Geography Curriculum Plan

Year 7

	Autumn	Spring	Summer
Unit/Topics	1. Introduction to Geography 2. Map Skills	3. The Economy 4. Rivers	5. Weather and Climate (*including Microclimates fieldwork*) 6. Antarctica
Key Assessment	1. There is a 21-minute end of unit test in the Introduction to Geography topic that assesses a range of key skills learnt, including annotations, atlas skills and graph skills. 2. There is a map reading test to cover the application of direction, symbols, scale and distance, grid references and heights.	3. There is a 21-minute end of unit test in the Economy topic to assess the application of knowledge and understanding developed within the topic, as well as image analysis as a key skill. 4. There is a 21-minute end of unit test in the Rivers topic to assess the application of knowledge and understanding developed within the topic, as well as sketches and annotations as a key skill.	5. There is a 21-minute end of unit test in the Weather and Climate topic to assess the application of knowledge and understanding developed within the topic, as well as climate graph analysis as a key skill. There is then a Microclimates enquiry project which assesses data collection, presentation and analysis based on school site fieldwork. 6. The assessment is an extended writing assessment on human impacts in Antarctica.
Why is it studied?	1. The Introduction to Geography topic is studied so that students have a basic understanding of key geographical skills needed for key stage 3 geography and beyond. These include the three types of geography, enquiry skills, sketches and annotations, atlas skills and graph skills. 2. The Map Skills topic focuses on the use of Ordnance Survey maps and the application of direction, symbols, scale and distance, grid references and heights. This is a key skill for life and links into map reading and route planning for Duke of Edinburgh awards if students choose to do them later on.	3. The Economy topic gives students an understanding of key economic sectors, global trade, globalisation and interdependence. They also develop skills of graph and map application, as well as image analysis. 4. The Rivers topic gives students the opportunity to develop knowledge and understanding of key processes and landform creation. They then explore how rivers can affect us through flooding and flood management.	5. The Weather and Climate topic gives students knowledge and understanding of different types of weather and their causes, as well as an awareness of weather recording instruments and weather presenting. Climates are studied and the key topic skill is to read climate graphs. The Microclimates fieldwork then introduces students to the fieldwork enquiry process which will be used every year in geography. In this project students collect students on microclimates across the school grounds, present results on a data map and analyse their findings. 6. The Antarctica topic gives students an introduction to a place study, allowing them to link back to tome knowledge and understanding developed in the year, including map skill, the economy and weather and climate.

Year 8

	Autumn	Spring	Summer
Unit/Topics	1. Population 2. Coasts	3. The Environment (*including Environmental Quality fieldwork*)	4. Asia
Key Assessment	1. There is an 18-minute end of unit test in the Population topic to assess the application of knowledge and understanding developed within the topic, as well as population pyramid graph analysis as a key skill. 2. There is an 18-minute end of unit test in the Coasts topic to assess the application of knowledge and understanding developed within the topic, as well as image and OS map analysis as a key skill.	3. There is an 18-minute end of unit test in the Environment to assess the application of knowledge and understanding developed within the topic, as well as information table use as a key skill. There is then an Environment enquiry project which assesses data collection, presentation and analysis based on school site fieldwork.	4. The assessment is an extended writing assessment on China's interdependence with other countries.
Why is it studied?	1. The Population topic is studied to provide an understanding of population sizes, structures, distributions and management of them. There is a focus on dot distribution maps, population pyramids and the demographic transition model as skills, as well as two contrasting case studies of population management in different countries. 2. The Coasts topic links to the Rivers topic in year 7, applying the water processes to coastal landscapes and in further depth. There is a focus on landform creation and coastal uses by humans, as well as a case study on coastal erosion and human management. There is application of images and OS maps to understand coastal and landscape changes through the topic.	3. The Environment topic develops on the awareness of environmental geography and issues developed in year 7. There is focus on more specific issues, such as use of the environment, its conservation and issues that affect it at a range of scales – local, national and international. Analysis of data tables and text information is applied within the topic. The Environmental quality fieldwork then develops fieldwork enquiry skills that were introduced in year 7. In this project students look at the use of more subjective data sets and present more complex graphs before analysing results.	4. The Asia topic develops on place-focus that was started in the Antarctica topic in year 7. This topic goes into more depth on the processes and human interactions within the continent and is spread over more lessons, with more links back to earlier topics, including population within Asia, weather and climate within Asia, economic issues in Russia and the Middle East, and environmental issues I the Arctic. Atlas skills, image analysis and data map use is applied as key skills within the topic.

Year 9

	Autumn	Spring	Summer
Unit/Topics	1. Development 2. Plate Tectonics	3. Climate Change (*including Climate Change fieldwork*)	4. Africa
Key Assessment	1. There is a 15-minute end of unit test in the Development topic to assess the application of knowledge and understanding developed within the topic, as well as analysis of choropleth maps as a key skill. 2. There is a 15-minute end of unit test in the Plate Tectonics topic to assess the application of knowledge and understanding developed within the topic, as well as analysis of dot distribution maps as a key skill.	3. There is a 15-minute end of unit test in the Climate Change topic to assess the application of knowledge and understanding developed within the topic, as well as analysis of divergent line graphs as a key skill. There is then a Climate Change enquiry project which assesses data collection, presentation and analysis based on school site information collection.	4. The assessment is an extended writing assessment on the Future of the Sahel.
Why is it studied?	1. The Development topic extends on knowledge from the Economy and Population topics in years 7 and 8, applying more human development issues such as inequality, poverty and gender inequality, alongside geographical reasons for different global development levels. Choropleth maps are studied and created as a key skill within the topic. 2.The Plate Tectonics topic applies new processes linked to the themes of landscape systems studied in the year 7 and 8 Rivers and Coasts topics. The global distributions of both earthquakes and volcanoes are studied, alongside their causes, effects and responses linked to specific case studies. Dot distribution maps are applied as a key skill within the topic.	3. The Climate Change topic is a development on the Environment topic in year 9, going into more depth on the causes, effects and responses to climate change, both globally and in the UK. There is application of divergent graphs to show changing climate over time as a key skill. The Climate Change enquiry project then focuses on more localised and personal climate change issues through the stages of the geographical enquiry process, developing use of secondary and qualitative information alongside the enquiry skills developed in years 7 and 8.	4. The Africa topic takes the place focused theme further than in year 7 and 8, with more links back to previous topics and application of critical thinking too. Connections are made to the Development, Population, Environment and Asia topics, as well as focus on rainforest and desert ecosystems too. Proportional symbols use is developed as a key skill within the topic.

Year 10

	Autumn	Spring	Summer
Unit/Topics	1. Dynamic Development 2. Global Hazards	3. Sustaining Ecosystems 4. Urban Futures	5. Human Fieldwork 6. Resource Reliance
Key Assessment	1. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic. 2. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic.	3. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic. 4. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic.	5. There is a fieldwork summary task to include all areas of the enquiry process and apply example questions too. 6. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic.
Why is it studied?	1. The Dynamic Development topic builds on the Development and Africa topics in year 9. It focuses on global development variation, measurements, and reasons for inequalities, before then looking at a case study of a less developed country across multiple lessons. Skills developed within the topic include use of choropleth maps, data tables, bar charts and atlas maps. 2. The Global Hazards topic develops on the Plate Tectonic topic studied in year 9, also introducing climatic hazards of tropical storms and droughts, with short case studies in both the UK and abroad. Skills developed within the topic include the use of rose diagrams, bar and line graphs, dot distribution maps and satellite images.	3. The Sustaining Ecosystems topic develops on the ecosystems studied as part of the Antarctica and Africa topics in Key Stage 3, going into further depth on flora and fauna, human impacts and sustainable management. There are case studies of rainforest management, small scale ecosystem management in the Arctic, and global management of the Antarctic. Skills developed within the topic include use of desire lines, climate graphs and data maps. 4. The Urban Futures topic develops on the urbanisation and population issues studied within the Population, Asia and Africa topics at Key Stage 3. The topic focuses on different rates of urbanisation around the world and contrasting trends in more and less developed countries. There are then two large case studies of a city in a developed country and a city in a less developed country to both include urban growth, issues and sustainable development. Skills developed within the topic include use of comparison graphs and proportional symbol maps.	5. As part of the GCSE course, students have to conduct two fieldwork investigations away from the school site. For the human geography element we link to the Urban Futures topic and collect data within a nearby urban area, looking at how accessibility and environmental quality varies from the urban centre outwards. Students collect data, present this and analyse it, developing on from the enquiry skills gained in Key Stage 3. Skills developed within the topic include a focus on sampling techniques, use of secondary data, data analysis techniques and application of skills to new sources based on example exam questions. 6. The Resource Reliance topic develops on the Environment and Asia topics studied in year 8, going into further depth on food as a specific resource that needs effective management. This is studied through a large case study of a less developed country and its attempt to manage food sustainably. Skills developed within the topic include use of compound graphs and image analysis.

Year 11

	Autumn	Spring	Summer
Unit/Topics	1. Distinctive Landscapes 2. Physical Fieldwork	3. Changing Climate 4. UK in the 21st Century	5. Skills and Decision Making 6. Revision
Key Assessment	1. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic. 2. There is a fieldwork summary task to include all areas of the enquiry process and apply example questions too.	3. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic. 4. There is a 20-minute end of topic test based on past paper questions designed to test key areas of knowledge, understanding and key skills developed within the topic.	5. A practice Decision Making task is completed and peer assessed. 6. Final GCSE exams.
Why is it studied?	1. The Distinctive Landscapes topic develops on from the Rivers and Coasts topics in Key Stage 3. There is initial focus on landscapes in the UK, before focusing in more depth on river and coastal processes and landforms, with case studies on specific rivers and coastlines to identify specific landforms and human management. Skills developed in the topic include identifying landforms and processes from Ordnance Survey maps and images. 2. For the physical geography element of the fieldwork we link to the Distinctive Landscapes topic and collect data within a nearby river valley, looking at how river speed, channel with and stone size and roundness varies downstream. Students collect data, present this and analyse it, developing on from the enquiry skills gained in Key Stage 3 and in the human fieldwork in year 10. There are no specific new skills developed but the ones applied in the human fieldwork in year 10 are reviewed and re-applied as required.	3. This topic develops on from the Climate Change topic in year 9. There is more depth applied to the causes and impacts of climate change, as well as focus on evidence for climate change. Skills developed within the topic include focus on divergent line graphs and data maps. 4. The UK in the 21st Century applies knowledge developed in a range of topics studied at both Key Stage 3 and within the GCSE course. The topic focuses on the human and physical geography of the UK, population change, economic issues and the UK's links to other countries. There are no new skills developed as many revisited and reapplied from previous topics to link to the topic's synoptic theme.	5. The third GCSE exam paper applies geographical thinking and skills developed throughout the course by testing students' ability to interpret a booklet of information based on a theme linked to some of the topics studied within the GCSE course. We therefore look at some example booklets and work through the types of questions that come up. 6. Whilst revision and study skills are built into all topics, we also recap on all topics at the end of the course and help students to prepare for their final exams. Traffic light sheets and recap grids are used again to review learning and target key areas for revision. Quizzes and past questions are also used to help practice application of knowledge, understanding and skills developed across topics.

Year 12

	Autumn	Spring	Summer
Unit/Topics	1. Changing Spaces, Making Places 2. Earth's Life Support Systems	3. Global Migration 4. Coastal Landscapes	5. Non-Examined Assessment (NEA)
Key Assessment	1. There is a mid-topic short answer questions test, two long-answer (16 mark) questions that are graded, and an end of topic test with a combination of short and long answer past exam questions. 2 There is a mid-topic and end of topic assessed test based on a combination of exam questions. There are also shorter questions that are structured and assessed, as well as a timed 16 mark question assessment within the topic.	3. There is a mid-topic short answer questions test, one long-answer (16 mark) question that is graded, and an end of topic test with a combination of short and long answer past exam questions. 4. There is an early topic short answer questions test which incorporates numeracy, one long-answer (16 mark) question that is graded, and an end of topic test with a combination of short and long answer past exam questions.	5. The final NEA is submitted before the end of the Easter term in year 13. It makes up 20% of the final exam grade and is initially marked by teachers in school, then moderated within school, and finally submitted to the exam board for sampling and checking too.
Why is it studied?	1. This topic develops on from the Urban Futures topic at GCSE and applies focus on processes behind the making and changing of places over time. A range of key players involved in these changes, as well as their impact on people and place is studied, with a variety of contrasting examples and case studies applied from differing levels of development. Skills developed within the topic include application of indices and data on places, qualitative analysis of media representations of places, use of geospatial data to help compare places, and analysis of a range of images, graphs and maps to help to understand different places. 2. This topic develops on from the Sustaining Ecosystems topic at GCSE, as well as parts of the Changing Climate topic. It focuses on the water and carbon cycles, in particular their importance to life on earth and ways that they are affected and modified by key processes. Study of this involves in-depth focus on flows and connections within the cycles, alongside understanding of key processes,	3. This topic develops on from the Dynamic Development and Urban Futures topics at GCSE, developing further on reasons for global migration and the geographical complexities behind migration in different places. There is focus on different types and scales of migration, as well as how migration has changed since the turn of the century, before a comparison of case studies or migration and its impacts in three countries of contrasting development levels. Skills developed within the topic include use of flowline maps, correlation graphs and Spearman's rank data analysis, as well as critique of different types of data presentation techniques already learnt. 4. This topic develops on from the Distinctive Landscapes topic at GCSE, with more in depth focus on coastlines and their processes. This focus includes water and sediment processes, the formation and development of landforms over time, sea level change and its impacts, and a range of human uses and management of coastlines. Topic skills include calculations of sediment budgets and mass	5. This extends on from the enquiry skills developed in Key Stage 3 and at GCS. There is further depth applied to each stage, including more detailed statistical or qualitative analysis, a literature review and focus on ethics. The whole project is also led by the students, with each student needing a different theme, through hypotheses and key questions. Whilst guidance is given in lessons, and general feedback can be given after section reviews, no individualised feedback or support can be given during the project. From planning to submission, the project lasts for approximately 10 months.

	as well as case studies at contrasting locations and application of human processes to cycles to help understand impacts of changes. Skills developed within the topic include analysis of climate graphs, mass balance calculations, qualification and analysis of flow lines, and there is fieldwork applied to some of the processes too.	balance, analysis of geospatial data presentation, and statistical analysis of key data sets.	

Year 13

	Autumn	Spring	Summer
Unit/Topics	1. Human Rights 2. Climate Change	3. Hazardous Earth	4. Revision
Key Assessment	1. There is a mid-topic short answer questions test, one long-answer (16 mark) question that is graded, and an end of topic test with a combination of short and long answer past exam questions. 2. There is a mid-topic short answer questions test, an essay question that is graded, and an end of topic test with a combination of short and long answer past exam questions as well as a timed essay.	3. There is a mid-topic short answer questions test, two essay questions that are graded, and an end of topic test with a combination of short and long answer past exam questions as well as a timed essay.	4. Final A Level exams.

Why is it studied?	1. Whilst this topic is fairly new and not clearly rooted in any from the GCSE course, it takes elements from a range of topics and applies geographical thinking to consider what human rights are and how they vary globally. There is focus on gender equality and conflict situations, with case studies on both, as well as a poorer country that is responding to human rights challenges. Whilst no new skills are specifically developed within this topic there is application of graphs, charts and maps to study processes and areas, as well as continual critique of different data presentation techniques. 2. This topic extends knowledge beyond the Climate change topic at GCSE and has links to the Dynamic Development, Urban Futures and Resource Reliance topics too. Within the topic causes and evidence of climate change are considered as well as looking at how fossil fuel use is changing and the best ways to respond to the issue of climate change. This is one of the topics in the debates paper, so linking to other topics is required as part of synopticity. Links are therefore made to Earth's Life Support Systems topic as part of the carbon cycle, as well as to the Global Migration and Changing Places topics through how places and processes can have an impact on climate change and the way it is responded to. No new skills are specifically developed within this topic, but there is application of graphs, charts and maps to study processes and events, as well as continual critique of different data presentation techniques.	3. This topic develops on from the Global Hazards topic at GCSE, going into more depth on the processes linked to earthquakes and volcanoes. There is focus on causes, effects and responses, with application of case studies as contrasting levels of development throughout the topic. As a topic within the final debates paper, there is synoptic linking to other topics studied within the A level course, as well as development of essay writing technique. Again, no new skills are specifically developed within this topic, but there is application of graphs, charts and maps to study processes and events, as well as continual critique of different data presentation techniques.	4. Whilst revision and study skills are built into all topics, we also recap on all topics at the end of the course and help students to prepare for their final exams. Traffic light sheets and recap grids are used again to review learning and target key areas for revision. Quizzes and past questions are also used to help practice application of knowledge, understanding and skills developed across topics.

HAGLEY CATHOLIC HIGH SCHOOL
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Semper Fidelis – "Always Faithful"
Called as God's family
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by living and learning in Christ

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