HAREFIELD
Achievement through Active Learning

Geography Curriculum Vision, Aims and Overview

At Harefield School, our Geography curriculum aims to inspire a fascination in students about our world and its people. Geography provides pupils with a knowledge of diverse places, people, resources, and physical and human environments. It enables students to develop a deep understanding of the Earth's physical and human processes allowing students to celebrate the opportunities and understand the challenges of a range of places. The curriculum ensures students can think like geographers and use their valuable geographic knowledge to make sense of the world around them. This will allow them to take part in the geographical debates of today and tomorrow. The curriculum is designed and sequenced to ensure skills, knowledge and understanding are embedded throughout the programme of study. Key geographical skills are introduced at the beginning of Y7 and are interleaved throughout the curriculum, so students are able to confidently interpret geographical data such as maps and graphs by the end of Y9 and beyond. Locational knowledge is developed through the introduction of a range of local and global case studies to develop students' contextual knowledge of 'place'. Knowledge is also built upon through the introduction of human and physical characteristics across a range of units. Our curriculum is designed to create inclusive, critical thinking global citizens.

Key Aims of Geography at Harefield School:

- To develop problem solving skills by arming the students with the necessary tools to analyse and solve the different natural and human problems the World faces.
- To promote sustainable living by improving students' awareness of the impact that humans have on the environment.
- Encourage curiosity about the world around us and improve understanding of the processes at work leading to investigations planned by the individual students.
- To build and develop the use of data and technology that help investigate and understand both physical and human Geography.

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	**Map Skills** ● Compass points ● Scale. ● Grid References(4&6 figs) ● Contour lines ● Longitude & Latitude ● Ordnance Survey Maps 1: 25000 & 1:50000	**Weather and Climate** ● Differences between weather and climate. ● Climates of the world. ● Micro- climates. ● Depressions/anticyclones. ● Types of rainfall.	**Global Issues** ● Plastics in the Ocean. How do plastics reach the oceans? How does plastic production vary? What is the impact of plastics on the ecosystems of the oceans- mangroves, coral reefs. How can booming mitigate the impacts. ● Conflicts of war. ● What is conflict and where is it happening? ● What are the causes of chosen case study? ● Impacts of conflict/war on global migration. ● Impacts of migration on the U.K.	**Natural Hazards** ● Earth's core, tectonic plate movement and types of crust. ● Earthquakes and impacts on low income and high income countries. ● Volcanoes, types and effects. ● Monitoring and protection from tectonic hazards. ● Global atmospheric circulation model and impacts on climates. ● Tropical Storms- causes and impacts. ● Climate change- natural and human causes.	**Economic World/NEE.** ● Causes of development gap. ● Ways to reduce the development.gap ● Case study of a newly emerging economy- Nigeria. Areas considered- health, wealth, debt, employment, culture, levels of education and impacts of transnational companies.
Autumn 2	**Settlement** ● Site Factors. ● Shape, size and type ● Settlement function. ● Case Study :London	**Development** ● Development indicators ● Types of jobs, impact on development ● Size of population and impacts. ● Case study: Malawi. Colonialism	**Global Issues** ● Climate change: How has the climate changed over the last 100 years- anecdotal evidence. Natural causes of climate change- scientific evidence.	**Living World** ● Biomes and characteristics. ● Small ecosystems. ● Global ecosystems- study of rainforests. ● Characteristics of hot deserts, how	**Economic World/UK** ● Study of the U.K. economy- changes to employment, impacts of globalisation. ● Benefits of infrastructure projects. ● Causes of suburbanisation in the

		and barriers to development. ● Ways to reduce development gap	Assess global impacts of recent climate change. Mitigation and adaptation strategies being used in response to climate change. ● **Food Security** Global demand for food and growing food insecurity Food production- how can it be more sustainable?	do people adapt to these conditions? ● Characteristics of cold environments- how do people adapt to these conditions?	UK.
Spring 1	**India** ● Size, situation and topography. ● Ecosystems and climate ● Urbanisation and its issues. ● India within the wider world	**Brazil (Human Geography)** ● Demography of Brazil. ● Where do people live? ● Rural- urban migration ● Push/pull factors. ● Favelas and issues they create.	**Field work/Geographical investigation** ● Fieldwork- Benefits of fieldwork. Types of data. ● Planning of investigation- ● Field trip to Canary Wharf. Collection of primary data. ● Conclusions and analysis of primary data. Write up completed.	**UK Landscapes/Coasts** ● UK geology and topography. ● Waves, types and impacts. ● Weathering and mass movement ● Features of the coastline- erosional and depositional ● Coastal management, soft and hard engineering. Case studies Lyme Regis and Membury, Chichester.	**Resource Management** ● Distribution and consumption of food, water and energy in the UK. ● Solutions to insecurity of resources. How sustainable are they?
Spring 2	**Rivers** ● Basics features of a river's course. ● Erosional features ● Depositional features. ● How rivers are used ● Flooding and their impacts.	**Brazil (Physical Geography)** ● Climates and biomes of Brazil, ● Food Webs. ● Case study: Amazon Rainforest. ● Structure of the rainforests, biodiversity. ● Importance of the rainforests. ● Threats and possible solutions To save the rainforest.	**Field work/Geographical investigation** ● Problem solving/investigation of an issue using GCSE materials. . ● Considering solutions to issue- benefits/problems to each solution. ● Write up of chosen solution.	**UK Landscapes/Glaciation** ● Glaciers and processes attached to them. ● Erosional features of a glacial landscape. ● Depositional features of a glacial landscape. ● Study of life in a glacial landscape- Lake District.	**Pre Release materials/Field work.** ● Study of the pre released materials for Paper 3- Geographical investigations. ● Revision of field work and associated data collection and presentation methods.
Summer 1	**Tectonic Hazards** ● The Earth's core. ● Theory of tectonic plates ● Why do earthquakes occur/case study Montserrat. ● Volcanoes, why do they happen and why do we live near them?	**Coasts** ● Shape and geology of the UK coastline. ● Processes which shape the coastline and the features formed. ● Coastal management. ● Case study: The Holderness coastline, why can't the whole coastline be protected?	**Challenges of Natural Hazards** ● Tectonic hazards- how can we prepare, plan and monitor for earthquakes and volcanoes.	**Urban World/LICs** ● Urbanisation- types of cities, push/pull factors ● Study of Rio de Janeiro- social, economic and environmental issues and solutions.	

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Summer 2	**Tourism** ● Types of tourism. ● Social, economic and environmental impacts of tourism. ● Careers in tourism. ● UK tourism, impacts on the economy.	**Energy** ● Classification of energy, renewable, non-renewable And recyclable. ● UK's energy mix- wind, nuclear, solar and biofuels. ● Oil, formation, extraction and impacts ● Resource theories- Malthus vs Boserup.	**Challenges of Natural Hazards in the UK.** ● Natural hazards faced in the UK. ● Fog, snow, flood and heatwaves, adaptation and mitigation strategies.	**Urban World /HICS/Fieldwork** ● Urbanisation in the UK ● Influences of immigration ● Case study : Bristol, social, environmental and economic issues and solutions. ● Field work- Coastal management of Swanage and rebranding of Stratford, East London. Investigation and write up. 2 days fieldwork.	