



YEAR 7 GEOGRAPHY: MY LEARNING JOURNEY

AUTUMN 1



AUTUMN 2:



SPRING 1:



WHAT IS A GEOGRAPHER?

Knowledge: Pupils will learn about the key roles of a Geographer; to be explorers, analysts, detectives, investigators, problem solvers and future planners. Pupils will study the location and climate in the Middle East. They will study the impact of Icelandic volcanic eruptions and learn how to ask questions, consider stakeholders and mitigate risks. Pupils will learn about the skills required for fieldwork.

FANTASTIC PLACES & EARTH'S RESOURCES

Knowledge: We explore & describes the location of some of the most significant places in the world. Developing map skills to describe the absolute and relative locations of Russia, Japan, Chile and Egypt and some of their human and physical features. We learn about climate and earth's resources and compare countries using case studies to consider the ideal features for people to thrive.

LIVING PLANET: GEOGRAPHICAL ENQUIRY

Knowledge: We learn about biomes and conducting a fieldwork investigation exploring the biodiversity of the school site. We consider the climate in the NW of England and then investigate a variety of biomes and ecosystems and the interaction between biotic and abiotic components.

SPRING 2



SUMMER 1 :



SUMMER 2 :



HUMAN FOOTPRINT

Knowledge: We learn about how humans have changed the Earth. And continue to do so. Looking at changing climate from the Ice Age to the Present. This includes core knowledge such as how physical processes can change the environment through glacial processes and human activity.

PEOPLE IN PLACES

Knowledge: We learn about the distribution of people across the planet and reasons for this. We explore maps, graphs and models to explain where people live and where they like to visit. Pupils will focus on tourist destinations such as Venice and the Isle of Skye and make comparisons between countries.

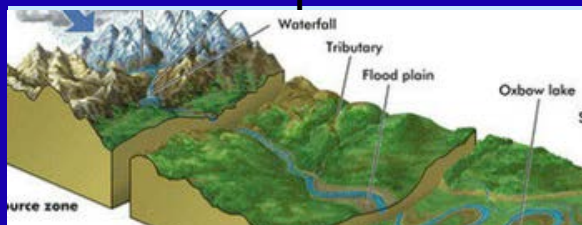
PLACE INVESTIGATION

*Knowledge: We learn about the main features and landmarks of the UK
Developing our investigation and enquiry skills. At the end of this topic we will be able to gather data and reach conclusions, all the while evaluating their techniques.*



YEAR 8 GEOGRAPHY: MY LEARNING JOURNEY

AUTUMN 1



RAGING RIVERS

Knowledge: A study of rivers, their similarities and differences regarding locations and strategies to protect from the risks of flooding. We will learn about river processes and features. We will identify a correlation between location, physical Geography and flooding patterns.

AUTUMN 2:



WEATHER AND CLIMATE

Knowledge: We will study weather and climate to investigate how they differ, the effect on people and the environment and what, if any, factors influence them. We will explain how global circulation systems influence the weather on a global basis, with a particular focus on the local scale.

SPRING 1:



SUSTAINABLE LIVING

Knowledge: We will learn about human and physical geography and the complex interactions between ourselves and nature. We will look at sustainability and how to mitigate climate change and other global issues.

SPRING 2:



SUSTAINABLE DEVELOPMENT GOALS

Knowledge: This unit aims to expand our awareness of global issues through the study of Sustainable Development Goals. We will have the opportunity to investigate place based locations in HICs, LICs and NEEs for comparative reasons.

SUMMER 1 :



WORK AND THE ECONOMY

Knowledge: We will learn contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

SUMMER 2 :



BIOMES IN RUSSIA

Knowledge: We will learn about and understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time



YEAR 9 GEOGRAPHY: MY LEARNING JOURNEY

AUTUMN 1:



TROPICAL RAIN FORESTS

Knowledge: We will build geographical, analytical and evaluative arguments. We will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s) using secondary sources.

AUTUMN 2:



GLOBAL DEVELOPMENT

Knowledge: We will understand the disparities in global development and distribution of resources through a study which introduces the idea of uneven development. We will explore ideas such as complexities of spatial inequality.

SPRING 1:



COASTS

Knowledge: A study of coasts, their similarities and differences regarding locations and strategies used to protect the coastline. We will focus on the causes, effects and mitigation of coastal erosion.

SPRING 2:



TERRIFIC TOURISM

Knowledge: We will learn the different reasons for tourism, with a focus on the more unusual locations, and their historical significance. We will also understand the processes that give rise to key physical and human geographical features of the world.

SUMMER 1 :



DANGEROUS EARTH

Knowledge: This topic dives into the powerful forces of earthquakes and volcanoes, exploring how they shape our dynamic planet. Discover how the Earth's moving plates cause these dramatic events and the different ways we measure short and long term impact of these natural hazards

SUMMER 2 :



ARID ADVENTURES

Knowledge: The purpose of this unit is to develop our knowledge and understanding of diverse global environments, the interrelationships between physical and human geography, and the challenges of sustainable living in extreme climates.



YEAR 10 GEOGRAPHY: MY LEARNING JOURNEY

AUTUMN 1:



PHYSICAL FIELDWORK

Knowledge: Investigating Coasts

Fieldwork overall should include exploration of physical and human processes and the interactions between them and should involve the collection of primary physical and human data.

AUTUMN 2:



THE LIVING WORLD

Knowledge: We learn about small scale ecosystems such as tropical rain forests and hot deserts. We learn about the physical characteristics of these ecosystems and the interdependence of climate, water, soils, plants, animals and people.

SPRING 1:



URBAN CHALLENGES

Knowledge: Urban Issues & Challenges Manchester (UK) and Mumbai (India). We use case studies and broader contexts to understand the challenges in the human environment. The global pattern of urban change, urban trends in different parts of the world including HICs and LICs.

SPRING 2:



HUMAN FIELD WORK

Knowledge: A case study of a major city in the UK to illustrate:

- *the location and importance of the city in the UK and the wider world*
- *impacts of national and international migration on the growth and character of the city*

SUMMER 1 :



RESOURCE MANAGEMENT

Knowledge: We focus on water, energy and food and learn about how food, water and energy are significant for social and economic well-being. We'll learn about food miles, how water quality is managed and we'll look at at least two environmental issues related to the exploitation of energy.

SUMMER 2 :



PHYSICAL LANDSCAPES IN THE UK

Knowledge: We focus on coasts, understanding at least three reasons why coastal erosion needs managing, we'll study of one example of coastal erosion, including at least one cause and at least one effect and we'll examine the impact of hard and soft coastal engineering.



YEAR 11 GEOGRAPHY: MY LEARNING JOURNEY

AUTUMN 1:



PHYSICAL LANDSCAPES - UK

Knowledge: Glaciation. we will learn about glacial process, eg weathering, erosion, movement or deposition one glacial landform resulting from erosion. We'll know about formation of one glacial landform the extent of ice cover across the UK in the last ice age

AUTUMN 2:



CHALLENGES OF NATURAL HAZARDS

Knowledge: We'll focus on earthquakes, volcanoes, tropical storms and climate change. We'll know about the names of the three global atmospheric cells, explore at least three causes of climate change such as deforestation and be able to at evidence and evaluate the impact of climate change.

SPRING 1:



CHANGING ECONOMIC WORLD

Knowledge: This unit takes a detailed focus on economic development through a global lens. We will explore and investigate economic development in Kenya, India and the UK.

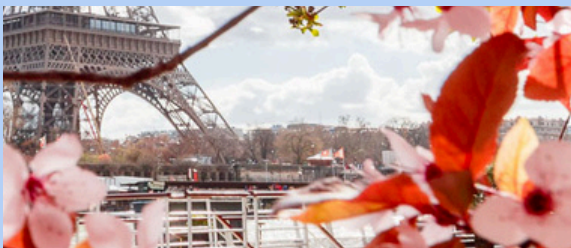
SPRING 2:



PRE-RELEASE EXAM MATERIAL

*Knowledge: Pre-release Issue Evaluation
In this unit we will work through the booklet of information from graphs to newspaper articles shared by the exam board. Based on the information we will develop an informed opinion of critical content and issues.*

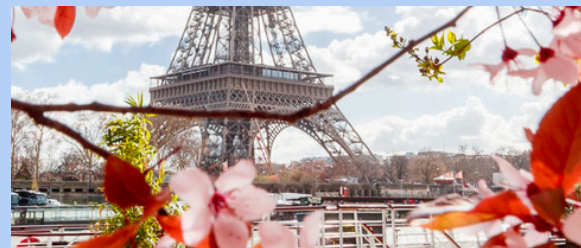
SUMMER 1:



EXAM REVISION - AQA GEOGRAPHY

Knowledge: A meta-cognitive focus, dual coding and revision of all of the course content for the geography GCSE.

SUMMER 2: EXAM SEASON



EXAM SEASON