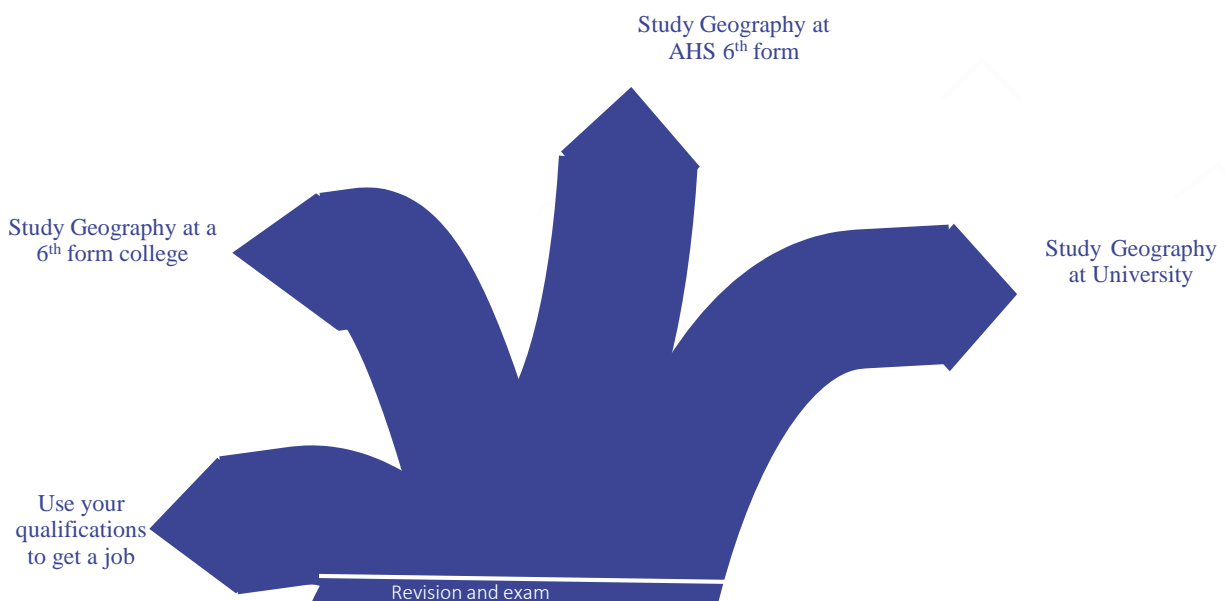


THE GEOGRAPHY CURRICULUM



Throughout KS4 exam-style questions will be set as homework along with Pixl work booklets. These will be assessed & collated in the purple assessment books.

YEAR 11

Challenges of Resource Management – Food, Water and Energy.

All three resources are considered in the introduction to this unit looking at general issues and changing demand and provision in the UK which creates both opportunities and challenges.

The optional section of this topic focuses on energy from a global perspective. Issues such as conflict due to insecure supplies and different strategies to increase energy supply are explored.

Physical Landscapes in the UK - Coasts

Erosion, transportation and deposition processes are revisited to consider the creation of coastal landforms such as headlands & bays. Defence strategies are analysed & evaluated using the case study of the Holderness Coast and Mablethorpe.

Physical fieldwork

Measure cross sectional Profiles and flow velocity & discharge rates on the River Erewash. Method, Results, Analysis, Conclusion and Evaluation completed. This will prepare students for the Paper 3 exam.

Physical Landscapes in the UK - Rivers

An introduction to UK physical landscapes and their locations is followed by the UK river landscapes module. This considers how river valleys change as well as processes and landform formation.

Throughout KS4 exam-style assessments will be completed weekly in the purple assessment books & students will respond via red pen to teacher feedback using mark schemes where available.

Mock exams will take place at the end of Y10, November Y11 & March Y11.

YEAR 10

Urban issues & challenges

What is urbanisation? What are the social, economic & environmental causes & effects including push & pull factors. What are the differences between rates of growth in LICs/NEEs/HICs?

Human Fieldwork

Students will investigate the hypothesis 'Heanor is a clone town' through various primary fieldwork techniques including NEF clone town statistical survey, house type/price surveys and mapping. Secondary sources are compared and used to analyse results and make conclusions. Evaluation of work also include in full write up. This will prepare students for the Paper 3 exam at GCSE.

LIC Case Study – Rio de Janeiro

Issues of urbanisation are considered through the example of Rio de Janeiro. The cities importance, social, economic and environmental opportunities and challenges are considered along with favela regeneration schemes and the legacy of world events such as the Olympics.

HIC Case Study – London

To compare to the LIC case study of Rio, we look at importance locally, nationally and internationally as well as the social and economic opportunities. Environmental aspects such as transport, waste management and planning decisions are debated. Regeneration of the Lower Lea Valley Olympic site is explored from different viewpoints. Finally sustainable cities are discovered through the main case study of Freiburg in Germany.

The Challenge of Natural Hazards

This unit looks at what natural hazards are and then considers three main hazards in more detail:

- Tectonic hazards explores the physical processes that cause them and then a focus on volcanoes to compare a HIC/LIC eruptions.
- Weather hazards involves an understanding of global atmospheric circulation, tropical storms and UK extreme weather events.
- Climate change considers natural and human factors, range of effects and the difference between mitigation and adaptation in managing this issue.

1: Exam style questions embedded in assessment books along with mid-unit and end of unit tests.

2: End of Unit test

3: Exam style questions embedded in assessment books.

4: Exam style questions embedded in assessment books along with mid-unit and end of unit tests.

5: Exam style end of unit assessment on the above topics.

YEAR 9 GCSE

Hot Deserts

Ecosystem features are studied in this comparative biome. The challenges and opportunities of the USA's Western Desert are discovered along with the cause, effects and solutions of desertification in the Sahel region of Africa.

Amazon Rainforest

Leading on from the previous unit, students explore a the major world biome of the tropical rainforest through the Amazon Region case study. Location, features & adaptations of flora & fauna are studied in addition to the human causes, effects and solutions to deforestation.

The Living World

Students will learn about the inter-relationships that make up an ecosystem, impact of changes to these fragile systems and the different scales ranging from a small pond to a large world biome. Local areas such as Shipley Park lead to more in depth analysis of Epping Forest in North-West London. The reintroduction of the wolf to Yellowstone National Park in the USA is analysed in detail.

YEAR 8

Wild Weather

Students will understand the difference between weather and climate. They will examine how we measure weather conditions and more complex systems such as air masses. Extreme weather events such as tropical storms, flash flooding and forest fires will be used to demonstrate human vulnerability, resilience and mitigation.

Africa

The case study of the Horn of Africa will be used to bring together a range of topics covered throughout KS3 from crime to tectonics, from development to rivers to encourage students to make links between topics and focus on a specific region and all it's geography. Cultural and social differences will be explored reducing a 'single story' outlook.

Tectonics

In this topic, students build on any previous knowledge and understanding from KS2 about the structure of the earth and the cause, effects and responses to different tectonic hazards. This is mainly through the introduction of more specific key terminology providing a sound bridge to GCSE units ahead. Through map work, personal accounts and video footage, students can emphasize with communities and the hazards they face. Solutions to these events will allow freedom of ideas and opinions whilst showing an understanding of how countries of different wealth may react and cope differently. Positive outcomes will also be investigated in risk management lessons.

1: Exam style end of unit assessment on the above topics.

2: Exam style end of unit assessment on the above topics.

3: End of unit extended writing assessment.

4: Exam style end of unit assessment.

YEAR 7

Glaciation

Where is the world's ice? How do glaciers shape the landscape? When and where was the last ice age? Should we bring Woolly Mammoths back to life?

Crime

Social, economic and environmental factors are discussed as we investigate how geography can be used to analyse both historic and modern criminal activity. Use of GIS and spatial data by the police, councils and other organisations to help prevent crime is considered on a local and national scale. Finally, international crime is explored through a focus on modern day pirates in South East Asia.

Race around the world

Building upon knowledge which students have learnt at KS2, students will study core map skills such as direction, scale, relief and grid references whilst exploring a fantastic place in each continent. Pupils will also explore locational features of settlements, themes such as urbanisation and migration will be introduced to pupils.

1. Baseline assessment

2: Describing a route assessment will draw together all of the skills pupils have learnt.

3: Assessment based around crime prevention

Recurring themes throughout each unit:

- Map skills
- Sustainability
- Social, environmental & economic geography.
- Development
- Analysing solutions
- Empathy with stakeholders.

FIELDWORK: Opportunity to learn outside the classroom in this topic.

HOMEWORK PROJECT: Students will receive three formal projects which they will work on for several weeks.

A formal assessment will be carried out during this unit.