

Geography 5 Year Curriculum. The Geography curriculum builds up over 5 years, starting with an in depth foundation study of the earth, its structure, atmosphere and landscapes. Pupils are taught key concepts of the physical world, and then towards the end of year 7 are taught about how people interact with the world, and then move into key human concepts. Over time the curriculum is then sequenced, to provide pupils with a greater understanding of key themes natural hazards, rivers, coasts, ecosystems, population, migration, development and sustainability. Pupils are taught case studies and in depth country studies to widen their understanding of geographical concepts. By year 11 pupils will have studied and been taught each geographical concept three times, in greater depth each time, spiralling through the content to deepen their knowledge and understanding.

Year 8— Global development—Reasons for development gap, threats to the Maasai way of life, sustainable tourism, effects of rapid development on India **Russia**—biomes, population dynamics, conflicts and energy. **Tectonics**—plate boundaries, volcanoes, earthquakes, protection and prevention. **Middle East**—physical and human geography of the areas and conflict. **Coasts**—features of erosion and deposition and management **Economic change**—employment sectors, globalisation, deindustrialisation and regeneration

Year 9— Map skills - photograph analysis, grid references, site and situation. **Climate change** - causes, effects, sustainability. **Rivers** - Features of erosion and deposition, human interaction and management. **Resource management** - location of resources, exploitation and management of energy.

Year 11— coastal fieldwork - data collection methods and presentation, analysis and evaluations. **Ecosystems** - biome characteristics and location, focus on tropical rainforests and deciduous woodland, threats and management. **Weather hazards and climate change** - global circulation, tropical storms, droughts, causes and effects of climate change. **Urban fieldwork** - data collection methods and presentation, analysis and evaluations. **UK challenges** - sustainability, economic differences.

Next steps - A level Geography covers many of the topics that we have covered over the five year course at Graham school including coasts, plate tectonics, global development and globalisation, regeneration, water and energy and superpowers. You can also study A Level Geology.

Y7

Year 7— Map skills such as compass points, 4 and 6 figure grid references, direction and distance. **Continents**— looking at the brief overview and establishing atlas skills to locate human and physical geographical features. **Weather and climate**— understanding weather and climate, hydrological cycle, types of rainfall, anticyclones and depressions; moving onto microclimates to develop fieldwork skills. , climate change causes and effects **Ecosystems**—World biomes, tropical rainforests location, adaptations, and conflict and living in deserts **Glaciation**— geological timescales, **Population and settlement**—describing population pyramids and statistical data, understanding population characteristics and distribution.

Y8

Y10

Year 10—UK landscapes - upland and lowlands and geology. **Coasts** - erosion and deposition, landforms, human interaction and management. **Global development** - measures of development, spatial variations, aid and India. **Changing cities** - site and situation, urbanisation, migration, sustainability. **Resource management** - location of resources, exploitation and management of water and energy.

Y9

Y11

Skills that pupils will learn during their curriculum journey that are required for Geography: Use of an atlas. Map Skills – including 4/6 figure grid references, types of OS Maps, Symbols and scale. Fieldwork skills, including sketch maps, use of photographs, and annotations of maps, graphs and photographs. Decision making. Graphical skills including – selection of appropriate graphs, use of a range of graphs e.g. choropleth, isoline, proportional symbols, desire/flow lines and dot maps. Number/statistics – including the use of these to describe patterns and relationships. Use of qualitative and quantitative data. Argument/Enquiry. GIS.