

GEOGRAPHY KEY STAGE THREE CURRICULUM

By the end of Key Stage Three, students should:

Know	<i>Students will build a curiosity about the world around them, understanding the causes, consequences and management of issues and risks at a local, national and global scale. Students will discover a sense of place, space and time through physical and human geography. When gaining an understanding of the physical processes that shape environments, students will also explore interdependence between the natural and human world.</i>
Do	<i>The curriculum is rooted in disciplinary knowledge, students will build the ability to think, speak and write like a geographer. Including understanding where the discipline of geography came from, and how it is used in the world today. Students will meet a range of geographers to further embed their understanding of geography in a real-world context. Students will complete a range of fieldwork and work with geographical theory to build investigative skills. Lastly, students will be able to make decisions based on a range of stakeholder views, theory and evidence.</i>
Appreciate	<i>Through the study of contemporary issues, students will build an appreciation for the moral purpose of geography. They will engage in social, environmental, economic and political debate. Through this study, students will consider their own choices, decisions and opinions on their local community up to a global scale. Geography aims to develop well-informed, responsible students who will become members of society with a generosity of spirit towards all other inhabitants of the planet.</i>

Curriculum Coverage

	Topic	Coverage		Topic	Coverage		Topic	Coverage	
Year 7	Is the UK a sustainable place?	<i>Is Priory Ruskin a sustainable school?</i>	Year 8	Is the development gap getting smaller?	<i>How do we measure development?</i>	Year 9	Is our world at risk?	<i>What is beneath our feet?</i>	
		<i>Should we continue to import food?</i>			<i>What is life like on different levels?</i>			<i>Are all earthquakes and volcanoes deadly?</i>	
		<i>Is the UK's energy mix sustainable?</i>			<i>How has globalisation affected development in China?</i>			<i>Should people live near tectonic hazards?</i>	
		<i>Will the reservoir bring only benefits?</i>			<i>Why does population need to be controlled?</i>			<i>Should island nations have the last word on climate change?</i>	
	Is Climate Change an immediate threat to everyone?	<i>Evidence and causes of climate change</i>		Migration	<i>Push and pull factors of migration</i>		Changing Cities	<i>How does quality of life vary in megacities?</i>	
		<i>Social, environment and economic impacts of climate change</i>			<i>Why are people migrating to Japan?</i>			<i>Can cities be sustainable?</i>	
		<i>Mitigation and adaptation to climate change</i>			<i>Where do British people migrate to?</i>			<i>Where is the most innovative city in the world?</i>	
	Ecosystems at Risk	<i>Location of world's major biomes</i>		Can we protect all coastlines? DME	<i>What are the main processes and features of the coastline?</i>		Are all Informal Settlements places of despair? Federation Common Assessment DME	<i>Why is Mumbai growing?</i>	
		<i>Characteristics of major biomes</i>						<i>Why is there conflict along the UK coast?</i>	<i>What are the opportunities and challenges in facing Mumbai?</i>
		<i>Is the Tropical Rainforest at risk?</i>						<i>Has the Akosombo dam caused or solved issues for Ghana?</i>	<i>How is urban planning improving the quality of life for the urban poor in Mumbai?</i>
	How have people changed Australia?	<i>Do Indigenous people have enough power?</i>						How has the Middle East Changed over time?	<i>Are we doing enough to stop plastic pollution?</i>
		<i>Is tourism risking Australia's history?</i>		<i>Why is population not evenly distributed?</i>	<i>How does globalisation connect countries around the world?</i>				
<i>How do people use the hot desert?</i>		<i>How sustainable is Dubai?</i>	<i>Who are the winners and losers of globalisation?</i>						
<i>Is Australia at risk?</i>		<i>Why is Yemen struggling to develop?</i>	Which country will be the next superpower?	<i>What is a superpower?</i>					
Do all rivers post a flood risk?	<i>What are the main processes and features of a river?</i>	<i>Is Tourism a benefit to the UAE?</i>		<i>Is the USA losing power?</i>					
	<i>What causes flooding?</i>	Success in Africa		<i>How has history shaped Africa?</i>	<i>Who are the new emerging economies?</i>				
	<i>Flood examples</i>			<i>Why is the Nile important to Africa?</i>	<i>Why is the South China Sea contested?</i>				
	<i>Decision Making Exercise</i>		<i>Is Kenya a successful country?</i>	<i>How is economic power being extended through space exploration?</i>					
Why don't people live in Antarctica?	<i>What is the journey to Antarctica like?</i>		<i>Why do children become child soldiers?</i>						
	<i>What challenges are facing penguins in Antarctica?</i>	<i>Is conservation happening in Africa?</i>							
	<i>What impact are tourists having?</i>								
	<i>Who owns Antarctica? Should it be protected?</i>								

Wider Key Stage 3 Curriculum

Fieldwork: School based investigation Y7	Competitions: Antarctica Flag Competition	Homework Expectations: One piece every fortnight – SMH quiz, spellings, independent practice.
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GEOGRAPHY KEY STAGE 4 CURRICULUM OVERVIEW

By the end of Key Stage 4, students should:

Know	<p>Develop and extend their knowledge of locations, places, environments and processes and of different scales including global, social, political and cultural contexts. Students should develop a greater awareness of the importance of scale.</p> <p>Students should develop a contextual knowledge of any countries from which case studies and exemplars are chosen. Exemplars and case studies relate to at least two countries other than the UK.</p> <p>Gain an understanding of the interactions between people and environments, change in places and processes of space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.</p> <p>Gain an understanding of the multivariate nature of 'human-physical' relationships and develop a greater understanding of processes that lead to an understanding of change.</p>
Do	<p>Develop their competence in applying sound enquiry and investigate approaches to questions and hypothesis. Have an increasing involvement in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions. Undertake fieldwork in at least two contrasting environments. This should include the exploration of physical and human processes and the interactions between them and should involve the collection of primary physical and human data. Make decisions on the most effective way to present data based on each data set. This includes justification for the type of presentation, communication and evaluation of material.</p>
Appreciate	<p>Students appreciate the wider contexts of areas of study including a range of different levels of development. Students are able to see similarities and differences between their own lives and those of people in the places we have studied. Students will develop skills in decision making using their locational knowledge and understanding of physical and human interactions in these places. At the heart of their decisions will be stakeholder considerations as well as an understanding of sustainability and the impact their decisions could have on people and the planet. Students will understand why people across the world will make different decisions.</p>

Curriculum coverage

	Topic	Coverage
Year 10	Urban Issues and Challenges	Urbanisation
		Opportunities and challenges in a NEE City- Rio de Janeiro
		Opportunities and challenges in a UK City- Sheffield
		Sustainable cities
	Human Fieldwork	'How successful has regeneration been in Sheffield' Students will visit the city during module 1 and collect data on environmental quality and changes in the city as a result of regeneration.
	The Challenge of Natural Hazards	<p>Tectonic Hazards</p> <ul style="list-style-type: none"> • What is a natural hazard? • What affects hazard risk? • What evidence is there for plate tectonics? • What physical processes cause earthquakes and volcanic eruptions? • How do the effects and responses to a tectonic hazard vary depending upon contrasting levels of wealth? Haiti and Christchurch • Why do people continue to live in hazard risk areas? • How can management reduce the effects of a tectonic hazard? <p>Weather Hazards</p> <ul style="list-style-type: none"> • How does global atmospheric circulation determine patterns of weather and climate? • What is the global distribution of tropical storms? (Linked to atmospheric circulation) • What physical conditions are needed for tropical storm formation? • What are the structure and features of tropical storms? • How is climate change expected to affect the distribution, frequency and intensity of tropical storms? • What are the impacts and responses to tropical storms? Typhoon Haiyan • How does monitoring & 3P's reduce the effects of tropical storms? • What weather hazards are experienced within the UK? • What are the causes, impacts and management of the Somerset Levels floods? • What evidence is there to suggest UK weather is becoming more extreme? <p>Climate Change</p> <ul style="list-style-type: none"> • What evidence is there for climate change? • What are the natural and human factors causing climate change? • What impact does climate change have on people and the environment? • How can mitigation and adaptation be used to manage climate change?

Curriculum coverage			
	Topic	Coverage	
Year 10 [continued]	Physical Landscapes	UK Landscapes	Where are the upland and lowland areas in the UK?
		Coastal Landscapes	How does geological structure and rock type affect coastal landscapes? How are coastal landscapes formed? (headlands & bays, cliffs & wave-cut platforms, caves, arches, stacks, stumps, beaches, sand dunes, spits & bars. What are the landforms of erosion & deposition along Holderness / Hunstanton ?
		Management of Coastal Landscapes	How can management strategies be used to protect coastal areas? How successful has coastal management been in Holderness/Hunstanton ?
		Fluvial Landscapes	How does the long and cross profile of a river change? How do fluvial processes affect fluvial landscapes?
		Management of Fluvial Landscapes	How do physical and human factors affect flood risk? How can hydrographs be used to show the relationship between precipitation and discharge? How successful has flood management been in along the River Tees ?
	Physical Fieldwork	'How successful is coastal management at Hunstanton?' – Students will visit Hunstanton during module 6 to investigate coastal processes and test the effectiveness of groynes found along the beach at Hunstanton.	
Changing Economic World	<p>The Development Gap</p> <ul style="list-style-type: none"> How can we classify different parts of the world according to levels of economic development and quality of life. What social and economic measures can be used to measure development – what are the limitations of these? How does the Demographic Transition Model link to levels of development? What are the causes and consequences of uneven development? What strategies can be used to reduce the development gap? How has tourism in Jamaica helped to reduce the development gap? 		
Year 11	Changing Economic World	Rapid economic growth in an LIC/NEE – Nigeria Case Study	<ul style="list-style-type: none"> What is the location of Nigeria and how is it important regionally and globally? What is the social, political, cultural and environmental context of Nigeria? How have Nigeria's political and trading relationships changed? How has the industrial structure in Nigeria changed? What are the environmental impacts of economic development in Nigeria? What role has shell played in industrial development in Nigeria – how successful has this been? What aid has Nigeria received and what has the impact of this been? How has economic development affected the quality of life in Nigeria?
		Changes to the UK Economy	<ul style="list-style-type: none"> What has caused economic change in the UK? What are the key features of the post-industrial economy in the UK How does industry impact the environment? How has Nissan tried to become more environmentally sustainable? What are the social and economic impacts of rural areas with population growth and decline (Cambridgeshire & Outer Hebrides) What infrastructural improvements have taken place in the UK What is the North South Divide and how have strategies tried to resolve these regional differences? What is the place of the UK in the wider world?

Curriculum coverage			
	Topic	Coverage	
Year 11 [continued]	The Living World	UK Ecosystems	<ul style="list-style-type: none"> ▪ What are the interrelationships of biotic and abiotic factors in the Epping Forest? ▪ What is the nutrient cycle? ▪ What is the impact on the ecosystem of one changing component? ▪ What is the distribution & characteristics of global biomes?
		The Tropical Rainforest	<ul style="list-style-type: none"> • What are the physical characteristics of the TRF? How are they interdependent? • What are the plant and animal adaptations? • What are the issues related to biodiversity? • How have rates of deforestation changed over time? • What are the causes & impacts of deforestation in The Amazon? • What is the value of tropical rainforests to people and the environment? • What strategies can be used to manage the TRF sustainably?
		The Hot Desert	<ul style="list-style-type: none"> • What are the physical characteristics of the hot desert? • How are climate, water, soils, plants, animals and people interdependent? • What are the plant and animal adaptations? • What are the issues related to biodiversity? • What are the opportunities and challenges for development in the Sahara / Thar desert? • What are the human and physical causes of desertification? • What strategies can be used to reduce the risk of desertification?
	The Challenges of Resource Management	Importance of Food/ Water/ Energy	<ul style="list-style-type: none"> • What is the significance of food, water & energy to economic and social wellbeing. • How are global inequalities in the supply and consumption of resources distributed?
		Changing demand and provision of resources in the UK	<ul style="list-style-type: none"> • Why has the demand for imported food grown? • What is the impact of increasing food miles and how can this be managed? • What is the growing trend towards agribusiness? • How has the demand for water changed? • How can water quality and pollution be managed? • What are the areas of surplus and deficit for water in the UK? • How can water transfer be used to manage supplies? • How has the energy mix in the UK changed? • What has happened to domestic supplies of coal, gas and oil & why? • What are the economic and environmental issues associated with exploitation of energy sources?
		Food/ Water/ Energy Case Study	<ul style="list-style-type: none"> • What are the global security and insecurity? • What are the reasons for increasing consumption? • What are the factors affecting resource supply? • What are the impacts of insecurity of this resource? • What are the strategies to increase supply of this resource? • How can we ensure a sustainable resource future?

Wider Key Stage 4 Curriculum

<p>Fieldwork Human – Sheffield Physical – Hunstanton</p>	<p>Homework Expectations Students will complete exam practice, further research into their case studies and revision tasks throughout the course.</p>	<p>Reading When the Rivers Run Dry Disaster By Choice</p>
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GEOGRAPHY KEY STAGE FIVE CURRICULUM	
By the end of Key Stage Five, students should:	
Know	<p>Build knowledge of context, locations, places and environments at a range of scales.</p> <p>Gain awareness of a local and contrasting place in a changing local and global economy.</p> <p>Develop an understanding of, and ability to apply the concepts of place, space, scale and environment, that underpin KS3 & KS4, including a more nuanced understanding of these concepts. Consider change over time that will significantly impact the place.</p> <p>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.</p>
Do	<p>Critically evaluate models of geographical theories.</p> <p>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.</p> <p>Develop as critical and reflective learners, be able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.</p> <p>Communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</p> <p>Students should research relevant literature sources and demonstrate understanding including theoretical or comparative context for a research question.</p> <p>Demonstrate ability to write 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>
Appreciate	<p>Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationship between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.</p> <p>Students must understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p>

Curriculum Coverage

Year 12		Year 13	
Topic	Coverage	Topic	Coverage
Paper 1 Tectonic Hazards	Why are some locations more at risk from tectonic hazards?	Paper 1 The Water Cycle and Water Insecurity	<i>What are the processes operating within the hydrological cycle from global to local scale?</i>
	Why do some tectonic hazards develop into disasters?		<i>What factors influence the hydrological system over short and long term timescales?</i>
	How successful is the management of tectonic hazards and disasters?		<i>How does water insecurity occur and why is it becoming such a global issue for the 21st century?</i>
Paper 2 Regenerating Places	How and why do places vary?	Paper 2 Superpowers	<i>What are superpowers and how have they changed over time?</i>
	An n depth study of the local place in which you live or study and one contrasting place		<i>What are the impacts of superpowers on the global economy, political system and the physical environment?</i>
	Why might regeneration be needed?		<i>What spheres of influence are contested by superpowers and what are the implications of this?</i>
	How is regeneration managed?		
Paper 1 Coastal Landscapes	Why are coastal landscapes different and what processes cause these differences?	Paper 1 The Carbon Cycle and Energy Insecurity	<i>How does the carbon cycle operate to maintain planetary health?</i>
	How do characteristic coastal landforms contribute to coastal landscapes?		<i>What are the consequences for people and the environment of our increasing demand for energy?</i>
	How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?		<i>How are the carbon and water cycles linked to the global climate system?</i>
	How can coastlines be managed to meet the needs of all players?		
Paper 2 Globalisation	What are the causes of globalisation and why has it accelerated in recent decades?	Paper 2 Health, Human Rights and Intervention	<i>What are superpowers and how have they changed over time?</i>
	What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?		<i>Why do human rights vary from place to place?</i>
			<i>How are human rights used as arguments for political and military intervention?</i>
	What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	Paper 3 Synoptic Themes Across Geography	<i>Students will use a variety of sources to make synoptic links across all four core elements of the course. This will include making decisions, using stakeholders and the knowledge of the global economy, political system and physical landscape to Informal final answers.</i>

Curriculum Coverage

Non Examined Assessment

Overview

The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.

Content

The independent investigation may relate to human or physical geography or it may integrate them. The independent investigation must:

- 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 compulsory or optional content
- incorporate field data and/or evidence from field investigations, collected individually or in groups
- draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student
- require the student independently to contextualise, analyse and summarise findings and data
- involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data.

Wider Key Stage 5 Curriculum

Homework Expectations

Students will be provided with a range of articles to read throughout the course, these will be discussed in the lesson.
Students will also be expected to complete consolidation tasks / exam practice every week from both human and physical geography lessons.

Wider Reading / Watching / Listening

When the Dust Settles, Prisoners of Geography, Disaster By Choice
BBC Documentaries – will be highlighting by teaching staff through the course, David Attenborough
The Inquiry, Pod Save the World, The Geographical Podcast