

### Geography Curriculum Overview, 2021-2022

<p><b>Why do we teach geography at Ark BDA?</b></p>	<p><i>At Ark Burlington Danes Academy we aim to promote the development of responsible and informed global citizens about how the world functions and its challenges and opportunities, while also embedding knowledge of locations, places, environments and processes and extending competence in a range of skills including fieldwork, Geographic Information System (GIS), and mathematical skills.</i></p> <p>Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. Geography develops skills that are transferrable for students. Through the teaching of geography, it enables pupils to be empathetic, inquisitive, explorative, synoptic and most importantly, to think like a geographer. This is delivered through the teaching of a range of topics from Reception to year 13.</p> <p>At Ks1, pupils investigate their own local area to understand the term geography and build on this to regional and national scale where they learn about physical and human processes in the context of UK landscapes and characteristics. This is later compared to Kenya where pupils compare and contrast life in both countries. KS2 builds on these skills and focuses on other regions around the world investigations themes such as climate zones and mountains and volcanoes in Asia.</p> <p>At KS3 in Year 7, pupils will study about our planet and make connections between the physical processes that shape the Earth and the human characteristics of places such as the demographics of an area. Pupils then build upon these ideas each year in where they consider how migration patterns, culture and development can affect places socially and economically. In Year 13 a core topic - the water cycle and water insecurity is taught where pupils have to consider the human and physical reasons for the unequal distribution of access to water and then critically evaluate the most sustainable management options suitable for different countries based on their level of economic development. This links synoptically to topics such as Superpowers, where the role of governance needs to be addressed in order for countries to successfully manage their resources more effectively.</p>
<p><b>How do we deliver our Christian values in geography?</b></p>	<p>At BDA, all pupils are encouraged to think critically about their own place in the world and to appreciate the wonder and diversity it has to offer. We lead students to live out our Christian values of resilience, commitment, love, faith, leadership, courage and compassion, through the Ark values</p> <ul style="list-style-type: none"> <li>• <i>Aiming high:</i> all pupils are challenged to explore a range of stimulating and difficult topics and ideas from Y7 to Y13. They are taught to express well-balanced opinions, rooted in excellent subject knowledge and understanding about current and contemporary issues in society and the environment.</li> <li>• <i>Being brave:</i> we encourage all pupils to confront controversial ideas and events; discussing them openly and frankly to explore the things that challenge our society and others around the world. Pupils explore the complex ways in which communities and societies are linked, and to appreciate the diversity of all people's backgrounds.</li> <li>• <i>Keep learning:</i> reflecting on pupils' progress is a core tenet of the geography curriculum at BDA. Pupils regularly and methodically revisit core knowledge and skills in order to ensure that they all have mastery.</li> <li>• <i>Be kind:</i> approaching topics sensitively and responsibly treating others with respect speaking about others kindly.</li> </ul>
<p><b>How do we build core skills and knowledge over time?</b></p>	<p>Pupils start with understanding the basic physical and human systems that affect everyday life, such as the water cycle and the challenges of population growth. Pupils are also expected to consolidate and extend their knowledge of the world's major countries and their physical and human features. As pupils progress through KS3, they develop a wider global understanding of past geographical events and their impact on the development of different types of countries such as, tectonics and barriers to development. They will also investigate how geographical processes interact to create distinctive human and physical landscapes that change over time, e.g. coastal regions experiencing erosion or rural areas developing into urban areas. Students will continuously develop their map skills whereby not being able to just label countries, but to use a variety of maps including resource, choropleth and climate to retrieve and describe information. Students will develop their knowledge on location and place by looking a direct case studies.</p> <p>The KS4 GCSE curriculum builds on the work done at KS3 and provides a holistic understanding while also providing an engaging real-world focus. Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power, ecosystems, biodiversity and management and the</p>

	<p>challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Geography expects pupils to seek out problems, evaluate the causes for these and assess appropriate solutions or responses to either reduce or mitigate the problem. It is also expected that pupils can examine the role of physical and human processes in the shaping of the landscape. Pupils also continue to practice a range of foundational skills that are learned at KS3. For example, mathematical and cartography skills.</p> <p>Geography at KS5 enables pupils to develop further skills and knowledge via a contemporary issue-based curriculum that enables pupils to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway. Within A Level geography, pupils study topics such as, Health, Human Rights and intervention, which allows them to discuss and evaluate sensitive issues currently affecting the world today. Pupils will be engage by researching the most up to date issues including natural hazards, water security and climate change. Key stage 5 geography develops pupil's holistic approach to the subject by not just seeing each topic in a singular manner but more like a jigsaw piece that can form part of a bigger picture where there are interlocking causes and problems. This enables the development of synoptic skills. Pupils also engage in an independent fieldwork, where more skills are learned, but most importantly pupils will engage with a six step enquiry process to both evaluate and conclude on a produced hypothesis. Fieldwork provides the opportunity for pupils to increase knowledge, skill, subject understanding and is an unparalleled opportunity to study the real world.</p>
<p><b>How does the study of geography prepare pupils for life beyond Ark BDA?</b></p>	<p>By studying geography at BDA pupils will be prepared to enter a world where they have a geographical understanding of the complexity of both the human and physical world in which they live. By the end of their study of geography at BDA, pupils will know;</p> <ul style="list-style-type: none"> <li>• The physical systems that affect everyday life (e.g. earth-sun relationships, water cycles, wind and ocean currents).</li> <li>• The location of places and the physical and cultural characteristics of those places in order to function more effectively in our increasingly interdependent world.</li> <li>• How past geography has played important roles in the evolution of people, their ideas, places and environments.</li> <li>• The processes of human and physical systems that have arranged and changed the surface of the Earth.</li> <li>• The spatial organisation and distribution of society at all scales, in order to understand the complex connectivity of people and places.</li> <li>• How to make sensible judgements about matters involving relationships between the physical environment and society.</li> <li>• To appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used and to understand global interdependence and to become a better global citizen.</li> </ul>
<p><b>How do we implement this curriculum at Ark BDA?</b></p>	<p>In Key Stages 1 and 2, students follow the National Curriculum for Geography and in 2019-20 we implemented the ACP program in Years 1, 3, 4, 5 and 6 to support the planning and delivery of these subjects. Units are based on overarching, investigative questions linked to the National Curriculum. The curriculum encompasses a wide range of engaging topics and within each lesson, the children engage with a variety of different geographical enquiry skills. The curriculum aims to inspire curiosity and fascination and our geography curriculum is designed to impart knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>The sequence of learning starts with the world pupils know: their own local environment followed by the United Kingdom (Year 1). As they progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. In Year 2, we expand the pupil's knowledge and understanding to the whole of the planet; they learn to locate and name the seven continents and the five oceans as well as focussing in on a contrasting location (Kenya) and comparing that with their own local area. In Key stage 2 Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe (Year 3), North and South America (Year 4). This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. In Upper Key stage 2, pupils go on to study Asia and some of the natural characteristics of the area (including an in depth study into volcanoes and the Pacific ring of fire) They the impact humans are having upon the planet and significant Global challenges including climate change and deforestation.</p> <p>At KS3, pupils study one topic every half term, with two lessons per week. Then at KS4, pupils study the topics for paper 1 in year 10 and the topics for both paper 2 and 3 in year 11, which is achieved through three lessons a week. Also, in year 11, they complete a three-day residential, where they conduct both a physical and urban investigation that they are assessed on in paper 3. At KS5, pupils have six lessons a week, which is split between physical and human geography, where two units are covered in year 12 and two units in year 13. Also, in year 13, pupils complete a 5-day residential, in which a 4000-word independent investigation is produced that</p>

equates to 25% of their overall grade. Throughout both year 12 and 13, pupils are taught how to think synoptically by focusing on three synoptic themes; players, futures and uncertainties and attitudes and actions. This provides the foundational skills for paper 3, which is a synoptic paper based on five compulsory units.

In all lessons, pupils can expect a knowledge retrieval Do Now and at least 15 minutes of deliberate independent practice to help embed skills and knowledge into the long-term memory. The curriculum is sequenced so that pupils begin with learning the necessary foundational skills to progress through the KS3 curriculum. This then ensures that pupils who study geography at KS4 have acquired a strong foundational knowledge of key topics such as brilliant biomes, trade and resources and coastal landscapes that they study in more depth at both KS4 (the living world and changing economic world) and KS5 (globalisation and the carbon cycle). Even though the curriculum is taught in this order, topics are often revisited and are interlinked, which encourages the development of synopticity from KS3. Contents pages are also used at KS3 and KS4, which informs both the pupil and parent of what each topic entails from a week to week basis and the key vocabulary and definitions that pupils will learn in each topic. At both KS4 and KS5, the specification is used to inform pupils of what they are learning lesson to lesson, alongside knowledge organisers being used, again so that both the pupils and parent can see exactly what pupils are learning and the skills they will acquire to be able to complete their GCSE or A Level exam.

Year Group	Key curriculum end point: Knowledge and skills	How does it link to future progression?
1	<p><b>Unit 1 My Local Area</b>  <u>Human &amp; physical geography:</u>            Use basic geographical vocabulary to refer to key physical and human features</p> <p><u>Geographical skills and fieldwork:</u>            Use world maps and atlases and globes to identify the UK and its countries            Use simple compass directions, locational and directional language to describe the location of features and routes on a map            Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map; and use and construct basic symbols in a key            Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Unit 4- The United Kingdom</b>  <u>Locational Knowledge:</u>            Name, locate and identify the characteristics of the 4 countries and cities in the UK and the surrounding seas</p> <p><u>Geographical skills and fieldwork:</u>            Use world maps and atlases and globes to identify the UK and its countries            Use simple compass directions, locational and directional language to describe the location of features and routes on a map            Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map; and use and construct basic symbols in a key            Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Human &amp; physical geography:</u>            Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Year 2 Unit 3- Planet Earth            Year 2 Unit 4- Life in Kenya</p> <p>Year 3 Unit 1- Settlement and Land Use in the United Kingdom            Year 3 Unit 3- Europe (case study: Italy)</p> <p>Year 4 Unit 3- Amazon: Rivers &amp; Rainforests            Year 4 Unit 5- The USA</p> <p>Year 5 Unit 3- Asia: Volcanoes &amp; Earthquakes</p> <p>Year 6 Unit 4- Mapping the world</p>
2	<p><b>Unit 3- Planet Earth</b>  <u>Locational Knowledge:</u>            Name and location the world's seven continents and five oceans</p> <p><u>Human &amp; physical geography</u>            Identify the location of hot and cold areas of the world in relation to the Equator and the Poles            Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Unit 4- Life in Kenya</b>  <u>Locational Knowledge:</u>            Name and location the world's seven continents and five oceans</p> <p><u>Place Knowledge:</u></p>	<p>Year 3 Unit 1- Settlement and Land Use in the United Kingdom            Year 3 Unit 3- Europe (case study: Italy)            Year 3 Unit4- Climate Zones &amp; Biomes</p> <p>Year 4 Unit 3- Amazon: Rivers &amp; Rainforests            Year 4 Unit 5- The USA</p> <p>Year 5 Unit 3- Asia: Volcanoes &amp; Earthquakes</p> <p>Year 6 Unit 2- Global Challenges            Year 6 Unit 4- Mapping the world</p>

	<p>Understand geographical similarities and differences of the UK and a contrasting non-European country</p> <p><u>Geographical skills and fieldwork:</u> Use simple compass directions , locational and directional language to describe the location of features and routes on a map</p> <p><u>Human &amp; physical geography:</u> Use basic geographical vocabulary to refer to key physical and human features</p>	
3	<p><b><u>Unit 1- Settlement and Land Use in the UK</u></b></p> <p><u>Locational Knowledge:</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge:</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u>Human &amp; Physical Geography:</u> Describe and understand key aspects of physical and human geography</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b><u>Unit 3- Europe (Case Study: Italy)</u></b></p> <p><u>Locational Knowledge:</u> locate the world's countries, using maps to focus on Europe</p> <p><u>Place Knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human &amp; Physical geography:</u> describe and understand key aspects of physical and human geography</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b><u>Unit 4- Climate Zones &amp; Biomes</u></b></p> <p><u>Locational Knowledge:</u></p>	<p>Year 4 Unit 3- Amazon: Rivers &amp; Rainforests Year 4 Unit 5- The USA</p> <p>Year 5 Unit 3- Asia: Volcanoes &amp; Earthquakes</p> <p>Year 6 Unit 2- Global Challenges Year 6 Unit 4- Mapping the world</p>

	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Human &amp; physical geography:</u> describe and understand key aspects of physical and human geography</p>	
4	<p><b><u>Unit 3- Amazon: River and Rainforests</u></b></p> <p><u>Locational Knowledge:</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge:</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Human &amp; physical geography:</u> describe and understand key aspects of physical and human geography</p> <p><b><u>Unit 5- The USA</u></b></p> <p><u>Locational Knowledge:</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge:</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Human &amp; physical geography:</u> describe and understand key aspects of physical and human geography</p>	<p>Year 5 Unit 3- Asia: Volcanoes &amp; Earthquakes Year 6 Unit 2- Global Challenges Year 6 Unit 4- Mapping the world</p>

5	<p><b><u>Unit 3- Asia: Volcanoes and Earthquakes</u></b></p> <p><u>Locational Knowledge:</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><u>Human &amp; physical geography:</u> describe and understand key aspects of physical and human geography</p>	Year 6 Unit 2- Global Challenges Year 6 Unit 4- Mapping the world
6	<p><b><u>Unit 2- Global Challenges</u></b></p> <p><u>Human &amp; physical geography:</u> describe and understand key aspects of physical and human geography</p> <p><b><u>Unit 4: Mapping the World</u></b></p> <p><u>Locational Knowledge:</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Human &amp; physical geography:</u> describe and understand key aspects of physical and human geography</p>	
7	<ul style="list-style-type: none"> <li>• Describing the human and physical features of the local area and on an OS map</li> <li>• Describing location using compass direction, continents, oceans and cities</li> <li>• Describing patterns of geographical data such as the distribution of global population, raw materials e.g. timber</li> <li>• Using 4 and 6 figure grid referencing to locate and identify human and physical features on map</li> </ul>	<p>Describing place in context to its environment, scale, direction and spatially is a fundamental core skill throughout KS3, GCSE and A Level. It enables students to understand geographical issues on a broader scale</p> <p>Basic graphical skills such as reading graphs and maps allows students to make connections and describe trends, this is built on later in KS3 and if continuing at KS4 and KS5 these skills are essential for AO4 (GCSE)/ AO3 (A Level).</p> <p>Map reading using grid referencing is an important core skill for GCSE.</p>
8	<ul style="list-style-type: none"> <li>• Describing the physical processes such as erosion, weathering and deposition which shapes the Earth's landscape</li> <li>• Explaining the formation of landforms e.g. glacial (corrie) and coastal (stack)</li> <li>• Explaining in detail and use key vocabulary</li> <li>• Using numerical skills to calculate mean and range</li> <li>• Evaluating the causes and impacts of geographical processes or events</li> </ul>	<p>Using geographical terminology to explain processes is essential for GCSE and A Level</p> <p>Explaining how landscapes have been created and are evolving is important at GCSE and A Level</p> <p>Using numerical data to help describe the environment enables students to understand the impacts. This is applied to the Weather unit in Y8 and Tectonics unit in Y9 and throughout various topics at GCSE such as climate change.</p>

		Extended writing using evaluation focused on cause and impact enables students to express their understanding by reviewing geographical events from different perspectives. This is a core skill (AO3 at GCSE).
<b>9</b>	<ul style="list-style-type: none"> <li>Using graphs and maps to describe patterns</li> <li>Evaluating differing opinions of stakeholders</li> <li>Assess contrasting impacts and responses to events such as an earthquake</li> <li>Calculating the mean, mode, range and median for geographical data</li> </ul>	<p>Developing graphical interpretations to draw conclusions enable students to apply this skill at GCSE for AO4 skill such as when completing the fieldwork unit and at A Level for AO3 skill.</p> <p>Extended writing using evaluations and assessment to make a judgement using different opinion enables students to develop AO3 skills at GCSE and AO2 skills at A Level</p> <p>Using geographical data to manipulate data using a range of statistical skills is a core AO4 skill at GCSE and will allow students to be more confident using data linked to a range of geographical topics at GCSE and A Level.</p>
<b>10</b>	<ul style="list-style-type: none"> <li>Use graphs, illustrations, and text to explain concepts</li> <li>Explaining contrasts between geographical events</li> <li>Evaluating the extent to which a statement is valid using evidence</li> <li>Applying examples and evidence to discuss concepts</li> <li>Using statistical and graphical skill to interpret data</li> </ul>	<p>Using data from graphs to confidently explain trends and patterns provides basic level of analysis at A level</p> <p>Using location and place knowledge to explain processes and patterns enables students to confidently write at depth to demonstrate broad knowledge. at A Level</p> <p>Discuss varying opinions and provide justification for these opinions is essential for the issue based unit in Y11</p> <p>Evaluating and assessing in detail and come to firm valid conclusions.</p>
<b>11</b>	<ul style="list-style-type: none"> <li>Describe methodologies used to investigate the human and physical environment</li> <li>Analysing graphs and photos to find evidence</li> <li>Application of statistical analysis to explain patterns</li> <li>Evaluating fieldwork methodologies, primary and secondary data and drawing conclusions to prove hypothesis</li> <li>Assessing contrasting regions with reference to urbanisation and development</li> </ul>	<p>Making connections between different themed topics and explaining the links. This is the foundations of understanding synopticity which is a core skill assessed at A-level</p> <p>Discuss varying opinions and providing detailed justification for these opinions. Confidently write evaluations and reach a substantiated conclusion. This is further developed at A Level.</p>
<b>12</b>	<ul style="list-style-type: none"> <li>Explaining detailed processes that create distinctive physical environmental such as coastal landforms or human environments such as urban areas that have undergone regeneration.</li> <li>Analyse data using statistical tests such as Spearman's rank</li> <li>Assessing the significance of geographical factors that may contribute change/impact</li> <li>Evaluating processes and theories with reference to examples</li> </ul>	<p>Providing detailed explanations to demonstrate a broad and wider level of understanding by including locational examples enables students to extended writing to a level 3 criteria. Making clear and concise judgements to assess and evaluate.</p>
<b>13</b>	<ul style="list-style-type: none"> <li>Making connection and synoptic links between core topics</li> <li>Set up hypothesis to test and plan fieldwork enquiry and conduct fieldwork independently</li> <li>Analyse fieldwork data to draw conclusions which support hypothesis</li> <li>Evaluating connections between human and physical systems</li> <li>Critically writing to examine different opinions, theories, approaches to management.</li> </ul>	<p>Critical in-depth writing and wider reading prepare students for university level. Students will have engaged in journal articles to produce literature reviews which is something that is done at undergraduate level</p> <p>Application of statistical tests and analysis to make sense of spatial patterns in the past, present and future.</p> <p>Developing detailed evaluations to make decisions and solve problems.</p> <p>Developing teamwork and leadership qualities from independent investigation which are transferable to further education and employment</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Topic</b>	My Local Area	-	-	-	United Kingdom	-
	<b>Key question</b>	What is it like to live in my local area?				Why should people visit the United Kingdom?	
	<b>Content</b>	An aerial map of the school grounds Symbols and keys Different places and things to see in our local area The buildings and places in our local area People who live and work in our local area Different types of homes in our local area				UK – meaning and where is located England, Scotland, Wales, Northern Ireland. Union Jack	
<b>Year 2</b>	<b>Topic</b>			Planet Earth			Life in Kenya
	<b>Content</b>			<ul style="list-style-type: none"> <li>learn the names of the world's seven continents and five oceans</li> <li>recognise and identify the world's seven continents and five oceans on a globe and on a world map</li> <li>understand the location and significance of the Equator, the Arctic and Antarctic Circles, and the Tropics</li> <li>identify hot and cold places around the world</li> <li>explore the key human and physical features of each of the seven continents</li> </ul>			<ul style="list-style-type: none"> <li>understand where Kenya is located within the world and identify Kenya on a map and globe</li> <li>know some of the key human and physical features of Kenya <ul style="list-style-type: none"> <li>know what the weather a climate are like</li> </ul> </li> <li>explore the wildlife of Kenya</li> <li>discover what life is like in urban Kenya <ul style="list-style-type: none"> <li>discover what life is like in rural Kenya</li> <li>compare life in urban and rural Kenya</li> </ul> </li> <li>understand aspects of Kenyan culture</li> <li>compare regions of Kenya to their own locality</li> </ul>
<b>Year 3</b>	<b>Topic</b>	The UK: Settlement and Land Use The UK: Settlement and Land Use		Europe and Italy		Climate, zones and Biomes	
	<b>Content</b>	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-		<ul style="list-style-type: none"> <li>identify Europe on maps and on a globe</li> <li>discover the names, locations, flag and capital cities of the different countries within Europe</li> </ul>		Climate: how weather varies around the world? • Identify the number of biomes there are around the world and where can they be found • Surviving biomes, how settlers have adapted to their environments • Biome case study – deciduous forest: how have humans utilised the deciduous forest • Biome case study	

		use patterns; and understand how some of these aspects have changed over time		<ul style="list-style-type: none"> <li>• understand the United Kingdom is part of Europe</li> <li>• know that Europe can be separated into: northern, western, southern and eastern Europe</li> <li>• identify the key physical features of different European countries</li> <li>• identify the key human features of different European countries</li> <li>• describe the shape and location of Italy</li> <li>• identify regions and major cities within Italy</li> <li>• zoom in on Rome and the Lazio region of Italy</li> <li>• discover the key human and physical features of Rome and the Lazio region</li> <li>• investigate what life is like in modern-day Rome</li> <li>• compare this region to their own locality</li> </ul>		– grassland: how can grassland be adapted/managed to our benefit?	
<b>Year 4</b>	<b>Topic</b>			The Amazon: Rivers and Rainforest			The USA
	<b>Content</b>			<p>Understand geographical similarities and differences through the study of human and physical geography of the Amazon</p> <p>Understand the environmental regions, key physical and human characteristics of the Amazon River and Rainforest</p>			Locate world's countries focusing on USA, concentrating on key physical and human characteristics
<b>Year 5</b>	<b>Topic</b>			Asia – Mountains,			

				<p>Volcanoes, Earthquakes Rationale</p> <ul style="list-style-type: none"> <li>• identify Asia on maps and on a globe</li> <li>• identify and locate some of the key physical features across Asia</li> <li>• understand the climate across Asia</li> <li>• identify and locate some of the key physical features across Asia including countries and major cities</li> <li>• explore the range of cultures and people across Asia <ul style="list-style-type: none"> <li>• understand how different mountain ranges form <ul style="list-style-type: none"> <li>• explore the Himalayas as a significant mountain range</li> <li>• understand how volcanoes form and explore the different types of volcanoes</li> </ul> </li> </ul> </li> <li>• explore how and why natural disasters occur <ul style="list-style-type: none"> <li>• understand the impact of volcanoes and other natural disasters on people through case studies <ul style="list-style-type: none"> <li>• compare these localities to their own</li> </ul> </li> </ul> </li> </ul>			
<b>Year 6</b>	<b>Topic</b>		Global Challenges			Mapping the world	
	<b>Content</b>		<p>discover what is meant by the term 'global citizen'</p> <ul style="list-style-type: none"> <li>• understand how climate influences the way in which land is used</li> <li>• discover what is meant by the term 'natural resource'</li> <li>• investigate how we distribute the world's natural resources and</li> </ul>			<ul style="list-style-type: none"> <li>• investigate different maps of the world and discover what we can learn from them</li> <li>• discover how and why maps are drawn investigate what the can learn about their own locality from a range of different maps</li> <li>• use fieldwork to draw sketch maps of roads in their locality <ul style="list-style-type: none"> <li>• use field work to draw field sketches of areas within their locality</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>question how and why this distribution is unequal</li> <li>• explore the idea of 'overconsumption'</li> <li>• understand how the world trades and investigate the idea of 'fair trade'</li> <li>• investigate the global challenge of sustainability and how this impacts the globe</li> <li>• investigate the global challenge of climate change and how this impacts the globe</li> <li>• research key figures: Greta Thunberg, David Attenborough, Wangari Maathai and Isatou Ceesay</li> <li>• investigate the global challenge of the movement of borders and people</li> </ul>			<ul style="list-style-type: none"> <li>• plan and undertake fieldwork within their locality</li> <li>• learn to present the data from fieldwork in an organised and useful way</li> </ul>	
Year 7	<b>Topic</b>	Geography and me	Our planet	Resources and trade	Brilliant biomes	Fantastic landscape of UK	UK coasts
	<b>Key question</b>	What are the key physical and human processes on our planet?					
	<b>Content</b>	<p>How to be a great geographer</p> <p>Different type of maps and compass directions</p> <p>Physical geography of UK</p> <p>Human geography of UK</p> <p>How migration has shaped the UK</p> <p>Role of fieldwork and fieldwork in your personal geography</p>	<p>Continents</p> <p>Structure of the Earth</p> <p>Why is there life of Earth?</p> <p>Why is water important on Earth?</p> <p>Countries and governance</p> <p>Global population and population pyramids</p> <p>Distribution of wealth</p>	<p>Why is there an uneven distribution of resources on a global and national scale?</p> <p>Global trade patterns</p> <p>Types of employment</p>	<p>Distribution of biomes</p> <p>Tropical rainforests, hot deserts</p> <p>Impacts of deforestation</p> <p>Water cycle</p> <p>Climate graphs</p>	<p>Physical processes shaping the UK landscape</p> <p>Patterns of relief</p> <p>Continental drift</p> <p>Rock cycle</p>	<p>Marine environments</p> <p>Coastal processes</p> <p>Landforms of erosion and deposition</p> <p>OS maps</p>
Year 8	<b>Topic</b>	Glaciation	Coasts	Population	Migration	Weather	Fieldwork: urban study
	<b>Key question</b>	How do glaciers shape the land?	How and why do we protect our coastlines?	Where are all the people and why?	What are the impacts of migration?	How does our weather shape the world?	What is urban planning? Has regeneration been successful?
	<b>Content</b>	<p>Importance of glaciers</p> <p>Formation of a glacier</p> <p>Glaciers shape the land</p> <p>Tourism in glacial environments</p> <p>Causes of climate change – natural and anthropogenic</p> <p>Sea level rise and its impacts</p> <p>Responding to climate change</p>	<p>Coastal retreat</p> <p>Coastal management</p> <p>Holderness coastline</p> <p>Formation of coastal landforms</p>	<p>Population distribution and density</p> <p>Factors that affect where we live</p> <p>Population statistics and representation</p> <p>Ageing population</p> <p>China's one child policy</p>	<p>What is migration?</p> <p>How does migration impact different places?</p> <p>Migration statistics and data analysis</p> <p>The European migration crisis</p> <p>What are the possible solution to the migration crisis?</p>	<p>What is weather?</p> <p>Recording weather</p> <p>What Local and global factors affect our weather?</p> <p>High and low pressure</p> <p>Extreme weather events – tropical cyclones, mid latitude storms, heatwaves.</p> <p>How is our weather changing?</p>	<p>The six step enquiry process</p> <p>Risk assessments and methodologies</p> <p>Analysing data</p> <p>Evaluating and drawing conclusions</p> <p>Evaluation of the local regeneration development in White City</p>

				Global population growth concerns Romania's Pro-natalist policy			
<b>Year 9</b>	<b>Topic</b>	Geographical skills	Geographical issues	The challenge of natural hazards		The living world	
	<b>Key question</b>	How does geography shape London?	How does global inequality impact development?	Why are some places in the world hazardous and how do natural hazards pose a threat to places?		What is the function of the world's ecosystems and why do we need to protect them?	
	<b>Content</b>	Grid references, location, numerical, statistical, graphical and literature based analysis. Population, migration, flooding, air pollution and sustainable living.	Human rights, global superpowers, political corruption, education, tribal equality	Natural hazards, tectonic hazards – earthquakes and volcanic eruptions, weather hazards – tropical storms, UK extreme weather, climate change.		Distribution of ecosystems, small scale UK ecosystem, tropical rainforest, hot deserts.	
<b>Year 10</b>	<b>Topic</b>	Natural Hazards – climate change	The Living world	The Living world	The changing landscape of the UK & Coastal landscapes and processes	River landscapes and processes	Urban issues and challenges
	<b>Key question</b>	What are the natural and human causes of climate change? How can the effects of climate change be managed?	What is the function of the world's ecosystems and why do we need to protect them?	What is the function of the world's ecosystems and why do we need to protect them?	How is the UK geologically structure? How do physical process and human activity shape the distinctive coastline of the UK?	How do physical process and human activity shape the distinctive landscape of the UK?	How has urban growth created opportunities and challenges for cities in LICs and NEEs? How has urban change in the UK led to a variety of social, economic and environmental opportunities and challenges?
	<b>Content</b>	Evidence of climate change, natural causes, human causes, impacts of climate change, climate change management – mitigation and adaptation	What are ecosystems? Distribution of global biomes Tropical rainforests – physical characteristics, nutrient cycle, adaptations, factors affecting biodiversity. Case study – Amazon causes and impacts of deforestation and sustainable management Hot deserts - physical characteristics, nutrient cycle, adaptations, factors affecting biodiversity Case study - development opportunities, challenges of developing hot desert environments. Causes of desertification and management	What are ecosystems? Distribution of global biomes Tropical rainforests – physical characteristics, nutrient cycle, adaptations, factors affecting biodiversity. Case study – Amazon causes and impacts of deforestation and sustainable management Hot deserts - physical characteristics, nutrient cycle, adaptations, factors affecting biodiversity Case study - development	Geology of the UK Distinctive UK landscapes Coastal processes Coastal landforms resulting from erosion and deposition Coastal management	River processes and the long profile River landforms resulting from erosion and deposition Human and physical causes of flood risk River management	Global pattern of urbanisation Case study of a major city in an LIC or NEE – Lagos, Nigeria  A case study of a major city in the UK – London

				opportunities, challenges of developing hot desert environments. Causes of desertification and management			
<b>Year 11</b>	<b>Topic</b>	The human environment. Changing cities – Birmingham	The human environment. Changing cities – Mumbai	Global development & India	Geographical investigations – UK Challenges & Field work	Energy & Resources Review	
	<b>Key question</b>	How has Birmingham changed over time?	What challenges and opportunities does Mumbai face?	How has our world developed unevenly? What barriers does India face?	What challenges does the UK face and how are they being sustainably managed?	How can we sustainably manage our energy resources while meeting the needs to the increasing global population?	
	<b>Content</b>	Urbanisation Function and structure of Birmingham Impact of migration Globalisation and economic change	Function and structure of Mumbai Influence of rapid growth Opportunities and challenges of rapid growth	Development Variations in development Uneven development India as an NEE The influence of economic, social and demographic processes Changing geopolitics Positives and negatives of rapid growth on people and the environment	The UK's resource consumption and environmental sustainability challenge The UK settlement, population and economic challenges The UK's landscape challenges  Unseen fieldwork – urban and coastal	Natural resources Distribution and consumption of resources Renewable and non-renewable resources Energy mix Increasing demand for energy The management and sustainable use of energy in Germany and China	
<b>Year 12 Physical</b>	<b>Topic</b>	Tectonics		Tectonics	Coastal landscape and change	Coastal landscape and change	Skills
	<b>Key question</b>	How can we control the Earth's natural disasters?			Why is it important to understand coastal process and how we sustainably manage our coastlines?		Why are a range of skills used in geography?
	<b>Content</b>	Some locations are at more risk from tectonic hazards than others The development of tectonic hazards into disasters		The management of tectonic hazards and disasters	Coastal processes The characteristics of coastal landforms The impacts of coastal erosion and sea level change	Sustainably managing coastlines to meet the needs of all players	GIS mapping Map skills Graph skills Maths skills
<b>Year 12 Human</b>	<b>Topic</b>	Globalisation		Globalisation	Regeneration	Regeneration	
	<b>Key question</b>	What is globalisation and why are the impacts different for a range of countries?		What are the consequences of globalisation?	What is regeneration and why is it needed?	Why do we need to manage regeneration and how can we measure if it is successful or not?	

	<b>Content</b>	Causes and acceleration of globalisation The impacts of globalisation on different countries, people and cultures and the physical environment	The consequences of globalisation for global development and the physical environment The role of different players in responding to globalisation	Varying levels of regeneration The need for regeneration	The management of regeneration in rural and urban areas Measuring the success of regenerating	
<b>Year 13 Physical</b>	<b>Topic</b>	The water cycle and water insecurity	The water cycle and water insecurity	The carbon cycle and energy security  Independent fieldwork investigation	The carbon cycle and energy security	Revision and preparation
	<b>Key question</b>	What is the significance of the hydrological cycle?	Why is water insecurity a global issue?	What is the carbon cycle and why is it significant?	How are the carbon and water cycles linked to the global climate system?	Why is revising important?
	<b>Content</b>	The hydrological cycle on a local and global scale Factors that influence the hydrological cycle, both short and long term timescales	Varying levels of insecurity globally  Independent investigation into named physical or human study	The carbon cycle and planetary health The consequences of the increasing demand for energy  Independent investigation into named physical or human study	The link between the carbon and water cycle and its impact on the climatic systems of the world.	Exam layout Exam skills Practice questions and papers Knowledge organisers
<b>Year 13 Human</b>	<b>Topic</b>	Superpowers	Superpowers  Independent investigation into named physical or human study	Health, human rights and intervention  Independent fieldwork investigation	Health, human rights and intervention	Revision and preparation
	<b>Key question</b>	Who are the superpowers of the world and why?	What is a sphere of influence and why is it contested by varying countries?	Why do human rights vary from place to place?	As a globalised world, should we intervene or allow countries to sovereign at the expense of development and human rights?	Why is revising important?
	<b>Content</b>	Pillars of powers The impacts of superpowers on the global economy, political systems and the physical environment	The implications of contested places and spheres of influence	Varying levels of human development and human rights Human rights are used as arguments for political and military intervention  Independent investigation into named physical or human study	Geopolitical interventions in terms of human development and human rights	Exam layout Exam skills Practice questions and papers Knowledge organisers