



5-YEAR CURRICULUM PLAN



Curriculum at a Glance

Year 7	Year 8	Year 9	Year 10	Year 11
Map Skills	Energy	Population	Tectonic Hazards	Coasts
World of Work	Development	Prisoners of Geography	Weather Hazards	Resource Management
Rainforest	Biome	Russia	Hot Deserts	Changing Economic World
Weather	Natural Hazard	Climate Change	Urban Issues	Paper 3
Geology	Rivers	Coasts	Tropical Rainforests	Revision
Asia	Africa	Resources of the World	Rivers	



Geography 3 Year Curriculum Plan (Current Yr7-9)

Focus / Term	Half Term One	Half Term Two	Half Term Three	Half Term Four	Half Term Five	Half Term Six
Year 7 Topic Covered and End Points	<p>How can I be a good geographer? (Map skills)</p> <p>End Point</p> <ul style="list-style-type: none"> To know how to use map skills To know basic foundational knowledge of locations To know what my local geography is like. 	<p>Does everyone get paid the same? (World of Work)</p> <p>End Point</p> <ul style="list-style-type: none"> To know how employment is classified To know how employment has changed. To know the impacts of Tourism in Kenya 	<p>Why are we cutting down trees? (Rainforest)</p> <p>End Point</p> <ul style="list-style-type: none"> To know the location of rainforests To know what the nutrient cycle is To know the structure of the rainforest To know the impact of deforestation To know the adaptations of rainforest. 	<p>What's wrong with our weather?</p> <p>End Point</p> <ul style="list-style-type: none"> To know what weather patterns in the UK are like To know what climate graphs are To know what tropical storms are. 	<p>What is Geology?</p> <p>End Point</p> <ul style="list-style-type: none"> To know what the rock cycle is To know how weathering impacts rocks To know the impacts of quarrying. 	<p>What is Asia like?</p> <p>End Point</p> <ul style="list-style-type: none"> To know what the population distribution is like in Asia To know how history can impact a place To know key features about places.
NC	Locational Knowledge Geographical Skills	Human Geography	Physical Geography Processes Human Interaction	Physical Geography Processes	Geological Time scale Physical Geography Processes	Locational Knowledge – Asia
Powerful Knowledge and Careers	Kurzgesagt: Everything you need to know about planet Earth. Surveyor	What's the difference between the four job sectors? A day in the life of a... Oil Rig Worker, Engineer, Tourist Rep	What if there were 1 million more trees: TED Ed Conservationist	What's the difference between hurricanes, cyclones and typhoons? BBC Newsround: Reading for Meaning. Meteorologist	What is the earth's structure? Geologist	David A – Seven worlds one planet (ASIA) Town Planner
Tier 3 Words	Continent, Hemisphere, City, Region, Hemisphere, Migration, Longitude, Latitude, Contours, Compass, Urbanisation	Tertiary, NEE, CBD	Biodiversity, Deforestation, Erosion, infrastructure, Adapted, Climate, Subsistence, Abiotic, Biotic, Consumer, Decomposer, Canopy	Hazard, geological, atmospheric, plate margins, crust, Hadley cells, polar cells, depression, mitigation, cyclone,	Impermeable, igneous, sedimentary, metamorphic, volcanic, Geological	Arid, Longitude, Latitude, migration
Long Term Retrieval	KS2 recap, continents, UK Geography, aspects of physical and human geography	Map Skills, aspects of physical and human geography	Map Skills, Key terms linked to work. Aspects on tourism in Kenya	Climate in the rainforest, map skills, physical geography	Rainforest layers/adaptations, climate, map skills	Employment structures, impacts of quarrying, deforestation
Assessment Details	Map Skills Assessment	Location of Industries and Evaluation question on Impact of Tourism,	Plant Adaption Question, skills question based on deforestation	Analyse questions using climate graphs, explain questions based on weather in the UK and comparisons to tropical storms	Question which focuses on using the geological timescale, explain rock cycle, annotation of diagrams linked to weathering and erosion	End of year Assessment which contains questions from every topic studied in Y7
Misconceptions	Students may need support in understanding the difference between,	That employment stays the same through time. Students may find finding	Nutrient cycle and the importance of that in the rainforest. Students will also	That the UK does not have extreme weather	Students will misinterpret the geological timescale.	Stereotypes of what Asia is like, impact of Empire on a place.

	continent, countries, and counties Students may struggle with longitude and latitude	jobs in the tertiary sector difficult. Concepts of NEE places may be difficult.	need to understand why people believe there are positives to deforestation			
Homework	<ul style="list-style-type: none"> Case study on a country Map of the local area Knowledge quiz 	<ul style="list-style-type: none"> Case study on a sector of work Knowledge quiz Investigation on Tourism in Kenya 	<ul style="list-style-type: none"> Poster on animal adaption Knowledge quiz Case study on a rainforest 	<ul style="list-style-type: none"> Task on Climate Graphs Case study on tropical storm Knowledge quiz 	<ul style="list-style-type: none"> Tier Vocab test (RSD) Knowledge quiz Task on the geological timescale 	<ul style="list-style-type: none"> Case study on a country in Asia Knowledge quiz Tier vocab test (RSD)
Year 8 Topic Covered and End Points	<p>Will the lights go out? (Data)</p> <p>End Points</p> <ul style="list-style-type: none"> To know what energy security and poverty is To know what renewable and non-renewable. To know the impacts of nuclear energy. 	<p>Why are some countries poor? (Development)</p> <p>End Point</p> <ul style="list-style-type: none"> To know what development is and how it is measured. To know uneven development is. To know what an NEE is. 	<p>Would you live in a fragile or extreme ecosystem? (Biomes)</p> <p>End Point</p> <ul style="list-style-type: none"> To know the biomes of the world To know what desert environments are like To know what polar regions are like. 	<p>Why are natural hazards?</p> <p>End Point</p> <ul style="list-style-type: none"> To know the structure of the Earth To know the characteristics of a volcano To know what an earthquake is To know the impacts and responses to natural disasters. 	<p>Why does it flood?</p> <p>End Point</p> <ul style="list-style-type: none"> To know what the hydrological cycle is (Includes key terms) To know the characteristics and course of river To know the formations of landforms in a river. To know the impact of floods. 	<p>What is the Geography of Africa like?</p> <p>End Point</p> <ul style="list-style-type: none"> To know what the population distribution is like in Africa To know how history can impact a place To know key features about places.
NC	Geographical Skills Locational Knowledge – Middle East	Human Interactions	Locational Knowledge	Physical Geography Processes	Physical Geography Processes	Locational Knowledge - Africa
Powerful Knowledge and Careers	What's the difference between the types of renewable energy? BBC Newsround: Reading for Meaning. Pollution Analyst	The hidden reason for poverty: TED Ed Aid Worker	What's the difference between the world's biomes? BBC Newsround: Reading for Meaning. Environmental Consultant	What's the difference between earthquakes and hurricanes ? BBC Newsround: Reading for Meaning. Meteorologist	What is the hydrological cycle? Water Environment Consultant	David A – Seven worlds one planet (AFRICA) Town Planner
Tier 3 Vocab	Fossil Fuel, geothermal, solar	HIC, LIC, NEE, Development, HDI, TNC, GNI, DTM, Relative Poverty, Top down development	Biodiversity, Deforestation, Erosion, infrastructure, Adapted, Climate, Climate Change, Arid, Desert, Tundra, Desertification	Hazard, geological, atmospheric, plate margins, crust, tectonic, convection currents, mitigation, volcano, earthquake	Cross Profile, Erosion, Weathering, Landforms, Discharge, Fluvial, Hydrograph, Hydraulic, Long Profile, Engineering, Transportation	Development, Borders,
Long Term Retrieval	Explaining key terms linked to rock cycle Map skills (grid references) Key terms linked to world of work	Kenya NEE/Tourism Asia human and physical geography Key map skills	Rainforest ecosystem, Key environments in Asia, key locational knowledge	Weather hazards, LIC/HIC characteristics, DTM	Ecosystems, key terms linked to the rock cycle, relief of land using contours	Kenya NEE/Tourism Asia human and physical geography Key map skills
Assessment details	Evolution questions based on best energy source for	Evaluation question focusing on LIC-HIC development	Explain different biomes and the adaptations animals/plants have	Comparison between a disaster in a HIC/LIC	Evaluation question on soft engineering/hard engineering	

	the plant, describe questions using graphs	Describe question linked to graphs on development		How to mitigate an earthquake	Describing the long profile using a diagram with annotations	
Misconceptions	That everywhere in the middle east is like Dubai.	That countries are either rich or poor and there is no in between	That environments can be fragile and once damaged will not exist. That all forests are the same around the world	How the location of an area can matter when it comes to disasters. That a tsunami can occur in the UK	Key terms such as mouth and source have different meanings	Students still assume that Africa is a country when it is a continent. Stereotypes of Africa
Homework	<ul style="list-style-type: none"> Poster on sustainable energy Task on graphs Task on energy security and poverty 	<ul style="list-style-type: none"> Case study on a NEE Knowledge quiz Knowledge quiz on Kenya 	<ul style="list-style-type: none"> Case study on a biome Knowledge/skill quiz Task on human impacts of fragile environments 	<ul style="list-style-type: none"> Knowledge quiz on natural disasters Case study on a natural disaster <ul style="list-style-type: none"> Task on evaluation of responses 	<ul style="list-style-type: none"> Knowledge quiz on water cycle Skill – annotated diagrams Tier vocab test (RSD) 	<ul style="list-style-type: none"> Case study on a country in Africa Tier Vocab test (RSD) Knowledge quiz
Year 9 Topic Covered and End Points	<p>Will the population ever stop growing? (Data)</p> <p><u>End Point</u></p> <ul style="list-style-type: none"> To know what overpopulation is To know what a population pyramid is. To know what the impact of an ageing population is To know how migration impacts population. 	<p>Are we prisoners of Geography?</p> <p><u>End Point</u></p> <ul style="list-style-type: none"> To know what geography is currently occurring on our planet To know and understand the interaction between people and place 	<p>What is Russia like?</p> <p><u>End Point</u></p> <ul style="list-style-type: none"> To know what the geography of the Middle East and Russia is To know about mineral extraction To know about human impacts on the environment 	<p>What is the impact of climate change?</p> <p><u>End Point</u></p> <ul style="list-style-type: none"> To know what evidence there is for climate change To know what natural climate change is To know the impacts of climate change To know what the greenhouse effect is. 	<p>Should we protect the coastline?</p> <p><u>End Point</u></p> <ul style="list-style-type: none"> To know the features of a coastline To know the characteristics of waves To know coastal erosional and depositional processes To know how we manage the coastline. 	<p>How are the world's essential resources being used? (Resource Management)</p> <p><u>End Point</u></p> <ul style="list-style-type: none"> To know how a surplus and deficit of resources impacts social and economic well-being To discuss global inequalities in resources of water, food and energy To know the influence of carbon footprint on access to resources To know the meaning of agribusiness To describe the distribution of resources To focus on energy as a key example for consumption, supply, impacts of insecurity <p>To compare renewable and non-renewable forms of energy with reference</p>

						to a local scheme in a LIC/NEE
NC	Geographical Skills	Human Impact	Locational Knowledge – Russia	Physical Geography Processes	Physical Geography Processes	How a surplus or deficit of essential resources influence well-being, distribution of resources, how to increase supply for demand Locational Knowledge – UK, Nepal
Tier 3 Vocab	HIC, LIC, NEE, Development, HDI, TNC, GNI, DTM,	Urbanisation, natural increase, informal economy, renewable, sustainable, superpower	Biomes, Biodiversity, Climate	Greenhouse gases, Nitrogen, methane, renewable	Abrasion, Attrition, Bar, Headland, Weathering, Erosion, Engineering, long shore drift, Transportation, Waves, Hydraulic and Spit.	Access to key resources, the importance of food, water and energy, unequal distribution of resources, methods of sustainably increasing supply
Long Term Retrieval	DTM focus, earthquake case study LIC, work key terms tertiary	Development key terms,	Climate and ecosystems, population pyramids, geology erosion, characteristics of Asia	Mitigation for natural hazards, ecosystem adaptations,	River erosional processes, natural hazards HIC earthquake, weather hazards in the UK	Resource Management assessment/past paper
Assessment Details	Interpretation questions using data such as population pyramid	Source booklet on BRICS	Explanation on the biomes of Russia and animal and plant adaptations	Describe question using graphs on climate change. Evaluation question-based impact of climate change on climate change refugees	Evaluation question on soft engineering/hard engineering Explaining erosional and depositional landforms	Students will confuse social and economic well-being That insecurity is not having enough resources rather than it linking to demand as well
Misconceptions	Dependency ratio and how the impact of density	Students that wars start easily, students will also in support in understanding alliances can change as can political borders	Russia is in one continent that the whole of Russia is the same.	That the earth is just getting hotter, that it cannot be fixed. That climate change can only impact the cold areas.	That all countries have a coastline.	
Homework	<ul style="list-style-type: none"> Data task on population pyramids Tier vocab test (RSD) Case study on one child policy 	<ul style="list-style-type: none"> Tier vocab test (RSD) Case study on the futures of geography Knowledge test on NEE/HIC/LIC 	<ul style="list-style-type: none"> Cas study on Russia Tier vocab test (RSD) Knowledge test on mineral extraction 	<ul style="list-style-type: none"> Tier vocab test (RSD) Case study on climate refugees Knowledge test on climate change 	<ul style="list-style-type: none"> Case study on Old Harry's Rocks Tier vocab test (RSD) Skill based on annotated diagrams 	



Geography 2 Year Curriculum Plan (Current Yr10-11)

Focus / Term	Half Term One	Half Term Two	Half Term Three	Half Term Four	Half Term Five	Half Term Six
Year 10 Topic Covered and End Points	Why are tectonic hazards difficult to predict? (Natural Hazards) End Point <ul style="list-style-type: none"> To define a natural hazard To describe plate boundary movement To explain the causes of earthquakes using two case studies To explain the effects and responses to earthquakes To compare and evaluate the approaches to earthquake management in countries of differing wealth 	Is the weather becoming more extreme? (Tropical Storms and Climate Change) End Point <ul style="list-style-type: none"> To know how the GAC model works <ul style="list-style-type: none"> To apply learning to case studies To justify the importance of management To explain the theories for climate change To compare the impacts of climate change in relation to levels of development To read a climate graph 	How can we stop the spread of hot deserts? (Hot deserts) End Point <ul style="list-style-type: none"> To know key features of hot deserts To explain opportunities and challenges in the Western desert To know the causes and effects of desertification To evaluate the methods of managing desertification To use the Sahel region within explanations for the management of desertification 	How are urban areas changing globally? (Urban Issues) End Point <ul style="list-style-type: none"> To know the features of a megacity To use Nigeria as a case study for the growth, importance, challenges and planning in a NEE To compare the challenges of Nigeria to the UK To justify sustainable management strategies to boost development 	How diverse and important are tropical rainforests? (Tropical Rainforests) End Point <ul style="list-style-type: none"> To know the meaning of food chains and food webs for a local ecosystem To describe the distribution and characteristics of tropical rainforests To discuss the causes and impacts of deforestation To know the management of deforestation within the Amazon Rainforest To know the meaning behind sustainability 	How is the physical landscape shaped? (Rivers) End Point <ul style="list-style-type: none"> To know the cross and long profile of a river To know key processes of erosion, transportation and deposition To describe the formation of erosional and depositional landforms To recognise the causes, impacts and management of flooding with reference to key examples. To read a hydrograph
AQA	Locational knowledge, key processes of movement between plate tectonics, links between wealth, development and hazard management L'Aquila in Italy and the Ghorka earthquake in Nepal	Locational Knowledge Geographical Skills, Weather Processes, Air Pressure, Curvature of the Earth, Locational knowledge – Philippines and the UK	Locational knowledge, key processes for the climate of hot deserts, causes and management of desertification. Locational knowledge – Western Desert and the Sahel region	Human Interaction in urban areas. Sustainable living. Opportunities and challenges within cities in a NEE compared with a HIC. Locational knowledge – Nigeria and the UK.	Climate of a rainforest, causes and effects of deforestation, how to make areas more sustainable Locational knowledge: Amazon Rainforest	Locational Knowledge – Jubilee Flood relief channel. Geographical skills, key processes of erosion, transportation and deposition, landforms of erosion and deposition, management of erosion and flooding through hard and soft engineering
Tier 3 Words	Destructive, collision, conservative, constructive, earthquakes, tsunamis, volcanic eruptions, planning, monitoring, prediction, Richter scale, Mercalli scale	Continent, Air pressure, Curvature, GAC, trade winds, equilibrium, jet streams, Hadley cell, polar cell, feral cell	High pressure, curvature, precipitation, desertification, desert fringes, climate change	Infrastructure, development, opportunities, challenges, Urban regeneration	Sustainability, climate, deforestation, opportunities, challenges, ecotourism	Erosion, transportation, deposition, management, landforms, engineering, meander, oxbow lakes, resistance

Long Term Retrieval	KS3 recap, case studies of HIC's and LIC's with a link between wealth and effects/responses, management of natural hazards	KS3 recap, continents, types of extreme weather, case studies, levels of development and vulnerability, the future changes as a result of climate change	Map Skills, aspects of human geography involving opportunities and challenges with links to development/growth, climatic processes	Features of an urban area, levels of development, key terms linked to development, sustainability	Climate in the rainforest, map skills, physical geography of rainforests, sustainability	Physical processes, human influences along rivers, management strategies for erosion and flooding
Assessment Details	Tectonic hazards Assessment (Past Paper)	Tropical Storms/Climate change Assessment (Past Paper)	Hot deserts assessment/past paper with a skills section	Urban Issues assessment/past paper	Tropical Rainforests assessment/past paper	Rivers assessment/past paper with a skills section
Misconceptions	Students may think that earthquakes are predictable. They may confuse management strategies or the direction of plate boundary movement.	Students may need support in understanding the processes detailed within the GAC model They may confuse the effects of high and low air pressure and the influence of the curvature of the earth	That desertification may only be caused by climate change. Hot deserts are only on the equator.	That Nigeria is poor on the whole That sustainability is difficult to achieve That regeneration brings about no challenges	That rainforests have no influence on the climate That rainforests are the same as temperate forests	That there is little difference between the upper, middle and lower sections of a river That erosional and depositional landforms are the same That flooding is not affected by climate change
Year 11 Topic Covered and End Points	<p>Completed rivers from Y10 for 3 weeks</p> <ul style="list-style-type: none"> To recognise the causes, impacts and management of flooding with reference to key examples. To read a hydrograph <p>How do key processes shape our coastline? (Coastal Landscapes)</p> <p>End Point</p> <ul style="list-style-type: none"> To know the types of waves, weathering and mass movement To recognise the different types of erosion, processes of transportation and the causes of deposition To recognise the erosional and 	<p>How are the world's essential resources being used? (Resource Management)</p> <p>End Point</p> <ul style="list-style-type: none"> To know how a surplus and deficit of resources impacts social and economic well-being To discuss global inequalities in resources of water, food and energy To know the influence of carbon footprint on access to resources To know the meaning of agribusiness To describe the distribution of resources To focus on energy as a key example for consumption, supply, impacts of insecurity 	<p>How is the global economy changing? (Changing Economic World) – will continue into HT4 for 3 weeks</p> <p>End Points</p> <ul style="list-style-type: none"> To know what levels of development are; their causes, effects and responses To know how and why there is uneven development. To explain the DTM To use a case study to discuss the management of uneven development. <ul style="list-style-type: none"> To detail the changing industrial structure <p>To compare levels of development in the UK and Nigeria</p>	<p>What issues are in the world today? (Paper 3 and Pre-release)</p> <p>End Point</p> <ul style="list-style-type: none"> To know the hypothesis, theory, methods, results, evaluation of methods and results and conclusions for both human and physical fieldwork To apply the key learning within the pre-release to practice questions To use the Bradshaw model to support the investigation into changes along the River Weaver To discuss the extent of urban regeneration in Salford Quays 	<p>Completion of pre-release for 1-2 weeks.</p> <p>Revision for Paper 1, Paper 2 and Paper 3 in the order of units stated as weaker by the students on their PLC's.</p> <p>Exams</p>	Exams

	depositional landforms <ul style="list-style-type: none"> To use the Purbeck coastline in extended answers To compare management strategies using examples of soft and hard engineering Reference to the Medmerry coastline for an example of management of coastal erosion and flooding	To compare renewable and non-renewable forms of energy with reference to a local scheme in a LIC/NEE				
AQA	Key processes at the coastline, landforms caused by erosion and deposition, management strategies Locational knowledge – Medmerry and the Dorset coastline	How a surplus or deficit of essential resources influence well-being, distribution of resources, how to increase supply for demand Locational knowledge – UK, Nepal	Global Economy, trade, development, factors limiting growth in a country, barriers to development, management of development. Locational Knowledge – UK, Tunisia and Nigeria	Locational Knowledge, analytical skills, local Geography relating to human and physical aspects		
Tier 3 Vocab	Erosion, transportation, deposition, landforms, engineering, tombolos, spit, bars, headlands, bays	Well-being, surplus, deficit, supply, demand, distribution	Industry, trade, development, globalisation, divide, corruption, terrorism, strategies, wealth	Hypothesis, development, methodology, results, analysis, evaluation, conclusion		
Long Term Retrieval	Key map skills. Processes at the coastline. Management of coastal erosion and flooding. Human influences at the coast.	Access to key resources, the importance of food, water and energy, unequal distribution of resources, methods of sustainably increasing supply	Explaining key terms linked to globalisation Map skills Levels of development and barriers to it Comparing the development of the world	Local Geography, processes of an investigation, justification and evaluation of methods and results		
Assessment details	Coasts assessment/past paper with a skills section	Resource Management assessment/past paper	Changing Economic World Assessment/Past Paper	Past Paper for paper 3 with fieldwork questions designed around the pupils fieldwork and unseen element		
Misconceptions	That erosion is only one process. That landforms are caused only by erosion.	Students will confuse social and economic well-being That insecurity is not having enough resources rather than it linking to demand as well	That poor countries can't develop That the whole of Africa is poor Development cannot be improved to be more even across the globe	That an aim and hypothesis are the same That there are no improvements with our investigations That data presentation and data collection mean the same		

			The UK is rich in every county	Confusion around the meaning of accuracy, validity and reliability		
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