

## Curriculum Coverage in the Department of Geography

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1	<p><b>Topic:</b> What makes Telford unique?</p> <p><b>Overview:</b> A place is the combination of geography, history and culture. Telford is shaped by geology, industry and its people. We all have different perceptions of place and students will understand how these have been formed. Geographers use their skills to investigate places using maps on a variety of scales. This topic builds on Key stage 2 studies and their own local knowledge. It prepares them for the study of unfamiliar places throughout Key stage 3.</p> <p><b>Assessment:</b> Base line test (To check prior knowledge from KS2) Focus test (Multiple choice plus OS map skills)</p>	<p><b>Topic:</b> Are you a global citizen?</p> <p><b>Overview:</b> In an age of high mass consumption young people can learn how to behave responsibly and adopt lifestyles and values that reflect our commitment to building a sustainable planet. They will be able to describe the social, economic, and environmental impacts which multinational corporations have on our planet and show awareness for being ethical consumers. This topic leads into the development topic and prepares for Year 9 Fragile Environments and GCSE Global development</p> <p><b>Assessment:</b> Focus Test (multiple choice and flow line map skill) Focus short essay (on Cadbury's case study, with continued support on how to produce a geographical essay)</p>	<p><b>Topic:</b> What is threatening fragile environments?</p> <p><b>Overview:</b> Students should understand how our world is fragile and at risk. There are globally important environments that are being endangered by human activities. Wildlife is finely adapted to their environments and students will understand how interactions affect this delicate balance. Humans can also restore biodiversity through various solutions. This topic builds on climate change, development and the exploitation of resources. It prepares students for the study of Ecosystems, Biodiversity and Management as well as Resource Management at GCSE.</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill – describing ecosystem distribution on a map) Focus short essay (on case studies - threats to the arctic)</p>	<p><b>Topic:</b> Rivers field work</p> <p><b>Overview:</b> Students will revise the sequence of investigation in Geography which they have been introduced to in years 7 and 9. Students will use the Bradshaw model to identify possible hypotheses relating to river discharge and develop a sampling procedure and methodology before carrying out their investigation in Carding Mill Valley, near to Church Stretton. This is a local area of which many of our students should be familiar but are not all likely to have visited before. Students will draw on knowledge and understanding from KS3 Geography, Science and Maths in order to structure their investigation, and use a range of qualitative and quantitative data collection techniques. They will use familiar graphs and proportional symbols learned in Maths and also be introduced to the more unique methods of data presentation in Geography through the drawing of cross-sections.</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill) 8 mark essay (Evaluating field work)</p>	<p><b>Weather Hazards &amp; Climate Change</b></p> <p>Building on knowledge learned in KS3, students will be introduced to the global atmospheric circulation system and how this creates our weather and climate in different parts of the world. We increase depth of knowledge about factors affecting climate by learning about the Milankovitch Cycles and how these affect climate change over time. Climate is taught in Years 7 and 8, although they do not go into depth with regard to Milankovitch. We extend their KS3 knowledge and understanding through the study of weather hazards – focussing on tropical storms and drought. Maths skills of graph work and statistics are applied in exam questions relating to tropical storms and droughts experienced in different parts of the world. Students will build on their extended response skills developed in Global Development (Year 8 and 10) and Changing Cities (Year 9) in order to assess and evaluate the key concepts and issues.</p> <p><b>Assessment:</b> <b>Mock exam GCSE Paper 3</b></p>
Autumn Term 2	<p><b>Topic:</b> What affects our weather?</p>	<p><b>Topic:</b> Why is there a development gap?</p>	<p><b>Topic:</b> What makes regions unstable?</p>	<p><b>Topic:</b> Changing Landscapes Rivers and Coasts</p>	<p><b>Topic:</b> Weather and Climate/ Ecosystems</p>

	<p><b>Overview</b> Understanding what affects our weather involves understanding factors which affect global climates. In order to understand the weather that we experience in the UK we will gain knowledge about atmospheric processes which affect weather patterns. This topic consolidates and expands upon the use of atlas and graphical skills. For enrichment purposes our students will experience an on-site microclimate project which will take place on the grounds at HLC.</p> <p>This topic builds on Key stage 2 studies which may include weather instruments. It prepares them for the study of the climate debate topic in Year 8 and GCSE Weather Hazards and Climate change</p> <p><b>Assessment:</b> Focus test (multiple choice and maths skills) Focus short essay (scenario on factors affecting UK – this is scaffolded to support how to write a geographical essay)</p>	<p><b>Overview:</b> Our world is developing at different rates and has done throughout time. We need to gain an understanding of how countries change and develop. We will investigate cross-curricular links with history such as the slave trade and industrial revolution to gain an understanding of the reasons for differences in levels of development. We will be able to formulate an opinion so that we can debate solutions for the future at a range of scales. The area of focus will be Africa so that students can realise the vast range of countries and levels of development within this continent. We can also show empathy for countries with differing levels of development. This topic is building on ‘Is Russia a prisoner of its geography?’ topic in Year 7. It prepares our students for Unstable Regions topic in Year 9 and also at GCSE Global Development. It also links to other topics such as Globalisation and Resources.</p> <p><b>Assessment:</b> Focus Test (multiple choice and choropleth map skill) Focus short essay (on case studies, explaining factors that have either helped or hindered development. Increasing independence with writing a geographical essay)</p>	<p><b>Overview:</b> Students should understand how various regions in the world are unstable and volatile. The geography of conflict considers competition for resources, extreme climates, contrasting religions and geopolitical interference. When a specific region is unstable it has ramifications throughout the world, events are not isolated but are part of a web of geographical and historical relationships. This topic builds on fragile environments, development and the study of Russia. It prepares them for the topics of Global Development, Weather Hazards and Resource Management at GCSE.</p> <p><b>Assessment:</b> Progress test (cumulative to include topics studied since the previous Progress test)</p>	<p><b>Overview:</b> <b>River Landscapes</b> Students will revise how physical processes interact to create distinctive landscapes which they have been introduced to at KS3. They will go on to consider how human activities can affect physical processes before reviewing the physical and human causes of flooding. Students will consider how flood management has occurred in the UK with a particular emphasis on the role of different stakeholders including individuals, organisations like the Environment Agency and the government. They will complete an in-depth study of the River Dee in Wales to fully understand and be able to apply their learning to a located example. Links will be made to Year 7 learning and links to Science with regard to weathering and erosion. Maths skills are embedded in the topic also.</p> <p><b>Coastal Landscapes</b> Students will revise how physical processes interact to create distinctive landscapes which they have been introduced to at KS3 and in the River Landscapes section in previous weeks. They will go on to consider how human activities can affect physical processes before reviewing the physical and human causes of coastal erosion. Students will consider how coastal management has occurred in the UK with a particular emphasis on the role</p>	<p><b>Overview:</b> Mock exam feedback and reflection.</p> <p>Weather and Climate continues.</p> <p><b>Start Ecosystems, Biodiversity and Management</b></p> <p>This topic is taught immediately after Weather Hazards &amp; Climate Change because of the direct links between the two topics. Students will learn about the distribution and characteristics of UK and global ecosystems – linking their location through the application of the understanding of the global atmospheric circulation system. There are significant links between Geography and Science in this topic. Science also looks at nutrient cycles. In this topic, we compare the nutrient cycles of deciduous and tropical forests. These cycles use proportional symbols, which link also with Maths. Similarly, biotic and abiotic elements are studied in Science. They will be aware of plant and animal adaptations from Year 7 Science, and Geography Year 9 in fragile environments, and we deliver adaptations using Scientific terminology (behavioural, functioning, structural).</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill)</p>
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Spring Term 1	<p><b>Topic:</b> How can we manage flooding rivers?</p> <p><b>Overview</b> Rivers flood due to natural and human causes, however any attempt to manage flooding has an economic or environmental cost. In order to understand how to deal with flooding, students will gain knowledge of how drainage basins function and how human activities can alter the risk of flooding.</p>	<p><b>Topic:</b> Why is climate debated?</p> <p><b>Overview:</b> Our world is dynamic and changing. We need to gain an understanding of earth systems and processes that cause the climate to change. Students will encounter and analyse a variety of evidence and impacts; and will be able to formulate an opinion so that we can debate solutions for the future at a range of scales. We can also show empathy for countries with differing levels of development and how climate change may affect them.</p>	<p><b>Topic:</b> What is the UK's greatest challenge?</p> <p><b>Overview:</b> This synoptic unit draws together physical and human challenges facing the UK in the 21<sup>st</sup> Century. Using prior knowledge to bridge between KS3 and KS4 students consider the impact of population pressure and changes in economic activity on the landscapes of the UK. Students are expected to be able to use a range of geographical and mathematical skills to investigate a contemporary challenge. Links are made to English through the</p>	<p><b>Topic:</b> Global development</p> <p><b>Overview:</b> Students were introduced to the key principals of development in year 8. This GCSE topic will build and revise KS3 knowledge and understanding of how and why countries are at different levels of development. We will consider a range of different ways that development can be measured and introduce students to the Human Development Index. Students learn about the consequences of uneven development at a range</p>	<p><b>Topic:</b> Ecosystems</p> <p><b>Overview:</b> See above</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill) 8 mark (Evaluate Deciduous forest management)</p> <p><b>Mock Exam GCSE Paper 1</b></p>

	<p>This topic builds on Key stage 2 studies of the water cycle and any local knowledge of the River Severn. It prepares them for the study of hazard management throughout Key stage 3.</p> <p><b>Assessment:</b> Focus test (multiple choice and contour lines skill) Focus short essay (on impacts of flooding - scaffolded to improve writing a geographical essay)</p>	<p>This topic is building on weather and climate from Year 7. It prepares students for Fragile Environment topic in Year 9 and also at GCSE Climate and Ecosystems. It also links to other topics such as Development and Resources.</p> <p><b>Assessment:</b> Progress test (cumulative to include topics studied since the previous Progress test)</p>	<p>extended response 'Discuss' question, with Maths through the use of data, graphs and statistics and Science regarding resource consumption, landscape and climate challenges.</p> <p><b>Assessment:</b> Focus essay (on a given UK Challenge – developing the writing skill needed for GCSE to 'Discuss' a given issue)</p>	<p>of scales. We then undertake a more in-depth study of how differences in development affect India as an emerging country. We will introduce students to top down and bottom up strategies to tackle inequalities within a country. Links are made to Maths through the use of statistics to measure levels of development. Links to RS are considered with regard to trade, aid and the work of charities when we consider the inter-connectedness created by globalisation. Geopolitics has been introduced as a concept in the Unstable regions topic in Year 9. Due to the number of Pakistani and Indian students at HLC, we consider the history of India to better understand the geopolitics between these neighbours.</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill) 8 mark essay (Evaluate effectiveness of strategies)</p>	
<p>Spring term 2</p>	<p><b>Topic:</b> How can we power the world sustainably?</p> <p><b>Overview:</b> Our earth contains a finite amount of natural resources needed for human survival. However, nature is in a delicate balance and population is currently growing rapidly. As global citizens our students will consider how we can use and protect the planet's resources. We will compare a variety of renewable and non-renewable</p>	<p><b>Topic:</b> How can we protect eroding coastlines?</p> <p><b>Overview:</b> The UK coastline is a dynamic and constantly changing environment. We will investigate the coastal processes that cause erosion and movement. We will understand how change happens, how people interact with the coastal environment and how these areas are managed. Students will be able to formulate an opinion so that we can debate the cost-benefit of different coastal defence systems. They will show effective decision-</p>	<p><b>Topic:</b> How have UK landscapes formed?</p> <p><b>Overview:</b> Before embarking upon landscape processes in KS4 it is important to draw together the knowledge from KS3 regarding tectonic processes (Year 8) and natural resources (Year 7). The physical geography of the UK varies greatly owing to its complex geology. This has been further altered by tectonic and glacial processes over millions of years. We will consider the geological history of the UK which underpins human geography topics</p>	<p><b>Topic:</b> Global Development</p> <p><b>Overview:</b> This short topic introduces students to the global and UK distribution of food, energy and water. We have briefly considered natural resources in Year 7 before our study of the Middle East in Year 9, and we will draw on elements of this through our consideration of the growing need for the development of renewable energy. We will consider ecological footprints, fossil fuels and</p>	<p><b>Topic:</b> Revision</p> <p><b>Overview:</b> This final section provides us with the opportunity to tailor our teaching to individual groups of students in order to ensure that they have full confidence in their geographical skills and understand the synoptic links between topics and other subjects. We follow a planned revision strategy with a focus on the skills of "examine", "assess", "evaluate" and "discuss". Students can expect to review each topic by focussing on</p>

	<p>energy resources and critically evaluate them.</p> <p>This topic builds on Key Stage 2 studies on sustainability. It prepares them for the study of globalisation and climate change in Year 8 and resource management at GCSE.</p> <p><b>Assessment:</b> Focus test (multiple choice)</p>	<p>making skills for a range of places with different rates of coastal erosion.</p> <p>This topic is building on 'How can we manage flooding rivers?' from Year 7.</p> <p>It prepares for our 'How have the UK's landscapes formed?' in Year 9 and at GCSE; Rivers, Coasts and Rivers Fieldwork.</p> <p><b>Assessment:</b> Focus Test (multiple choice and mathematical skill) Focus short essay (on choice of defences)</p>	<p>such as Changing Cities as the landscape is inextricably linked to human activity.</p> <p><b>Assessment:</b> Focus Test (multiple choice and map skills)</p>	<p>renewable energy. This links with Year 10 and 11 Science where students learn about hydrocarbons and ecological footprints.</p> <p>This is a synoptic topic, drawing on knowledge from Changing Cities and Global Development. There are also links to the following topics in Year 11, Weather Hazards &amp; Climate Change, and Ecosystems &amp; Biodiversity.</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill) End of Unit Test (using past GCSE questions from Paper 2)</p>	<p>theory, case studies and skills required. We use data collated through years 9-11 to ensure that students receive targeted intervention in areas of need for each topic.</p> <p><b>Assessment:</b> Continued monitoring for progress. Students will be given a GCSE revision guide and workbook to use at home. A revision plan and online resources will also be provided.</p>
<p>Summer Term 1</p>	<p><b>Topic:</b> How is the population of the world changing?</p> <p><b>Overview:</b> The world's population is predicted to be decreasing by the end of the century, despite the risk of overpopulation being a common preconception. To understand population change, the factors that affect birth and death rate need to be investigated and the influence of migration. Students will use this knowledge to predict changes to countries' populations and discuss to what extent population change can be controlled. The area of focus will be Asia. This topic introduces concepts of population (unspecified at Key stage 2) and builds on pupils' study of settlement earlier in Year 7. It prepares them for topics throughout Key stage 3 where population size, age and density are relevant factors,</p>	<p><b>Topic:</b> Why do some places have earthquakes?</p> <p><b>Overview:</b> Tectonic processes have created and changed our world. We will look at how the earth is structured and how this controls the movement of our continents. Students will investigate different plate boundaries and how they cause earthquakes. They will also consider how differing levels of development can affect the preparation and responses to earthquakes. This topic is building on 'How can we power the world sustainably?' Year 7. It prepares for Unstable Regions and 'How have the UK's landscapes formed?' topics in Year 9 and at GCSE; Resource Management.</p> <p><b>Assessment:</b> Focus Test (multiple choice and skills)</p>	<p><b>Topic:</b> Changing Cities</p> <p><b>Overview:</b> Students were introduced to settlement and urbanisation in Year 7 and the first part of this topic will serve to build on KS3 knowledge of the growth of settlements over time. Students will learn about how urbanisation is a global process which occurs at different rates in countries of different levels of development. We will consider the issues facing cities in developed countries through our study of Birmingham – our nearest city. Students will gain an understanding of the growth and development of Birmingham and consider how the city has responded to deindustrialisation and population pressure. Links to students' knowledge of the industrial revolution, taught in Year 8 History is used to aid understanding. We also consider the impact of rapid urbanisation on developing/emerging countries with</p>	<p><b>Topic:</b> Managing Resources</p> <p><b>Overview:</b> The exam board give us a choice of water resource management and energy resource management. Thanks to the overlaps with the Science curriculum, we have chosen to focus on energy resource management. We will complete a detailed study of energy resource management in a developed country (Germany) and a developing/emerging country (China) in order to compare priorities and strategies attempted. Students will embed the skills to assess and evaluate strategies chosen. They will be able to use mathematical skills to evaluate different countries energy mix.</p> <p><b>Assessment:</b> Focus Test (multiple choice and a skill)</p>	<p><b>Topic:</b> Revision</p> <p><b>Overview:</b> As above, students will be supported throughout the exam process for each paper.</p> <p><b>Assessment:</b> Students sit 3 final external GCSE exams at HLC.</p> <p>Components 1 (Physical) 2 (Human) 3 (Fieldwork investigations and UK Challenges)</p>

	<p>such as climate change and unstable regions.</p> <p><b>Assessment:</b> Progress test (cumulative to include topics studied this year)</p>	<p>Focus short essay (impacts on Haiti, continuing to improve essay structure)</p>	<p>a study of Mexico City. This will draw on learning from Global Development by considering the impact of lack of development on megacities and top down/bottom up strategies to resolve their issues.</p> <p><b>Assessment:</b> Focus Test (multiple choice)</p> <p>8 mark essay (Assess factors affecting UK population distribution) 8 mark essay (Evaluate top down and bottom up strategies in Mexico City)</p> <p>End of Unit Test (using past GCSE questions to prepare for KS4)</p>	<p>8 mark essay (Assess a range of energy resources)</p>	
<p>Summer Term 2</p>	<p><b>Topic:</b> Is Russia a prisoner of its own Geography?</p> <p><b>Overview:</b> Whilst Russia is a country that is known for its current conflict, we seek to explore the physical geography of this vast country and the impact the geography has on its inhabitants. We will consider the resources which Russia uses and contrast this with its struggle to develop the more remote regions to the East. This topic builds on geographical concepts of place and space from Key Stage 2. It prepares them for the study of conflict and fragile environments in Year 9.</p> <p><b>Assessment:</b> Focus test (multiple choice)</p>	<p><b>Topic:</b> Can tectonic hazards be tamed?</p> <p><b>Overview:</b> Tectonic processes have created and changed our world. We will look at how different tectonic hazards such as tsunami and volcanoes impact our world. Students will investigate different plate boundaries and how they cause these hazards. They will realise there are differing levels of development which can affect the preparation and responses to volcanoes including the Icelandic volcano chain. This topic is building on How can we power the world sustainably? Year 7 It prepares for our Unstable Regions and How have the UK's landscapes formed? topics in Year 9 and at GCSE; Resource Management.</p> <p><b>Assessment:</b></p>	<p><b>Topic:</b> Urban Field work</p> <p><b>Overview:</b> Students will revise the sequence of investigation in Geography which they have been introduced to during KS3. Students will use Geographical theory to identify possible hypotheses relating to urban land-use and environmental quality in a city/ town centre and develop a sampling procedure and methodology before carrying out their investigation in Shrewsbury. This is a local area which many of our students should be familiar as we cannot use Telford due to it being a New Town. Students will draw on knowledge and understanding from KS3 Geography, Science and Maths in order to structure their investigation, use a range of qualitative and quantitative data collection techniques. They will use familiar graphs and proportional symbols learned in Maths and also</p>	<p><b>Topic:</b> Managing Resources</p> <p><b>Overview:</b> Continuation as described above and preparation from Mock exam. Detailed feedback and reflection after mock exam.</p> <p><b>Assessment:</b> <b>Mock exam GCSE Paper 2</b></p>	

		Focus short essay (evaluate Iceland's volcanic responses, improving independent writing from previous essay)	be introduced to the more unique methods of data presentation in Geography through the drawing of radial diagrams.  <b>Assessment:</b> Focus Test (multiple choice and a skill) 8 mark essay (evaluating field work)		
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