

			Curriculum Overview for: Geography		Key Stage 3 Academic Year Group: 9	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	China	China/Tectonic Hazards	Tectonic hazards	Development and globalisation	The Middle East	Water
Content	<p>Introduction to China</p> <p>China's climate</p> <p>Population in China</p> <p>Communism</p> <p>China as a Superpower</p> <p>Industrial growth</p> <p>Pollution</p> <p>3 Gorges Dam</p>	<p>What is a hazard</p> <p>Why do people live with hazards?</p> <p>Earth's structure</p> <p>Earthquakes inclusive of Haiti (LIC) and Christchurch, New Zealand (HIC) Case studies</p> <p>Tsunamis (Boxing Day 2004)</p> <p>Volcanos (Montserrat 1999)</p> <p>How to respond to hazards</p>	<p>What is a hazard</p> <p>Why do people live with hazards?</p> <p>Earth's structure</p> <p>Earthquakes inclusive of Haiti (LIC) and Christchurch, New Zealand (HIC) Case studies</p> <p>Tsunamis (Boxing Day 2004)</p> <p>Volcanos (Montserrat 1999)</p> <p>How to respond to hazards</p>	<p>Introduction to development and globalisation</p> <p>Positive and negatives of globalisation</p> <p>Nike a TNC</p> <p>Sweatshops and Child labour</p> <p>How to reduce the development gap</p>	<p>Introduction to the Middle East</p> <p>The Middle East's climate</p> <p>Life in the Arabian desert</p> <p>Development in Yemen and Turkey</p> <p>UK and the Middle East</p> <p>Tourism in the region</p>	<p>Introduction to the water cycle</p> <p>Global water supply</p> <p>Water issues and conflict (Aral sea case study)</p> <p>Water in the UK</p> <p>How to manage water in the UK</p>
Rationale/ Linking	<p>China is a wide ranging topic which is introduced due to the National curriculum. It offers students contextual knowledge of the location of a globally significant place (terrestrial) with a varied look at both human and physical characteristics and how these provide a geographical context for understanding certain actions and processes. This topic will introduce a wide range of physical and human key process such as: Weather and Climate (including climatical environmental regions of China: Hot deserts, alpine areas etc.), Population and urbanisation (including looking at major cities (Shanghai)), economic activity and the relevant job sectors, international development and the use of natural resources. The topic will also allow our young people to build their knowledge on globes, maps and atlases.</p>	<p>The Tectonic Hazards topic allows our students to explore a physical topic, which explores plate tectonics, an area indicated on the national curriculum. Further to this, it will allow our young people to explore and interpret a wide range of geographical sources. This topic also allows our young people to explore the international development of place, and how the effects of similar events are contrasting due to social and economic wealth. The topic also allows for the exploration of different places in the world, which increases knowledge on the globes, maps and atlases section of the national curriculum.</p>	<p>The Tectonic Hazards topic allows our students to explore a physical topic, which explores plate tectonics, an area indicated on the national curriculum. Further to this, it will allow our young people to explore and interpret a wide range of geographical sources. This topic also allows our young people to explore the international development of place, and how the effects of similar events are contrasting due to social and economic wealth. The topic also allows for the exploration of different places in the world, which increases knowledge on the globes, maps and atlases section of the national curriculum.</p>	<p>Topics on China and Tectonic hazards have already briefly overviewed basic principals of development, in this scheme of work, Year 9 will delve much more deeply into the core ideas of development and globalisation. At this stage students have chosen their option subjects for next year, this topic looks to engage students into underlying core foundations for the GCSE, whilst ensuring all students (even those who did not choose the option) will progress.</p>	<p>The Middle East topic allows students to study a little-known region of the World indicated on the national curriculum. This is a region of contrasts and students will have the opportunity to investigate how climate impacts on life in the area as well as how the economy is changing. Students will have a chance to build on the Development topic by investigating the development to two different countries in the region. This topic also allows for the exploration of different places and interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)s</p>	<p>The Water Cycle topic looks to build on core skills of the GCSE paper 3 element. This element looks at a virtual fieldwork to help students understand how important fieldwork and analysis is within geography. Second to this it look to use an issue evaluation to widen our Year 9s investigative skills.</p>
Assessment	<p>Each topic will have 2 assessment points, one which will take place as a formative written exam style question, teaching exam style techniques used in geography. The second assessment will be a more summative approach mimicking the assessment objectives of the GCSE course, with questions tailored to the learnt topic.</p>			<p>Learning Resources</p>	<p>Resource worksheets</p>	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Urban issues and challenges (Sept - Nov)	Living world (Nov – Feb)	Living world (Nov - Feb)	Physical landscapes in the UK – Coasts (March - April)	Physical landscapes in the UK – Rivers (May-June)	Paper 3 – Fieldwork (July)
Content	<p>Urban issues and challenges – Introduction to LIC, HIC and NEE</p> <p>Urban issues and challenges In Rio de Janeiro (LIC/ NEE case study)</p> <p>Urban issues and challenges, London, UK (HIC case study)</p>	<p>Introduction to biomes and ecosystems</p> <p>A small UK ecosystem – Pond environment</p> <p>Food webs and food chains</p> <p>Two world global biomes:</p> <p>1) Rainforests 2) Hot deserts</p> <p>Structures and climates, plant and animal adaptations and challenges and management</p>	<p>Introduction to biomes and ecosystems</p> <p>A small UK ecosystem – Pond environment</p> <p>Food webs and food chains</p> <p>Two world global biomes:</p> <p>1) Rainforests 2) Hot deserts</p> <p>Structures and climates, plant and animal adaptations and challenges and management</p>	<p>Introduction to physical processes of erosion, transportation and deposition</p> <p>Erosional landforms (Inclusive of River Tees case study)</p> <p>Depositional landforms (Inclusive of River Tees case study)</p> <p>Managing UK rivers both traditional and sustainable strategies (Inclusive of York case)</p>	<p>Revisit physical processes of erosion, transportation and deposition</p> <p>Erosional landforms (Inclusive of Holderness coast case study)</p> <p>Depositional landforms (Inclusive of Holderness coast case study)</p> <p>Managing UK coastlines both traditional and sustainable strategies (Inclusive of Holderness coast case study and blackwater estuary case study)</p>	<p>Fieldwork element (WC 6/5 - WC 27/5) inclusive of Stafford (urban issues and challenges) case study and Cannock chase (Rivers) case study</p>
Rationale/ Linking	<p>Urban issues and Challenges is one of the most engaging topics of the GCSE course. It is a suitable topic in terms of pedagogy and understanding to lead off the GCSE for students here at TAHS. The module itself introduces many underpinning theories, which will allow students to be more comfortable with future concepts in the course. It will also introduce our young people to a range of geographical sources, which will build upon key skills learnt in Year 9.</p>	<p>The living world module creates a really engaging atmosphere in the classroom, in which students are naturally very interested. We believe that the content in this area of the course is more accessible to all learners, whilst in Year 10 they are building their full knowledge of the course.</p>	<p>The living world module creates a really engaging atmosphere in the classroom, in which students are naturally very interested. We believe that the content in this area of the course is more accessible to all learners, whilst in Year 10 they are building their full knowledge of the course.</p>	<p>Rivers is an appropriate first UK based physical topic, as again it is engaging and conceptually easier to understand. It also has theories which will underpin future modules of the GCSE course.</p>	<p>Having already laid down the foundational elements in the Rivers section, much of the coast module requires spiral learning and adaptation to the new module. Therefore, building on prior knowledge introduced in rivers is really useful.</p>	<p>This is then encapsulated in our fieldwork offer of a 2 part fieldwork to Cannock Chase (investigation of velocity characteristics in the Sherbrook) and Stafford (Investigation whether Stafford has a high street in decline).</p>
Assessment	<p>Each topic will have 2 assessment points, one which will take place as a formative written exam style question, teaching exam style techniques used in geography. The second assessment will be a more summative approach using past GCSE questions which cover the full breadth of assessment objectives from the course.</p>			<p>Learning Resources</p>	<p>GCSE oxford text book Pocket revision guide GCSE pod resources Class Teams group with learning resources</p>	

			Curriculum Overview for: Geography		Key Stage 4 Academic Year Group: 11	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Changing economic world (Sept - Nov)	Changing economic world (Sept - Nov) / Revision for mock examinations (Nov)	Natural Hazards (Dec - Feb)	Resource management (March -April) (Added in Mock examination)	Paper 3 Issue evaluation / Revision (April-May)	
Content	<p>Introduction to development and globalisation</p> <p>Indicators of development</p> <p>How to close the development gap</p> <p>Changing economic world - Case study of the post-industrial economy in the UK (HIC)</p> <p>Changing economic world – Case study of India (LIC / NEE)</p>	<p>Introduction to development and globalisation</p> <p>Indicators of development</p> <p>How to close the development gap</p> <p>Changing economic world - Case study of the post-industrial economy in the UK (HIC)</p> <p>Changing economic world – Case study of India (LIC / NEE)</p>	<p>Introduction to Hazards – Structure of the earth and plate tectonics</p> <p>Earthquakes at 2 comparative levels of wealth:</p> <ol style="list-style-type: none"> Christchurch, New Zealand Kathmandu, Nepal <p>Introduction to tropical revolving storms – Structure, distribution and formation</p> <p>1 Case study of a LIC: Typhoon Haiyan</p> <p>Natural and anthropogenic climate change</p> <p>UK weather hazards: Somerset levels case study</p>	<p>Introduction to 3 major resources in the UK:</p> <ul style="list-style-type: none"> Food Water Energy <p>Global resource supply, demand and consumption.</p> <p>Impact of energy insecurity</p> <p>2 case studies on Energy:</p> <p>A case study of a non-renewable energy scheme that has advantages and disadvantages (natural gas in the UK)</p> <p>A case study of a localised energy technology</p>	<p>Pre-release material on the paper 3 aspect of the GCSE geography course.</p> <p>Structured revision prior to examination dates</p>	
Rationale/ Linking	<p>Changing economic world has many interrelationships with the previous Urban topic. This has been corroborated by maintaining the same country case studies with the UK being our HIC case study, and India our LIC / NEE case study. This will provide opportunity for spiral learning and recapping of previous concepts. Key terms such as economic, globalisation, urbanisation will be repeated throughout this topic, again building on prior learning. This will show the opportunity to really embed this across the Year 10 year, to ensure clarity going forward into Year 11.</p>	<p>Changing economic world has many interrelationships with the previous Urban topic. This has been corroborated by maintaining the same country case studies with the UK being our HIC case study, and India our LIC / NEE case study. This will provide opportunity for spiral learning and recapping of previous concepts. Key terms such as economic, globalisation, urbanisation will be repeated throughout this topic, again building on prior learning. This will show the opportunity to really embed this across the Year 10 year, to ensure clarity going forward into Year 11.</p>	<p>Again this module is very engaging and develops an understanding of natural hazards around the world which learners enjoy. The topic lends itself to using real life events and how they impact people and the environment. The climate change section is extremely relatable and relevant to students futures. For the students who have decided to continue their studies of geography to Key stage 5, will experience a suitable bridge with Tectonic hazards being a topic on their A-level course.</p>	<p>This module is one which young people find difficult to interpret, it provides lots of analysis of geographical sources and information which can be quite abstract. Putting at this point on our curriculum map allows us to be able to teach the module in relation to the entire human course (Paper 2) which is all in Year 10.</p>	<p>6 weeks prior to the first Geography examination, pre-released material is given from the exam board. This issue evaluation will be planned and structured over the Easter holiday before presenting learning material to students.</p>	
Assessment	<p>Each topic will have 2 assessment points, one which will take place as a formative written exam style question, teaching exam style techniques used in geography. The second assessment will be a more summative approach using past GCSE questions which cover the full breadth of assessment objectives from the course.</p>			<p>Learning Resources</p>	<p>GCSE oxford text book Pocket revision guide GCSE pod resources Class Teams group with learning resources</p>	