

Geography Curriculum Map Overview

Please note further information can be found in the Geography curriculum sequencing document



Key Stage 3

KS3 Year 7	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Geography	<p>Students study a unit of work focusing on:</p> <p>A study of our first global place; Africa.</p> <p>Students will continue to develop their map and atlas skills, locating Africa and it's key physical features and patterns of population distribution.</p> <p>Students will learn about the variation in climate in Africa and how this affects biomes.</p> <p>They will investigate how to display data on climate graphs</p>	<p>Students study a unit of work focusing on:</p> <p>In this half term, students will explore the Geography of their local area through the development of essential map skills.</p> <p>They will become more confident and experienced Atlas users, as well as developing their ability to use 4 and 6 figure grid references, scale, distance and directions on Ordnance Survey maps of our local area.</p>	<p>Students study a unit of work focusing on:</p> <p>Population distribution and urbanisation in the UK and beyond.</p> <p>Pupils will further develop place knowledge through atlas work to describe and explain where we live in the UK.</p> <p>Pupils will investigate why towns and cities developed historically.</p> <p>Pupils will learn about Manchester as a case study – how it grew, the</p>	<p>Students study a unit of work focusing on:</p> <p>Investigate rivers, river features and the interactions between humans and river landscapes.</p> <p>Pupils will be introduced to rivers by looking in depth at the River Mersey and how it changes along it's course.</p> <p>They will look at the processes happening within a river and how they lead to the formation of a range of landforms such as waterfalls</p>	<p>Students study a unit of work focusing on:</p> <p>Coasts with a large emphasis on our local coastline.</p> <p>Pupils will learn about the importance of winds, tides and waves on our coastal areas.</p> <p>They will be able to describe and explain the formation of a range of coastal landforms.</p> <p>We will look in detail at the Sefton Coast, it's features, challenges and management.</p> <p>Pupils will be taken to the Sefton Coast at</p>	<p>Students study a unit of work focusing on:</p> <p>The economy of the UK and how it is structured.</p> <p>Students will look at the jobs we typically do in the UK and whether they are in the primary, secondary or tertiary sector.</p> <p>Pupils will hear from a range on ex Deyes students, how they used their education</p>

	<p>and compare two distinct regions in Africa.</p> <p>They will study the Sahel region, looking at the challenges of drought and poverty and evaluate a range of ways these challenges are managed to improve the quality of life.</p>		<p>importance of industry and how it has regenerated.</p> <p>Pupils will consider how we can make cities more sustainable by evaluating strategies used in Freiburg in Germany.</p> <p>Pupils can then apply this knowledge to the Poppy fields development in Maghull, designing and justifying a range of ways we can make it a more sustainable area.</p>	<p>and oxbow lakes. They will develop their field sketching skills to describe the characteristics of these features.</p> <p>Students will explore how we use and misuse our rivers, investigating the need for sustainability.</p> <p>They will look at the water cycle and use this knowledge to explain the causes of river floods.</p> <p>They will learn about Storm Desmond and the floods it caused.</p>	<p>Formby as part of their first Geography fieldtrip where we will investigate the impact of humans and the sustainable management of the coastline</p>	<p>and what jobs they currently do.</p> <p>We will focus on the tourism industry investigating types of tourism and look globally at mapping where we go on holiday, again giving pupils the opportunity to develop their place knowledge.</p> <p>We will look at Blackpool as a local tourist destination, focusing on how it developed, why it declined and how it has successfully rejuvenated into the Blackpool we know today.</p>
--	--	--	--	---	---	---

KS3 Year 8	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Geography	<p>Students study a unit of work focusing on:</p> <p>Greatest environmental issue of our time, the climate crisis.</p> <p>They will understand the long term climate change through a range of timescales and will understand some of the causes of this.</p> <p>They will understand that the importance of the enhanced greenhouse effect in the current climate crisis.</p> <p>They will learn a range of anthropogenic causes of current climate change.</p> <p>They will investigate the effects of the current climate</p>	<p>Students study a unit of work focusing on:</p> <p>Earth's natural resources and the challenges we face due to over consumption.</p> <p>They will learn about soil, how it forms and how it is a natural resource key to our future.</p> <p>Pupils will learn about water stress and how it can be managed sustainably. Pupils will learn about where our food comes from in the UK and explore the idea of food insecurity due to political or climatic reasons.</p> <p>Pupils will learn about where our energy comes from. They will examine to pros and cons of a</p>	<p>Students study a unit of work focusing on:</p> <p>Glaciation.</p> <p>They will complete a timeline of Britain's glaciation history and investigate how glacial periods have affected the landscapes we have today in the UK.</p> <p>Pupils will be able to apply their ability to use ordnance survey maps by recognising and describing a range of erosional and depositional glacial features from maps of the Lake District.</p> <p>They will investigate how such landscapes are attractive to tourists and how they are carefully managed focusing on National Parks.</p>	<p>Students study a unit of work focusing on:</p> <p>Development.</p> <p>They will be able to define development and know the typical characteristics of a developing and developed country in relation to health, education and income.</p> <p>They will look at how development can be mapped, evaluating the use of techniques such as the Brandt line.</p> <p>They will investigate how development in measured, comparing two countries at different levels of development using data.</p> <p>They will learn about Malawi as a developing country</p>	<p>Students study a unit of work focusing on:</p> <p>Globalisation.</p> <p>They will be able to define what globalisation is and why it has happened. They will consider how global they are. They will learn about the impacts of rapid development due to globalisation, focusing on Dharavi in Mumbai.</p> <p>They will look at the role of Transnational Companies in development focusing on Coca Cola and it's impact on a region of India.</p> <p>They will look at global migration patterns and consider how these are linked to development.</p>	<p>Students study a unit of work focusing on:</p> <p>Investigate the weather experienced in the UK.</p> <p>They will gain an understanding of why our weather is so changeable, learning about the importance of high and low air pressure and the weather they bring.</p> <p>They will understand the different types of rainfall and create a weather map to show the variation of weather within a depression.</p> <p>They will learn about extreme weather in the UK, focusing on 2018 when we experienced storms, a heatwave and the</p>

	<p>crisis in the UK and beyond.</p> <p>They will evaluate responses to the climate crisis, focusing on the most recent Cop26 event.</p> <p>They will consider how they can make changes to reduce their own carbon footprint and make a pledge to do so.</p>	<p>range of renewable and non renewable energy sources and consider how we can continue to meet energy demands sustainably</p>	<p>Pupils will explore the notion of sustainability by designing their own Ecotourism destination within the Lake District National Park.</p>	<p>and explain why it has struggled to develop.</p> <p>They will explain a wide range of reasons as to why the development gap exists.</p> <p>Students will consider how covid19 links to development in terms of impacts and vaccines</p>	<p>Pupils will evaluate a range of strategies designed to end poverty</p>	<p>'beast from the east', considering how each extreme weather event has consequences for people and the environment.</p> <p>They will learn about how we measure the weather and complete on site fieldwork, collecting weather data and completing a short microclimate project.</p>
--	--	--	---	--	---	--

KS3 Year 9	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
H Geography	<p>Students study a unit of work focusing on:</p> <p>Marine Environments.</p> <p>They will understand the characteristics and benefits of our oceans</p> <p>They will investigate the causes of marine pollution, its effect on the environment and evaluate a range of responses to it</p> <p>They will learn about the role of the oceans in climate regulation through ocean currents.</p>	<p>Students study a unit of work focusing on:</p> <p>Tectonics, earthquakes and volcanic eruptions.</p> <p>They will learn about the structure of the earth and how it causes different types of plate boundaries. They will learn about where volcanoes are located, using lines of longitude and latitude.</p> <p>They will learn about earthquakes, how they are measured and how we can prepare for them.</p> <p>They will compare two earthquakes in countries at different levels of development.</p> <p>They will understand the causes and impacts of a tsunami focusing on Japan 2011.</p> <p>They will understand how volcanoes can be monitored.</p> <p>They will examine the impacts of a volcanic eruption.</p> <p>They will explain why people still choose to live in areas with volcanoes and earthquakes.</p>		<p>Students study a unit of work focusing on:</p> <p>Asia's physical landscape, population patterns and biomes.</p> <p>They will learn about China, how population is linked to the physical landscape.</p> <p>They will learn about China's unique population growth story.</p> <p>They will learn about the growth of megacities in China and evaluate how rapid economic growth has had an impact on the environment</p>	<p>Students study a unit of work focusing on:</p> <p>Unique environments within Asia.</p> <p>They will apply their knowledge of climate change to Yakutia in Russia, exploring how climate change is affecting the area.</p> <p>They will investigate Russia's plans for the Arctic ocean and evaluate the impacts of Arctic development.</p> <p>They will explain the challenges faced by the middle east, focusing on climate, conflict and tectonics.</p> <p>They will look at the economic growth of the middle east, focusing on the United Arab Emirates, how they have developed and plan to develop in the future</p>	<p>Students study a unit of work focusing on:</p> <p>Sustainability.</p> <p>They will begin at a global scale, investigating threats to Antarctica and their impacts.</p> <p>They will explain and evaluate a range of transport management schemes in Liverpool.</p> <p>They will complete on site fieldwork of the school site looking how sustainable we currently are as a school.</p> <p>They will consider the plans for our new build and will present their ideas on how this could be more sustainable</p>

Geography Curriculum Map Overview

Please note further information can be found in the Geography curriculum sequencing document



Key Stage 4

KS4 Year 10	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Geography	<p>Students study a unit of work focusing on:</p> <p>Global distribution of ecosystems</p> <p>Factors affecting the location of ecosystems</p> <p>UK's major terrestrial and marine ecosystems</p> <p>Tropical rainforest – nutrient cycle, structure, how climate change affects it, threats and management</p> <p>Deciduous Woodlands – nutrient cycle structure, how climate change affects it, threats and management</p>	<p>Students study a unit of work focusing on:</p> <p>River Landscapes and how they change between the source and mouth.</p> <p>Process in the river including different types of weathering, erosion, transportation and depositions.</p> <p>River landforms created by erosion and deposition and a combination of both.</p> <p>Causes, impacts of flooding</p> <p>River Management</p>	<p>Students study a unit of work focusing on:</p> <p>Global Development. They will;</p> <ul style="list-style-type: none"> Define development, measures of development Study a country experiencing rapid development India – location, causes of rapid development, core and periphery, management of rapid urban growth 	<p>Students study a unit of work focusing on:</p> <p>Water management, Changing water use over time unit. Pupils will study;</p> <p>Differences in consumption in LEDC and MEDC</p> <p>Water problems in UK and Water problems in developing countries</p>		

KS4	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 term 6
-----	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-----------------------

Year 11						Summer 2
Geography	<p>Sustainable water management in UK, Las Vegas and China</p> <p>Students study a unit of work focusing on:</p> <p>Weather</p> <p>Global atmospheric system</p> <p>Climate change – natural and human causes – evidence for this</p> <p>Causes of climate in UK</p> <p>Tropical Cyclones – causes, impacts and management of two case studies</p> <p>Drought, causes, impacts and management of two case studies</p>	<p>Changing Cities unit. They will learn about;</p> <p>Patterns of urban growth</p> <p>They will study two cities at different levels of development;</p> <p>Liverpool– location, changing urban patterns, migration, challenges, management of transport and sustainability</p> <p>Sao Paulo – location, changing urban patterns, migration, challenges, management of transport and sustainability.</p>	<p>Students study a unit of work focusing on:</p> <p>Coastal Landscapes unit.</p> <p>Processes on the coast</p> <p>Coastal landforms created by erosion and deposition</p> <p>Causes and impacts of flooding and recession</p> <p>Coastal Management</p>	<p>UK Challenges. Pupils will study the challenges of;</p> <p>UK Landscapes</p> <p>Settlement</p> <p>Climate Change</p> <p>Resources</p> <p>Students study a unit of work focusing on:</p> <p>Fieldtrip and follow up work.</p> <p>They will visit The River Alyn in North Wales to investigate whether the characteristics of the river change as it moves downstream. They will do this by measuring width, depth, velocity and river discharge.</p> <p>We will graph results from data collection and conclude and evaluate the study.</p> <p>They will visit Keswick in the Lake District to study the impact of tourism on the environment. They will also investigate whether the movement of</p>		



people within Keswick is affected by the physical landscape.

We will graph results from data collection and conclude and evaluate the study

