



Key Stage 3

Year	Autumn Term	Spring Term	Summer Term
7	<p><u>Introduction to UK Geography</u></p> <p><u>Key learning - Knowledge</u></p> <p>The purpose of this unit of study is to introduce students to the subject of Geography and to guide them in the start of their journey towards being able to think, speak and write like a Geographer.</p> <p>Students will develop an understanding of our island home and the links we have with our European neighbours. We hope to instil in students a sense of awe and wonder about the country in which they live.</p> <p>As part of this students will develop their confidence and skills in using maps for various purposes. This will include the use of compass directions, symbols, scale, contour lines and grid references.</p> <p><u>Key Learning - Skills</u> <i>Throughout this introductory topic students will become more confident in using and interpreting different types of maps (sketch maps, memory maps, political maps and OS maps). Students will apply these skills in an orienteering challenge.</i></p> <p><u>Physical Landscapes in the UK</u></p> <p><u>Key learning – Knowledge</u></p> <p>The purpose of this unit of study is for students to develop a clear understanding of what landscapes are and why they are important. They will investigate some of the most beautiful UK physical landscapes (coasts, mountains, lakes & rivers) and</p>	<p><u>Weather & Climate in the UK</u></p> <p><u>Key learning - Knowledge</u></p> <p>The purpose of this unit of study is for students to understand why the UK's weather is so changeable and how the Met Office record and forecast our weather.</p> <p>Students will learn about how air masses, ocean currents and physical geography influence the UK's weather. The different types of clouds and the causes and types of rainfall (as part of the wider hydrological cycle) will be investigated. Students will then bring this understanding together to understand how drainage basin processes influence flood risk.</p> <p>Students will also gain an understanding of what microclimates are and how these can influence the weather experienced by people living in urban areas (e.g. London's heat island). They will work in groups to undertake a piece of fieldwork looking at the urban microclimate of the Northgate High School campus. They will use their findings to undertake a decision-making activity.</p> <p>The unit will end by investigating the concept of 'extreme weather' and its effect on the UK. The 2018 Beast from the East and the 2015 Cumbrian floods will be studied, and a mini research and presentation project undertaken.</p> <p><u>Key Learning – Skills</u> <i>Students will learn how to interpret weather charts and how secondary data can be used in geographical fieldwork. They will become more confident in completing and interpreting graphs, maps and how to write descriptively.</i></p>	<p><u>People of the UK: Work, Rest & Play</u></p> <p><u>Key learning – Knowledge</u></p> <p>The purpose of this unit of study is for students to investigate the UK's diverse and changing population and understand how the world of work in the UK is changing.</p> <p>Students will investigate the UK's current population make up (age, sex and ethnicity) and then go on to understand how, and why, the UK's population has changed over time. There will be a focus on celebrating diversity and a look at what it is like to live in Leicester. Students will look at the different characteristics of rural settlements and compare and contrast life in a commuter settlement with one in a remote rural location.</p> <p>Students will understand how and why employment in the UK has changed over time and why tourism has become so integral to the UK economy. They will investigate the four main sectors of employment and have time to think about their own career ambitions by researching about a job that interests them.</p> <p>Students will also look at the importance of the communications revolution (submarine communications, satellites) as well as the transport revolution; and consider how this can bring huge advantages but can also create challenges and be controversial. The pros and cons of HS2 will be studied through investigating different people's viewpoints. The key concept of globalisation will be approached through looking at the geography of sport and the global reach of football's Premier League.</p>

	<p>look at the physical processes (weathering, erosion, transportation and deposition) which are responsible for creating and shaping them.</p> <p>Students will investigate how cliffs retreat can provide a window into the ancient past through looking at the significant contribution that Mary Anning made to our understanding of paleontology.</p> <p><u>Key Learning - Skills</u> <i>Students will develop their skills in interpreting different types of photographs and maps and be encouraged to ask geographical questions about the physical environment. They will become confident in using key geographical terms in their writing.</i></p>	<p><i>Students will have the opportunity to put into practice what they have learnt through undertaking a piece of fieldwork in which they will investigate the micro-climate of the Northgate High School campus. They will develop their skills in data collection, presentation and interpretation to reach valid substantiated conclusions.</i></p>	<p>The unit will end with a decision-making assessment on Heathrow's third runway.</p> <p><u>Key Learning – Skills</u> <i>Students will continue to develop their skills in drawing and interpreting graphical data and understanding/using different types of maps. They will learn how to use data to make future predictions and how to draw conclusions based on evidence collected.</i></p>
8	<p><u>Mental Wellbeing & Rethinking Our Behaviour</u> <i>(RSHE/PSHE/citizenship/Fundamental British Values will be explicitly delivered through this unit)</i></p> <p><u>Key learning – Knowledge</u></p> <p>The purpose of this mini unit of study is to cover some essential elements of PSHE whilst also ensuring students are ready to tackle some of the big issues covered in the year's curriculum.</p> <p>Students will start by looking at what is meant by mental health and the similarities/differences between stress, anxiety and depression. Key information about mental health; including why understanding mental health is important; and what happens in the human brain when we are placed under stress, is taken from the NHS and MIND. Students then look at how exercise, sleep, meditation, healthy eating, nature and limiting screen time can help mental wellbeing.</p> <p>The unit then moves onto look at the impact our behaviour can on others – including sexual harassment and antisocial behaviour. Students will reflect on their own behaviours and consider the extent to which these fit with Northgate's values as well as Fundamental British Values.</p> <p><u>Key Learning - Skills</u> <i>Students will continue to develop interpersonal skills to show consideration for others, empathy and courteous behaviour.</i></p>	<p><u>Global Issues</u> <i>(RSHE/PSHE/citizenship/Fundamental British Values will be explicitly delivered through this unit)</i></p> <p><u>Key Learning – Knowledge</u></p> <p>The purpose of this unit of study is for students to gain an awareness and understanding of some of the major challenges facing our world today. They will be encouraged to think and act as global citizens with a responsibility to distant others.</p> <p>Students will start by learning about the harmful effects of plastic on marine wildlife and then investigate wilderness areas. They will study the characteristics of different global wilderness areas; reasons for their existence; their importance, threats they face and how as global citizens we can help to protect them. A study into Russia's wilderness areas will be undertaken to support this learning.</p> <p>The global tourist industry (benefits and challenges) will be investigated before moving on to look at how tourism can be made more sustainable; with a focus on wilderness areas (including Feynan Ecolodge in the Dana Biosphere Reserve in Jordan).</p> <p>The formation, characteristics and importance of coral reefs as 'rainforests of the sea' will be investigated (linked to the United Nations Sustainable Development Goals 2 & 14) and the threats they face discussed (including, most importantly</p>	<p><u>Our Unequal World</u> <i>(RSHE/PSHE/citizenship/Fundamental British Values will be explicitly delivered through this unit)</i></p> <p><u>Key learning - Knowledge</u></p> <p>The purpose of this unit of study is for students to appreciate that we live in a very unequal world and this has impacts on the opportunities people have and their quality of life.</p> <p>Students will investigate why such differences in wealth and quality of life exist and what this means for people living in these poorer countries. Food inequality will be studied with a focus on causes and consequences of both under nutrition and over nutrition and students will also look at how and why people's health varies around the world. The importance of a balanced healthy diet will be discussed, with students having the opportunity to record a food diary and reflect on their own diet.</p> <p>The unit will then move on to look at the geography of chocolate and the impact of unfair world trade on cocoa farmers will be investigated through working in groups to play the 'The Chocolate Trade' game. Fair Trade will be investigated as a solution to this issue.</p> <p>The unit ends by looking at the global fashion industry (with a focus on 'fast fashion') and asks how fair this is.</p>

The Geography of Crime

(RSHE/PSHE/citizenship/Fundamental British Values will be explicitly delivered through this unit)

The purpose of this unit is for students to understand that every crime has an underlying geography – reasons, place and time. By studying drugs, gangs, hate crime, county lines and knife crime they will learn the consequences that poorly informed, unhealthy choices can have on others and themselves. Students will be confident in where they can go to seek help and support.

Students look at the categorisation of crimes within the UK. They will consider the complex reasons behind why crimes are committed and the impact this has on the victims, family members and wider community. The link between knife crime, county lines and drugs will be investigated. Students will also study hate crime to coincide with Hate Crime Awareness Week.

The role of geography in crime will be investigated looking at how the social, economic and environmental geography of the East End of London in 1888 enabled Jack the Ripper to commit his crimes and escape conviction. Students will then look at how Geographical Information Systems (GIS) are used by the police to map and reduce crime; and how town planners can help 'design out crime'. Students will undertake a piece of fieldwork investigating crime and safety on the Northgate High School campus.

Short-term and long-term impacts of drugs on the human body will be investigated – both legal recreational drugs (alcohol, cigarettes, vaping and caffeine) as well as illegal recreational drugs.

The unit will end by looking at international crime on land (Afghanistan's opium trade) and international crime on the seas (modern day piracy). Students will investigate the human and physical geography that underpin these, and the threats they pose to human rights.

Key Learning - Skills

Students will interpret different forms of data presentation (e.g. scatter graphs, compound bar charts, flow line maps, choropleth maps). Students develop teamwork skills by undertaking a crime survey of the Northgate High School

climate change). Students will look at how the Great Barrier Reef Marine Park Authority (GBRMP) are managing the Great Barrier Reef and what other countries can learn from their policies and practices.

Students will learn about why/how our world has become more urban and the opportunities/challenges of rapid urbanization (linked specifically to Sustainable Development Goals 1,3 and 6). They will investigate the megacity of Jakarta (reasons for growth, opportunities and challenges). The principles of sustainable urban living will be discussed and examples from Copenhagen and China's new ecocities will be used to support student learning.

The geography of conflict zones will be studied – the causes of different conflicts that exist in the world today and the impacts of this on people. Students will investigate the rich culture and history of Syria and how the recent civil war has impacted on the country and the lives of its citizens. The UK's role and responsibility in offering support and refuge for asylum seekers will be discussed and myths/stereotypes unpicked.

The unit ends by looking at the increasing threat of wildfires and a study of the unprecedented European wildfires of 2023.

Key Learning – Skills

Students will continue to develop skills in describing landscapes from photographs, completing activities using atlas maps and creating desire line maps. They will also practice drawing substantiated conclusions.

Key Learning - Skills

Students will continue to develop skills in several areas including comparing maps, understanding and using numerical data, completing bar charts, flow lines and collecting and interpreting fieldwork data. Students will have the opportunity to develop descriptive geographical writing and using data sources to draw meaningful conclusions.

	<p><i>campus. They will collect data, present and analyse data to draw informed conclusions.</i></p>		
9	<p><u>Africa – A Continent of Contrasts</u></p> <p><u>Key Learning – Knowledge</u></p> <p>The purpose of this unit of study is for students to investigate the amazing continent of Africa and to unpick common stereotypes/misconceptions. They will understand that Africa is a diverse continent with different landscapes, climates, natural resources, cultures, ethnicities, languages and religions.</p> <p>Students start by looking at how Africa’s size and population compares to other continents. They investigate how true the lyrics of ‘Do they know it’s Christmas’ are in their representation of Africa, before looking at the extreme environment of the Sahara Desert and how people live and survive in this hot, arid and dangerous landscape.</p> <p>The unit then moves onto look at the causes and consequences of desertification in the Sahel (linked into the global atmospheric circulation model and climate change) and how the Green Wall Initiative is trying to tackle this environmental, social and economic challenge.</p> <p>The traditional cultures of Africa will be celebrated, and students will have the opportunity to work in groups to research an African culture of their choice and present their findings to their peers as part of Northgate’s ‘International Country of Culture Award’.</p> <p>The history of the Democratic Republic of Congo will be studied along with its current political instability, and the opportunities and challenges of coltan mining. Students will consider whether this is a sustainable use of natural resources. The unit ends with a study and discussion of whether we should continue to import perishable fruit and vegetables from Africa – a focus on sustainability and food miles.</p>	<p><u>Natural Hazards: Tectonic Hazards (a GCSE topic)</u></p> <p><u>Key learning:</u></p> <p>The purpose of this unit is for students to understand the causes, consequences and management of some of the deadliest environmental hazards faced by humans – earthquakes, volcanoes & tsunamis.</p> <p>Students start by learning about natural hazards, how they can be classified and why they pose such a risk to human populations.</p> <p>The topic then moves on to look at tectonic hazards, focusing (earthquakes, volcanoes and tsunamis), their global distribution and this is related to different types of tectonic plate boundaries. Students will also investigate volcanic hotspots and learn more about Yellowstone Supervolcano.</p> <p>The earthquake and volcano hazard will be investigated, and students will learn about the different types of volcanic eruptions and how our understanding of these has developed over time. There will be the opportunity for students to look at one of the most explosive eruptions of the 20th Century – Mt St Helens in the USA.</p> <p>Students will then look at the 2011 Japanese Earthquake and the 2015 Nepalese Earthquake to investigate how the effects and responses to earthquakes vary between two areas of contrasting economic development. They will investigate the various reasons why people continue to live in areas at risk from tectonic activities.</p> <p>The topic will end by looking at how monitoring, prediction, protection and planning can reduce the earthquake risk.</p> <p><u>Key Learning – Skills</u> <i>Students will develop skills in interpreting diagrams, photographs, satellite images, maps and development data.</i></p>	<p><u>Climate Change (a GCSE topic)</u></p> <p><u>Key Learning:</u></p> <p>The purpose of this unit is for students to understand one of the most pressing environmental concerns currently facing Planet Earth and consider what we can do as global citizens to help tackle it.</p> <p>Students start by learning about climate change – the evidence for climate change; natural and human causes of climate change; the impacts of climate change on the UK and wider world (linked into the global atmospheric circulation model); and how to manage climate change through adaptation and mitigation.</p> <p>There are numerous audio-visual resources which are used to create a sense of awe and wonder, leading the students to want to find out more about the physical/natural world and consider critically our impact on it.</p> <p>As part of this unit students also investigate the impacts that climate change can, and is, having on countries at different levels of development and the reasons why low-income countries have a lower capacity to cope compared to most high-income countries. There is a focus on sustainable development through appropriate resource use.</p> <p><u>Ethical Purchasing: Blood, Sweat & Our Luxuries</u></p> <p><u>Key learning:</u></p> <p>The purpose of this unit is for students study the topic of development through looking at how our luxuries are made by communities in less economically developed countries.</p> <p>As well as investigating the conditions in which these communities live and work, they also learn about why there is</p>

	<p><u>Key Learning – Skills</u> <i>Students will interpret a range of data sources including satellite photographs and maps. They will create sketch maps and continue to hone their skills of extended writing. Students will take part in discussions and learn to use evidence to support their views. They will develop their teamwork, ICT and presentation skills through researching an African culture of their choice.</i></p>	<p><i>They will continue to develop their geographical writing skills to produce balanced and well-informed arguments.</i></p>	<p>this clear division in labour and why the development gap exists. The unit will end by looking at how the situation can be made fairer and what action we can take to help this to happen.</p> <p><u>Key Learning - Skills</u> <i>Students learn to reflect on their own life and how this differs from those less fortunate, both in terms of their level of wealth and personal possessions, as well as culture.</i></p>
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Key Stage 4 course outline

AQA Geography 8035

Year	Autumn Term	Spring Term	Summer Term
10	Urban Issues & Challenges – Urbanisation; Megacities; Mumbai; London Weather Hazards – Global Atmospheric Circulation Model; Tropical Storms; Extreme Weather	UK Physical Landscapes - Coasts The Living World – Global Atmospheric Circulation Model; Biomes; Ecosystems; Tropical Rainforests & Hot Deserts. Geography Residential Fieldtrip	UK Physical Landscapes - Rivers The Challenge of Resource Management – with a focus on food supply (linked into the Global Atmospheric Circulation Model and challenge of climate change)
11	The Changing Economic World GCSE Mock Exam	GCSE Coastal & Urban Fieldwork – data presentation & analysis activities Issue Evaluation – Study of the AQA Pre-release resource booklet and accompanying activities	Revision & Exam Preparation