



Geography 7 Year Plan 2023-2024

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | |
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| Knowledge | <p>The UK – What is the human and physical geography of the UK like?</p> <p>Where do people live and why? - How has the global population changed and how is it managed?</p> <p>Restless Earth- What are the tectonic processes and how do they impact humans and the environment?</p> <p>Physical Landscapes of the UK – How are the UK’s rivers and coastlines changing?</p> <p>Amazing environments – What are the world’s main biomes and how do humans interact with them?</p> <p>Fieldwork – How are human and physical processes exemplified in our school environment.</p> | <p>Weather and Climate - What is weather and climate and why does it vary?</p> <p>The Almighty Dollar- What is development and how does the global economic system work?</p> <p>Gazing at Glaciers- How does glaciation change the world?</p> <p>How many is too many? – How is a scarcity in global resources causing challenges in the 21st Century?</p> <p>Earth’s Biggest Challenge?-Why is climate change a significant global challenge in the 21st Century?</p> | <p>Year 9: The challenge of natural hazards –How do plate tectonics shape the world? How can weather be hazardous and what are the causes and impacts of climate change and how can it be managed?</p> <p>Living World – What are the characteristics of the TRF and the hot desert? How do humans impact these environments? How do we manage them?</p> <p>The challenge of resource management – What opportunities and challenges does the changing demand of resources in the UK present? What is the global supply and demand of energy and what strategies can be used to increase energy supply?</p> <p>Year 10: Changing Economic World – What is development-variations, measurements and strategies for reduction? How is development changing an LIC/NEE? What are the changes to the UK economy and their impacts?</p> <p>Physical Landscapes in the UK –What influences the landscapes of the UK- coasts-processes, landforms and management?</p> <p>Year 11: Urban issues and challenges- Where is the world’s urban population? What opportunities and challenges are created by urban growth in LIC/NEE and HIC cities?</p> <p>Physical Landscapes in the UK complete– What influences the landscapes of the UK- rivers-processes, landforms and management.</p> | | | | <p>Year 12: Coastal Landscapes and Change – How do coastal landscapes change due to different processes and landforms? How do coastal erosion and sea level change alter the physical characteristics of coastlines? How can coastlines be managed?</p> <p>Regenerating Places – How and why do places vary? Why might regeneration be needed? How is regeneration managed? How successful is regeneration?</p> <p>Globalisation – What are the causes of globalisation and how do they vary over time? What are the impacts and consequences of globalisation for different groups of people and the environment?</p> <p>Tectonic Processes and Hazards – Why are some locations more at risk from hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?</p> <p>Year 13: The Water Cycle and Water Insecurity- What are the processes operating within the hydrological cycle? What factors influence the hydrological system? How does water insecurity occur and why is it becoming such a global issue?</p> <p>Superpowers – What are superpowers and how have they changed over time? What are the impacts of superpowers? What spheres of influence are contested by superpowers?</p> <p>The Carbon Cycle and Energy Security- How does the carbon cycle operate? What are the consequences of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system?</p> <p>Health, Human Rights and Intervention- What is human development and why do levels vary? Why do human rights vary? How are human rights used as arguments for political and military intervention? What are the outcomes of geopolitical interventions?</p> | |



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| Skills and processes | <ul style="list-style-type: none"> ● Develop skills of geographical literacy and numeracy. ● Use enquiry skills to solve geographical problems. ● Develop skills in data manipulation to make sense of geographical issues. ● Develop map skills and become competent in GIS. ● To extend locational knowledge and deepen spatial awareness. ● To interpret a range of resources on a local, national and global scale. ● To communicate geographical information using a range of geographical and cartographic techniques. ● To be able to ask geographical questions. ● To be able to compare and contrast locations. ● Understanding human and physical geographical similarities, differences and links between places. ● To understand how physical and human processes interact to influence and change landscapes. | <ul style="list-style-type: none"> ● To develop and extend knowledge of locations, places, environments and processes, on different scales including global; and of social, political and cultural contexts. ● To understand the interactions between people and environments, change in places and processes over space and time. ● To develop and extend competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources. ● To apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues. ● To know the processes that create the physical features of the planet. ● To know the processes that have created the human environments of the planet. ● To know how humans can work with the landscape in a sustainable way. ● To be able to interpret and manipulate data created themselves and by others. ● To be able to identify patterns, trends and features of a range of date resources. ● To be able to use a range of mathematical skills ranging from numerical to statistical. ● To be able to draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these. | <ul style="list-style-type: none"> ● Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole. ● Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales and appreciate how these underpin understanding of some of the key issues facing the world today. ● Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising. ● Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies. ● Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations. ● Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations. |
| Curriculum Aims | <p>Core Concept 1-Place and Scale: develop an understanding of place identity at a variety of scales.</p> <p>Core Concept 2- Earth Processes: develop an understanding of the processes that shape the natural environment.</p> <p>Core Concept 3- Human Processes: develop an understanding of how humans can shape the areas that they live in both socially and economically.</p> <p>Core Concept 4- Sustainability: develop an understanding of the relationship between humans and the physical landscape currently and in the future.</p> | <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements, including fieldwork.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings including fieldwork.</p> | <p>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.</p> <p>AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.</p> <p>AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: a) investigate geographical questions and issues, b) interpret, analyse and evaluate data and evidence and c) construct arguments and draw conclusions.</p> |