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Study Geography at AHS 6<sup>th</sup> form

ROAD MAP TO

# THE GEOGRAPHY CURRICULUM 2024-2025

Study Geography at a 6<sup>th</sup> form college

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Revision and exam preparation

**Desertification**  
This environmental issue will be split into causes, effects and solutions. The Sahel region of Africa adds depth.

**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. 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.

**Changing economic world Part 2**  
The changing UK economy is explored with a focus on employment patterns and regional growth.

**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, landform formation and management.

**Physical fieldwork – Evidence for coastal management in Hornsea, Holderness Coast.**

YEAR 11

Coasts fieldwork trip to Holderness Coast

N.B: Year 10 in 2025 have already done this unit when in Year 9 so will complete extra preparation for Paper 3 – Geographical Skills.

**The Living World**  
Students will learn about the inter-relationships that make up an ecosystem, impact of changes to these fragile systems. Case studies of the tropical rainforest and hot deserts are then studied in detail.

**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 Mappleton.

GCSE Pods  
Introductory tasks and quizzes

Throughout KS4 regular exam-style assessments will be completed 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 May Y10 and January Y11.

Heanor Clone Town Fieldwork

GCSE Pods  
Introductory tasks and quizzes

Independent research booklets

YEAR 10

**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.

**Changing Economic World Part 1**  
This topic revisits development topics from Year 8 in the first section about the development gap. It then considers rapid economic development in Nigeria which has led to social, environmental and cultural change.

**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.

**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.

**Japan**  
A country focus unit bringing together many previous units to consolidate and compare to a new context.

**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.

Exam style questions embedded in assessment books.

End of Unit test

Exam style end of unit assessment

Infiltration enquiry

YEAR 9  
GCSE

**Russia**  
This topic brings together a number of topics with the place being the focus. We begin with physical topics such as biomes and climate before considering human aspects such as population and social issues. Finally, the environmental disaster of Chernobyl is studied.

**Rivers**  
Introducing more complex key terminology and processes in preparation for GCSE, this topic will recap the water cycle and introduce river processes and landforms such as waterfalls and meanders. Causes of flooding and a comparison between a HIC and LIC case study leads to discussions on management techniques using hard and soft engineering.

**World Environmental Issues**  
Students will carry out an enquiry in to the greatest environmental challenge facing us in the 21<sup>st</sup> century. They will explore climate change, plastic in the oceans, electric cars and animal extinction.

**Population**  
How do overpopulation & under population cause problems? What is China's one child policy? Who has an ageing population and where do people live across the world? This unit follows on from development by considering population issues and solutions.

Rivers Knowledge  
Organiser

Tectonic  
Knowledge  
Organiser

**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.

**Development**  
What exactly is development & how is it measured? Why is there uneven development across the world? How can we reduce the impacts of poverty? What is aid & fair trade? All these questions will be considered through a range of different countries and regions including the UK.

End of unit extended writing assessment.

End of unit assessment on the above topics.

Exam style mid-unit assessment.

YEAR 8

**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.

**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?

How do people live and work in glacial landscapes. How is climate change affecting the Arctic and Antarctic regions?

Exam style end of unit assessment.

**Biomes**  
Students will discover the different biomes of the world and the amazing species that live there. Adaptations and climate restrictions will be explored as well as how humans live and work in these environments. Sustainability is also introduced.

**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.

**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.

**Transition: What is Geography?**  
Students will explore different elements of geography; discovering physical, human and environmental aspects as well as tackling misconceptions about the wider world. In addition, career links are used to inspire and highlight the importance of geography in the future sustainability of our planet.

YEAR 7

Reoccurring themes throughout each unit:

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

Assessment test

Baseline assessment on map skills

Baseline assessment on HS2 extended writing

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

HOMEWORK PROJECT: Students will receive knowledge organisers to help them revise for assessments.

A formal assessment will be carried out during this unit.