ST CLEMENT'S HIGH SCHOOL

# GEOGRAPHY CURRICULUM PLAN 21/22

West Norfolk Academies Trust

## Geography Intent

## Aims

Learners will develop a knowledge and understanding of the place in which they live and how it fits into regional, national, continental and international Geography. They will be able to ask Geographical questions about physical and human landscapes which they will be able to answer using physical and human processes. They will have an awareness of global issues including those facing the environment and be able to make decisions to help shape global futures.

## Purpose of study

- To inspire a curiosity about the world through an awareness of places, people, resources, environments and the challenges faced within it.
- To ensure pupils are globally and environmentally informed through developing knowledge of human and physical geography and its interrelationships.
- Develop a broad understanding of the UK and wider world, which provides knowledge of a diversity of cultures, religions and viewpoints.
- Develop geographical skills using maps, GIS, graphical and numerical analysis and interpretation.
- Learners should develop spatial awareness through geographical skills.

## KS3 Curriculum

At KS3 the underlying learning should be on physical knowledge of places at all scales and the development of the building blocks needed to successfully think in geographical terms (interrelationships and coexisting of human and physical elements).
This will be achieved through undertaking a wide range of topics, each of which will include both physical and human elements.
Geographical skills should be developed though maps, atlases, GIS, numerical/graphical skills and fieldwork studies.

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## KS4 Curriculum

Learners will continue to develop the common themes, concepts and skills by building on the work completed at KS3. KS4 learners will broaden the depth and content of their studies and topics will be more defined as human or physical.

Opportunities to develop and interlink the distinct areas of study will be explored through recall, questioning and discussion.
Geographical skills will be developed further to ensure a high level of understanding of locational knowledge and systems, numerical and graphical analysis and interpretation.
To a large extent KS4 will be focused on outcome at GCSE. Additionally, though the overall intent of WNAT, is to provide pupils with a broad knowledge of geography, which will enhance their futures in all aspects of their lives.

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| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| **Map Skills**<br>Continents, oceans and breakdown of the British Isles. Relief scale, types of maps and grid references. British Values with examples.<br><br>**Geography of the UK**<br>Location, climate, migration and uneven distribution in population, concept of place. Case study Japan.<br><br>**Weather**<br>Weather features and physical systems. Global climate zones. Politics surrounding climate change. Causes, evidence and mitigation of climate change.<br><br>**Asia**<br>Location, climate, location, biomes, trade/economic growth, flooding and rural-urban migration. Consequences of rapid urbanisation. | **Coast.**<br>The physical systems and processes. Happisburgh coastal erosion, impacts and management strategies.<br><br>**Population Change**<br>Exploring the changes in population at different scales and the reasons for the changes. Explore the challenges of influencing demographics using Japan as a case study.<br><br>**Tectonics**<br>Physical processes and structures related to global tectonics hazards. Human interaction and mitigation related to volcanoes.<br><br>**Economy and Ecosystems (lesson8-14)**<br>Study of the four economic sectors, using examples and case studies. Links to globalisation and | **Glaciation**<br>Glacial landforms and processes.<br>The ice-age and its influence on the UK. Climate change. Economic and social opportunities of glaciated areas.<br><br>**Superpowers**.<br>Classification of a superpower, resource management and development.<br>Geopolitical conflicts, using China, USA and EU.<br>**Africa**<br><br>Overview of the continent, physical landscape and features. Desertification, colinization and resource exploitation.<br><br>**Fieldwork (if Time Permits)**<br>Fieldwork investigation in local environment. | **Natural Hazards**<br>Define a natural hazard. Examine the physical processes of tectonic hazards focusing on earthquakes, tropical storms, and extreme weather in the UK. Case studies will be used for each hazard.<br><br>**Urban Challenges**<br>An understanding of global population growth and megacities.<br><br>Contrasting studies of a city in a HIC and LIC. Case studies will include population and development. The focus will be on the challenges and opportunities people will experience in the contrasting urban environments.<br><br>**Living World**<br>Features of an ecosystem | **Fieldwork**<br>Fieldwork investigation in a physical and human environment.<br>Collection of primary and secondary data, analysis, conclusion and evaluation for both fieldwork investigations.<br><br>**Climate Change**<br>Define climate change. Examine the natural and human causes of climate change, global impacts and mitigation techniques.<br><br>**Economic world**<br>World population and development through statistics, graphs and population pyramids. Reasons for development gap and strategies to reduce differences in global development.<br>Case study exploring development challenges and opportunities in Nigeria at |

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| Role of major Asian countries global and political influence. | development. Examining Borneo as a case study linking primary economic sectors and development.<br><br>Introduction to the elements of a biome to build on biome knowledge from Year 7. | Collection of primary and secondary data, analysis, conclusion and evaluation. | Tropical rainforest climate, opportunities, challenges, impacts and management.<br>Hot desert climate, opportunities, challenges, impacts and management.<br><br>**Coasts**<br>Physical processes.<br>Human impacts and management.<br><br>**Rivers**<br>Physical processes and UK Landscapes.<br>Human impacts and management.<br><br>**Fieldwork**<br>Fieldwork investigation in a physical and human environment.<br>Collection of primary and secondary data, analysis, conclusion and evaluation for both fieldwork investigations. | both a national, regional and local level.<br><br>Changing UK economy. How jobs have changed in the UK, including science parks. The north south divide and population change. Transport improvements.<br><br>**Resource Management**<br>Resources use and challenges for water, energy and food in the UK. Resource management strategies<br>Global energy use and challenges. Resource management strategies.<br><br>**Decision Making Exercise Paper 3.**<br><br>**Revision** |