



### Geography Curriculum Map

<b>St. Cuthbert's Curriculum Vision</b>	The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.  
<b>Geography Curriculum Vision</b>	The curriculum at St Cuthbert's aims to help students to understand the complexity of the world we live in by helping them to become global citizens. Students gain both skills, and knowledge of the world across a range of scales, and about the people and cultures that inhabit it. Our vision is to empower students by encouraging them to become self-aware of the impact they can have on our planet.  

Catholic Mission	Careers (CEIAG)	COVID Catch-up	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life

Geography 'at a glance'

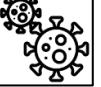
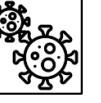
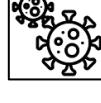


	AUTUMN		SPRING		SUMMER	
Y7	Unit 1: Becoming a Geographer.	Unit 2: What are Eco Systems?	Unit 3: Why are rivers important?	Unit 4: How is Asia being transformed?	Unit 5: What is Weather & Climate?	Unit 6: School based field Study.
Y8	Unit 7: Where the Land Meets the sea	Unit 8: Is the Earth running out of resources?	Unit 9: Our Restless Earth	Unit 10: How is population changing?	Unit 11: What is Development and Economy?	Unit 11: What is Development and Economy?
Y9	Unit 12: What are the challenges and opportunities facing Africa?	Unit 13: Why is the Middle East an important world region?	Unit 14: Climate Change and the Earth's future	Unit 15: Is the geography of Russia a curse or benefit?		Unit 16: How does ice change the world?
Y10	Unit 17: The challenge of natural hazards	Unit 18: Weather Hazards  Unit 19: Climate Change	Unit 20: Eco Systems  Unit 21: Living World Tropical Rainforest	Unit 22: Living World Hot Deserts	Unit 23: Changing economic world	Unit 24: Physical landscapes rivers
Y11	Unit 25: Rivers fieldwork  Unit 26: Urban issues and challenges	Unit 27: Physical landscapes in the UK Ice/Coasts  Unit 28: Resource management	Unit 29: Issues evaluation	Revision		

### Y7 Geography

YEAR 7		AUTUMN	SPRING	SUMMER
	<b>Theme</b> <b>Unit 1:</b> Becoming A Geographer <b>Unit 2:</b> What Are Ecosystems?	<b>Unit 3:</b> Why are rivers important? <b>Unit 4:</b> How Is Asia Being Transformed?	<b>Unit 5:</b> What is Weather and climate? <b>Unit 6 :</b> School Based Field Study	
Year 7	<b>Knowledge</b> <u><b>Unit 1: Becoming a Geographer</b></u>    <ul style="list-style-type: none"> <li>To learn and build on KS2 curriculum and enable the students to have a smooth transition from KS2 to KS3, by developing a greater awareness of place so students work towards becoming a global citizen.</li> </ul> <u><b>Unit 2: What Are Ecosystems?</b></u>  <ul style="list-style-type: none"> <li>This unit introduces rivers as a vital part of our world, considering the importance of rivers from different perspectives. Introduces students to the wider world &amp; the different biomes. This helps to develop students' sense of place within the world and helps to build on students' prior knowledge, learnt in Unit 1.</li> </ul>	<u><b>Unit 3: Why are rivers important?</b></u>  <ul style="list-style-type: none"> <li>This unit introduces rivers as a vital part of our world, considering the importance of rivers from different perspectives. To understand how the hydrological cycle is an important stepping-stone. Additionally, it can help us understand how rivers affect us in our daily lives. Students can learn how the water cycle and rivers are an essential resource across the world as well as looking more locally at a river, which is accessible to the students and has affected their lives (Rochdale flood, 2015).</li> </ul> <u><b>Unit 4: How is Asia Being Transformed?</b></u>	<u><b>Unit 5: What is Weather and climate?</b></u>  <ul style="list-style-type: none"> <li>This unit introduces the principal elements of weather and climate – temperature, rainfall, air pressure, wind, and sunshine. The unit begins with a consideration of how the weather affects our everyday lives. This has led to the development of the science of meteorology. Measuring the weather with traditional mechanical weather stations are introduced, as well as more modern approaches with satellites and remote data logging weather stations. Unit introduces the principal elements of weather and climate – temperature, rainfall, air pressure, wind, and sunshine. The unit begins with a consideration of how the weather affects our everyday lives. This has led to the development of the science of meteorology. Measuring the weather with traditional mechanical weather</li> </ul>	

YEAR 7	AUTUMN	SPRING	SUMMER
		 <ul style="list-style-type: none"> <li>In this regional unit, students will apply their prior understanding and learning. Key learning will include understanding India's diverse physical and human geography, how the country is changing dynamically.</li> <li>Students will revisit maps at a variety of scales and look at other geographical skills including longitude &amp; latitude, satellite and aerial images. The activities build on key concepts (weather and climate, biomes, urbanisation, population, economic activity and development) which students have previously covered and ask them to revisit maps, data and information to progress their learning</li> </ul>	<p>stations are introduced, as well as more modern approaches with satellites and remote data logging weather stations.</p> <p><b><u>Unit 6: School Based Field Study</u></b></p>  <ul style="list-style-type: none"> <li>How do I conduct a weather enquiry? This is an opportunity for students to conduct fieldwork, during the summer term. Students will create their own investigation.</li> <li>Using weather equipment to collect primary data and using the data provided to undertake a geographical enquiry.</li> <li>Students will use the skills developed throughout the year to interpret the data, e.g. graph work.</li> <li>Students will analyse the data describing and comparing the weather for each day, applying their understanding of weather to identify patterns in order to reach a conclusion about what type of weather system formed the weather over that week.</li> </ul>

YEAR 7	AUTUMN	SPRING	SUMMER
			<ul style="list-style-type: none"> <li>The final step is for students to evaluate their work to consider how they could have improved their investigation</li> </ul>
Skills	   <ul style="list-style-type: none"> <li>Grid references, OS maps,</li> <li>Building on knowledge of globes, compass directions,</li> <li>Latitude and longitude,</li> <li>Aerial &amp; satellite photographs, topological maps.</li> <li>To apply a map skill to describe and/or explain.</li> </ul>	   <ul style="list-style-type: none"> <li>OS maps, aerial &amp; satellite photographs, GIS, scale.</li> <li>Knowledge of local river and impacts of flooding</li> <li>Fieldwork: Local study of a river Secondary data to compare river tributaries.</li> <li>To apply a GIS to locate a river from its source to mouth.</li> <li>Apply knowledge and understanding to describe and/or explain how rivers affect people and the environment.</li> </ul>	   <ul style="list-style-type: none"> <li>Weather charts and satellites to analyse weather patterns.</li> <li>interpret and draw climate graphs for the UK</li> <li>Interpret climate maps for the UK and the world</li> </ul>
Rationale	<u><a href="#">Links to prior learning</a></u>	<u><a href="#">Links to prior learning</a></u>	<u><a href="#">Links to prior learning</a></u>



YEAR 7	AUTUMN	SPRING	SUMMER
	<ul style="list-style-type: none"> <li>This unit builds on prior learning from KS1 &amp; KS2, Students need to have an understanding of the age-related expectations for an 11-year-old.</li> <li>Contextual world knowledge of locations, places and geographical features: Have a framework of knowledge of the world, including Europe, North and South America, and the local area, including significant physical and human features and places in the news.</li> <li>Understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.</li> <li>Unit 1: Geographical skills</li> </ul> <p><b><u>Links to future learning</u></b></p> <ul style="list-style-type: none"> <li>Students will be using scales of mapping in a number of units to further develop their map skills. They will be expected to use six-figure grid references and identify features using OS symbols as a matter of routine.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1: Becoming a geographer - OS map skills, long &amp; latitude &amp; photo interpretation</li> <li>Unit 5: Weather &amp; climate link between rainfall, evaporation and rivers.</li> <li>Unit 1: Geographical skills</li> <li>Unit 2: Ecosystems</li> <li>Unit 3: Rivers causes of flooding</li> </ul> <p><b><u>Links to future learning</u></b></p>	<ul style="list-style-type: none"> <li>NC KS1 &amp; KS2 – students should have developed a basic understanding of weather, the seasons and climate in different parts of the world.</li> <li>Unit 1: Geographical Skills</li> <li>Unit 1: Becoming a Geographer - direction, compass points lesson</li> <li>Unit 3 Why are rivers important?</li> <li>Unit 5: What is Weather and climate?</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>Unit 7: Where land meets the sea</li> <li>Unit 18: Weather hazards</li> </ul>

YEAR 7		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> <li>Unit 4: How is Asia being transformed?</li> <li>Unit 5: Weather &amp; climate</li> </ul>		
	<u>Why?</u>  	<p>Unit 1 - Becoming a Geographer, is intended to bridge the gap between KS2 &amp; KS3, whilst identifying any subject gapping and addressing any misconceptions. Furthermore, it allows students to continue to embed and develop skills that will be needed throughout KS3 &amp; KS4. Unit 2, develops students' sense of space and place, looking at different ecosystems around the world. Unit 3 &amp; 4 is a mixture of human and physical Geography has been placed to continue to develop students' curiosity within the subject, whilst increasing in difficulty and challenge. Unit 5 introduces students to "What is Weather and climate?", this continues to build on students KS2 prior knowledge, and this unit builds the foundations for Unit 6, a school based field study. Here students will be given the opportunity to propose a hypothesis, develop methods, collect primary data, interpret the data, draw conclusion and evaluate. Throughout, KS3 skills will be embedded, and weaved through each unit to allow students to become familiar and confident. At the start of each unit students are provided with a hand out which links in their learning, prior knowledge &amp; how the unit fits in with the "bigger picture" and careers linked to this specific unit of work.</p>		

### Y8 Geography

YEAR 8	AUTUMN	SPRING	SUMMER
Year 8	<b>Theme</b> <b>Unit 7:</b> Where The Land Meets The Sea. <b>Unit 8:</b> Is Earth Running Out Of Natural Resources?	<b>Unit 9:</b> Our Restless Earth <b>Unit 10:</b> How Population Is Changing?	<b>Unit 11:</b> What is Development? & What Is and Economy?
	<b>Knowledge</b> <u><b>Unit 7: Where The Land Meets The Sea</b></u>   <ul style="list-style-type: none"> <li>This unit continues to progress students understanding of the physical geomorphological processes of erosion, deposition, and transportation, building upon the previous Unit 3 Rivers and ahead of Unit 16 Glaciation. The unit concentrates upon marine and sub-aerial processes at the boundary between land and sea, first as generic and then applying to a specific UK case study at Holderness. Coastal processes can be observed, measured and analysed at numerous locations across the UK.</li> </ul> <u><b>Unit 8: Is Earth running out of natural resources?</b></u>	<u><b>Unit 9: Our Restless Earth</b></u>   <ul style="list-style-type: none"> <li>This unit further progresses students understanding of the distribution of earthquakes and volcanoes, the processes responsible for earthquake and volcanic events and the landforms associated with them</li> <li>Students will investigate current knowledge about the prediction, prevention and management of earthquakes and volcanoes and understand why people continue to live in hazardous zones. Students will locate the world's major earthquakes and volcanoes, explore the developing theories about plate tectonics and the causes behind these hazardous natural events, and develop an understanding them.</li> <li>The timescales involved are immense and this makes elements of the topic</li> </ul>	<u><b>Unit 11: What Is Development &amp; What Is An Economy?</b></u>  <ul style="list-style-type: none"> <li>In this unit students will tackle the concept of development and how it can be interpreted, measured and compared at a global scale. They will gain powerful knowledge about how we come to see the world and the complexities of development as a constantly changing concept. The broader notion of 'quality of life' is used throughout the unit so that the understanding of development is not focused on economic terms. The world is shown as messy and complex as the world is not split into two (north, south) and the speed of development for countries occurs at different rates.</li> <li>This unit introduces the concepts of an economy, trade and globalisation. It will explore what an economy is and how the economy works in the context of the UK and the world of work. Students will</li> </ul>

YEAR 8	AUTUMN	SPRING	SUMMER
	 <ul style="list-style-type: none"> <li>This unit introduces the planet, its interconnecting spheres: atmosphere, biosphere, hydrosphere and lithosphere. This provides an important building block to an understanding of the planet that will be revisited and progressed through different units, and progressed further at GCSE. This unit focuses on how people use the natural resources of the Earth's spheres, introducing how we use rocks, soil, biomes, water, oil, and different forms of energy.</li> <li>A number of key physical geography concepts are introduced in this unit – geological time, types of rocks, types of weathering, soil and biome formation. The concept of sustainability and renewable and non-renewable resources are also introduced.</li> </ul>	<p>difficult to imagine. Students will consider how our knowledge of plate tectonics has evolved, and how volcanologists, seismologists and other scientists conduct fieldwork to better understand the processes involved. This helps students to understand some of the way's knowledge about plate tectonics, earthquakes and volcanoes has been, and continues to be, developed and tested, rather than just presenting current knowledge as a complete understanding of the topic.</p> <p><b><u>Unit 10: How Population Is Changing?</u></b></p>  <ul style="list-style-type: none"> <li>This unit introduces important human geography concepts that will be progressed throughout the units in the course: population change, population distribution, the Demographic Transition Model, population pyramids, population control, migration types, migration model, world population movements, urbanisation, impact of urbanisation on a city, land use model.</li> </ul>	<p>understand how the economy can be split into different employment sectors and how this contributes to the wealth of a country. Students will also understand why the UK trades with other countries, be able to identify the UK's main trading partners and understand the factors that have led to increased world trade and globalisation</p>

YEAR 8	AUTUMN	SPRING	SUMMER
		<p>Students summarise their understanding of a wide range of concepts across different units in a concept map.</p>	
Skills	  <ul style="list-style-type: none"> <li>• Grid references, OS maps,</li> <li>• Building on knowledge of globes, compass directions,</li> <li>• Latitude and longitude,</li> <li>• Aerial &amp; satellite photographs, topological maps.</li> <li>• To apply a map skill to describe and/or explain.</li> </ul>	 <ul style="list-style-type: none"> <li>• Analyses and interpret sources of imagery such as photographs, OS maps, Google Earth satellite imagery, and British Geological Society geology maps.</li> <li>• Consider numeric data and interpret graphs, as well as developing verbal literacy through key term knowledge and definitions and extended writing.</li> <li>• Use statistical data to draw a graph to show how the UK economy has evolved</li> <li>• Interpret statistics, graphs, population density maps and population pyramids to investigate population change</li> <li>• use Geographical Information Systems (GIS) to view, analyses and interpret places and data</li> </ul>	 <ul style="list-style-type: none"> <li>• Interpret atlas maps, eye witness accounts, scientific evidence and public information material to investigate plate tectonics</li> <li>• Describe and explain the theory of plate tectonic</li> </ul>



YEAR 8	AUTUMN	SPRING	SUMMER
Rationale	<p><b><u>Links to prior learning</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1: Becoming a geographer –Map skills</li> <li>• Unit 3: Why are rivers important?</li> <li>• </li> <li>• Unit 11: Economic Activity (land use and land value)</li> <li>• NC KS2: students may know about biomes, and the distribution of natural resources.</li> <li>• Unit 1: Becoming a geographer</li> <li>• Unit 2: Biomes</li> <li>• Unit 3: Rivers – How does water flow into rivers</li> <li>• Unit 5: Weather &amp; clouds; What are clouds and why does it rain?</li> <li>• Unit 11: Economy</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>• Unit 8: Natural Resources (weathering)</li> <li>• Unit 16: How does ice change the world?</li> <li>• Unit 14: Climate change and Earth's future</li> <li>• Unit 13: Water scarcity in the Middle East is studies</li> </ul>	<p><b><u>Links to prior learning</u></b></p> <ul style="list-style-type: none"> <li>• KS2: National Curriculum – some aspects of volcanoes and earthquakes may be covered in physical and human geography.</li> <li>• Unit 1: Becoming a Geographer</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>• Unit 14: Climate Change</li> <li>• Unit 15: Russia introduced the concept of population distribution, and density, sparsely and densely populated, positive and negative factors applied to Russia</li> </ul>	<p><b><u>Links to prior learning</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1: Becoming a geographer</li> <li>• Unit 5: What is weather and climate?</li> <li>• Unit 9: Our Restless earth</li> <li>• Unit 8: Is the Earth running out of resources?</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>• Unit 13: Why is the Middle East an important world region?</li> <li>• Unit 14: Climate Change and the Earth's future</li> </ul>



YEAR 8	AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> <li>• Unit 11: Development, building on understanding of the concept of development</li> <li>• Unit 11: What is an economy?</li> <li>• Unit 12: What are the challenges and opportunities facing Africa?</li> <li>• Unit 13: Middle East Lesson forced migration and refugees, Syria, and impact on destinations across the Middle East and Europe.</li> </ul>	
Why?	Year 8 starts with Unit 7 – Where the land meets the sea, this unit builds on students' prior knowledge gained throughout year 7. Throughout this year students continue to gain a better understanding of both physical and human Geography and its complexity. Unit 8 introduces students to the concept that the Earth is running out of resources. Unit 9 – Our Restless Earth, this unit has been specifically placed at the middle of the year, as it is hoped that students will be able to build a live model of a tectonic hazard. E.g. volcano experiments outside will be weather dependant. Unit 10, investigates how population is changing, this is the first big human topic that students have studied, students will use their knowledge they have developed during year 7. The year ends with a more complex topic in unit 11, development and what is an economy. More importantly, Unit 9's volcano experiment will allow for scientific methodology and safety practices when conducting the experiment.		

## Y9 Geography

YEAR 9	AUTUMN	SPRING	SUMMER
Year 9	<b>Theme</b> <b>Unit 12:</b> What Are The Challenges And Opportunities Facing Africa? <b>Unit 13:</b> Why is the Middle East an important world region?	<b>Unit 14:</b> Climate Change and the Earth's future  <b>Unit 15:</b> Is The Geography Of Russia A Curse Or A Benefit?	<b>Unit 16:</b> How Does Ice Change the World?
	<b>Knowledge</b> <u><b>UNIT 12: What are the challenges and opportunities facing Africa?</b></u>  <ul style="list-style-type: none"> <li>This unit introduces the challenges and opportunities facing Africa. Beginning with the danger of the single story, this encourages students to challenge stereotypical views of this diverse continent, and brings in the bigger picture of why these views may be considered a danger.</li> <li>Students will explore the physical geography and colonial history of Africa to give them a grounding upon which to build when studying the development of</li> </ul>	<u><b>Unit 14: Climate Change and the Earth's future</b></u>  <ul style="list-style-type: none"> <li>As students are considering their future GCSE choices, they are required to consider the future of the planet, specifically climate change. They are required to apply what they have learnt as geographers to consider what the future might hold. The units thus far have dealt with the causes and consequences of climate change without introducing the concept.</li> <li>This unit begins by introducing the idea as a controversial issue, in that different people have conflicting viewpoints. In subsequent lessons, students consider</li> </ul>	<u><b>Unit 16: How Does Ice Change the World?</b></u>  <ul style="list-style-type: none"> <li>This unit further progresses students understanding of the processes of erosion, deposition and transportation. It builds on previous physical geography. Glacial landforms are the most difficult to understand as they are a legacy of ice, which melted thousands of years ago. Equally as difficult are glacial processes, as they cannot be directly observed, unlike rivers and coasts.</li> <li>This, combined with the slow rate of change of glaciers, makes it difficult to see how they shape the surface of the</li> </ul>

	<p>African countries.</p> <ul style="list-style-type: none"> <li>Students will investigate the climatic zones and biomes of Africa before focusing on the issue of desertification in the Sahel and how it can be managed.</li> <li>Students will explore the challenges and opportunities of population change and urbanisation, building upon learning from previous units. The unit concludes with the consideration of the trade relationship between Africa and China and associated issues.</li> </ul>	<p>the evidence and the causes and consequences of climate change. Students consider the consequences for the UK before conducting an enquiry of Antarctica. In terms of the future, students consider what can be done internationally as a result of the Copenhagen Climate Agreement and ahead of the Glasgow climate agreement before considering their own personal response as a geographer.</p> <p><b><u>Unit 15: Is the geography of Russia a curse or benefit?</u></b></p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> <li>Russia is the largest country in the world, so it is important that students have an understanding of this nation. This unit is an important aspect of students progress in terms of their world contextual knowledge, building on the regional studies of KS1 and KS2, towards a matrix of understanding of places in the world.</li> </ul>	<p>earth. The process of glaciation involves the past, present and future. Students will investigate glaciers that still exist, to better understand how they create distinctive landforms. Students will also investigate how people use glacial landforms. They will consider how our knowledge of glaciers has evolved, and how glaciologists conduct fieldwork to better understand how glaciers are changing. This helps students to understand some of the ways knowledge about glaciers has been, and continues to be, developed and tested.</p>
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Skills	<ul style="list-style-type: none"> <li>Interpret climate maps and graphs for Africa</li> <li>Use atlas maps and photos to investigate Africa</li> <li>Use latitude and longitude to locate places in Africa</li> <li>Draw climate graphs</li> <li>Interpret statistics, graphs, population density maps and population pyramids</li> </ul>	<ul style="list-style-type: none"> <li>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</li> <li>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>Interpret atlas maps, eye witness accounts, scientific evidence and public</li> </ul>	<ul style="list-style-type: none"> <li>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</li> <li>Interpret Ordnance Survey maps in the classroom</li> <li>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> </ul>	

	<p>to investigate population change</p> <ul style="list-style-type: none"> <li>• Consider different points of view and decisions that people make to change</li> <li>• Describe and explain the impact of plate tectonics on the Middle East apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data apply understanding of the Middle East and migration to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints</li> </ul>	<p>information material to investigate plate tectonics</p> <ul style="list-style-type: none"> <li>• Describe and explain the theory of plate tectonics</li> <li>• Interpret and draw climate graphs for Russia</li> <li>• Interpret climate maps for Russia</li> <li>• Use atlas maps and photos to investigate Russia</li> <li>• Use GiS/Google Earth to investigate Russia</li> <li>• Interpret and analyse a range of geographical data including different viewpoints about an issue</li> <li>• Use enquiry questions to describe places in Russia</li> <li>• Describe the physical landscape of Russia</li> <li>• Explain the differences between the climate of Russia and the UK</li> <li>• Describe and explain the population distribution of Russia.</li> </ul>	
Rationale	<p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Locational knowledge of the world</li> </ul>	<p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Becoming a Geographer.</li> <li>• Unit 3: Why are rivers important?</li> </ul>	<p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> <li>• Unit 1: Becoming a Geographer. using grid references to locate and describe</li> </ul>

	<ul style="list-style-type: none"> <li>Unit 3: Hydrological cycle and Rivers</li> <li>Unit 5: Weather and climate</li> <li>Unit 11: Trade and globalisation</li> <li>Unit 9: How plate tectonics shaped the world; location of earthquake, volcano and mountain belt</li> <li>Unit 11: Economy</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>Unit 14: Exploration of climate change and how it will affect different parts of the planet, including Africa</li> <li>Unit 13: The Middle East connects Asia and Africa</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5: Weather and Climate - Climate Zones</li> <li>Unit 11: Development &amp; Economy</li> <li>Unit 8: Resources - interactions of the Earth's spheres; types of energy; sustainability; challenges to the planet</li> <li>Unit 12 : What are the challenges and opportunities facing Africa? <ul style="list-style-type: none"> <li>desertification</li> </ul> </li> <li>NC KS1 and KS2 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Unit 2: Biomes progressing understanding of how the Earth's spheres interact to create biomes – tundra</li> <li>Unit 11: Economy</li> <li>Unit 14: Climate</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>Unit 16: Glaciation - ice ages, changing climate; work of glaciologists, how glaciers are changing; political cartoon.</li> </ul>	<p>places, Helvellyn OS map; showing height and contour patterns on OS maps;; Helvellyn in 3D</p> <ul style="list-style-type: none"> <li>Unit 8: Natural resources, types of weathering; where the planet's water is found</li> <li>Unit 5: Weather and climate – world climate zones</li> <li>Unit 3: Why are rivers important?</li> <li>Unit 7: Where the Land Meets the sea</li> </ul> <p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>Unit 17: Challenges of natural hazards</li> <li>Unit 19: Climate change</li> <li>Unit 24: Rivers</li> <li>Unit 25: Field study</li> <li>Unit 27: Physical landscapes.</li> </ul>
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	<b>Why?</b>	Unit 12 – Africa, links to History’s British Empire unit as the issue of Slavery crosses over both units. With Unit 10 looking at the history of Africa. This is helpful as any misconceptions can be address and the gaps plugged furthering students’ knowledge of the continent. Year 9 continues to challenge students and develop there evaluation skills, whilst maintaining their curiosity, and ordering in difficulty as the year progresses to ensure that students are ready to begin KS4 fully equipped for GCSE Geography. Units 13 & 15 both human units are focusing on crucial areas within the world in the 21st Century. Whilst Unit 14 tackles climate change, a very modern topic; this also links in with the whole schools mission to become an Eco School. Unit 16 the final topic in year 9, encourages the students to question the landscape of the land around them; going forward this will link into the residential trip to Iceland and the Lake district that is offered in KS4.
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## Y10 Geography

YEAR 10		AUTUMN	SPRING	SUMMER
Year 10	Theme	<b>Unit 17:</b> The Challenge of natural Hazards <b>Unit 18:</b> Weather Hazards <b>Unit 19:</b> Climate Change	<b>Unit 20:</b> Eco Systems <b>Unit 21:</b> Living World Tropical Rainforest <b>Unit 22:</b> Living World Hot Deserts	<b>Unit 23:</b> Changing Economic World <b>Unit 24:</b> Physical landscapes rivers.
	Knowledge	<u><b>Unit 17: The Challenge of natural Hazards</b></u>  <ul style="list-style-type: none"> <li>Building on the knowledge and understanding acquired at KS3, this unit continues the theme of space and place that has been embed throughout KS3. It is a topic that helps to build and develop curiosity. It allows Students to enquire what turns a natural event into a natural hazard, about the different types of natural hazard, and the factors that affect hazard risk. Students continue to develop where earthquakes and volcanoes happen, and link their location to the Earth's tectonic plates.</li> </ul>	<u><b>Unit 20: Eco Systems</b></u>  <ul style="list-style-type: none"> <li>Students build on the foundations of unit 2 ecosystems, and learn about a small-scale UK ecosystem. Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>Students explore an example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.</li> <li>Students find out about the impact of changes, resulting from both natural and human causes, on the components of an ecosystem. The balance between</li> </ul>	<u><b>Unit 23: Changing Economic World</b></u>  <ul style="list-style-type: none"> <li>Students find out about global variations in economic development and quality of life.</li> <li>Students explore different ways of classifying parts of the world according to their level of economic development and quality of life.</li> <li>Students investigate different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</li> </ul>

YEAR 10	AUTUMN	SPRING	SUMMER
	<p><b><u>Unit 18: Weather Hazards</u></b></p>  <p>Students find out about the structure and features of a tropical storm, and how climate change might affect the distribution, frequency and intensity of tropical storms in the future. Students find out about Typhoon Haiyan, the effects of the storm, and the immediate and long-term responses to it. Students find out about how the effects of tropical storms can be reduced through strategies of monitoring, prediction, protection and planning, using Bangladesh as an example.</p>	<p>components. The impact on the ecosystem of changing one component.</p> <p><b><u>Unit 21: Living World Tropical Rainforest</u></b></p>  <ul style="list-style-type: none"> <li>Students build on their KS3 understanding of biomes, their geographical locations, TRF, and the location and environmental characteristics of tropical rainforests – their climate, soils and biodiversity.</li> <li>Students investigate a deforestation case study relating to Malaysia.</li> <li>Students develop evaluation techniques on the impacts of deforestation, why there is a need to protect them and how to ensure they are treated sustainably.</li> </ul>	<p><b><u>Unit 24: Physical landscapes rivers</u></b></p>  <ul style="list-style-type: none"> <li>This is the final topic of year 10, and links directly to the Year 11 curriculum, during which students will take part in a rivers residential field trip to the Lake District.</li> <li>In this unit, students discover how rivers and their valleys change with distance downstream, the shape of river valleys changes as rivers flow downstream, the long profile and the changing cross profile of a river and its valley.</li> <li>Students find out about how rivers erode their valleys to produce distinctive landforms such as interlocking spurs, waterfalls and gorges.</li> <li>Students explore distinctive fluvial landforms result from different physical processes.</li> <li>Students develop their understanding of the characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow</li> </ul>

YEAR 10	AUTUMN	SPRING	SUMMER
	<p><b><u>Unit 19: Climate Change</u></b></p>  <ul style="list-style-type: none"> <li>Students find out about the evidence for climate change and consider its impacts on global ecosystems and on people's lives, using data to describe the overall pattern of global temperature from the beginning of the Quaternary period to the present day.</li> <li>Students develop knowledge about the natural causes of climate change: cyclical changes in the Earth's orbit, sunspots and volcanic eruptions. Throughout the unit, students link in human activity and the impact this may have on climate change, including how the Greenhouse effect works. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). Towards the end of this unit, students develop understanding on managing climate change: mitigation – alternative energy production, carbon capture, planting trees, international agreements.</li> </ul>	<p><b><u>Unit 22: Living World Hot Deserts</u></b></p>  <ul style="list-style-type: none"> <li>Students build on their KS3 understanding of biomes, their geographical locations and hot deserts.</li> <li>Students develop their understanding on characteristics of hot deserts – their climate, soils, plants and animals. This includes: the physical characteristics of a hot desert, the interdependence of climate, water, soils, plants, animals and people and how plants and animals adapt to the physical conditions and issues related to biodiversity.</li> <li>Students explore the development of hot desert environments and how they create opportunities and challenges.</li> <li>Students complete a case study of the Thar Desert to illustrate development opportunities in hot desert environments, including mineral extraction, energy, farming, tourism.</li> <li>Students describe patterns, classify and summarise information.</li> </ul>	<p>lakes – and explore the characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</p>

YEAR 10	AUTUMN	SPRING	SUMMER
Skills	 <ul style="list-style-type: none"> <li>Photo interpretation; extracting information from diagrams; classifying information;</li> <li>Describing patterns; interpreting maps</li> <li>Presenting data using an appropriate graphical technique</li> <li>Extracting information from a map; drawing an annotated diagram</li> <li>Drawing a labelled diagram; interpreting graphs; describing patterns</li> <li>Evaluating</li> </ul>	 <ul style="list-style-type: none"> <li>Drawing a labelled map; describing patterns of distribution; drawing a climate graph.</li> <li>Accurate presentation of given data</li> <li>Evaluation</li> <li>Interpreting graphs and charts; drawing a pie chart from given data (Maths skills)</li> <li>photo interpretation; drawing a labelled map; using an atlas; describing patterns; interpreting a climate graph</li> </ul>	 <ul style="list-style-type: none"> <li>Drawing a labelled map; describing patterns of distribution; drawing a climate graph.</li> <li>accurate presentation of given data</li> <li>evaluation</li> <li>interpreting graphs and charts; drawing a pie chart from given data (Maths skills)</li> <li>photo interpretation; drawing a labelled map; using an atlas; describing patterns; interpreting a climate graph</li> <li>describing patterns; classifying; summarising information</li> <li>drawing a labelled diagram; drawing a cross-profile; describing changes in a river and its valley; photo interpretation</li> </ul>
Rationale	<p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> <li>Unit 9: Restless earth</li> <li>Unit 19 Weather Hazards</li> </ul>	<p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> <li>Unit 1 Becoming a geographer?</li> <li>Unit 2 What are eco systems?</li> <li>Unit 12 What are the challenges and opportunities facing Africa?</li> </ul>	<p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> <li>Unit 2 hydro cycles and rivers.</li> <li>Unit 11 Development and Economy</li> </ul>



YEAR 10	AUTUMN	SPRING	SUMMER
	<p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>• Paper 1 Living with the Physical environment</li> <li>• Unit 18 The challenge of natural hazard</li> </ul>	<p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>• Paper 1: Living with the physical environment</li> <li>• Unit 19 climate change</li> <li>• Unit 21 The living world</li> </ul>	<p><b><u>Links to future Learning</u></b></p> <ul style="list-style-type: none"> <li>• Unit 25 field work</li> <li>• Unit 26 urban issues and challenges</li> <li>• Unit 28 resources.</li> <li>• Paper 1 Living with the physical environment</li> <li>• Unit 19 climate change</li> <li>• Unit 21 The living world</li> </ul>
Why?	<p>Students begin their GCSE Geography journey studying Natural Hazards, this unit allows students to make a smooth transition from KS3 to KS4 successfully, as they have already been introduced to some concepts. The following unit's weather hazards &amp; climate change build on the natural hazards unit. During the spring term students study eco systems and the living world, these units focuses on tropical rainforest and hot deserts. These units allow students to study in depth the challenges and opportunities that these unique ecosystems face. At St Cuthbert's we value the importance of sustainability and we are able to look at this theme thought these units.</p> <p>The summer term begins with changing economic word, this is a complex unit which requires students to engage in both the human and physical elements and understand how they are linked together. All school values are covered within this unit of work and it encourages students to reflect and question on global variations.</p> <p>Physical landscapes; rivers, is taught in the final half term as it prepares students for their upcoming residential field trip to Grasmere in the Autumn term of year 11. Students will have gained a sound level of depth which will help them when they are out in the field, experiencing first hand, many of the features that we study</p>		

## Y11 Geography

YEAR 11		AUTUMN	SPRING	SUMMER
Year 11	<b>Theme</b> <b>Unit 25:</b> Rivers Fieldwork <b>Unit 26:</b> Urban issues and challenges	<b>Unit 27:</b> Physical Landscapes in the UK ICE/ Coasts <b>Unit 28:</b> Resource management Energy <b>Unit 29:</b> Issues Evaluation		
	<b>Knowledge</b> <b>Unit 25: Rivers Fieldwork</b>  <ul style="list-style-type: none"> <li>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content studied.</li> <li>Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and</li> </ul>	<b>Unit 27: Physical Landscapes in the UK</b> <b>ICE/ Coasts</b>  <b>Coasts</b> <ul style="list-style-type: none"> <li>'Coasts' builds on students' understanding of the physical geomorphological processes of erosion, deposition, and transportation, building upon the previous Unit 6 Rivers and ahead of Unit 13 Glaciation.</li> <li>The unit concentrates upon marine and sub-aerial processes at the boundary between land and sea, first as generic and then applying to a specific UK case study at Holderness. Coastal processes can be observed, measured and analysed at numerous locations across</li> </ul>		

	<p>human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.</p> <p><b><u>Unit 26: Urban issues and challenges</u></b></p>  <ul style="list-style-type: none"> <li>Students find out how many people live in urban areas, and how cities are growing around the world. A growing percentage of the world's population lives in urban areas.</li> <li>Students explore the global pattern of urban change, including urban trends in different parts of the world including HICs and LICs</li> <li>Students find out the reasons why cities grow and about the growth of megacities. Students explore why a growing percentage of the world's population lives in urban areas and investigate factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.</li> <li>Students examine the emergence of megacities and investigate the reasons why the city of Rio de Janeiro is growing so rapidly.</li> </ul>	<p>the UK and so this unit also lends itself to potential field study. It will look at how coastal areas are used by people, and the delicate relationship that humans have with coastal areas.</p> <ul style="list-style-type: none"> <li>Students will be able to describe and explain how humans are influenced by sea flooding and erosion, as well as explaining how humans change the landscape itself including coastal management and the costs and benefits of this.</li> </ul> <p><b><u>Glaciation</u></b></p> <ul style="list-style-type: none"> <li>Throughout this unit students will be given opportunity to analyse and interpret sources of imagery such as photographs, OS maps, Google Earth satellite imagery, and British Geological Society geology maps.</li> <li>Students will also consider numeric data and interpret graphs, as well as developing verbal literacy through key term knowledge and definitions and extended writing. Students find out about the processes of weathering, erosion, transportation and deposition that operate in cold glacial environments. Ice was a powerful force</li> </ul>	
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	<ul style="list-style-type: none"> <li>Students also explore why urban growth creates opportunities and challenges for cities in LICs and NEEs.</li> <li><b>A case study</b> of a major city in an LIC or NEE to illustrate:             <ul style="list-style-type: none"> <li>the location and importance of the city, regionally, nationally and internationally</li> <li>causes of growth: natural increase and migration</li> <li>how urban growth has created opportunities</li> </ul> </li> <li>Students find out about how Rio is responding to the city's environmental challenges.</li> </ul>	<p>in shaping the physical landscape of the UK.</p> <ul style="list-style-type: none"> <li>Students also explore: the maximum extent of ice cover across the UK during the last ice age, glacial processes (including freeze-thaw weathering, erosion, movement and transportation and deposition), how distinctive glacial landforms result from different physical processes and the characteristics and formation of landforms resulting from transportation and deposition, including erratics, drumlins, types of moraine.</li> </ul> <p><b><u>Unit 28: Resource management Energy</u></b></p>  <ul style="list-style-type: none"> <li>Students find out about the rising global demand for energy and the uneven supply across the world. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</li> <li>Areas of surplus (security) and deficit (insecurity): global distribution of energy consumption and supply and reasons for increasing energy</li> </ul>	
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		<p>consumption: economic development, rising population, technology.</p> <ul style="list-style-type: none"><li>Students find out about the costs and impacts associated with energy insecurity. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</li><li>Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply. Students find out about how energy supplies can be increased.</li></ul> <p><b><u>Unit 29: Issues Evaluation</u></b></p> <ul style="list-style-type: none"><li>The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</li><li>This section contributes a critical thinking and problem-solving element</li></ul>	
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		<p>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.</p> <ul style="list-style-type: none"> <li>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 examination room but will be issued with a clean copy in the exam.</li> </ul>	
Rationale	<p><b><u>Links to prior learning</u></b></p> <ul style="list-style-type: none"> <li>Unit 24 rivers</li> <li>Unit 27 glaciation</li> <li>Unit 23 Economy</li> </ul> <p><b><u>Future links</u></b></p> <ul style="list-style-type: none"> <li><b>GCSE Paper 2:</b> Challenges in the Human environment</li> <li><b>Section A:</b> Urban issues and challenges</li> </ul>	<p><b><u>Links to prior learning</u></b></p> <ul style="list-style-type: none"> <li><b>Paper 2:</b> Challenges in the human environment</li> <li><b>Section C:</b> The challenge of resource management</li> </ul> <p><b><u>Future links</u></b></p> GCSE Paper 1: GCSE paper 3: Geographical Applications	



	<b>Why?</b>	Students begin year 11 with a residential trip to the Lake District, this fieldwork unit builds on their prior learning gained during unit 24, Rivers. Furthermore, this allows students to take classroom learning and apply it to real life context. Following on from this, the remainder of the term focuses on urban issues and challenges unit 26, this study looks at our increasingly urban world and the impact it has, economically, socially & environmentally. The Spring term focuses on coasts/ice & resources, students will have visited a glacial upland areas during unit 24 and can therefore have first-hand experience on understanding what a powerful force ice has in shaping the physical landscape of the UK. Finally unit 29 Issues evaluation, an unseen resource booklet is published twelve weeks before the exam. During this final unit, students will develop a critical perspective on the issues presented, consider different points of view and evaluate.
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