has the UK economy changed? Key Themes: Job types, economy, the European Union, Brexit, energy, renewables and the North South divide. Rationale: We look at how the UK's economy has developed over time, the connections that the UK has with other countries around the world and how globalisation has had an impact on the UK economy.</p> <p>What are Liverpool's challenges and opportunities? Key Themes: Liverpool, development, deindustrialisation and migration. Rationale: This topic looks at the growth of cities around the world and how deindustrialisation has had an impact on the city of Liverpool.</p> <p>How should we protect the living world? Key Themes: Rainforests, biomes, hot deserts and ecosystems. Rationale: Building upon knowledge from Year 9, students will revisit how people interact with the natural environment.</p> <p>Is Shell a blessing or a curse for Nigeria? Key Themes: Oil, sustainability, conflict and industrialisation. Rationale: In this topic we focus on Nigeria as a newly emerging economy (NEE). We look at the history of Nigeria, how Nigeria is becoming more developed over time and the impact of transnational corporations on Nigeria's development.</p> <p>Will all cities be sustainable in the future? Key Themes: Sustainability and the future. Rationale: Looking at Freiburg as our case study, students will understand what can be done to make places more sustainable and why this is necessary.</p> <p>Issue Evaluation (Paper 3) Key Themes: Analysing text and recapping essential geographical skills. Rationale: Students will be analysing the paper 3 pre-release document in preparation for the GCSE exam.</p> <p>Revision Block Key Focus: Comprehensive revision and consolidation of the GCSE syllabus. Rationale: The culmination of the GCSE curriculum, integrating and reinforcing all knowledge and skills for successful examination performance.</p> <p>Progression and Golden Thread: Each unit uses the skills gained throughout their learning journey to answer key enquiry questions to meet the GCSE exam expectations. The last term properties the pre-release exam and revision in order for students to solidify their knowledge.</p>
	TERM 2					
	TERM 3					

Cultural capital: The Geography curriculum at Christ the King Catholic High School significantly boosts students' cultural capital through introducing a variety of local and global case studies which broaden their cultural perspectives and eliminate any misconceptions which they might have about these places or cultures. **Extra-curricular:** The Geography Department ensure that students make the most of their time at CTK and offers various extra-curricular opportunities including Eco Club, where we are working on gaining our Green Flag Award, The Duke of Edinburgh Award scheme and enriching visits. Students will also be involved in various fieldwork opportunities, from the microclimate study in Year 7 to the river study in Year 10 and have creative class and homework activities and competitions.



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	<ul style="list-style-type: none"> In Year 7, key geographical skills are introduced, which are essential for their geographical learning journey, and pupils will gain a sense of place and locality. Students will carry out Microclimate fieldwork around the school grounds to get a sense of collecting and analysing data, key skills for their GCSE. Once students have understood how weather is forecast, they will create their own weather report for Ctk to deliver in front of their classmates, improving their public speaking skills and confidence. All students will have the opportunity to create a flag for Antarctica, where the winning flags will be sent to this frozen continent with a group of scientific researchers to be displayed for Antarctica Day. Pupils will explore how life is in different parts of the world. 	<ul style="list-style-type: none"> Students will take on the role of being a weather reporter during their second unit, measuring the weather at Ctk and delivering their results. Students will discover more about their local area and will carry out a litter pick around the school during the topic 'Are human's the world's biggest problem?' Pupils will start to build up foundational skills that are transferable to cross curricular subjects and future careers.
YEAR 8	<ul style="list-style-type: none"> Year 8 students build upon these skills and will have chance to become curious about the world by introducing a range of case studies on a global scale. Students have the opportunity to be creative as they research and create a natural hazard for homework, examples include cardboard volcanoes and digital tsunamis. The topic 'how fantastic is this rock we live on?' aims to develop a curiosity in the world around them and they will take part in an independent project where they will research and present a fantastic and impossible place. 	<ul style="list-style-type: none"> Students are exposed to the benefits of living by hazards and will be exposed to the salaries of certain jobs, such as a volcanologist. They will then take on this role for a lesson by predicting and preparing a town for a volcanic eruption. Whilst studying 'How was the Lake District formed' students will hear from the Lake District Tourism Board who have been making changes to become more sustainable. During this meeting they will be introduced to different job opportunities in this field and understand the importance of working within sustainability. During 'Can Geographer's solve crimes?' a police officer will discuss the importance of GIS in solving crimes and discuss career opportunities for geographers in the force.
YEAR 9	<ul style="list-style-type: none"> Students create a climate change speech for their assessment of the topic, 'Will the Maldives be the first to disappear?' Here they will have the opportunity to read their speech aloud, gaining confidence and improving their persuasive and public speaking. Discussions on how we can do more take place as students also write a letter to our head teacher regarding things which can be done around school to become more sustainable, which will improve their persuasive writing skills. The decision making exercise during the topic 'Should a road be built through the Amazon' gives students the opportunity to work as a team and think critically. 	<ul style="list-style-type: none"> Students will take the role of a climate change activist as they deliver a compelling climate change speech. The Duke of Edinburgh Awards are offered to students in Year 9 in order for students to develop the skills and attitudes they need to become more confident and well-rounded individuals. These awards will benefit students with their CV's and also involve students gaining volunteering hours, sports skills and important life skills.
YEAR 10	<ul style="list-style-type: none"> Year 10 will carry out river and tourism fieldwork in July, a necessary part of their Paper 3 Exam. They will go to the mouth of the River Ribble and measure the changes downstream, along with visiting Preston town centre to measure the footfall, building use and litter. Pupils will evaluate how to solve and respond to global issues, such as poverty. 	<ul style="list-style-type: none"> Students are exposed to a range of areas around the world and within the UK, with a focus on the UK economy. We look at the different types of jobs available and which jobs are seen as being the most important in the UK, along with salaries. While looking at the UK energy mix students will be given a debate exercise where they take on a job role for the fracking in Blackpool debate. This will give students an opportunity to see what jobs are available in this area, such as working for the local council, fracking company and Greenpeace.
YEAR 11	<ul style="list-style-type: none"> Year 11 will have the opportunity to visit two contrasting areas of Liverpool to advance their knowledge for Paper one. Here they will be visiting the international slavery museum to expand their knowledge on Liverpool's history. Pupils will continue to explore key themes and explore an array of case studies. 	<ul style="list-style-type: none"> Throughout the sustainability topic students will be exposed to the various jobs available in this growing area of employment. There are discussions about what jobs there will be in the future and opportunities for cities and businesses. Students will explore key sectors of industry and future jobs linked to projects within the UK and on a global scale. Pupils will leave with a vast array of transferable skills.
LITERACY & NUMERACY	<p>At Christ the King Catholic High School, our Geography curriculum has been designed to include essential literacy and numeracy skills. This approach begins at Key Stage 3, where the key geographical skills are introduced and intertwined throughout their learning journey, including graph skills such as comparing and analysing data. Key literacy skills are also introduced from Year 7 as they will taught to 'speak like geographers' and be involved in debates and discussions on a range of topics. Our curriculum aims to spark a curiosity within our students for the world around them, the opportunities that a deep knowledge within geography can give them, prepared for the future with an open mind.</p>	<div>CATHOLIC ETHOS</div> <p>Our Geography curriculum is thoughtfully designed to embrace the Catholic ethos of Ctk. There is a focus on the importance of protecting our world from Year 7, with various discussions and focus on different countries and cultures. We look at how certain areas are more severely impacted than others and how we must work together to provide help to others in times of need. It is hoped that this curriculum will ensure that the pupils of Ctk are well rounded and open-minded individuals who have a sense of empathy, community and Catholic life.</p>