MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 INTENT:

One of the aims of the KS3 Geography curriculum is to develop pupils' locational and place knowledge. This is achieved in Y7 by exploring a range place-based topics taking them from their local area to different locations across Asia. We want pupils to be able to apply new learning such as climate, population, economic growth and natural resources to new contexts and environments. Another goal of the KS3 curriculum is for pupils to understand the interconnectedness of human and physical processes in shaping the geography of different countries. For example, the relief of China determines population patterns. The KS3 curriculum is sequenced in a way that pupils are able to make links with existing knowledge. For example, pupils learn the link between latitude and climate before exploring the climate of Russia and the challenges this can create for people living in the Arctic. A final aim of the KS3 curriculum is to develop pupils' geographical skills. The use of maps and GIS (primarily using ArcGis) is integrated across the curriculum to develop familiarity and confidence. From simple base map observations to applying tools, we hope to build independent practice throughout the curriculum to allow pupils to investigate the geography of places independently.

Faculty Area: Geography

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**How has our knowledge of the world changed over time?** Research into where the term geography originated from and how maps progressed over time.	**Geography of Preston: What is my place in the world?** Location of continents & oceans upland and lowland areas in the UK & geology of the UK Difference between the UK, Britain & British Isles The human and physical geography of Preston including how Preston has changed over time. **Weather and climate: What is the difference between weather and climate?** Differences between weather and climate. Knowledge of the factors affecting climate	**Continued - Weather and climate: What is the difference between weather and climate?** measure the different elements of weather. Knowledge of the hydrological cycle Recording & presenting weather data Types of rainfall and cloud formation. New for 25/26 - **Russia: Is the geography of Russia a curse or a benefit?** Knowledge about how Russia has a continental climate. Biomes in Russia.	**Russia: Is the geography of Russia a curse or a benefit?** The challenges for people living in the coldest place on Earth. Russia's exploration in the Arctic **Exploring China: How has China become a global superpower?** Physical landscape of Asia The distribution of biomes in Asia. The population distribution of China The reasons for China's economic growth.	**Continued- Exploring China: How has China become a global superpower?** The purpose of the new Belt and Road project. Evaluating the BRI The environmental impacts of development The shift in global trade. Shenzhen- a miracle city? **Middle East: Why is the Middle East an important world region?** Know where the Middle East is and the distribution of climatic zones	**Continued- Middle East: Why is the Middle East an important world region?** Knowledge of the characteristics of the Arabian desert Knowledge of the rock cycle Knowledge about the formation of crude oil and its importance to economies in the Middle East	**Revision for end of year exams** **Fieldwork: Which area has the best microclimate at Moor Park?** Creating a hypothesis/key question Knowledge about how to collect geographical data Knowledge about how to present geographical data Analysing microclimate data Writing conclusions and evaluating geographical investigations
Skills	- Curiosity - Responsibility - Organisation - Enthusiasm	Using an atlas. compass directions Using four and six figure grid references. Measuring distance and scale. Using coordinates to work out longitude and latitude. Photograph analysis	Units of measurement e.g. mm, millibars, °C Drawing climate graphs Comparing climates Calculating mean & range Interpreting synoptic charts **GIS:** Use of ArcGIS to explore global climates	Using an atlas Choropleth maps Interpreting and describing line graphs and stacked bar charts Interpreting import/export data	Ranking factors based on importance Considering the views of different stakeholders Atlas skills Latitude and longitude Creation of climate maps Interpreting and comparing climate graphs	Identifying rock types Categorizing rock types Proportional circle map- distribution of oil	Planning a fieldwork enquiry Using a digital anemometer Using satellite photographs of school grounds Drawing line graphs/bar charts

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		GIS: Use of ArcGIS to explore continents e.g. use of measure tool, making observations uisng different basemaps	and latitude- adding layers & changing the base map to explore the climate in Russia Using lines of latitude and longitude		for different locations in the Middle East Calculating mean & range		**GIS:** inputting microclimate data on ArcGIS and analysing the findings
Connections to previous learning	Pupils are expected to have covered basic map skills at KS2	Developing map skills from Primary School such as four figure grid references, compass directions and map symbols. Recapping key topographical features of the UK covered in KS2. E.g. mountains and rivers.	Building upon their Primary School knowledge of the water cycle. Students may have prior knowledge about seasons in the UK and daily weather patterns.	Looking in more depth at specific regions of the world some of which have been studied at KS2. Building upon their knowledge of economic activity/trade links from KS2.	Looking in more depth at specific regions of the world some of which have been studied at KS2. Building upon their Primary School knowledge of biomes, weather and climate	Building upon their Primary School knowledge of climatic zones and natural resources	Building upon their Primary School knowledge of fieldwork The fieldwork also links to the weather and climate unit studied in Y7.
Assessment	Complete formative assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Skills & locational knowledge assessment.	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: Factors affecting climate	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: Explaining Russia's physical and human geography	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: China's physical and human geography	Geog Your Memory knowledge quiz linked to the PLC Assessment 5: The importance of the Middle East as a world region	Assessment 6: End of year exam
Homework		1. Guided reading sheet 2. Spelling test on key words 3. Create your own OS map	1. Weather diary 2. Worksheet 3. Air masses worksheet	1. Biomes homework 2. Prisoners of Geography reading 3. Guided reading task	1. Energy in China worksheet 2. BRI guided reading task 3. Revision clock 4. Poster on Middle Eastern country	1. Rock cycle worksheet 2. Multiple choice quiz 3. Summary revision sheet	1.Revision for end of year exam
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular		https://www.metoffice.gov.uk/	How Does Weather Actually Work? | Richard Hammond's Wild Weather Compilation | Earth Stories - YouTube		BBC iPlayer - Seven Worlds, One Planet - Series 1: 2. Asia	https://www.bbc.co.uk/news/world/middle_east	
Literacy	• Spelling quizzes for continents & country names • Opportunities for presenting e.g. presenting a weather forecast • Use of the Freya model to teach tier 3 terminology • Modelling of successful written answers • Opportunities for extended writing tasks. Details can be found on medium term plans (MTPs) • Weather and climate fieldwork write up • Reading opportunities – some units refer to extracts from 'Prisoners of Geography' by Tim Marshall & guided reading tasks						
Numeracy		Using longitude and latitude.	Using climate data, different units of measurement e.g. mm,	Interpreting bar and line graphs.	Interpreting climate graphs.	Interpretation of bar charts and climate graphs	Using different units of measurement e.g. degrees Celsius, m/s

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		Measuring distance and conversions. Using and understanding coordinates.	millibars, degrees Celsius Reading isobars and synoptic charts. Calculating mean, median, mode, range	Spotting patterns and manipulating data e.g. OEC data	Interpreting proportional circle maps and flow line maps Interpreting bar charts		Calculating the average temperature Drawing line graphs and bar charts
CIAG	The life of a cartographer: Introducing students to what a cartographer is.		Talking about working at the MET Office. Discussing the role of the MET office.	GIS analysts- what is their role? What do they do?			

Key Stage 3 Long Term Planning

Year 8 INTENT:

One of the aims of the KS3 Geography curriculum is to develop pupils' locational and place knowledge. This is achieved in Y8 by exploring a range place-based topics which includes locations in the UK and east Africa. We want pupils to be able to apply new learning such as development, natural resources (water) and physical processes and sustainability to new contexts and environments. For example, physical processes of erosion, transportation and deposition are applied to river, coastal and glacial environments in the UK. Like in Y7, another goal of the KS3 curriculum is for pupils to understand the interconnectedness of human and physical processes in shaping the geography of different countries such as exploring why the relief of Ethiopia is suitable for hydro-electric power. Moreover, in Y8 we want our pupils to become more critical in their thinking. Pupils will consider the views of different stakeholders when exploring contemporary issues. The KS3 curriculum is sequenced in a way that pupils can make links with existing knowledge. For example, in Y7 pupils will have explored economic development in China. Pupils will be able to draw upon this existing knowledge when considering the factors influencing development in Bolivia. A final aim of the KS3 curriculum is to develop pupils' geographical skills. The use of maps and GIS (primarily using ArcGis) is integrated across the curriculum to develop familiarity and confidence. In Y8 pupils will use ArcGis to explore a range of maps from proportional circle maps when studying urbanisation to glacial OS maps. We hope to build on the skills from Y7 to give our students opportunities for independent practice to investigate the geography of places independently.

Faculty Area: Geography

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Development: Why are some places more developed than others?** Knowledge about how we define and measure development. Comparing development in the UK to BRICs countries.	**East Africa: What are the challenges and opportunities in east Africa?** The effects and legacy of European colonialism The factors that have influenced Africa's development.	**New unit for 2025/2026** **UK landscapes: How have physical and human processes shaped our local landscape?** Knowledge of how rivers change from source to mouth Knowledge of river processes; erosion,	**UK landscapes- continued.** Case study: River Ribble to explore processes and human activity. Knowledge of sea defenses including a case study of the Wyre beach management scheme	**Climate Change-continued** The natural and human causes of climate change. The potential consequences of climate change for the wider world and the UK. **Frozen planet: How do glaciers change landscapes?** Location of ice landscape	**Frozen planet: How do glaciers change landscapes?** Glacial erosion, transportation and deposition. Formation of glacial landforms from erosion and deposition.

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	To know how gender equality can increase development. To know how human and physical factors have influenced development in Bolivia The purpose of the sustainable development goals.	The scale of urbanisation in Africa. The causes and consequences of urbanisation in Addis Ababa Ethiopia. Trade between east Africa and China. Grand Renaissance Dam in Ethiopia.	transportation and deposition Factors that influence flooding **Infiltration fieldwork:** Collect and present data To understand qualitative and quantitative data To understand primary and secondary data.	**Climate Change: What is the future of our planet?** To know what climate change is. The evidence for climate change.	Evidence for climate change. Glacial and interglacial cycles over time linking to geological time periods Formation and movement of glaciers.	Glacial features on OS maps- Lake District The importance of and threats to Antarctica. **Revision for end of year exams.**
Skills	Using maps to describe locations Using development indicators Calculating percentage change Interpreting Gapmider graph https://www.gapminder.org/tools/#$chart-type=bubbles	Using an atlas to identify physical features across the continent. Interpreting Gapmider graph for Africa is not a country. https://www.gapminder.org/tools/#$chart-type=bubbles Describing distributions Using an atlas	OS map skills; grid references, contour patterns Annotating photographs Exploring geological maps of the UK. Collecting and presenting infiltration data	Evaluating difference types of sea defenses. Using an atlas. Plotting coordinates. Describing and annotating photographs. Labelling diagrams	Using an atlas. Analysing aerial photographs. Interpreting line graphs.	Virtual fieldtrip to the Lake District: Helvellyn Range (English Lake District): Virtual Field Trip (worc.ac.uk) OS map skills
Connections to previous learning	Using map skills from Y7 (latitude, relief) to understand the physical geography of Bolivia. When exploring development in the UK links are made to the Industrial Revolution studied in Y8 history in the Autumn term. When exploring gender equality links are made to the suffrage movement covered in History.	Using knowledge from Y8 Autumn 1 about classifying development and development indicators to study patterns of development across Africa. Links to Y8 History curriculum about the trans-Atlantic slave trade. Using knowledge about the reasons for China's economic growth in Y7 to understand China's relationship with Africa.	Building on OS map skills from year 7 to understand river/coastal landscapes Relief of UK studied in Y7 and types of geography will enable an understanding of how natural processes and human activity are interconnected when shaped the landscape. Pupils will have been introduced to the fieldwork enquiry process in Y7.	Students will practice skills such as plotting longitude and latitude coordinates which was taught in Y7 to identify countries at risk of climate change. In their previous Y8 unit on UK landscapes students can draw upon their knowledge of coastal erosion and why the UK is vulnerable to climate change e.g. linking to geology of coastlines in the UK.	This unit moves from looking at weather in year 7 to the processes in these cold environments. This also builds upon their work on the UK's landscape. In KS2 students may have looked at the UK, Europe, North and South America which may have included a glaciated area.	Students will have locational knowledge around upland areas in the UK. OS maps and skills have been covered throughout Y7 and in an earlier unit in Y8. They will apply these skills to interpreting OS maps in glaciated areas.
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: What factors have caused Bolivia to be the least developed country in South America?	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: The challenges and opportunities facing east Africa.	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: new for 2025/26 to include physical processes and OS map skills and a written	Geog Your Memory knowledge quiz linked to the PLC	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: The causes and consequences of climate change.	Assessment 5: End of year exam

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			question about Wyre coastal management & opportunity to assess fieldwork			
Homework	1. Dollar street research task 2. Worksheet from booklet 3. Poster on gender equality 4. MCQ from booklet	1. Scramble for Africa worksheet 2. Textbook task on causes of poverty 3. Revision task	1.MCQ on upland and lowland areas 2.River process poster 3.OS map homework	1. Research task of Wyre beach management 2. Guided reading sheet evidence of climate change	1. Guided reading task consequences of climate change 2. Poster about the impacts of climate change 3. Revision task	1. Revision for end of year exam
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Dollar street research- Dollar Street - photos as data to kill country stereotypes (gapminder.org) Child marriage atlas - Girls Not Brides Bolivia, on Top of the World | Deadliest Journeys - YouTube	Dollar Street - photos as data to kill country stereotypes (gapminder.org)	Wyre_Catchment_Flood_Management_Plan.pdf (publishing.service.gov.uk) Beyond Borders: The UK's Disappearing Coastline (youtube.com)	Climate change- the facts documentary clips: BBC One - Climate Change - The Facts Ade on the Frontline: Climate Change - Ade on the Frontline | Geography KS3 / GCSE | BBC Teach - YouTube	Virtual fieldtrip to the Lake District: Helvellyn Range (English Lake District): Virtual Field Trip (worc.ac.uk)	Lake District story map: https://www.arcgis.com/apps/MapJournal/index.html?appid=ab9de45dd82f4acca6b651617cab4fa5&webmap=2f1db7df4ad549a49e4e453f06753798#:~:text=A%20Tarn%20(Corrie%20Loch)%20is,the%20slope%20due%20to%20gravity.
Literacy	• Use of the Freya model to teach tier 3 terminology • Modelling of successful written answers • Opportunities for extended writing tasks. Details can be found on medium term plans (MTPs) • Infiltration fieldwork write up • Reading opportunities – some units refer to extracts from 'Prisoners of Geography' by Tim Marshall & 'Africa is not a country' guided reading tasks					
Numeracy	Comparing countries using development data. Interpreting pie charts Interpreting choropleth maps	Using GIS to spot patterns and trends on Choropleth urbanisation maps Interpreting bar charts and flow line graphs	Calculating and converting distances on OS maps. Using GIS to measure too to measure width of river Ribble Data presentation skills linked to fieldwork data	Interpreting temperature graphs.	Using latitude and longitude co-ordinates to plot the impacts of climate change	Grid references Interpreting contour lines and measuring height
CIAG	International aid worker		Exploring the role of the Environment Agency and the Canal and River Trust	National Careers week activity: Where can Geography take you? Introducing the class to the importance of scientific research – STEM links. Explore careers associated with climate change.		

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Key Stage 3 Long Term Planning

Year 9 INTENT:

One of the aims of the KS3 Geography curriculum is to develop pupils' locational and place knowledge. This is achieved in Y9 by exploring a range place-based topics which includes locations in the UK, Brazil and India. We want pupils to be able to apply new learning such as sustainable development, globalisation, and tectonic processes to new contexts and environments. For example, applying the concept of sustainability to management of the tropical rainforests but also the development of cities. The curriculum also develops the decision-making skills of pupils. For example, Students will build on their understanding of what sustainability is to consider whether we can ever exploit the natural world in a truly sustainable way. Like in Y7 & Y8, another goal of the KS3 curriculum is for pupils to understand the interconnectedness of human and physical processes in shaping the geography of different countries. For example, in India pupils will study the impacts of the monsoon season but also explore the growth and impact of urbanisation. We want to develop our curriculum so that where possible and appropriate places are revisited to try and give pupils a more meaningful sense of place. A final aim of the KS3 curriculum is to develop pupils' geographical skills. The use of maps and GIS (primarily using ArcGis) is integrated across the curriculum to develop familiarity and confidence. In Y9 pupils will use ArcGis to explore a range of map to help facilitate their written descriptions concerning the distribution of biomes and tectonic hazard. We hope that by using GIS pupils build confidence in spotting patterns and anomalies.

Faculty Area: Geography

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Ecosystems and biomes: What is an ecosystem?** Ecosystems exist at a range of scales Components of ecosystems The interactions between biotic and abiotic components. Interdependence The distribution of biomes and reasons for this. **New for 25/26: providing a bid is approved.** Biodiversity fieldwork **Tropical rainforests and sustainability: Can we ever exploit rainforests sustainably?** To know that tropical rainforests have distinctive characteristics. To know plant and animal adaptations of species in the tropical rainforest	**Continued: Tropical rainforests and sustainability: Can we ever exploit rainforests sustainably?** The causes of deforestation. The impact of deforestation on local communities and the environment. Sustainable management of tropical rainforests	**The economy: How does money connect us to the world?** Knowledge around changes in employment patterns The acceleration of globalisation Employment sectors in the UK Knowledge of the impact of tertiary sector growth. **Natural Hazards: earthquakes: Why are some hazards more destructive than others?** Defining what a natural hazard is. Knowledge about the structure of the earth. The theory of plate tectonics- slab pull and ridge push.	**Continued: Natural Hazards: earthquakes: Why are some hazards more destructive than others?** Different types of plate margin. Distribution of earthquakes and volcanoes. Knowledge about the history of colonialism in Haiti and how this links to development. Knowledge about the causes, impacts of and responses to the Haiti earthquakes. **Natural hazards- volcanoes** Knowledge about the types of volcanoes. Knowledge about volcanic hazards Knowledge about the formation of Hawaii and hotspots.	**Natural hazards- monsoons** Knowledge about the location of world climates. Recap knowledge about the link between latitude and climate. Knowledge about the formation of monsoons. Knowledge about the benefits and risks of the monsoon climate in India. **Urbanisation in India: How is life changing in Indian cities?** global patterns of urbanisation Distribution of megacities The causes of growth in cities. How urban growth creates opportunities and challenges for cities in LICs such as Mumbai India.	**Urbanisation in India: How is life changing in Indian cities?** How life in urban areas can be improved. how globalisation is affecting people's lives in Bangalore. Knowledge of the opportunities and challenges for developing sustainable cities across India. **Revision for end of year exams**

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Skills	Interpreting climate graphs Interpreting choropleth maps- rates of deforestation. Line/ bar charts- rates of deforestation Latitude Use of quadrats Calculating % coverage **GIS**: to analyse distribution of biomes	Ranking the causes of deforestation Considering the viewpoints of different stakeholders	Tally charts- in class survey Drawing bar chart Calculating percentages. Line graphs showing change over time. OS maps to explore the location of industrial areas in the UK. Photograph analysis	**GIS**: Using ArcGIS to explore the distribution of earthquakes and volcanoes. Using maps to locate Hawaii Latitude and longitude co-ordinates for plotting volcanoes/earthquakes Categorizing impacts into social, economic, environmental	Climate graphs Calculating mean, median, mode, range Calculating natural increase. Mapping world cities and describing patterns.	Inferences from photographs
Connections to previous learning	Students will already have knowledge about the definition of a biome, location of biomes and be able to link this to latitude. Students will be able to draw upon their knowledge of the fieldwork process The concept of an adaptation was studied in Y7 when exploring the Arabian desert	The issue of deforestation was studied during a Y7 unit on China. Students will have some prior knowledge on the impacts of deforestation. The idea of sustainability has been studied in different contexts throughout the curriculum e.g. sustainable development and during climate change unit	Students have studied the Industrial Revolution in History and explored the growth of manufacturing in this period in the UK. The structure of the Earth may have been covered during KS2.	Students will have studied earthquakes and volcanoes at KS2. In History during Y8 students study the trans-Atlantic slave trade and look at the successful revolutions this helps to provide a foundational knowledge when looking at the history of colonialism in Haiti.	Prior knowledge on world climates e.g. in tropical rainforests unit (Y9), Russia (Y7) and Middle East (Y7). Throughout KS3 the link between latitude and world climates has been explored. Students will have already studied rates of urbanisation across Africa and the impacts in Ethiopia.	In the previous unit students will have explored the physical geography of India. Students can draw upon knowledge of sustainability from different contexts e.g. rainforests.
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: Ecosystems and fieldwork	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: Tropical rainforests	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: UK economy	Geog Your Memory knowledge quiz linked to the PLC Assessment 4: Assessment 4: Theory of plate tectonics, earthquakes and volcanoes	Geog Your Memory knowledge quiz linked to the PLC Assessment 5: Patterns of urbanisation & challenges and opportunities	End of year exam
Homework	1. Ecosystems booklet. Relevant page numbers are detailed in MTP. 2. Ecosystems booklet. Relevant page numbers are detailed in MTP. 3. Revision task for CAP	1.Tropical rainforests booklet. Relevant page numbers are detailed in MTP. 2. Tropical rainforests booklet. Relevant page numbers are detailed in MTP. 3. Revision task for CAP	1. Key terms homework 2. Where does my stuff come from? Worksheet 3. Revision clock	1. Hazards research task 2. Structure of earth sheet 3. Guided reading- Mercalli and Richter scale 4. Haiti summary sheet	1. Documentary questions 2. Mumbai natural increase sheet 3. Mumbai revision sheet	1. Revision for exam

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Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Planet earth documentary with question sheet. Our Planet | Jungles | FULL EPISODE | Netflix - YouTube	Clips for sustainabe forest management: How sustainable logging in well-managed forests can help protect wildlife - YouTube Subject knowledge animation: What is Ecotourism? - YouTube	Ted talk on city planning offers a different viewpoint from the perspective of local communities: https://www.ted.com/talks/smruti_jukur_johari_what_if_the_poor_were_part_of_city_planning?language=en	Living in the Shadow of Italy's Volcanoes (timeforgeography.co.uk)	News clips of the Indian impact of the Indian monsoons 2023: India Monsoon 2023: Red alert in 5 North Indian states | Latest News | English News | WION Pulse - YouTube Up to date documentary on Mumbai and Dharavi: Megacity Mumbai - From slums to skyscrapers | DW Documentary – YouTube	Ted talk on city planning offers a different viewpoint from the perspective of local communities: https://www.ted.com/talks/smruti_jukur_johari_what_if_the_poor_were_part_of_city_planning?language=en
Literacy	• Use of the Freya model to teach tier 3 terminology • Modelling of successful written answers • Opportunities for extended writing tasks. Details can be found on medium term plans (MTPs) • Biodiversity fieldwork Write-up • Reading opportunities – refer to texts such as 'Dharavi- the city within' by Jospeh Campana					
Numeracy	Presenting fieldwork data e.g. pie charts/bar charts Calculating percentages Interpreting climate graphs	Interpreting data to describe rates of deforestation around the world this includes bar charts and choropleth maps.	Pie charts to show industrial structure Line graphs Interpreting scales such as the Richter and Mercalli scale.	Using data e.g. magnitude, cost of destruction, number of people injured to evaluate earthquakes.	Climate graphs Interpreting weather data e.g. precipitation, temperature Calculating natural increase	
CIAG	Look at the role of conservationists.			Explore the work of NGOs and organizations such as Red Cross and aid workers		Look at the role of urban planners.

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Key Stage 4 Long Term Planning

Year 10 SYLLABUS:

Curriculum Area:

Students will study the AQA GCSE Geography syllabus. The units have been interwoven throughout Y10 and Y11 to allow pupils to draw upon existing knowledge and revisit common threads. The geography curriculum in Y10 is sequenced to help students use their prior knowledge from KS3. One the aims of the Y10 curriculum is to develop geographers who think more critically about the concepts and ideas they have learnt during KS3 study. The AQA specification requires students to study urban change in a city in a HIC and explore what makes sustainable cities. Students will be able to build upon their knowledge from Y8 and Y9 to apply their understanding around the features of sustainability to an urban area. They will be able to use foundational knowledge from KS3 around latitude and climate to build on their understanding of biome such as hot deserts. Again, students will draw upon their GIS skills to help deepen their understanding about countries such as Nigeria. This will allow students to make links between the physical environment, the distribution of population and the distribution of wealth, making links between physical and human geography. When studying physical landscapes in the UK Students will be able to apply their understanding about physical processes from glacial environments in KS3 to river and coastal environments at GCSE. Finally, students will undertake their first of two fieldwork enquiries by conducting a river study. Students will plan their river enquiry, consider how to collect the data and present their findings when back in the classroom.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	**Urban change in the UK** Knowledge of the location of UK cities. The link between population density and relief of the UK. Knowledge of the reasons why most people in the UK live in towns and cities. Knowledge of key concepts such as suburbanization, urban sprawl and counterurbanisation. **Urban Issues and Challenges**: Key ideas: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.	**The Living world- hot deserts** Key ideas: Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification. Causes of desertification Solutions to desertification **The Changing Economic World- Nigeria** Key Ideas: There are global variations in economic development and quality of life.	**The Changing Economic World- Nigeria** Key Ideas: Various strategies exist for reducing the global development gap. **The Changing Economic World- Nigeria** Key Ideas: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. (Nigeria case study)	**The Changing Economic World- Nigeria** Nigeria's changing relationships with the wider world Nigeria's changing economy The impact of TNCs and development The impact of international aid in Nigeria Quality of life in Nigeria	Y10 mock exam & feedback **Physical landscapes of the UK- River landscapes** Key Ideas: The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. **Physical landscapes of the UK- River landscapes** Key Ideas: Different management strategies can be used to protect river landscapes from the effects of flooding.	**Geographical Applications Section B: Fieldwork (1)** This involves a river study which is the physical element to their fieldwork unit. Provisional fieldwork preparation will be completed and then a field trip will be carried out. Fieldwork follow up where students will present their data, draw conclusions and evaluate their methods. Work experience
Knowledge	Urbanisation- London National and international importance. Impacts of national and international migration	Hot deserts The physical characteristics of a hot desert. Interdependence within deserts. How plants and	The Changing Economic World Nigeria continued The location and importance of Nigeria. The wider social, cultural and environmental context.	The Changing Economic World continued. Types of international aid. The environmental impacts of economic development and	Physical landscapes of the UK- Rivers The long profile and changing cross profile of a river and valley. Fluvial processes:	Physical fieldwork- rivers **Strand 1: enquiry question** selecting a suitable question/hypothesis Risk assessing. **Strand 2: Data**

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	The social economic and environmental opportunities & challenges as a result of Urban change. An example of an urban regeneration project (London 2012 Olympics) to show reasons why the area needed regeneration, the main features of the project. <u>Urban sustainability</u> Features of sustainable urban living: water and energy conservation, waste recycling, creating green space. How urban transport strategies are used to reduce traffic congestion.	animals adapt to physical conditions. Development opportunities in hot desert environments. Challenges of developing hot desert environments. Causes of desertification (Sahel region) Strategies used to reduce the risk of desertification. <u>The Changing Economic World- Nigeria</u> Ways of measuring development The DTM The causes of and consequences of uneven development. The strategies to reduce the development gap. A case study of how the growth of tourism in and LIC/ NEE helps to reduce the development gap. .	The changing industrial structure. The role of TNC's in relation to development. The changing political and trading relationships.	how this affects the quality of life	erosion, transportation and deposition. Characteristics and formation of landforms resulting from erosion, transportation and deposition. An example of a river valley in the UK to identify its major landforms of erosion and deposition. <u>Physical landscapes of the UK- Rivers continued</u> How physical and human factors affect the flood risk –The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of soft and hard engineering river management strategies	Difference between secondary and primary data. Measuring and recording data using different sampling methods. **Strand 3: Presenting the data** Selection and accurate use of appropriate presentation methods. Description and explanation of presentation methods **Strand 4: presenting data** Description, analysis and explanation of the results of data. Establishing links between results. **Strand 5: Drawing conclusion** Drawing conclusions that relate to the original aims of the enquiry. **Strand 6: Evaluation** Identifying problems with the data, identifying limitations. Extent to which conclusion are reliable. <u>Physical landscapes of the UK- Rivers continued</u> An example of a flood management scheme in the UK to show why the scheme required the management strategy • the social, economic and environmental issues
Skills	Interpreting choropleth maps about Stratford. Using 2021 Census data about Stratford to justify location of regeneration. Making inferences from images Using data from Transport for London to support arguments. Using maps of the Olympic Park **<u>GIS:</u>** GIS story map task: https://arcg.is/1D54CT	Interpreting climate graphs of Thar desert India Calculating mean, median, mode and range. Evaluating the solutions to desertification.	Reading population pyramids. Using the Demographic Transition Model. Evaluating strategies to reduce the development gap. Interpreting UK foreign aid data. Using data about tourism in Kenya to support arguments.	Interpreting development indicators for Nigeria e.g. life expectancy, GNI per person, HDI score to evaluate improvements in the quality of life for people in Nigeria. Use of GIS maps: https://arcg.is/nT094	Evaluating hard and soft engineering strategies. Evaluating the river management strategy in Somerset considering the views of different stakeholders e.g. residents, council, Environment Agency Using OS maps to locate fluvial landforms. Labelling photographs. Using scene viewer (GIS) to view landforms in real life contexts. River Tees (arcgis.com)	Cartographic, graphical, numerical and statistical skills. Enquiry skills. Risk assessing. Working in the field with others in groups. Communication. Producing field sketches Analysis, interpretation, concluding of river data. Calculating velocity, CSA and discharge of the river. Writing up fieldwork findings using data and spotting trends and anomalies then linking back to the Bradshaw Model.

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					River Tees GIS task: https://arcg.is/bf8fy0 .	
Assessment	Geog Your Memory knowledge quiz linked to the PLC Assessment 1: GCSE style questions (9-marker on impact of urban change in London)	Geog Your Memory knowledge quiz linked to the PLC Assessment 2: GCSE style questions (9-marker on the opportunities for development in hot deserts).	Geog Your Memory knowledge quiz linked to the PLC	Geog Your Memory knowledge quiz linked to the PLC Assessment 3: GCSE style questions (9-marker on the quality of life in Nigeria)	Geog Your Memory knowledge quiz linked to the PLC Mock exam on content covered so far - The Living World - Urban Issues and Challenges - The Changing Economic World (Nigeria)	Geog Your Memory knowledge quiz linked to the PLC Formative assessment: PPQ based on fieldwork -
Homework	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (London) 4. PPQs 5. Revision task for end of unit assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (Thar Desert) 4. PPQs 5. Revision task for end of unit assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study summary sheet (Nigeria) 4. PPQs 5. Revision task for assessment 6. Plugging the gaps task	1. Revision mat 2. Retrieval questions 3. Case study sheet (River Tees and Morpeth) 4. PPQs 5. Revision task for assessment 6. Plugging the gaps	1. End of year exam revision 2. End of year exam revision 3. End of year exam revision 4. End of year exam revision 5. End of year exam revision 6. End of year exam revision 7. Plugging the gaps- acting on PLC red topics	Use booklet on UK economy to set as homework
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Wider world article on regeneration of Stratford and the 2012 Olympic games Time for Geography | UK urban regeneration	Thar Desert documentary	Factfullness book by Hans Rosling.	Use of Gapminder website: Gapminder	Rivers (timeforgeography.co.uk)	Wider world articles based upon skills required for the geographical applications section. River study fieldwork in the Forest of Bowland. Physical geography fieldwork (timeforgeography.co.uk)
Literacy & oracy	• Use of the Freya model to teach tier 3 terminology • Modelling of successful written answers • Opportunities for 9-marker practice questions. Details can be found on medium term plans (MTPs) • Communicating with others in their group on the fieldtrip. • Written work which includes formulating question, interpretation, summarizing, concluding using data collected from river study.					
Numeracy	Using 2021 Census data when exploring Stratford. Interpreting choropleth maps Interpreting data on deprivation and life expectancy across London boroughs	Drawing climate graphs Calculating mean, median and mode and range Drawing line graphs.	Interpreting the correlation between measures of development on scatter graphs. Using population pyramids to explain the population structure in different countries. Using choropleth maps to understand the distribution of development.	Interpreting development indicators for Nigeria e.g. life expectancy, GNI per person, HDI score to evaluate Using development indicators to evaluate development in Nigeria	Measuring coastline distance on OS maps. Four figure and six figure grid references.	Drawing cross sections. Manipulating data. Data analysis Using qualitative and quantitative data.

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CIAG	See link: Careers (timeforgeography.co.uk)					

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Key Stage 4 Long Term Planning

Year 11 SYLLABUS:

The Geography curriculum in Y11 aims to allow students to make connections to their previous learning throughout KS3 and KS4. Students can use build upon their understanding of sustainability when looking at Resource Management to explore energy production and consumption patterns across countries with varying levels of development. Moreover, the Y11 curriculum is sequenced so that students can use their knowledge from Y10. The curriculum in Y10 explored economic change in Nigeria, in Y11 students will apply knowledge about industrial structure and employment sectors when exploring changes in the UK economy. The specification is sequenced to allow students to constantly draw upon prior knowledge and revisit key threads. For example, Students will draw upon their prior knowledge about development, colonialism and plate tectonics to help them understand why some earthquakes and tropical storms cause more devastation than others. Through looking at specific case studies we aim to give students a deeper understanding of the regions they are studying. The curriculum in Y11 allows students to deepen their understanding around the global climate crisis. Students will build on their knowledge from studying climate change in KS3 to evaluate the impacts and management of the climate crisis. During Y11 students will also complete their second piece of fieldwork, conducting an urban fieldwork study will allow students to revisit the same fieldwork enquiry process used in the summer of Y10.

Curriculum Area: Geography

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	**Physical landscapes of the UK- coastal landscapes** Key Ideas: The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes Different management strategies can be used to protect coastlines from the effects of physical processes. **Section B: Fieldwork (2)** This one is an urban study and therefore the human element. Fieldwork preparation will be completed and then a fieldtrip will be carried out. Following this there will be follow-up lessons where students will present their data, draw conclusion and evaluate their methods	**The Challenge of Resource Management** Key Ideas: Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges **The Challenge of Resource Management (energy)** Key Ideas: Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.	**The Challenge of Natural Hazards- tectonic hazards** Key Ideas: The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. **The Challenge of Natural Hazards- weather hazards** Key Ideas: Global atmospheric Tropical storms The UK is affected by several weather hazards. Extreme weather events in the UK have impacts on human activity.	**The Challenge of Natural Hazards- climate change** Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change Overview of the effects of climate change on people and the environment. Managing climate change through mitigation and adaptation. **The Changing Economic world- UK economy** Key Ideas: Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	Geographical Applications Section A: Issue Evaluation Demonstration of graphical skills. Development of knowledge and understanding of physical geography and human geography themes to analyse geographical issues on a range of scales. GCSE exams start
Knowledge	Physical landscapes of the UK- Coasts Wave types Coastal processes Formation of landforms resulting from erosion and deposition. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition (Holderness coastline)	Resource Management overview The significance of food, water and energy to well-being. Resource Management (energy) overview of global inequalities in the supply and consumption of resources. The opportunities and challenges faced by the UK in the	The Challenge of Natural Hazards- tectonic hazards Physical processes at plate margins Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard	The Challenge of Natural Hazards- climate change Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change Overview of the effects of climate change on people and the environment.	Geographical Applications Section A: Issue Evaluation Demonstration of graphical skills. Development of knowledge and understanding of physical geography and human geography themes to analyse geographical issues on a range of scales.

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	<u>Physical landscapes of the UK- coasts continued</u> The costs and benefits of coastal management strategies: hard engineering and soft engineering. An example of a coastal management scheme in the UK. <u>Geographical Applications Section B: Fieldwork (2)</u> Knowledge of the six strands relating to geographical enquiry (see summer 2 & 2 of Y10).	provision of food, water and energy. The global distribution of energy consumption and supply. The reasons for increasing energy consumption. Factors affecting energy supply. Impacts of energy insecurity. Overview of strategies to increase energy supply. An **example** to show how the extraction of a fossil fuel has both advantages and disadvantages. Knowledge about moving towards a sustainable resource future. An **example** of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy	Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. <u>The Challenge of Natural Hazards- weather hazards</u> General atmospheric circulation model Global distribution of tropical storms & formation The impact of climate change on tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses How monitoring, prediction, protection and planning can reduce the effects of tropical storms. A recent extreme weather event in the UK. Evidence that weather is becoming more extreme in the UK.	Managing climate change through mitigation and adaptation. <u>The Changing Economic World- UK economy</u> The causes of economic change in the UK. Moving towards a post-industrial economy: Impacts of industry on the physical environment. An **example** of how modern industrial development can be more environmentally sustainable. Social and economic changes in the rural landscape. Improvements and new developments in road and rail infrastructure. The north–south divide. Strategies used in an attempt to resolve regional differences. The place of the UK in the wider world.	
Skills	Labelling diagrams of coastal landforms. Identifying coastal landforms on OS maps. Using GIS scene viewer to view landforms along the Holderness coastline in real life contexts. Drawing radar graphs Analysing fieldwork data concluding using data collected from urban study.	Describing patterns of distribution in maps and graphs. Interpreting charts and graphs. Calculating food miles and carbon footprint. Using an Atlas to locate places in the UK and identify areas of water surplus and deficit. Interpreting choropleth maps that show global energy supply and consumption. Interpreting stacked bar charts.	Using GIS to interpret earthquake data and plate boundaries. Evaluating the effects of earthquakes in LICs and HICs. Interpreting seismic graphs. Interpreting weather data and climate graphs. Writing sequenced explanations about the formations of tropical storms. Using **GIS** to study the movement and destruction of Typhoon Haiyan: https://arcg.is/198PiS	Photograph analysis Interpreting line graphs Using maps of the UK when discussing the north/south divide Evaluating strategies to reduce regional differences.	Interpreting graphs Considering the viewpoints of different stake holders Decision making

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Assessment	Geog Your Memory knowledge quiz linked to the PLC	Geog Your Memory knowledge quiz linked to the PLC Y11 mock examination: Paper 1: The living world Physical Landscapes in the UK Paper 2: Urban issues and challenges The Changing Economic world (Nigeria) Resource Management overview Paper 3: Section B & C	Geog Your Memory knowledge quiz linked to the PLC Y11 mock examination Paper 1: The challenge of natural hazards The living world Physical landscapes in the UK Paper 2: Urban issues and challenges The changing economic world Resource Management Paper 3: Section B & C	Geog Your Memory knowledge quiz linked to the PLC	Geog Your Memory knowledge quiz linked to the PLC
Homework	1. Revision mat 2. Retrieval questions 3. Case study summary sheet 4. PPQs 5. Seneca	1. Revision mat 2. Retrieval questions 3. Seneca 4. PPQs 5. Revision for mock exams	Y11 revision plan produced. Students should complete the weekly tasks in the plan. This will include PPQs, GCSE Pod activities, MCQs etc.	Y11 revision plan produced. Students should complete the weekly tasks in the plan. This will include PPQs, GCSE Pod activities, MCQs etc.	Y11 revision plan produced. Students should complete the weekly tasks in the plan. This will include PPQs, GCSE Pod activities, MCQs etc.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Urban fieldwork study. Wider world articles based upon skills required for the geographical applications section.	Gov.UK: Energy trend bulletin containing statistics about aspects of energy use in the UK. Wider reading from BBC news about the use of renewable resources in the UK.	A range of videos for hazards: Hazards (timeforgeography.co.uk) Wider world article for further reading about the Somerset levels. Youth Unstoppable | WaterBear Video for showing the youth climate movement can be used for discussion.	BBC- climate change the facts	Articles, research and reading based upon the topic of the pre-release booklet.
Literacy & oracy	• Use of the Freya model to teach tier 3 terminology • Modelling of successful written answers • Opportunities for 9-marker practice questions. Details can be found on medium term plans (MTPs) • Communicating with others in their group on the fieldtrip. • Written work which includes formulating question, interpretation, summarizing, concluding using data collected from river study.				
Numeracy	Use of GIS to plan regeneration fieldwork and present data: https://arcg.is/1f8faW	Interpreting UK food import data to produce a pie chart. Looking at pie charts about the UK's energy mix to decide how it has changed over time. Using numerical data to interpret food miles.	Using development data to inform evaluation about the severity of earthquakes in LICs/HICs: Use of Using GIS to explore the path and wind speed data for Typhoon Haiyan: https://arcg.is/198PiS	Interpreting climate data	

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		Calculating carbon footprints, household water usage etc. Drawing pie charts.	Using weather data and interpreting climate data. Completing graphs and charts. Using and interpreting tropical storm charts. Evaluating climate change data.		
CIAG		Role of energy advisors/managers and environmental consultants. Careers in developing		Exploring the employment sectors in the UK. Looking at careers in the tertiary and quaternary sector.	