



Curriculum overview

Geography

NORTHGATE
High School

Key Stage 3

Year	Autumn Term	Spring Term	Summer Term
7	<p>Introduction to UK Geography</p> <p>Key learning – knowledge:</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>Key learning – skills:</p> <p>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).</p> <p>Physical Landscapes in the UK</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to develop a clear understanding of what landscapes are and investigate some of the beautiful physical landscapes that we have in the UK (coasts, mountains, lakes & rivers). Students will look at the</p>	<p>Weather & Climate in the UK</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to understand why the UK’s weather is so changeable and how it is recorded and forecasted.</p> <p>Students will learn about how the UK’s physical geography influences which areas of the UK are particularly wet and which areas are drier.</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. Students will also learn about what extreme weather is and how it has affected the UK.</p> <p>Key learning – skills:</p> <p>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.</p> <p>People of the UK</p>	<p>Work, Rest & Play in the UK</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to develop an understanding of the world of work and the different sectors of jobs that exist in the UK today (primary, secondary, tertiary & quaternary).</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. Students will also look at the importance of the communications revolution (submarine communications, satellites), and consider how this can bring huge advantages but can also create challenges.</p> <p>Key learning – skills:</p> <p>Students will continue to develop skills in interpreting satellite photographs, describing landscapes from photographs and using sketch and choropleth maps. Students will undertake a decision-making activity on the expansion of Heathrow Airport where they will learn how to form substantiated conclusions.</p> <p>Challenges & Opportunities in the UK</p>

	<p>processes responsible for creating and shaping these landscapes.</p> <p>Key learning – skills:</p> <p>Students will continue to develop their skills in interpreting different types of photographs and maps and be encouraged to ask geographical questions about the physical environment.</p>	<p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to appreciate how diverse the UK’s population is.</p> <p>Students will investigate the UK’s current population make up 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 how ethnicity can be mapped within major cities such as Birmingham.</p> <p>Key learning – skills:</p> <p>Students will continue to develop their skills in drawing and interpreting graphical data. They will learn how to use data to make future predictions and how to draw conclusions based on evidence collected</p>	<p>Key learning – knowledge:</p> <p>The purpose of this unit of study is to introduce students to the challenges and opportunities in the UK. For each challenge (poverty, water supplies, waste management, air pollution & energy), students will investigate what the issues are and how they affect people and the environment.</p> <p>They will then look at opportunities for tackling these challenges in terms of what action is being taken today and what could be done in the future.</p> <p>Key learning – skills:</p> <p>Students will continue to develop skills in completing a range of graphs and charts as well as interpreting choropleth maps to find links between different sets of data (i.e. rainfall and population density in the UK). They will use OS map skills to investigate the impact of building a new reservoir at Abingdon.</p>
8	<p>Our Physical World</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to appreciate that we live in world of astonishing physical contrasts.</p> <p>Students will gain a clear understanding of the location of the world’s continents, major rivers, deserts, mountain ranges, oceans and seas through developing atlas skills and using latitude and longitude. They will investigate the physical geography of the oceans and, through investigating the Mid Atlantic Ridge and Mariana Trench, will learn about plate tectonics and what happens at plate margins.</p>	<p>Our Unequal World</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to appreciate that we live in a very unequal world.</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.</p>	<p>World Cities</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to understand what is meant by urbanisation and why it occurs (with a focus on a country of interest – e.g. China).</p> <p>Students will appreciate the consequences of rural to urban migration for the people involved, in terms of both the countryside and the city.</p> <p>Megacities will be investigated, and students will learn what they are, why they have grown, and the challenges and opportunities they face.</p>

	<p>The causes and effects of earthquakes, tsunamis and volcanic eruptions will also be investigated. The unit will end with a look at extreme weather events around the world, the global pattern of climates and the causes, effects and importance of the Asian monsoons.</p> <p>Key learning – skills:</p> <p>Students will learn how to use latitude and longitude to locate and find places and physical features. They will also learn how to construct and interpret climate graphs.</p> <p>Our Living World</p> <p>Key Learning – knowledge:</p> <p>The purpose of this unit of study is to introduce students to the different ecosystems that make up our amazing natural world.</p> <p>Students will understand that ecosystems exist at a range of scales and involve the interaction between living and non-living components. As part of this, students will look at how food chains and webs exist within a deciduous forest ecosystem.</p> <p>Global ecosystems (biomes) will be investigated with a focus on the Mediterranean biome (characteristics, distribution, plant and animal adaptations) and coral reef ecosystems (characteristics, formation, importance, threats and solutions).</p> <p>Key learning – skills:</p> <p>Students will continue to develop skills in using and interpreting political and physical maps, annotating</p>	<p>The unit will then move on to look at the geography of chocolate and the impact that the unfairness of world trade has on cocoa farmers. Fair trade will be investigated as a solution to this issue.</p> <p>Key learning – skills:</p> <p>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> <p>Focus on Africa</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to investigate the amazing continent of Africa. They will understand that Africa is a very diverse continent with different landscapes, natural resources, cultures, ethnicities, languages and religions. Students will look at what life is like for people living in rural and urban areas and the future benefits and problems of Africa’s youthful population.</p> <p>Students will investigate the country of Nigeria as a Newly Emerging Economy and a country of contrasts, opportunities and challenges.</p> <p>Key learning – skills:</p> <p>Students will continue to develop skills in interpreting satellite photographs, interpreting</p>	<p>Key learning – skills:</p> <p>Students will continue to develop skills in interpreting different graphs and maps as well as drawing conclusions and writing descriptively.</p> <p>Global Issues</p> <p>Key learning – knowledge:</p> <p>The purpose of this unit of study is for students to gain an awareness and understanding of some of the major environmental issues facing our world today.</p> <p>Students will start by learning about the harmful effects of plastic on marine wildlife and then investigate the global tourist industry (benefits and challenges) and how tourism can be made more sustainable.</p> <p>Wilderness areas will be investigated, and students will look at the characteristics of these, their importance and the threats they face. The Pantanal wetlands in South America will be used to support this learning.</p> <p>The geography of conflict zones will be looked at – the causes of different conflicts that exist in the world today and the impacts of this on people will be discussed. Students will investigate the civil war in Syria and how this has impacted on people’s lives.</p> <p>Key learning – skills:</p> <p>Students will continue to develop skills in describing landscapes from photographs, completing atlas maps and creating desire line maps. They will also practice drawing substantiated conclusions.</p>
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	<p>diagrams and cross sections, as well as drawing and interpreting different graphs.</p> <p>The unit will end with a skills-based assessment focusing on Russia's different biomes.</p>	<p>atlas and physical maps. They will complete sketch maps and climate graphs, as well as interpret and describe landscapes from photographs</p>	<p>The unit will end with a skills-based activity on the world's last great wilderness – Antarctica.</p>
9	<p>Natural Hazards: Tectonic Hazards</p> <p>Key learning:</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 volcanoes 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 wealth.</p>	<p>Climate Change</p> <p>Key learning:</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, 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 low capacity to cope. There is a focus on sustainable development.</p> <p>Resource Management – Food Supply</p> <p>Key learning:</p> <p>Students learn about the challenge of resource management by focusing on the global</p>	<p>Weather Hazards</p> <p>Key learning:</p> <p>Students will start by looking at how global atmospheric circulation affects weather and climate. They will then move onto look at the distribution, formation, structure and features of tropical storms. They will also investigate how climate change may affect tropical storms in the future.</p> <p>The topic then moves on to study superstorm Typhoon Haiyan (2013) – how it affected the Philippines and how different organisations came together to help respond to it through short term but also long-term action. It then moves on to look at how monitoring, protection and planning can reduce the tropical storm risk.</p> <p>The topic ends by looking at weather hazards in the UK and the evidence we have for the UK's weather becoming more extreme over time.</p> <p>Ethical Purchasing: Blood, Sweat & Our Luxuries</p> <p>Key learning:</p> <p>Students study the topic of development through looking at how our luxuries are made by communities in less economically developed</p>

	<p>The topic will end by looking at how monitoring, prediction, protection and planning can reduce the earthquake risk.</p>	<p>distribution of resources and then looking at the provision of food, water and energy in the UK.</p> <p>The unit of work then moves on to look in more depth at food management: global food supply, impact of food insecurity, increasing food supply, and examples of sustainable food production.</p> <p>There are numerous audio-visual resources which are used to stimulate discussion and evaluation and there will be opportunities for students to develop independent as well as collaborative learning skills.</p>	<p>countries. As well as investigating the conditions in which these communities live and work, they also learn about why there is 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>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.</p> <p>There are numerous audio-visual resources which are used to stimulate discussion and evaluation.</p>
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Key Stage 4 course outline

AQA Geography 8035

Year	Autumn Term	Spring Term	Summer Term
10	Physical Landscapes in the UK - Rivers & Coasts	The Living World – Ecosystems, Tropical Rainforests & Hot Deserts	The Urban World
11	The Changing Economic World Geography Residential Fieldtrip	GCSE Coastal & Urban Fieldwork Issue Evaluation – AQA Resource Booklet	Revision & Exam Preparation