



# Curriculum Plan – Geography

*Called as God’s family,  
we strive to achieve our personal best,  
by living and learning in Christ.*

**Department Mission Statement:** The geography department at aims to stimulate in our students, an interest in and a sense of wonder about places and people at all levels, from the personal to the global. We have extremely high expectations of all of the students we teach and aim to encourage their questioning, investigation and critical thinking about issues that affect their lives, now and in the future. The department strives to inspire students to become global citizens by exploring their own place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet.

## Key Stage 2

Knowledge Gained	Skills Developed & Fieldwork
<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>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>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul>

Key Skills Coding: Physical geography processes and patterns Human geography processes and patterns Physical–human interaction Contextual world knowledge



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<ul style="list-style-type: none"><li>• 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 (including day and night)</li></ul> <p>1. Place knowledge</p> <ul style="list-style-type: none"><li>• 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 Human and physical geography</li></ul> <p>2. describe and understand key aspects of:</p> <ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul> <p>Geography – key stages 1 and 2 4</p>	
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## Key Stage 3 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>The KS3 curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li><li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li><li>• are competent in the geographical skills needed to:</li><li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li><li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li><li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li></ul> <p>Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as</p>	<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 and in the field</li><li>• interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li><li>• use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li><li>• use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li></ul>

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models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. Pupils should be taught to:

### Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

### Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

### Human and physical geography

understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the

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climate; and how human activity relies on effective functioning of natural systems	
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## Key Stage 4 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>KS4 geography should provide the opportunity for students to understand more about the world, the challenges it faces and their place within it. The KS4 course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students’ competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.</p> <p>KS4 geography should enable students to build on their key stage 3 knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• develop and extend their knowledge of locations, places, environments and processes, and of different scales including</li> </ul>	<p>GCSE specifications should require students to develop and demonstrate the following skills throughout their study of the specifications as a whole:</p> <ol style="list-style-type: none"> <li>1. Maps           <p>The use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material<sup>2</sup> including the use of Geographical Information Systems (GIS), to obtain, illustrate, analyse and evaluate geographical information. To include making maps and sketches to present and interpret geographical information.</p> </li> <li>2. Fieldwork           <ul style="list-style-type: none"> <li>• Different approaches to fieldwork undertaken in at least two contrasting environments. Fieldwork overall should include exploration of physical and human processes and the interactions between them and should involve the collection of primary and human data (but</li> </ul> </li> </ol>

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<p>global; and of social, political and cultural contexts (know geographical material)</p> <ul style="list-style-type: none"><li>• gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)</li><li>• develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)</li><li>• apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).</li></ul> <p>curriculum emphases should progress from KS3 and ensure that specifications facilitate this:</p> <ul style="list-style-type: none"><li>• broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global</li><li>• a greater emphasis given to process studies that lead to an understanding of change</li><li>• a greater stress on the multivariate nature of 'human-physical' relationships and interactions</li><li>• a stronger focus on forming generalisations and/or abstractions, including some awareness of theoretical perspectives and of the subject's conceptual frameworks</li></ul>	<p>these requirements need not all be addressed in each piece of fieldwork).</p> <ol style="list-style-type: none"><li>3. Use of data<ul style="list-style-type: none"><li>• 'Data' should include both qualitative and quantitative data and data from both primary and secondary sources: fieldwork data; GIS material; written and digital sources; visual and graphical sources; and numerical and statistical information.</li><li>• Using data should include its collection, interpretation and analysis, including the application of appropriate quantitative and statistical techniques, it also includes the effective presentation, communication and evaluation of material.</li></ul></li><li>4. Formulating enquiry and argument<ul style="list-style-type: none"><li>• The ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues.</li></ul></li><li>5. The following areas of knowledge, skills and understanding should be assessed through the fieldwork assessment.<ol style="list-style-type: none"><li>i. understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these</li><li>ii. understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement processing and presenting fieldwork data in various ways including maps, graphs and diagrams</li></ol></li></ol>
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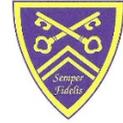


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<ul style="list-style-type: none"><li>• an increased involvement of students in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions</li><li>• enhancing competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material</li></ul> <p>Locational knowledge</p> <p>Locational knowledge and contextual knowledge of the world's continents, countries, regions and their physical, environmental and human features should be developed across the whole specification and should include:</p> <ul style="list-style-type: none"><li>• appreciation of different spatial, cultural and political contexts</li><li>• recognition of important links and inter-relationships between places and environments at a range of scales from local to global</li><li>• contextual knowledge of any countries from which case studies and exemplars are chosen. It is required that exemplars are</li></ul> <p>Place: processes and relationships</p> <ul style="list-style-type: none"><li>• Geography of the UK – Knowledge and understanding of the UK's geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world. Much of this may be achieved by study in combination with other physical, human and environmental study topics, but students must also study the UK as a country and draw across physical and human characteristics to summarise significant geographical features and issues.</li></ul>	<ul style="list-style-type: none"><li>iv. analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories</li><li>v. drawing evidenced conclusions and summaries from fieldwork transcripts and data</li><li>vi. reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained</li></ul> <p>6. Cartographic skills</p> <ul style="list-style-type: none"><li>• use and understand gradient, contour and spot height on OS maps and other isoline maps (eg weather charts, ocean bathymetric charts)</li><li>• interpret cross sections and transects</li><li>• use and understand coordinates, scale and distance</li><li>• describe and interpret geo-spatial data presented in a GIS framework (eg analysis of flood hazard using the interactive maps on the Environment Agency website)</li></ul> <p>7. Graphical skills</p> <ul style="list-style-type: none"><li>• Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals</li><li>• interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols)</li><li>• interpret population pyramids, choropleth maps and flow-line maps</li></ul> <p>Numerical skills</p> <ul style="list-style-type: none"><li>• demonstrate an understanding of number, area and scale and the quantitative relationships between units</li><li>• design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability</li></ul>
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### Physical geography: processes and change

- Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK.
- Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period (2.6 million years ago) to the present day.

### People and environment: processes and interactions

- Global ecosystems and biodiversity – An overview of the distribution and characteristics of large scale natural global ecosystems. For two selected ecosystems, draw out the interdependence of climate, soil, water, plants, animals and humans; the processes and interactions that operate within them at different scales; and issues related to biodiversity and to their sustainable use and management.
- Resources and their management – An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources. Detailed study of one of either food, energy or water, recognising the changing characteristics and distribution of demand and supply, past and present impacts of human intervention, and

- understand and correctly use proportion and ratio, magnitude and frequency (e.g. 1:200 flood; and logarithmic scales such as the Richter scale, in orders of magnitude)
- draw informed conclusions from numerical data 11 Statistical skills
- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions; interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data

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issues related to their sustainable use and management at a variety of scales.

### Human geography: processes and change

- Cities and urban society – An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development. For at least one major city in an economically advanced country,3 and one major city in a poorer country or recently emerging economy, examine ways of life and contemporary challenges arising from and influencing urban change. Both city studies should be set within the context of their region, country and the wider world, including an understanding of the causes and impacts of national and international migration on the growth and character of these cities.
- Global economic development issues – The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social and environmental context within which the country is placed, the changing nature of industry and investment, and the characteristics of international trade, aid and geo-political relationships with respect to that country

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## Key Stage 5 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>AS and A level specifications in geography should encourage students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of the subject. The content should enable students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students should grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world’s changing peoples, places and environments.</p> <p>AS and A level specifications must enable students to:</p> <ul style="list-style-type: none"> <li>• develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole</li> <li>• develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts</li> <li>• recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today</li> <li>• develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts</li> <li>• gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of</li> </ul>	<p>Competence in using geographical skills should be developed during study of core content and non-core content, not as a separate theme or topic. While the relative balance of quantitative and qualitative methods and skills will differ between each of the core and non-core themes, students must be introduced to a roughly equal balance of quantitative and qualitative across the specification as a whole.</p> <p>Skills to develop</p> <ul style="list-style-type: none"> <li>• understand the nature and use of different types of geographical information, including qualitative and quantitative, primary and secondary, images, factual text and discursive/creative material, digital data, numerical and spatial data and innovative forms of data, including crowd-sourced and 'big data'</li> <li>• collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types</li> <li>• undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data</li> <li>• communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters</li> </ul> <p>skills specific to qualitative data:</p> <ul style="list-style-type: none"> <li>• use and understand a mixture of methodological approaches, including using interviews</li> <li>• interpret and evaluate a range of source material including textual and visual sources</li> </ul>



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causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds

- improve their understanding of the ways in which values, attitudes and circumstances<sup>1</sup> have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
- understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations

The KS5 curriculum aims to:

- build on knowledge of contexts, locations, places and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political

- understand the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciate how they actively create particular geographical representations
- understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities

skills specific to quantitative data:

- understand what makes data geographical and the geospatial technologies (e.g. GIS) that are used to collect, analyse and present geographical data
- demonstrate an ability to collect and to use digital, geo-located data, and to understand a range of approaches to the use and analysis of such data;
- understand the purposes and difference between the following and be able to use them in appropriate contexts:
  - descriptive statistics of central tendency and dispersion
  - descriptive measures of difference and association, inferential statistics and the foundations of relational statistics, including (but not limited to) measures of correlation and lines of best fit on a scatter plot
  - measurement, measurement errors, and sampling

Fieldwork

- undertake fieldwork in relation to processes in both physical and human geography, but the fieldwork which is part of the individual investigation may be either human, physical or integrated
- define the research questions which underpin field investigations
- research relevant literature sources and understand and write up the theoretical or comparative context for a research question
- observe and record phenomena in the field and devise and justify practical approaches taken in the field including frequency/timing of observation, sampling, and data collection approaches

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<p>contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included</p> <ul style="list-style-type: none"><li>• ensure emphasis on deep understanding of both physical and human processes, and on applying this understanding to interrogate people-environment interactions and people-place connections at all scales from local to global</li><li>• require study that builds on and reinforces the conceptual understanding underpinning GCSE, and extends demand to include a wider range of more complex and specialised concepts that relate to the core and non-core content</li><li>• ensure that specifications demand engagement with models, theories and generalisations, and require a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes</li><li>• promote understanding of the rationale for, and applications of, skills and approaches used, together with a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods</li><li>• ensure that fieldwork plays a key role in encouraging both AS and A level students to apply and evaluate theory in the real world, and that A level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills, and identifying appropriate ways of analysing and communicating findings</li></ul>	<ul style="list-style-type: none"><li>• demonstrate practical knowledge and understanding of field methodologies appropriate to the investigation of core human and physical processes</li><li>• implement chosen methodologies to collect data/information of good quality and relevant to the topic under investigation</li><li>• demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them</li><li>• demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding</li><li>• apply existing knowledge, theory and concepts to order and understand field observations</li><li>• show the ability to write up field results clearly and logically, using a range of presentation methods</li><li>• evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research</li><li>• demonstrate the ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question and to do this drawing effectively on evidence and theory to make a well-argued case 27. A level specifications must ensure that each student undertakes one independent investigation that involves, but need not be restricted to, fieldwork. The independent investigation must:<ul style="list-style-type: none"><li>• be based on a question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any of the core or non-core content 15</li><li>• incorporate field data and/or evidence from field investigations, collected individually or in groups</li><li>• draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student</li></ul></li></ul>
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	<ul style="list-style-type: none"> <li>• require the student independently to contextualise, analyse and summarise findings and data</li> <li>• involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data</li> </ul>
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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	1. What is a geographer?	<ul style="list-style-type: none"> <li>• Locate and name the world's continents and oceans</li> <li>• Locate and name countries in Europe, North and South America</li> <li>• Begin to identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford, Scarborough</li> <li>• Understand and appreciate how our understanding of the planet has</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and describe places using latitude and longitude</li> <li>• Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos</li> <li>• Conduct fieldwork in a locality</li> </ul>	<p><b>KS3 Baseline Assessment</b></p> <p><b>Map skills assessment</b></p>

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	<p><b>2. How do we use our planet as a natural resource?</b></p>	<p>evolved through time through exploration and a series of discoveries</p> <ul style="list-style-type: none"> <li>Identify the Earth's spheres and how they are interconnected</li> <li>Understand the concept of geological time</li> <li>Understand the three categories of rocks</li> <li>Understand how rocks are weathered</li> <li>Understand the composition and formation of soils</li> <li>Understand how biomes are formed by the interaction of the Earth's spheres               <ul style="list-style-type: none"> <li>rainforest</li> </ul> </li> <li>Identify human and physical features of a locality – Teesside</li> <li>Identify how people use the Earth's natural resources – rocks, soil, biomes, water, oil</li> <li>Classify and evaluate sources of renewable and non-renewable forms of energy</li> <li>Define a geographical concept – sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Compare an OS map with an aerial photo to analyse the location of an oil refinery</li> <li>Communicate views about the need to use natural resources sustainably</li> <li>Use new geographical terminology</li> </ul>	<p><b>Why are rainforests important? Use information to identify importance, then explain why rainforests are important</b></p> <p><b>Sustainability letter – explaining what sustainability is and making decisions on possible solutions</b></p>

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	<p><b>3. What is an economy, from local to global?</b></p>	<ul style="list-style-type: none"> <li>Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors</li> <li>Classify jobs into economic sectors</li> <li>Understand economic systems at a variety of scales</li> <li>Understand how economies evolve through time</li> <li>Understand how places are interconnected and interdependent through trade</li> <li>Consider the impact of economic activities on the environment</li> <li>Identify human and physical features of a locality – Scarborough</li> <li>Understand the growth of manufacturing in China</li> </ul>	<ul style="list-style-type: none"> <li>Use statistical data to draw a graph to show how the UK economy has evolved</li> <li>Decision making – locate a factory and justify choices</li> <li>Compare an OS map with an aerial photo to identify location factors for a car plant and a port</li> <li>Use new geographical terminology</li> </ul>	<p><b>Decision making exercise – Using the information and your own knowledge explain why this company should locate here</b></p> <p><b>What is an economy end of topic assessment - Knowledge and graph skills assessment</b></p>
	<p><b>4. What is weather and climate?</b></p>	<ul style="list-style-type: none"> <li>Understand the difference between weather and climate</li> <li>Understand the basic principles, processes and patterns of weather and climate</li> <li>Understand the characteristic features of depressions and anticyclones and how they affect the weather</li> </ul>	<ul style="list-style-type: none"> <li>Use the synoptic code, 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> <li>Describe and explain weather patterns and the climate of the UK</li> </ul>	<p><b>Mid topic knowledge assessment – How do we measure the weather? Interpreting weather charts and explaining processes.</b></p>

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	5. Why are rivers important?	<ul style="list-style-type: none"> <li>• Understand how weather affects our daily lives</li> <li>• Understand how weather is measured, recorded and forecast – role of the Met Office</li> <li>• Identify human and physical features of a locality – River Tees</li> <li>• Locate the world’s major river basins</li> <li>• Understand the water cycle and drainage basin processes</li> <li>• Understand river processes – erosion, transportation, deposition – to create landscapes</li> <li>• Identify river landscape features</li> <li>• Identify how people use rivers</li> <li>• Understand why people investigate drainage basin processes</li> <li>• Know how human and physical factors cause rivers to flood</li> <li>• Identify ways that people respond to river flooding</li> <li>• Identify how river flooding can be managed</li> <li>• Identify human and physical features of a locality – River Tees</li> <li>• Locate the world’s major river basins</li> </ul>	<ul style="list-style-type: none"> <li>• Use new geographical terminology – weather and climate</li> <li>• Conduct a geographical enquiry to identify patterns of weather for a locality for a week</li> <li>• Compare an OS map with an aerial photo to identify river features and how people use rivers</li> <li>• Use an OS map to draw a cross-section of a river valley</li> <li>• Use ArcGIS to investigate the long profile of the River Tees</li> <li>• Conduct a river fieldwork enquiry</li> <li>• Describe and explain how rivers create landforms</li> </ul>	<p><b>What influences the climate? Describe climate of different places, and explain why different places have different climates.</b></p> <p><b>Meanders and ox-bow lake assessment – explaining the formation of landforms</b></p> <p><b>Flooding assessment – Explaining the causes of flooding</b></p>

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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
8	6. Population	<ul style="list-style-type: none"> <li>Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation</li> <li>Understand that population change occurs at different rates and times in different countries</li> <li>Understand and apply the Demographic Transition Model and a migration model</li> <li>Understand how countries attempt to control population change</li> <li>Understand the decisions that people make to migrate</li> <li>Understand how migration changes settlements</li> <li>Identify the interconnections between population change, use of natural resources and development</li> <li>Know the global distribution of population, and location of the world's major cities</li> </ul>	<ul style="list-style-type: none"> <li>Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population</li> <li>Consider decisions that people make to change</li> <li>Identify the latitude and longitude of cities</li> <li>Compare OS maps of different scales</li> <li>Use a range of historical data</li> <li>Identify change, comparing 1890 OS maps with a current OS map</li> <li>Identify and explain the world pattern of population distribution</li> </ul>	<p><b>Categorising push and pull factors and explaining the cause of migration</b></p> <p><b>Analysing population pyramids and explaining the impact of migration</b></p>

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	7. Coasts	<ul style="list-style-type: none"> <li>Know the impact of population change in Southampton 1801 to present</li> <li>Understand the population control strategies in Russia and China</li> <li>Understand how erosion, deposition and transportation create and change coastal landforms</li> <li>Understand the importance of geology in shaping the coast</li> <li>Understand how cliffs are weathered</li> <li>Understand the need for, and impact of, coastal management strategies</li> <li>Identify human and physical features of a locality – Holderness coast</li> </ul>	<ul style="list-style-type: none"> <li>Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast</li> <li>Consider different viewpoints and justify decisions about coastal management</li> </ul>	<p><b>Formation of erosional features assessment (Headlands and Bays, Arches, Stacks and Stumps)</b></p> <p><b>Describe and explain erosional coastal defences</b></p>
	8. Diverse and dynamic: how is Asia being transformed?	<ul style="list-style-type: none"> <li>Understand the impact of climate and flooding on people in Asia</li> <li>Compare the causes and impact of flooding in Asia with York</li> <li>Understand how deforestation in Nepal is affected by a mountain biome</li> </ul>	<ul style="list-style-type: none"> <li>Interpret climate maps for Asia</li> <li>Use atlas maps and photos to investigate Asia</li> <li>Interpret statistics, graphs, population density maps,</li> </ul>	<p><b>Asia location and Monsoon causes and effects assessment</b></p>

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		<ul style="list-style-type: none"> <li>• Understand population distribution and change in Asia</li> <li>• Compare the population structure of two Asian countries</li> <li>• Understand how urbanisation is changing a region – Karnataka, India</li> <li>• Identify reasons for economic growth in China</li> <li>• Understand the growing economic importance of Asia</li> <li>• Appreciate the changing balance of world trade</li> <li>• Understand the features and reasons for a monsoon climate</li> <li>• Understand the cause of flooding in Asia</li> <li>• Understand how biomes are formed by the interaction of the Earth's sphere</li> <li>• Locate Asia and its countries</li> <li>• Identify key features of Asia's physical landscape, climate, environments, population distribution, economy</li> <li>• Understand aspects of the physical and human geography of India, China and Nepal</li> </ul>	<p>population pyramids, 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>• Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka</li> </ul>	<p>End of topic assessment – explain how Asia is changing using own knowledge and source material</p>

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	9. How does ice change the world?	<ul style="list-style-type: none"> <li>• Locate the changing global distribution of ice sheets and glaciers</li> <li>• Identify human and physical features of a locality – Helvellyn, Snowdon, Dinorwig, North Wales, Geiranger, Norway</li> <li>• Understand that the world’s distribution of glaciers varies through time</li> <li>• Understand how erosion, deposition and transportation create and change landforms</li> <li>• Identify and understand how people use glacial landforms</li> <li>• Understand how scientists investigate how glaciers are changing</li> </ul>	<ul style="list-style-type: none"> <li>• Compare OS maps with aerial and ground-level photos to identify glacial landforms</li> <li>• Use OS maps to draw cross-sections to show glacial features</li> <li>• Describe and explain how people use glacial landforms</li> <li>• Use evidence to describe how the world’s glaciers are changing</li> </ul>	<p><b>Explain how glaciers erode the landscape and identify features of this process on an image/photograph</b></p> <p><b>Identify glacial landforms (erosional and depositional) and explain how glaciers are changing and how we monitor this (case study)</b></p>
9	10. Plate Tectonics	<ul style="list-style-type: none"> <li>• Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries</li> <li>• Locate and investigate natural disasters in Guatemala, Turkey, Nepal</li> <li>• Understand the theory of continental drift, recognise the patterns of earthquake, volcano and mountain belts as plate boundaries</li> <li>• Understand the theory of plate tectonics and scientists’ evolving understanding of how plates move</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics</li> <li>• Describe and explain the theory of plate tectonics</li> </ul>	<p><b>Plate boundaries processes assessment</b></p>

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	11. Development	<ul style="list-style-type: none"> <li>Understand the types of plate boundary</li> <li>Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries</li> <li>Understand how people respond to an earthquake</li> <li>Understand how people manage risk in areas prone to earthquakes and volcanoes</li> <li>Understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes</li> <li>Understand global patterns of development, locating countries in different states of development</li> <li>Identify development priorities for Bolivia</li> <li>Consider the state of development in Nepal</li> <li>Identify regional inequality in the UK</li> <li>Understand the concept of development and appreciate different definitions of development</li> </ul>	<ul style="list-style-type: none"> <li>Use a Development Compass Rose to classify indicators of development</li> <li>Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales</li> <li>Communicate understanding of development and use new terminology</li> </ul>	<p>Compare and contrast Tsunami's assessment</p> <p>BRICS Assessment – ranking, ordering and justifying use of data.</p>

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	<p><b>12. What are the challenges and opportunities facing Africa?</b></p>	<ul style="list-style-type: none"> <li>Understand that development occurs at different rates and times in different countries</li> <li>Understand that there are regional disparities of development within countries</li> <li>Identify reasons for poverty, including gender inequality</li> <li>Understand how organisations work to support development</li> <li>Further develop understanding of the concept of sustainability, investigating sustainable development goals</li> <li>Locate Africa and its countries</li> <li>Identify key features of Africa's physical landscape, climate, environments, population distribution, economy</li> <li>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia</li> <li>Know the physical landscape of Africa</li> <li>Understand the pattern of climate zones and biomes across Africa</li> </ul>	<ul style="list-style-type: none"> <li>Apply understanding of causes of poverty to Nepal</li> <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>Interpret statistics, graphs, population density maps, population pyramids to investigate population change</li> <li>Consider different points of view and decisions that people make to change</li> </ul>	<p><b>IMF Classifications task – describing patterns, state and explaining measures of development.</b></p> <p><b>How has conflict affected development of South Sudan?</b></p>

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		<ul style="list-style-type: none"> <li>Identify the causes and consequences of desertification in the Sahel</li> <li>Understand how biomes are formed by the interaction of the Earth's spheres               <ul style="list-style-type: none"> <li>savanna</li> </ul> </li> <li>Challenge stereotypical views about the continent of Africa</li> <li>Appreciate the effects of colonialism on present-day Africa</li> <li>Understand the changing state of development across African countries</li> <li>Understand population distribution and change in Africa</li> <li>Understand how urbanisation is changing Africa</li> <li>Compare urbanisation in a region of India to a region of Africa</li> <li>Identify reasons for economic growth in Africa</li> <li>Understand and consider the reasons for China investing in and trading with countries in Africa</li> <li>Identify solutions to desertification in the Sahel</li> </ul>	<ul style="list-style-type: none"> <li>Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia</li> <li>Apply understanding of development and Sustainable Development Goals to Africa</li> <li>Use enquiry questions to describe places in Africa</li> <li>Describe the physical landscape of Asia</li> <li>Use a Development Compass Rose to classify and critically think about different viewpoints</li> </ul>	<p><b>What are the opportunities for Africa assessment.</b></p>

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	13. Climate Change	<ul style="list-style-type: none"> <li>• Global patterns of climate change and greenhouse gas emissions</li> <li>• Antarctica the frozen continent</li> <li>• Consequences of climate change in the UK</li> <li>• Understand the concept of climate change</li> <li>• Understand the role of greenhouse gases</li> <li>• Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers</li> <li>• Understand the contribution of using natural resources, energy development, economic growth and population change on the world's changing climate</li> <li>• Consider how the UK government is managing the risks of climate change</li> <li>• Identify and classify the causes of climate change</li> <li>• Apply understanding of geographical concepts – economy, development, Earth's spheres, weather and climate, population change, melting glaciers – progressed through the book to investigate the causes and consequences of climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate controversial issues</li> <li>• Consider a range of evidence of climate change</li> <li>• Consider and critically reflect on different viewpoints, detecting bias</li> <li>• Use a wide range of geographical data in this unit and those throughout the book marked with cc symbol to identify and classify the causes and consequences of climate change</li> <li>• Use of GIS with OS maps to identify flood risk in the UK</li> <li>• Debate three options for the future</li> <li>• Consider future personal actions as a geographer</li> </ul>	<p><b>Interpretation of climate data – justifying data sets assessment.</b></p> <p><b>What is the evidence for climate change – the cause of climate change is clearly human. Discuss this statement. Essay assessment.</b></p>

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		<ul style="list-style-type: none"> <li>Understand that action to face climate change requires international agreement and collaboration</li> </ul>		
10	1. Plate Tectonics	<ul style="list-style-type: none"> <li>Outline of the global circulation system including the effects of high and low pressure belts in creating climatic zones.</li> <li>How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world.</li> <li>The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries.</li> <li>The distribution and frequency of tropical storms and drought, and whether these have changed over time.</li> <li>Outline the causes of the extreme weather conditions associated with tropical storms.</li> <li>Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought.</li> <li><b>Case study of UK Droughts 2012</b></li> <li>The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents.</li> <li>The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.</li> <li>How the movement of tectonic plates causes earthquakes, including shallow</li> </ul>	<p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>interpret choropleth maps</li> <li>study atlas maps</li> <li>interpret and analyse atlas and flow-line maps</li> <li>interpret thematic maps</li> <li>construct and interpret maps</li> <li>interpret route maps</li> </ul> <p>Graphical skills:</p> <ul style="list-style-type: none"> <li>interpret multiple line graphs</li> <li>interpret proportional symbols</li> <li>interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>Calculate percentages</li> <li>understand quantitative relationships between units</li> <li>interpret tables of data</li> <li>interpret and justify conclusions from tables of data</li> <li>draw and justify conclusions from statistical data</li> <li>calculate mean average</li> </ul>	<p>Exam practise assessment 1: Outline the processes that take place at constructive plate boundaries .Explain how the movement of tectonic plates causes different types of volcano/</p> <p><b>Mitigation of hazards extended writing assessment.</b></p>

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	<p><b>2. Resource reliance</b></p>	<p>and deep focus, and volcanoes, including shield and composite.</p> <ul style="list-style-type: none"> <li>• A case study of Nepal Earthquake 2015</li> <li>• How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice.</li> </ul> <ul style="list-style-type: none"> <li>• Outline the factors leading to demand outstripping supply of food, energy and water.</li> <li>• Overview of how environments and ecosystems are used and modified by humans including: mechanisation of farming and commercial fishing to provide food deforestation and mining to provide energy reservoirs and water transfer schemes to provide water.</li> <li>• Understand the term 'food security' and the human and physical factors which influence this.</li> <li>• How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption.</li> <li>• Investigate the differences between Malthusian and Boserupian theories</li> </ul>	<p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate photos</li> <li>• interpret visual images</li> <li>• evaluate adverts</li> <li>• suggest reasons for using graphs</li> </ul> <p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>• interpret choropleth maps</li> <li>• study atlas maps</li> <li>• interpret and analyse</li> <li>• atlas and flow-line maps</li> <li>• interpret thematic maps</li> <li>• construct and interpret maps</li> <li>• interpret route maps</li> </ul> <p>Graphical skills:</p> <ul style="list-style-type: none"> <li>• interpret multiple line graphs</li> <li>• interpret proportional symbols</li> <li>• interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>• Calculate percentages</li> <li>• understand quantitative relationships between units</li> </ul>	<p><b>Malthus and Boserup - pessimist vs optimist judgement and justification assessment.</b></p>

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	<p><b>3. Urban Futures</b></p>	<p>about the relationship between population and food supply.</p> <ul style="list-style-type: none"> <li>• Case study of attempts to achieve food security in Tanzania:</li> <li>• Investigation of statistics relating to food consumption and availability over time.</li> <li>• The success of one attempt in helping achieve food security at a local scale: Goat Aid</li> <li>• The effectiveness of one past and one present attempt to achieve food security at a national scale Canada Wheat and SCARGOT.</li> <li>• Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to:               <ul style="list-style-type: none"> <li>• ethical consumerism, such as fairly traded goods and food waste</li> <li>• food production, such as organic methods and intensive farming</li> <li>• technological developments, such as GM crops and hydroponics</li> <li>• small scale ‘bottom up’ approaches, such as urban gardens and permaculture.</li> </ul> </li> <li>• How urban growth rates vary in parts of the world with contrasting levels of</li> </ul>	<ul style="list-style-type: none"> <li>• interpret tables of data</li> <li>• interpret and justify conclusions from tables of data</li> <li>• draw and justify conclusions from statistical data</li> <li>• calculate mean average</li> </ul> <p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate photos</li> <li>• interpret visual images</li> <li>• evaluate adverts</li> <li>• suggest reasons for using graphs</li> </ul> <p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>• interpret choropleth maps</li> </ul>	<p><b>Assess Food security at a local scale (GoatAid Tanzania). 8 marks.</b></p>

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		<p>development.</p> <ul style="list-style-type: none"> <li>• Outline characteristics of world cities and megacities and their changing distribution since 1950.</li> <li>• Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth.</li> <li>• Investigate the consequences of rapid urban growth in LIDCs.</li> <li>• Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation.</li> <li>• The city's location and importance within its region, the country, and the wider world.</li> <li>• Patterns of national and international migration and how this is changing the growth and character of the city.</li> <li>• Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption.</li> <li>• Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.</li> <li>• Investigate the contemporary challenges that affect life in the LIDC or EDC city,</li> </ul>	<ul style="list-style-type: none"> <li>• study atlas maps</li> <li>• interpret and analyse</li> <li>• atlas and flow-line maps</li> <li>• interpret thematic maps</li> <li>• construct and interpret maps</li> <li>• interpret route maps</li> </ul> <p>Graphical skills:</p> <ul style="list-style-type: none"> <li>• interpret multiple line graphs</li> <li>• interpret proportional symbols</li> <li>• interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>• Calculate percentages</li> <li>• understand quantitative relationships between units</li> <li>• interpret tables of data</li> <li>• interpret and justify conclusions</li> <li>• from tables of data</li> <li>• draw and justify</li> <li>• conclusions from statistical data</li> <li>• calculate mean average</li> </ul> <p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate photos</li> <li>• interpret visual images</li> <li>• evaluate adverts</li> </ul>	<p><b>Assessment: Megacities, distribution and World Cities.</b></p> <p><b>AC city case city – contemporary challenges in an AC</b></p>

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	<p><b>4. Distinctive Landscapes</b></p>	<p>such as squatter settlements, informal sector jobs, health or waste disposal.</p> <ul style="list-style-type: none"> <li>• For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.</li> </ul> <ul style="list-style-type: none"> <li>• How the concept of a landscape can be defined, including the differences between built and natural landscapes.</li> <li>• Overview of the distribution of upland, lowland and glaciated landscapes in the UK.</li> <li>• Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.</li> <li>• The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition.</li> <li>• The formation of coastal landforms including headlands, bays, cave, arch,</li> </ul>	<ul style="list-style-type: none"> <li>• suggest reasons for using graphs</li> </ul> <p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>• interpret choropleth maps</li> <li>• study atlas maps</li> <li>• interpret and analyse atlas and flow-line maps</li> <li>• interpret thematic maps</li> <li>• construct and interpret maps</li> <li>• interpret route maps</li> </ul> <p>Graphical skills:</p> <ul style="list-style-type: none"> <li>• interpret multiple line graphs</li> <li>• interpret proportional symbols</li> <li>• interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>• Calculate percentages</li> <li>• understand quantitative relationships between units</li> <li>• interpret tables of data</li> </ul>	<p><b>Cartographic skills – justifying choice of graph and accurately plotting, and explanation of geomorphic processes assessment.</b></p>

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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>5. Dynamic Development</b></p>	<p>stack, beach and spit.</p> <ul style="list-style-type: none"> <li>The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</li> <li>Case study of two landscapes in the UK, one coastal landscape and one river basin, to include the study of: its landforms created by geomorphic processes the geomorphic processes operating at different scales and how they are influenced by geology and climate how human activity, including management, works in combination with geomorphic processes to impact the landscape.</li> <li>Definition of ‘development’ and the ways in which countries can be classified, such as AC, EDC and LIDC.</li> <li>Global distribution of ACs, EDCs and LIDCs.</li> <li>Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development.</li> <li>Outline the human and physical factors influencing global uneven development.</li> </ul>	<ul style="list-style-type: none"> <li>interpret and justify conclusions</li> <li>from tables of data</li> <li>draw and justify</li> <li>conclusions from statistical data</li> <li>calculate mean average</li> </ul> <p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>analyse and evaluate photos</li> <li>interpret visual images</li> <li>evaluate adverts</li> <li>suggest reasons for using graphs</li> </ul> <p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>interpret choropleth maps</li> <li>study atlas maps</li> <li>interpret and analyse</li> <li>atlas and flow-line maps</li> <li>interpret thematic maps</li> <li>construct and interpret maps</li> <li>interpret route maps</li> </ul> <p>Graphical skills:</p> <ul style="list-style-type: none"> <li>interpret multiple line graphs</li> <li>interpret proportional symbols</li> </ul>	<p><b>How has human activity affected a geomorphological process. (river basins assessment)</b></p> <p><b>Describe the global distribution of ACs EDCs and LIDCs.</b></p>

Key Skills Coding: Physical geography processes and patterns Human geography processes and patterns Physical–human interaction Contextual world knowledge



# Curriculum Plan – Geography

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<ul style="list-style-type: none"> <li>• Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest.</li> <li>• Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence.</li> <li>• Explore whether Rostow’s model can help determine the country’s path of economic development.</li> <li>• The extent to which the relevant Millennium Development Goals have been achieved for this LIDC.</li> <li>• Investigate how the LIDC’s wider political, social and environmental context has affected its development.</li> <li>• The country’s international trade, such as potential reliance on a single, or few, commodities and how this influences development.</li> <li>• The benefits and problems of trade and Trans National Company (TNC) investment for development.</li> <li>• The advantages and disadvantages of international aid or debt relief for its development.</li> <li>• Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>• Calculate percentages</li> <li>• understand quantitative relationships between units</li> <li>• interpret tables of data</li> <li>• interpret and justify conclusions</li> <li>• from tables of data</li> <li>• draw and justify</li> <li>• conclusions from statistical data</li> <li>• calculate mean average</li> </ul> <p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate photos</li> <li>• interpret visual images</li> <li>• evaluate adverts</li> <li>• suggest reasons for using graphs</li> </ul>	<p><b>IMF classifications assessment – selecting and using the right indicators.</b></p>

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## Curriculum Plan – Geography

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
11	<p><b>1. Fieldwork</b></p> <p><b>2. Ecosystems</b></p>	<p>i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.</p> <p>ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</p> <p>iii. Processing and presenting fieldwork data in various ways including maps, graphs and diagrams.</p> <p>iv. Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.</p> <p>v. Drawing evidenced conclusions and summaries from fieldwork transcripts and data.</p> <p>vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.</p> <p>• Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals.</p>	<ul style="list-style-type: none"> <li>• Interpret cross sections and transects.</li> <li>• Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals.</li> <li>• Describe and interpret geo-spatial data presented in a GIS framework</li> </ul> <p>Cartographic skills:</p>	<p><b>GCSE Fieldwork booklets and assessment: Carding Mill Valley (Physical) Birmingham (Human)</b></p> <p><b>Evaluating sustainable management of a rainforest assessment (small scale)</b></p>

Key Skills Coding:

Physical geography processes and patterns Human geography processes and patterns Physical–human interaction Contextual world knowledge



# Curriculum Plan – Geography

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		<ul style="list-style-type: none"> <li>Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts.</li> <li>Overview of the climate, flora and fauna within these ecosystems.</li> <li>The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle.</li> <li>The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.</li> <li>Explore the value of tropical rainforests through the study of their goods and services.</li> <li>Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism.</li> <li>A case study to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale.</li> <li>Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna.</li> </ul>	<ul style="list-style-type: none"> <li>interpret choropleth maps</li> <li>study atlas maps</li> <li>interpret and analyse</li> <li>atlas and flow-line maps</li> <li>interpret thematic maps</li> <li>construct and interpret maps</li> <li>interpret route maps</li> </ul> <p>Graphical skills:</p> <ul style="list-style-type: none"> <li>interpret multiple line graphs</li> <li>interpret proportional symbols</li> <li>interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>Calculate percentages</li> <li>understand quantitative relationships between units</li> <li>interpret tables of data</li> <li>interpret and justify conclusions</li> <li>from tables of data</li> <li>draw and justify</li> <li>conclusions from statistical data</li> <li>calculate mean average</li> </ul> <p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>analyse and evaluate photos</li> <li>interpret visual images</li> </ul>	<p><b>Calculating data ranges and assessing sustainable development (global scale) assessment</b></p>

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# Curriculum Plan – Geography

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>3. Climate Change</b></p>	<ul style="list-style-type: none"> <li>• The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region.</li> <li>• Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation.</li> <li>• A case study to examine one small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling.</li> <li>• A case study to examine one global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty.</li> <li>• The pattern of climate change from the beginning of the Quaternary period to the present day.</li> <li>• The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.</li> <li>• Outline the causes of natural climate change including the theories of sun</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate adverts</li> <li>• suggest reasons for using graphs</li> </ul> <p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>• interpret choropleth maps</li> <li>• study atlas maps</li> <li>• interpret and analyse</li> <li>• atlas and flow-line maps</li> <li>• interpret thematic maps</li> <li>• construct and interpret maps</li> <li>• interpret route maps</li> </ul>	<p><b>Assessing reliability of two sources of climate data assessment</b></p>

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# Curriculum Plan – Geography

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		<p>spots, volcanic eruptions and Milankovitch cycles.</p> <ul style="list-style-type: none"> <li>Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.</li> <li>Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.</li> <li>Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns.</li> </ul>	<p>Graphical skills:</p> <ul style="list-style-type: none"> <li>interpret multiple line graphs</li> <li>interpret proportional symbols</li> <li>interpret line graphs and population pyramids</li> </ul> <p>Numeracy and statistical skills:</p> <ul style="list-style-type: none"> <li>Calculate percentages</li> <li>understand quantitative relationships between units</li> <li>interpret tables of data</li> <li>interpret and justify conclusions from tables of data</li> <li>draw and justify conclusions from statistical data</li> <li>calculate mean average</li> </ul> <p>Skills for formulating enquiry and argument:</p> <ul style="list-style-type: none"> <li>analyse and evaluate photos</li> <li>interpret visual images</li> <li>evaluate adverts</li> <li>suggest reasons for using graphs</li> </ul>	<p><b>Milankovitch cycles and environmental impacts of climate change assessment</b></p>
	<p><b>4. UK in 21<sup>st</sup> Century</b></p>	<ul style="list-style-type: none"> <li>How urban growth rates vary in parts of the world with contrasting levels of development.</li> </ul>	<p>Cartographic skills:</p> <ul style="list-style-type: none"> <li>interpret choropleth maps</li> <li>study atlas maps</li> </ul>	<p><b>Labelled vertical bar graph assessment &amp; global</b></p>

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# Curriculum Plan – Geography

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
12	<p><b>1. Changing Spaces, Making Places</b></p>	<ul style="list-style-type: none"> <li>• Case studies of contrasting place profiles at a local scale, Toxteth and Lympstone;               <ul style="list-style-type: none"> <li>○their demographic, socio-economic, cultural, political, built and natural characteristics that shape their place identity.</li> <li>○their past and present connections that shape the place identity and embed them in regional, national, international and global scales</li> <li>○how shifting flows of people (such as commuter, migration), resources (such as natural, technology), money and investment (such as EU funding, TNCs) and ideas (such as knowledge economy) have helped shape the demographic, socio-economic and cultural profile of these places over time.</li> </ul> </li> <li>• The complexities that exist when trying to define place, including the concept of space versus place.</li> <li>• How and why people perceive places in different ways based on their identity, including age, gender, sexuality, religion and role.</li> <li>• How level of emotional attachment to place can influence people’s behaviour and activities in a place.</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate how qualitative approaches actively create particular place representations</li> <li>• analysing the impacts of different media on place meanings and perceptions</li> <li>• the use of geospatial data to present place characteristics</li> <li>• how quantitative data is used to present place characteristics.</li> </ul> <p>4.1 Geographical information: With respect to geographical information, learners should:</p> <ol style="list-style-type: none"> <li>a) understand what makes data geographical</li> <li>b) understand the ethical and socio-political implications of collecting, studying and representing geographical data, especially with regard to human communities</li> <li>c) understand the nature of and use different types of geographical information, including:               <ul style="list-style-type: none"> <li>○qualitative and quantitative</li> <li>○primary and secondary</li> <li>○images, maps, diagrams and graphical representations</li> </ul> </li> </ol>	<p><b>Compare and contrast Lympstone and Toxteth and terms of place identity characteristics.</b></p> <p><b>How far do you agree that place identity at a local scale is shaped by natural characteristics? 16 marks</b></p> <p><b>How does gender, disability, and sexuality affect peoples perception of place? Essay assignment.</b></p>

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# Curriculum Plan – Geography

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		<ul style="list-style-type: none"> <li>• How the processes of globalisation and time-space compression can influence our sense of place.</li> <li>• How informal representations of a place differ through contrasting media such as TV, film, music, art, photography, literature, graffiti and blogs.</li> <li>• Identify how formal and statistical representations of a place, such as census and geospatial data, contrasts with informal representations.</li> <li>• The concept of social inequality and how this can be measured through indices</li> <li>• The role of players in driving economic change, including at least one of local and national government, MNCs or international institutions.</li> <li>• Case study of Birmingham structural economic change, including:               <ul style="list-style-type: none"> <li>○ socio-economic, demographic, cultural and environmental characteristics of the place before the economic change</li> <li>○ the economic change/changes that took place and the role of players involved in driving the change</li> <li>○ socio-economic, demographic, cultural and environmental impacts on people and place.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ factual text and discursive/creative material</li> <li>○ digital data</li> <li>○ numerical and spatial data</li> <li>○ innovative forms of data, including crowd-sourced and ‘big data’.</li> <li>d) collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types</li> <li>e) undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data</li> <li>f) communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</li> </ul> <p>4.2 Geo-located data: With respect to geo-located data, learners should:</p> <ul style="list-style-type: none"> <li>a) demonstrate an ability to collect and to use digital data through the use of geospatial technologies,</li> </ul>	<p><b>Explain how globalisation can influence people’s sense of place (6 marks)</b></p> <p><b>Doreen Massey article highlighting task/assessment/</b></p> <p><b>ESSAY:</b></p>

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# Curriculum Plan – Geography

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		<p>such as housing, healthcare, education, employment and access to services.</p> <ul style="list-style-type: none"> <li>• How and why spatial patterns of social inequalities vary both within and between places.</li> <li>• The influence of global connections and globalisation in driving structural economic change in places, such as de-industrialisation and the rise of the service industry.</li> <li>• How structural economic change impacts patterns of social opportunities and inequality for people and places.</li> <li>• The concept of placemaking and how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration.</li> <li>• How architects and planners attempt to create meaningful and authentic places through design, such as places that encourage mixed community use or the 24 hour city.</li> <li>• How local community groups shape the place they live, such as residents associations, heritage associations and social media.</li> <li>• Why places rebrand through reimagining and regeneration to construct a different place meaning.</li> </ul>	<p>such as smart phones and tablet devices</p> <p>b) understand the opportunities and benefits of presenting and analysing geographical data through the use of Geographical Information Systems (GIS).</p> <p>4.3 Qualitative skills: With respect to qualitative skills, learners should:</p> <p>a) use and understand a mixture of methodological approaches, including using interviews</p> <p>b) interpret, analyse and evaluate a range of source material including textual and visual sources</p> <p>c) understand the opportunities and limitations of qualitative techniques such as coding and sampling.</p> <p>4.4 Quantitative skills: With respect to quantitative skills, learners should understand the purposes and difference between the</p>	<p><b>Explain two ways that differing levels of income influence social inequality.</b></p> <p><b>Interpreting inequality data – critiquing graphical skills used.</b></p> <p><b>Cyclical economic change essay</b></p>

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# Curriculum Plan – Geography

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Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>2. Migration</b></p>	<ul style="list-style-type: none"> <li>○the range of factors that influence people’s social inequality such as income, gender, age, health, personal mobility, ethnicity and education</li> <li>○how social inequality impacts upon people’s daily lives in different ways.</li> </ul> <ul style="list-style-type: none"> <li>• Current spatial patterns in the numbers, composition and direction of international migrant flows, including examples of both inter-regional and intra-regional.</li> <li>• The relationship between patterns of international migration and socioeconomic development, using national indices such as ‘value of migrant remittances’ and ‘Human Development Index’.</li> <li>• How global migration can promote stability, growth and development within and between countries through flows of people, money, ideas and technology.</li> <li>• How global migration causes inequalities, conflicts and injustices for people</li> </ul>		<p>(With reference to a LIDC / EDC / AC) Migration creates more opportunities than problems. Discuss this view.</p> <p>Evaluate the relative significance to migration of social, economic and political factors.</p>

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## Curriculum Plan – Geography

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		<ul style="list-style-type: none"> <li>○sediment cells.</li> <li>• Potential influences on coastal landscape systems</li> <li>• The various sources of coastal sediment:               <ul style="list-style-type: none"> <li>○terrestrial, including fluvial deposition, weathering and mass movement, marine erosion, aeolian deposition and longshore drift</li> <li>○offshore, including marine deposition</li> <li>○human, including beach nourishment.</li> </ul> </li> <li>• The influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, wave, fluvial and aeolian erosion, transportation and deposition.</li> <li>• The formation of distinctive landforms, predominantly influenced by erosion, including bays, headlands, cliffs, shore platforms, geos, blow holes, caves, arches, stacks and stumps.</li> <li>• The formation of distinctive landforms, predominantly influenced by deposition, including beaches, spits, on-shore bars, tombolos and salt marshes.</li> <li>• Case studies of one high energy coastline (such as rocky) and one low energy coastline, such as estuarine</li> <li>• How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate</li> </ul>		<p><b>Coasts assessment 2 – Explain the role of energy flows in the formation of a spit</b></p> <p><b>Coasts assessment 3 – 16 mark essay</b> - Using a case study, assess the relative importance of the different physical factors influencing the landscape of a high energy coastline.</p> <p><b>Coasts assessment 4 – 16 mark essay</b> - ‘Human activity influences coastal landscape systems more than physical factors’. To what extent do you agree with this statement?</p> <p><b>Coasts assessment 5 – 8 mark question</b> - Explain the influence of sea level rise and geomorphic processes in the formation of rias</p>

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	<p><b>4. Earths Life Support Systems</b></p>	<ul style="list-style-type: none"> <li>• How landforms in submergent landscapes are influenced by rising sea level due to a warming climate and future climate and sea level changes.</li> <li>• Case study of one coastal landscape that is being managed</li> <li>• Case study of one coastal landscape that is being used by people</li> <li>• The importance of water in supporting life on the planet, the uses of water for humans, flora and fauna.</li> <li>• Carbon is the building block of life on Earth. It is available for use in the natural world and by humans.</li> <li>• Water and carbon cycling between the land, oceans and atmosphere through open and closed systems.</li> <li>• The distribution and size of the major stores in the carbon and water systems, including the atmosphere, oceans, water bodies, ice (cryosphere), soil, vegetation and groundwater.</li> </ul>	<ul style="list-style-type: none"> <li>• climate graphs</li> <li>• simple mass balance</li> <li>• rates of flow</li> <li>• unit conversions</li> <li>• analysis and presentation of field data.</li> </ul>	<p><b>Coasts assessment 6</b> – end of topic test – previous years coasts section</p> <p><b>Year 13 exam</b> – previous years coasts section</p> <p><b>ELSS assessment 1</b> – Water cycle knowledge test</p> <p><b>ELSS assessment 2</b> – Zig Zag knowledge review – carbon cycle</p> <p><b>ELSS assessment 3</b> – 16 mark essay - “Human factors affect the water cycle more significantly in the tropical rainforest than in the Arctic tundra”. Discuss</p>

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		<ul style="list-style-type: none"> <li>• The characteristics of the main inputs and outputs of the water cycle, including precipitation and snowmelt (ablation) and evapotranspiration.</li> <li>• The characteristics of the main inputs and outputs of the carbon cycle, including precipitation, photosynthesis, decomposition, weathering (including main forms of chemical weathering) respiration and combustion.</li> <li>• The processes of the water cycle, including evaporation, transpiration, condensation (including formation of clouds), precipitation (including causes of precipitation), interception, ablation, runoff (including overland flow and saturated overland flow), catchment hydrology (including infiltration, percolation, throughflow, groundwater flow and cryospheric processes).</li> <li>• The processes of the carbon cycle, including photosynthesis, respiration, decomposition, combustion (including natural and fossil fuel use), natural sequestration in oceans, vegetation, sediments and weathering.</li> <li>• Case study of a tropical rainforest</li> <li>• Case study of the Arctic tundra</li> <li>• Dynamic equilibrium in the cycles and the balance between the stores and</li> </ul>		<p><b>ELSS assessment 4 – 10 mark essay</b> – Explain the role of positive and negative feedback</p> <p><b>ELSS assessment 5 – 16 mark essay</b> - “Land use changes have a more significant impact on the water cycle than on the carbon cycle.” Discuss. [16]</p> <p><b>ELSS assessment 6 – end of topic test – previous years ELSS section</b></p> <p><b>Year 12 exam – previous years section</b></p> <p><b>Year 13 exam – previous years section</b></p> <p><b>Note – different years version to be used depending on when the exam falls</b></p>

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		<p>the flows.</p> <ul style="list-style-type: none"> <li>• Land use changes, such as growth in urban areas, farming and forestry, as a catalyst for altering the flows and stores in these cycles.</li> <li>• How water extraction, including surface extraction and sub-surface groundwater extraction (including aquifers and artesian basins) impact the flows and stores in these cycles.</li> <li>• The impact of fossil fuel combustion and carbon sequestration on flows and stores of carbon.</li> <li>• Positive and negative feedback loops within and between the water and carbon cycles.</li> <li>• Short term changes to the cycles and the significance of these changes, including diurnal and seasonal changes of climate, temperature, sunlight and foliage.</li> <li>• Long term (millions of years) changes in the water and carbon cycles, including changes to stores and flows.</li> <li>• The importance of research and monitoring techniques to identify and record changes to the global water and carbon cycles; reasons why this data is gathered.</li> </ul>		

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Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<b>5. Fieldwork</b>	<ul style="list-style-type: none"> <li>• The ways in which the two cycles link and are interdependent via oceans, atmosphere, cryosphere and vegetation.</li> <li>• How human activities cause changes in the availability of water and carbon (including fossil and terrestrial) stores, such as the use of these as resources.</li> <li>• The impact of long-term climate change on the water and carbon cycles.</li> <li>• Global management strategies to protect the carbon cycle as regulator of the Earth’s climate, including afforestation, wetland restoration, improving agricultural practices and reducing emissions (including carbon trading and international agreements).</li> <li>• Global management strategies to protect the water cycle including improving forestry techniques, water allocations for domestic, industrial and agricultural use and drainage basin planning (including run-off, surface stores and groundwater).</li> </ul> <p>Independent investigations should:</p> <ul style="list-style-type: none"> <li>• be based on a question or issue defined and developed by the learner individually to</li> </ul>	<p>Fieldwork skills:</p> <ul style="list-style-type: none"> <li>a) define the research questions which underpin field investigations</li> <li>b) research relevant literature sources and understand and write up the theoretical or comparative</li> </ul>	<b>4000 word Independent Investigation:</b>

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		address aims, questions and/or hypotheses relating to any part of the specification <ul style="list-style-type: none"> <li>incorporate data and/or evidence from field investigations collected individually or in groups</li> <li>draw on learner’s own field data and, if relevant, secondary data sourced by the learner</li> <li>require the learner independently to contextualise, analyse and summarise findings and data</li> <li>involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data.</li> </ul>	context for a research question c) observe and record phenomena in the field and devise and justify practical approaches taken in the field including frequency/timing of observation, sampling, and data collection approaches d) demonstrate practical knowledge and understanding of appropriate field methodologies e) implement chosen methodologies to collect data/information of good quality and relevant to the topic under investigation f) demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them g) demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding	

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			<p>h) apply existing knowledge, theory and concepts to order and understand field observations</p> <p>i) show the ability to write up field results clearly and logically, using a range of presentation methods</p> <p>j) evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research</p> <p>k) demonstrate the ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question and to do this drawing effectively on evidence and theory to make a well-argued case.</p>	
13	1. Human Rights	<ul style="list-style-type: none"> <li>• Understanding of what is meant by human rights.</li> <li>• Understand the terms of norms, intervention and geopolitics and how they are fundamental in appreciating that human rights are complex issues.</li> <li>• Current spatial patterns of human rights issues, including forced labour,</li> </ul>	<p>4.1 Geographical information: With respect to geographical information, learners should:</p> <p>a) understand what makes data geographical</p> <p>b) understand the ethical and socio-political implications of collecting, studying and representing</p>	<p><b>‘Social factors are the most important influences responsible for gender inequalities’. Discuss. 16 marks</b></p>

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		<p>maternal mortality rates and capital punishment.</p> <ul style="list-style-type: none"> <li>• Factors that influence global variations of forced labour, maternal mortality rates and capital punishment.</li> <li>• Economic, political and social factors to explain variation in the patterns of gender inequality, including the challenges of educational opportunity, access to reproductive health services and employment opportunity.</li> <li>• <b>Case study</b> of women’s rights in India issues.</li> <li>• How the violation of human rights can be a cause of conflict, such as access to education and discrimination.</li> <li>• How the violation of human rights can be a consequence of conflict and how this can be addressed through geopolitical intervention.</li> <li>• The role of flows of people, money, ideas and technology in geopolitical intervention.</li> <li>• How human rights are promoted and protected by institutions, treaties, laws and norms.</li> <li>• <b>Case study</b> of strategies for global governance of human rights in <b>one area</b> of conflict DR of Congo</li> </ul>	<p>geographical data, especially with regard to human communities</p> <p>c) understand the nature of and use different types of geographical information, including:</p> <ul style="list-style-type: none"> <li>○ qualitative and quantitative</li> <li>○ primary and secondary</li> <li>○ images, maps, diagrams and graphical representations</li> <li>○ factual text and discursive/creative material</li> <li>○ digital data</li> <li>○ numerical and spatial data</li> <li>○ innovative forms of data, including crowd-sourced and ‘big data’.</li> </ul> <p>d) collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types</p> <p>e) undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data</p> <p>f) communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and</p>	<p><b>With reference to a case study of one country, explain the consequences of gender inequality on society. 8 marks</b></p> <p><b>Forced labour data question assessment.</b></p> <p><b>‘Global governance of human rights issues is of greater consequence for citizens and places in</b></p>

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	<p><b>2. Hazardous Earth</b></p>	<ul style="list-style-type: none"> <li>• How the global governance of human rights issues has consequences for citizens and places, including short term effects, such as immediate relief from NGOs, and longer term effects, such as changes in laws.</li> <li>• <b>Case study</b> of the impact of global governance of human rights in Honduras</li> <li>• Theories of continental drift and plate tectonics including:               <ul style="list-style-type: none"> <li>○ the basic structure of the Earth including the lithosphere, asthenosphere and the role of convection currents</li> <li>○ evidence for sea-floor spreading; paleomagnetism; the age of sea floor rocks</li> <li>○ evidence from ancient glaciations</li> <li>○ fossil records.</li> </ul> </li> <li>• Earth’s crustal features and processes, including:               <ul style="list-style-type: none"> <li>○ the global pattern of plates and plate boundaries</li> <li>○ the features and processes associated with divergent (constructive) plate boundaries</li> </ul> </li> </ul>	<p>construct extended written argument about geographical matters.</p> <p><b>4.2 Geo-located data:</b> With respect to geo-located data, learners should:</p> <p>a) demonstrate an ability to collect and to use digital data through the use of geospatial technologies, such as smart phones and tablet devices</p> <p>b) understand the opportunities and benefits of presenting and analysing geographical data through the use of Geographical Information Systems (GIS).</p> <p><b>4.3 Qualitative skills:</b> With respect to qualitative skills, learners should:</p> <p>a) use and understand a mixture of methodological approaches, including using interviews</p>	<p><b>the short term rather than the longer term.’ Discuss.16 marks</b></p> <p><b>Evaluate how the theories of continental drift and plate tectonics help our understanding of the distribution of earthquakes and volcanoes. 33 marks</b></p> <p><b>‘The hazards presented by volcanic and earthquake events have the greatest impact on the world’s poorest people.’ To what</b></p>

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		<p>○ the features and processes associated with convergent plate boundaries including oceanic-continental, oceanic-oceanic (destructive) and continental-continental (collision) boundaries</p> <p>○ the features and processes associated with conservative plate boundaries.</p> <ul style="list-style-type: none"> <li>• Different types of volcanoes to investigate their causes and features including</li> <li>• Different types of volcanic eruptions and the different types of hazards they generate including</li> <li>• Earthquake characteristics to investigate their causes and features</li> <li>• Hazards generated by earthquakes, including</li> <li>• <b>Case studies</b></li> <li>• How and why have the risks from tectonic hazards changed over time</li> <li>• The relationship between disaster and response including the Park model.</li> </ul>	<p>b) interpret, analyse and evaluate a range of source material including textual and visual sources</p> <p>c) understand the opportunities and limitations of qualitative techniques such as coding and sampling.</p> <p><b>4.4 Quantitative skills:</b> With respect to quantitative skills, learners should understand the purposes and difference between the following and be able to use them in appropriate contexts:</p> <p>a) mean, median, mode, range, interquartile range and standard deviation</p> <p>b) tests of association and significance tests, such as Chi-squared, Spearman’s rank, Mann-Whitney U test and T-test</p> <p>c) lines of best fit and correlation on graphical representations</p> <p>d) measurement, measurement errors, and sampling</p>	<p>extent do you agree with this view? 33 marks</p> <p><b>‘Mitigation against events, vulnerability and losses is so well developed, catastrophe is avoidable.’ In the context of earthquakes, discuss the extent to which you agree with this view. 33 marks</b></p>

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	<p><b>3. Climate Change</b></p>	<ul style="list-style-type: none"> <li>• Methods used to reconstruct past climate, including marine and lake sediments, ice cores, tree rings and fossils.</li> <li>• Past climate to reveal periods of greenhouse and icehouse Earth, including:               <ul style="list-style-type: none"> <li>○ long term, 100 million year transition to colder global climate conditions</li> <li>○ glaciation of Antarctica around 35 million years ago</li> <li>○ quaternary glaciation</li> <li>○ our present interglacial, the Holocene.</li> </ul> </li> <li>• How natural forcing has driven climate change in the geological past, including:               <ul style="list-style-type: none"> <li>○ plate tectonics, including volcanic activity and continental drift</li> <li>○ Milankovitch cycles</li> <li>○ solar output</li> <li>○ the role of natural atmospheric greenhouse gases.</li> </ul> </li> <li>• Evidence the world has warmed since the late-19th century, including:               <ul style="list-style-type: none"> <li>○ increases in surface, atmospheric and oceanic temperatures</li> <li>○ shrinking of valley glaciers and ice sheets</li> <li>○ rising sea level</li> <li>○ increasing atmospheric water vapour</li> <li>○ decreasing snow cover and sea ice.</li> </ul> </li> <li>• Reasons why anthropogenic greenhouse gas emissions have increased since the pre-industrial era.</li> </ul>		<p><b>Climate change assessment 1 – Zig Zag knowledge assessment – application of knowledge.</b></p> <p><b>Climate change assessment 2</b> - Explain two ways that natural forcing has driven climate change in the geological past.</p> <p><b>Climate change assessment 3 – zig zag knowledge assessment 2</b></p> <p><b>Climate change assessment 4 – 33 mark essay practice</b> - 'A country's decisions on mitigation strategies to cope with climate change are mainly influenced by economic factors.' How far do you agree with this statement?</p> <p><b>Climate change assessment 5 – 33 mark essay - *</b> 'Physical factors influence</p>

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		<ul style="list-style-type: none"> <li>• The balance of anthropogenic emissions around the world and how this has changed in recent history.</li> <li>• How additional greenhouse gases being added to the atmosphere will enhance the natural greenhouse effect.</li> <li>• How humans influence the global mean energy balance.</li> <li>• <b>Case studies</b> of <b>one</b> AC and <b>one</b> EDC to illustrate their contribution to anthropogenic greenhouse gas emissions over time.</li> <li>• How humans have played a part in shaping the climate change debate, including:               <ul style="list-style-type: none"> <li><input type="radio"/> historical background of the global warming debate and how it has evolved over time</li> <li><input type="radio"/> the role of governments and international organisations, such as the EU or UN</li> <li><input type="radio"/> role and possible bias of the media and different interest groups in shaping the public image of climate change.</li> </ul> </li> <li>• Overview of climate modelling to illustrate:               <ul style="list-style-type: none"> <li><input type="radio"/> importance of the carbon cycle</li> <li><input type="radio"/> influence of positive and negative feedback</li> <li><input type="radio"/> future emission scenarios, the resulting impacts on global</li> </ul> </li> </ul>		<p>climate change more than human factors.’ Discuss</p> <p><b>Climate change assessment 6 – 12 mark synoptic question</b> - Examine how climate change may be impacting the carbon cycle in the Arctic tundra.</p> <p><b>Climate change assessment 7 – Complete topic assessment in timed conditions</b> – previous years exam – freedom of choice for 33 mark essay</p>

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		temperatures and sea levels. 4.b. The impacts of climate change are global and dynamic. <ul style="list-style-type: none"> <li>• Implications of climate change currently being experienced for people and the environment, such as from changes to ecosystems, health and extreme weather, and how these are projected to change in the future.</li> <li>• The vulnerability of people and the environment to the impacts of climate change.</li> </ul> 4.c. Mitigation and adaptation are complementary strategies for reducing and managing the risks of climate change. <ul style="list-style-type: none"> <li>• Mitigation strategies to cut global emissions of greenhouse gases, including:               <ul style="list-style-type: none"> <li><input type="checkbox"/> energy efficiency and conservation</li> <li><input type="checkbox"/> fuel shifts and low-carbon energy sources</li> <li><input type="checkbox"/> carbon capture and storage</li> <li><input type="checkbox"/> forestry strategies</li> <li><input type="checkbox"/> geoengineering.</li> </ul> </li> <li>• Adaptation strategies to reduce the vulnerability of human populations at risk, including:</li> </ul>		

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		<ul style="list-style-type: none"> <li>○ framework of adaptation (retreat, accommodate, protect) and its implementation in response to possible future implications of climate change in a range of communities across the development continuum</li> <li>○ what future homes, offices, cities, transport and economies will look like following adaptation throughout the 21st century.</li> <li>• <b>Case studies</b> of <b>two</b> contrasting countries at different stages of economic development to illustrate:               <ul style="list-style-type: none"> <li>○ current socio-economic and environmental impacts and the opportunities and threats they present</li> <li>○ technological, socio-economic and political challenges associated with effective mitigation and adaptation.</li> </ul> </li> <li>• Geopolitics associated with the human response to climate change, including:               <ul style="list-style-type: none"> <li>○ role of the Intergovernmental Panel on Climate Change in shaping policy making</li> <li>○ success of international directives, such as the Kyoto Protocol</li> <li>○ significance of carbon trading and carbon credits</li> </ul> </li> </ul>		

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		○ evolution of national, and sub-national policy that extends beyond the vision of international directives.		

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