

Geography		Enrichment opportunities
<p>Cultural Capital:</p> <p>Geography Curriculum Intent: As global citizens Geography will provide all students with the ability to.....</p> <ul style="list-style-type: none"> • Read OS maps and atlases • Interpret graphs and maps • Understand key geographical terminology • Understand that local actions have global impacts • Gain a different perspective and appreciate different cultures • Broaden your horizons • Gain knowledge of the world you live in (human and physical) • Appreciate local, national and global scales • Develop enquiry and decision making skills • Appreciate the interactions of the human and physical world. <p>Geography can take you anywhere.....</p>		<p>Year 7 trip to Melton Mowbray – an introduction to fieldwork</p> <p>Year 10 trip to Leicester to investigate the regeneration in Leicester in preparation for Paper 3 examination</p>
<p>All KS3 topics and content have been carefully and purposely chosen so that all students gain a strong foundation of knowledge, understanding and skills required for successfully completing the GCSE. All topics ultimately link to the GCSE topics covered in KS4. The foundation of the KS3/4 is laid in KS1 & KS2 when students form their knowledge and understanding of location, place, human and physical geography as well as geographical skills and fieldwork at a range of scales from local to regional and international. Geography is a holistic subject and so all students' performance is enhanced when knowledge and understanding is connected from different units. At KS3 all students have 2 hours of Geography and at KS4 this increases to 3 hours per week.</p>		<p>Year 10 trip to Hunstanton to investigate coastal management in preparation for Paper 3 examination</p>
Year 7		
<p>Units/Topics/Overview/Knowledge/Skills</p> <p>Topic 1 - What is Geography? Map & Atlas Skills Students reflect on the Geography they have completed in primary school. They learn the fundamentals of what Geography consists of – the physical and human elements and how they interact. Atlas skills are learnt to provide solid foundations for the rest of KS3 so that maps can be described, and other resources interpreted through place.</p> <p>Topic 2 - Water Cycle & Rivers The water cycle links with Science as well as providing a foundation of understanding for flooding and the consequences of other geographical issues such as deforestation. Students learn about</p>	<p>Links to previous & future content</p> <p>Links to previous knowledge of atlas and map skills at KS2. Map skills are important to provide foundations for understanding and the interpretation of Geographical resources in the future. For example, the features of a river on an OS map. This knowledge and understanding is required throughout GCSE Geography and beyond.</p> <p>KS2 -links to physical geography of the water cycle and rivers. The knowledge and</p>	<p>Trip to SE Asia (Indonesia / Malaysia) gives students an appreciation of the Geography of the country and its landscapes as well as geographical issues such as deforestation.</p>

the processes of erosion, transportation and deposition which provides a foundation of understanding for coasts too. Landforms are identified in images and their formation learnt with the application and knowledge of the processes.

Topic 3 – China

China encompasses both the physical and human geography of the country. This unit provides the students with a foundation of knowledge and understanding of a range of concepts. The students learn about the development of China, including the exploitation of resources in Africa and worldwide trade which leads to migration of people from the rural areas to cities. We also look to the future and how China aims to become a more sustainable country.

Topic 4 – Weather & Climate

Students learn how to read, interpret and produce climate graphs. They learn the climates of the world and why they are like this. The students gain knowledge of the instruments we use to measure the weather. They learn why the weather of the UK is changeable due to the air masses influencing our weather. They learn how rain fall is formed along fronts, by convection and relief. They gain knowledge on why the UK is wetter in the west. Students also gain knowledge and understanding of the features of and the weather associated with low and high pressure and how the weather impacts them and other human activities.

Topic 5 – Russia

This unit provides the students with an understanding of the human and physical landscape of Russia. Students learn how the Ural's were formed as well as how biomes change with latitude and altitude. Students reflect on the impact of climate change on Russia's human and physical landscapes. Students gain knowledge about the human characteristics of Russia by mapping major cities and learning about the different people living there. Students learn about the importance of Russia's resources and Russia's economic place in the world.

understanding of the courses of the river provides a basis for their understanding of flooding in Year 8.
At GCSE Rivers unit is studied in preparation for Paper 1.

KS2 – human and physical characteristics knowledge and understanding. Sustainability is a key concept in Geography, and we return to sustainability in other topics such as India and management of disasters for example.
At GCSE this links to understanding required for the human topics of Paper 2.

LKS2 - links to past knowledge and understanding of place and atlas skills and world climates. Management and preparation of floods is reflected on as well as the understanding of the issues associated with contrasts in wealth. Climate change is introduced as an issue of our time. Weather & climate and tropical storms are studied within the Hazards unit at GCSE in Paper 1.

KS2 – Builds on student's locational knowledge and understanding of latitude. Students reflect on physical geography of climate zones, biomes and vegetation belts and mountains. In terms of human geography students reflect on land use, economic activity and the distribution of natural resources.
This unit provides a foundation for a range of human and physical geographical concepts required for GCSE as well as skills.

Year 8 trip to Monsal Trail, Derbyshire. This provides students with the opportunity to experience gorges, river valleys, human use of the natural landscape.

<p>Topic 6 – Middle East This unit studies the physical and human features of the Middle East, as well as its importance in the world. The students gain knowledge about the development of the region as well as the potential impacts of climate change.</p>		<p>This builds on locational knowledge as well as physical and human geography. It links to Russia and China with further knowledge of the importance of resources and the development of a region. Students reflect on the impact of climate change to the region. GCSE as above.</p>
<p>Assessment & Review Opportunities</p>		
<p>Term 1</p>	<p>Term 2</p>	<p>Term3</p>
<p>Here you will outline how pupils will be assessed for term 1 of year 7.</p> <ul style="list-style-type: none"> • Quizzes throughout the year eg testing on Water Cycle key terms • Each lesson has 'connect the learning' task reflecting on learning from previous content • Half termly formative assessments based on topics. 		
<p>Year 8</p>		
<p>Units/Topics/Overview/Knowledge/Skills</p> <p>Topic 1 – Climate Change Students are introduced to the theory behind climate change. They gain knowledge and understanding about the causes and consequences of enhanced greenhouse effect on people and the environment. They discover ways that climate change can be managed and how these are different in locations with contrasting levels of wealth.</p> <p>Topic 2 - Flooding Hazards This unit provides the students with the knowledge and understanding of the causes and consequences of flooding in contrasting locations of LICs and HICs. The students also reflect on how flooding can be managed by learning about the flood management in the local area in and around Melton Mowbray as well as the challenges of providing flood management in less developed countries.</p>		<p>Links to previous & future content</p> <p>Recall of the causes of climate change as well as the consequences. There are links to economic development and management of coasts and rivers.</p> <p>Reflects on the knowledge and understanding gained in Year 7 on the water cycle and rivers, as well as, settlements. Links to future content in terms of coping with challenges for poorer countries and development topics such as India in Year 9. It also links to issues of global climate change which is a running theme throughout KS3 and KS4 Geography at Long Field. Paper 1 Physical Landscapes unit.</p>

Topic 3 – Natural Hazards - Tropical Storms

This unit focuses on where tropical storms occur and why. Students develop interpretation of maps as hurricanes are plotted on longitude and latitude to show their paths. Students learn about the features of a tropical storm and the hazards associated with them. They also gain knowledge an understanding of contrasting ways countries are impacted and respond to these hazards by studying an HIC and LIC /NEE example. Students understand the potential consequences of global climate change and the impacts it could have on tropical storms and the coastal regions they impact, particularly LICs or NEEs.

Topic 4 – This Is Africa & Hot Deserts

Students learn about the human and physical geography of the region of East Africa as well as its development and resources.

Students learn about the biomes around the world. They gain understanding about the interactions of living and non-living components of ecosystems.

Students learn about the location of deserts and the reasons for their location. They study the features of the desert as well as how the plants and animals have adapted to be able to survive in the desert. They gain knowledge on how deserts also have economic opportunities.

Topic 5 – Who Wants To Be A Billionaire?

Students gain knowledge and understanding of the value of £1 billion. They learn about wealth in the UK and different employment sectors. Students learn about the increasing wealth and development in Asia and how the UK contributes to this wealth. In Africa the students gain understanding of the factors that influence the countries' wealth and why they remain in poverty with few billionaires. They also gain knowledge of the contrasts of wealth around the world and how this 'Widening wealth gap' can be addressed.

Topic 6 – Coasts

Students learn about the physical landscapes in the UK. They gain knowledge about the different kinds of waves and the processes of erosion, transportation and deposition occurring at the coast. They learn about the different landforms formed by these processes and link them to

Links to why the west of the UK floods more than the east and the need for river flood management. Understanding the weather links to future content of Tropical Storms and understanding of ecosystems, resources and why certain regions can produce certain food crops as well as the understanding of tropical rainforests. Weather is studied at GCSE in the topic of Hazards in Paper 1.

Links to knowledge and understanding gained in weather and climate unit. It links in the future to understanding of desert environments and tropical rainforests in year 9 Application of knowledge of ecosystems and weather and climate. Map skills and atlas skills applied. Links back to economic development.

Topic 5 and 6 link to GCSE unit if Living World - hot deserts and tropical rainforests.

Links to map and atlas skills. This also links to China unit in year 7. Students reflect on understanding of globalisation gained in Year 7. In the future this unit links to Year 9 units of Resources, India and Tropical rainforests (reasons for deforestation). At GCSE this links to the units of urban challenges, economic development and resources units in Paper 2.

This reflects on understanding of processes & management strategies learnt in Rivers unit.

<p>place. Students learn how the coast can be managed to protect form erosion and flooding and apply this to a management scheme on the coast of the UK. The students evaluate the pros and cons of a range of management techniques.</p>	<p>This links to GCSE as Coasts is a unit studied for Paper 1.</p>	
<p>Assessment & Review Opportunities</p>		
<p>Term 1</p>	<p>Term 2</p>	<p>Term3</p>
<ul style="list-style-type: none"> • Quizzes throughout the year eg testing on water cycle • Each lesson has 'connect the learning' task reflecting on learning from previous content • Half termly formative assessments based on topics. 		
<p>Year 9</p>		
<p>Units/Topics/Overview/Knowledge/Skills</p> <p>Topic 1 Tropical Rainforests Students learn the location and reasons for location of tropical rainforests. They discover the adaptations of the plants and animals and how they interconnect in food webs and food chains. Students learn about the values of the rainforest as a resource kept intact and the resources when deforested.</p> <p>Topic 2 – Resources Students learn about the key natural resources found around the world. They understand why resources are not distributed equally. They learn how oil is formed and its uses. Students produce line graphs to compare consumption and production of oil in different regions. They gain knowledge about why resources are important for development and the reasons for as well as the benefits and problems of China’s interests in Africa. Students gain understanding about the importance of recycling and the use of renewable resources and the need for sustainability.</p> <p>Topic 3 – Natural Hazards – Plate Tectonics Students learn about the evidence that supports the theory of plate movement. They learn about the 2 different types of crust and the processes at different plate boundaries. Students learn about case studies of volcanic eruptions in countries of contrasting wealth. Students gain knowledge of how tectonic hazards can be prepared for and managed as well as why people live in areas of risk.</p>	<p>Links to previous & future content</p> <p>Reflects on weather and climate knowledge and atlas skills. Also, knowledge gained in ecosystems and deserts in Year 8. Resources are reviewed and economic development. At GCSE Hot Deserts are studied in Paper 1 ‘The Living World’</p> <p>This links back to knowledge and understanding gained in Year 8 in Billionaires topic. It links to GCSE where Economic Development and Resources are both units in Paper 2.</p> <p>This links to knowledge of natural hazards gained in year 8 tropical storms unit. It also draws on knowledge of development gained in units of Billionaire & Resources. As well as reflecting on management of natural hazards gained in Flooding & tropical storms unit.</p>	

<p>Topic 4 – India The students gain knowledge and understanding about the physical and human features of India. In terms of physical Geography students learn about the climate of India and the impacts of the monsoon. For human Geography students learn about how quality of life can be measured and how people have different points of view. Students learn about how globalisation impacts different people in India and how there are contrasts in wealth. Dharavi slum is studied in terms of services available and way of life. Students make decisions about how the future can be sustainable for the slum dwellers.</p> <p>Topic 5 – The Big Freeze - Glaciation This physical geography unit studies ice in the landscape. Students learn where there is ice in the world today and how it has changed over time. Glaciers are studied in terms of how they grow and recede. Students learn about how ice changes the landscape by the processes of erosion, transportation and deposition. The UK glacial landscape is investigated to gain knowledge and understanding of how it can provide opportunities and challenges, as well as, how these activities can cause conflicts. The unit finishes with how climate change may have opportunities and problems for glacial areas of today.</p> <p>Topic 6 – Fantastic Places & Adventure Landscapes This unit combines geographical skills and knowledge an understanding place and processes of a range of locations. It allows the students immersion into a variety of geographical concepts.</p> <ul style="list-style-type: none"> • The Totem Pole, Tasmania • The Mystery of the Sliding Rocks • Is this the end of the Chadar? • Yellowstone National Park, USA 	<p>This links to GCSE as Natural Hazards is a topic of Paper 1.</p> <p>This links to previous knowledge on globalisation and weather and climate. Students also reflect on knowledge gained form Billionaire topic in year 8 about employment sectors and quality of life and standard of living. his links to GCSE where we study Economic Development as well as Urban Challenges.</p> <p>This links to previous knowledge of processes of erosion and deposition gained in rivers and coasts. Climate change is consolidated by reflecting on its impacts of our glaciated landscapes. Students develop geographical, enquiry and decision-making skills and concepts of conflict for GCSE and beyond, as well as, the perception that change and human activities can bring opportunities and challenges.</p> <p>KS2 – identifying human and physical characteristics. Links to coasts covered in Year 8 and reflects on processes learnt in coasts. Pupils develop general geographical skills and enquiry required for GCSE and beyond. At GCSE students study Coasts in Paper 1.</p>	
Assessment & Review Opportunities		
Term 1	Term 2	Term3
<ul style="list-style-type: none"> • Quizzes throughout the year eg testing on resources • Each lesson has ‘connect the learning’ task reflecting on learning from previous content • Half termly formative assessments based on topic. 		

Year 10

Units/Topics/Overview/Knowledge/Skills

Topic 1 – Urban Issues and Challenges

- A growing percentage of the world’s population lives in urban areas.
- Urban growth creates opportunities and challenges for cities in LICs and NEEs.
- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
- Urban sustainability requires management of resources and transport.

Topic 2 – Physical Landscapes in the UK

- The UK has a range of diverse landscapes.
Coastal Landscapes (chosen option)
- The coast is shaped by a number of physical processes.
- Distinctive coastal landforms are the result of rock type, structure and physical processes.
- Different management strategies can be used to protect coastlines from the effects of physical processes.
River Landscapes (chosen option)
- The shape of river valleys changes as rivers flow downstream.
- Distinctive fluvial landforms result from different physical processes.
- Different management strategies can be used to protect river landscapes from the effects of flooding.

Topic 3 – The Living World

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
Tropical rainforests
- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts.
- Tropical rainforests need to be managed to be sustainable.
Hot Deserts (chosen option)
- Hot desert ecosystems have a range of distinctive characteristics.
- Development of hot desert environments creates opportunities and challenges.
- Areas on the fringe of hot deserts are at risk of desertification.

Links to previous & future content

The topics in KS3 of China, Settlement and India link to this topic.
The topic links to future topics of the challenge of resource management and the changing economic world.

The KS3 topics of rivers, flooding and coasts link directly to this topic.
This topic also links to The Living World, Resource Management and Natural Challenges.

This topics links to Ecosystems and deserts in KS3.

Tropical rainforests link to knowledge and understanding of climate change in the natural hazards topic. Deserts link to understanding of the Resources topic in GCSE.

Assessment & Review Opportunities

By lesson there are regular opportunities for assessment and review of content either during a class discussion or by the completion of exam style questions in the students' pink book.

Term 1	Term 2	Term3
Mid unit assessment on urbanisation End of unit assessment on Urbanisation	End of unit test on coasts End of unit test on rivers	Mid unit test on tropical rainforests End of Year 10 Mock

Year 11

Units/Topics/Overview/Knowledge/Skills

Topic 1 – The Challenge of Resource Management

- Food, water and energy are fundamental to human development.
- The changing demand and provision of resources in the UK create opportunities and challenges.

Energy (option)

- Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.
- Different strategies can be used to increase energy supply.

Topic 2 – The Challenge of Natural Hazards

- Natural hazards pose major risks to people and property.

Tectonic Hazards

- Earthquakes and volcanic eruptions are the result of physical processes.
- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.
- Management can reduce the effects of a tectonic hazard.

Weather Hazards

- Global atmospheric circulation helps to determine patterns of weather and climate.
- Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
- Tropical storms have significant effects on people and the environment.
- The UK is affected by a number of weather hazards.
- Extreme weather events in the UK have impacts on human activity.

Links to previous & future content

In KS3 the Resources topic links to this topic. It links at GCSE to deserts in Living World topic. It also links to knowledge in the Economic Development topic.

At KS3 the topics of Weather, Tropical Storms, Flooding, Natural Hazards and Climate Change link directly to the topic.

It also links to the human geography of settlement and why people live where they live and the opportunities and challenges of settlements. Weather and climate links to resources topic in terms of water and food.

<p><u>Climate Change</u></p> <ul style="list-style-type: none"> Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). <p>Topic 3 – The Changing Economic World</p> <ul style="list-style-type: none"> There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 		<p>This unit is linked to The Geography of My Stuff, Who Wants to be a Billionaire?, China and India.</p> <p>This links back to understanding of settlements in urbanisation topic as well as a holistic understanding of weather and climate, resources and living world.</p>	
Assessment & Review Opportunities			
Term 1	Term 2	Term3	
End of unit Assessment on Resources November Mock examinations	Unit test on Natural Hazards March Mock Examinations	Unit test on The Changing Economic World GCSE Examinations	
	<p>What next?</p> <p>A' Level Geography / Geology / Humanities</p> <p>Vocational courses eg</p> <ul style="list-style-type: none"> travel and tourism environmental sustainability construction and built environment applied science countryside and environmental management agriculture / horticulture uniformed public services 	<p>Apprenticeships eg</p> <ul style="list-style-type: none"> agriculture, horticulture and animal care, e.g. ranger, woodland manager leisure, travel and tourism, e.g. grounds person, travel adviser construction, planning and built environment, e.g. surveying technician <p>Geography/Geology/GIS Degree courses BA (Hons), BSc(Hons)</p> <p>Environmental Science A' Level/HND/ Degree</p>	