Year 7 Curriculum Journey,

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 11— coastal fieldwork - data collection methods and presentation, analysis and evaluations. . **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. **Rivers—**features of erosion and deposition and management

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

Year 8 Russia—biomes, population dynamics, conflicts and energy. **Glaciation—**formation of and conflict in glaciated landscapes, causes, impacts and ways of defending against avalanches. **Global development—**Reasons for development gap, threats to the Maasai way of life, sustainable tourism, effects of rapid development on India. **Asia—** Physical and human features, boxing day tsunami, China's once child policy, development of China **Coasts—**features of erosion and deposition and management

Year 9— Climate change - causes, effects, water resources, stakeholders views and sustainability, . **Plate tectonics—** Structure of the earth, different types of plate boundaries, and impacts of natural disasters. **Rivers—** formation of features, causes and effects of flooding and solutions **India—** Location and climate, geopolitics and pollution **Middle East—**physical and human geography of the areas

Year 10—UK landscapes - upland and lowlands and geology **Global development -** measures of development, spatial variations, aid and India. **Changing cities—** urbanisation and Sao Paulo and Birmingham case study **Ecosystems -** biome characteristics and location, focus on tropical rainforests and deciduous woodland, threats and management . **Coasts -** erosion and deposition, landforms, human interaction

Year 7— Map skills such as compass points, 4 and 6 figure grid references, direction and distance. **UK** the physical and human geography of the UK and main characteristics of the population including population growth and the reasons for this, migration and an ageing population and the economic sectors.. **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 **Continents and Ecosystems—**World biomes , tropical rainforests location ,adaptations, and conflict and living in deserts. **Settlement—**describing the different types of settlement, hierarch and landuse as well as completing an urban study.

Y10

Y11

Y8

Y9

Y7

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.