

Subject Intent:

We welcome our Apprentice Geographers to explore the changing world with us. Geography encourages young minds to evaluate and analyse the ways the human world interacts with the physical world. As apprentices you will encounter the diversity of places and people in the world, and to take pride in your place within it. To be confident in your understanding of natural and human environments, and how to use this knowledge to be successful in your own life. Whether that is in a Geography based career, or with the skills you develop on your journey with us.

Geography skills:

Processes - Describing and explaining the cycles of physical/human geography

Management - Describing, explaining and evaluating the ways humans manage the physical world – resources, hazards etc

Fieldwork - Applying Geographical skills to collect and analyse data in order to test and develop hypotheses

Place - Describing and explaining how the features of the physical and human world create an identity

Cause and Consequence - Identifying and comparing the impacts and causes of Geographical change

Year 7 Geography Draft Curriculum Sequence

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Enquiry Question	Are Geographer's superheroes? Management and Fieldwork	What makes a place worth visiting? Place	How do places change? Processes Cause and Consequence	How do ecosystems shape places?	How has urbanisation changed the world	Let it snow – Why is it important for Antarctica to be protected?
Big Idea Theme	Do Geographer's protect communities? (Management)	What makes the UK's top travel destinations attractive?	How do natural processes change places? (Processes)	How do predators bring life to ecosystems? (Processes)	How is London coping with over-population? (Management)	What makes Antarctica unique?
Big idea Theme	Is reading a map a superpower? (Fieldwork)	Are physical or human features more important to tourists.	How do economic processes change places? Cause/Consequ	How can we stop deforestation? (Cause/Consequ)	What challenges face China? (Management)	

Year 8 Geography Draft Curriculum Sequence						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	It's the end of the world as we know it?	Is Asia changing the world?	How do Rivers shape the UK?	Can we feed the world?	Does Russia have an identity crisis? (USA)	Can we improve March?
Big Idea/Theme	How do Tectonic and Volcanic processes effect the planet? (Processes)	Is oil making the Middle East safer? (Cause/Cons)	How do rivers change the landscape? (Processes)	Why can't we feed the world? How can we manage our water supply? (Manage)	What is it like to live in Russia? (Place)	How would you invest a £100 million pounds in March? (Place)
Big idea/Theme	Can we manage the impacts of Tectonic and Volcanic hazards? (Manage)	Bollywood or bust? Is India changing the world? (Cause and Cons)	Can flooding be stopped? (Manage)	Why is Africa the world's poorest continent? (Place)	What is a Russian identity? (Place)	Using Fieldwork to locate and design a development plan for March. (Fieldwork)

Year 9 Geography Curriculum Sequence						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	Has globalisation changed the world?	Would you rather live in Lagos or Rio?	Why can't we have sandy beaches across Britain?	Are we becoming a plastic planet?	How does the weather create hazards?	How can we make energy use sustainable?
Big Idea/Theme	Has sport changed the world (Cause/Cons)	What is the development gap? What is it like to live in Lagos? (Place)	How does the coast develop? (Processes)	How is plastic made? (Processes)	How do tropical storms affect the world? (Processes)	What is the impact of fossil fuels (Cause and Consequence)
Big idea/Theme	Is globalisation a force for good? (Crime, Internet, Communications, Jobs)	What is it like to live in Rio?	How can we manage coastal erosion? (Management)	How can we manage plastic waste? (Fieldwork)	What is climate change? (Processes)	How effective are alternatives? (Cause and Consequence)