

The Halifax Academy

# Geography

**“The earth is what we all have in common.”**

*Wendell Berry*

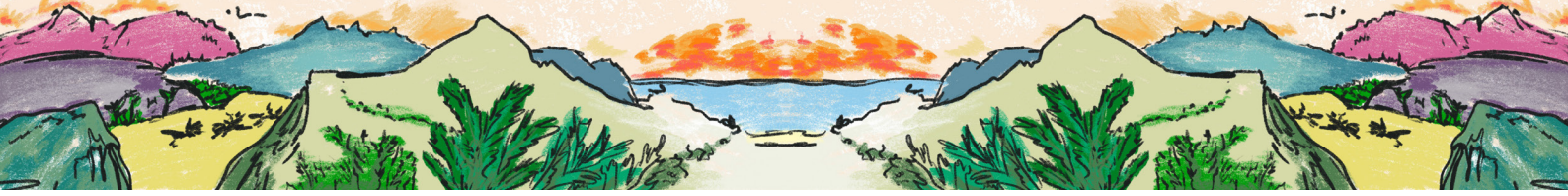
Throughout the year groups, our Geography syllabus answers all the academic requirements of the National Curriculum while staying true to our wider goals around helping pupils develop a range of essential interpersonal and life skills.

Our curriculum has been carefully designed to gradually develop building blocks founded on key geographical concepts as well as a sense of place. These key concepts cover a broad and exciting spectrum of subjects, among them human and physical interaction, place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and diversity, population, development and migration. Meanwhile, our synoptic or ‘spiral’ approach allows us to take a single location like York and look at it both in terms of its historic development as a settlement and its contemporary vulnerability to flooding. It’s an approach that makes teaching more effective and learning more enjoyable and rewarding.

Depth is achieved by revisiting example places in different learning contexts while incorporating a wider variety of places and countries above and beyond the National Curriculum, such as St Kilda in Year 1 and Iceland in Year 2. Field trips add a vital extra layer of experiential learning by giving real-world examples, helping pupils develop their disciplinary skills as well as their substantive geographical knowledge. We use methods like flashcards, Educake and ‘recall and retrieval’ to build a solid knowledge base, while special multi-sensory resources like GIS enrich the experience. Disciplinary skills we develop include analysing maps and data, drawing reliable conclusions and presenting information clearly. Ultimately, by giving pupils the essential mixture of geographical knowledge and subject-based practical skills, we’re not simply teaching geography: we’re creating young geographers.

Our approach also embraces the school’s commitment to addressing issues like social disadvantage. It does this through initiatives like our focus on helping with literacy to empower every pupil, and our recognition of – and sensitivity around – pupils’ own migration stories. We also build cultural capital by introducing pupils to places, concepts and themes they might not be aware of, for example the American Dream in Year 6, as well as investigating contentious topics like globalisation considering China’s investment in Africa, or slum housing in Lagos. Inclusion is another of our key goals, so our field trips are accessible to everyone, and we work on developing pupils’ own sense of place and belonging by looking at their immediate local area and different Yorkshire destinations, as well as exploring the interconnectedness of their economies and systems of governance. We also take a detailed look at locations with personal ancestral relevance to our pupils, including Pakistan and India.

In terms of wider connections, our teaching always encourages communication and interaction between pupils and the communities they’re learning about, whether that means talking to locals, reading first-hand accounts of geographical events, or engaging with topical subjects like climate change. We also look at Greta Thunberg as an example of someone using their own voice for change – a quality that’s central to our own school ethos. Discussion around careers is an important aspect too, and together we explore the many and varied options available to geographers, from tourism and town planning to jobs in conservation and sustainability.



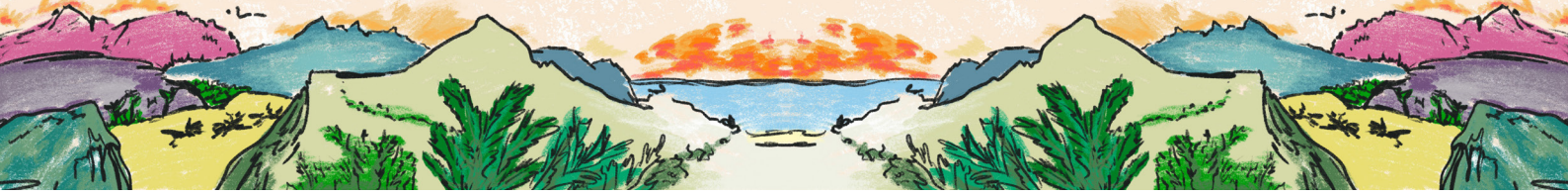
## Curriculum Overview - Geography



### Phase 1

#### Understanding the world - Statutory Framework EYFS 21 NC - Geography

	Term 1	Term 2	Term 3
Know and remember	<p>Features of own immediate environment- focusing on school and school grounds. Look at ariel views of the school setting, children to comment on things that they recognise.</p> <p>Look at and follow simple maps of the school inside and out</p>	<p>Name the town that they live in, their street name and house number.</p> <p>Locate Halifax on a UK map</p> <p>Name familiar features of their local environment including Wainhouse Tower, Shibden Hall, Peoples' Park, ASDA, post office and The Outback</p> <p>Compare living in Halifax to Pakistan in relation to climate/housing/food/clothing</p> <p>Know that some places are special to the local community</p>	<p>Begin to understand that the world is made up of different countries.</p> <p>Know the name of the country that they live in and at least one other.</p> <p>Name some animals and plants that can be found in the local area as well as well as others that live in either hot or cold parts of the world</p>
Do	<p>Comment on and ask questions about their familiar world; talk about features of their own immediate environment describing what they can see, expressing their opinions; observe and talk about the weather and seasons and use related vocabulary; positional language – follow directions up, down, forwards and backwards, draw and follow simple maps, communicate geographical information in a variety of ways e including drawings.</p>		
Key Vocabulary	<p>Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, hillside, valley, river, coast, countryside</p>		

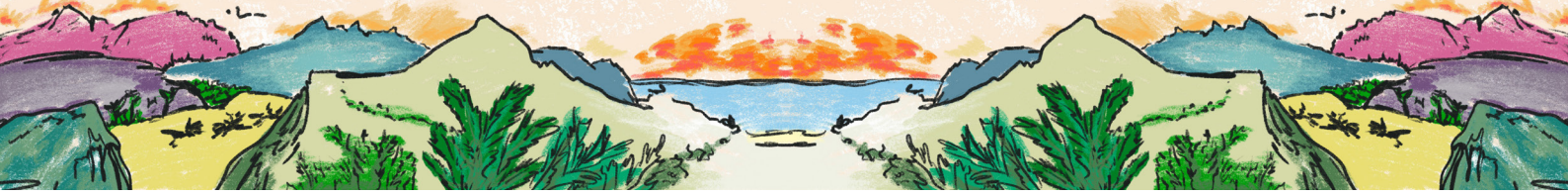


# Curriculum Overview - Geography

## Phase 1



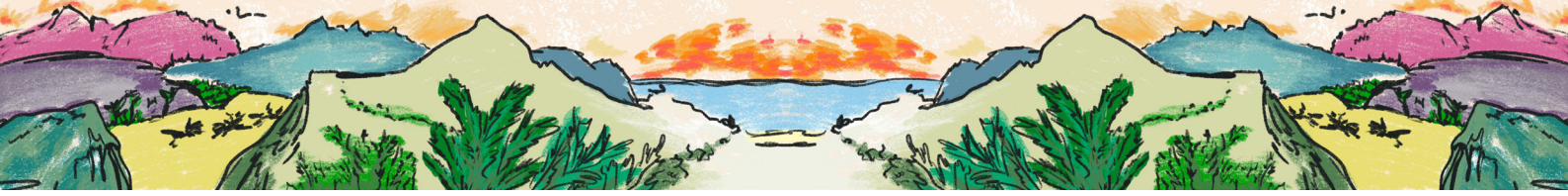
Year 1 Discoverers	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>How do we get from home to school?</b>	<b>The view from my window-is all of the UK the same?</b>	<b>What can we discover under the sea?</b>
<b>Key Concepts</b>	Human and physical Interaction, place, space, scale.	Human and physical interaction, climate, physical processes, place, scale, space, cultural diversity.	Physical processes, climate, human and physical features, scale, place.
<b>Skills Introduced</b>	<b>Fieldwork skills</b> (observation, counting, recording photos), <b>direction, aerial photos to recognise features, devising a simple map, basic map symbols</b> , plan perspectives of the school.	<b>Fieldwork sketch</b> , basic climate and weather charts, latitude on <b>Atlas Maps</b> . Location of the UK on a <b>globe</b> . Introduction to Digimaps (teacher models).	Interpreting satellite imagery (GIS Google Maps and oceans from space).
<b>Skills Revisited</b>	Photographs and directional language (near and far, left and right).	Photographs and directional language (near and far, left and right).	Climate and weather charts, location on Atlas Maps. aerial photos.
<b>Knowledge Introduced</b>	Location of Halifax on a map of the UK, physical and human features on the journey to school of local area e.g. park, mosque.	Name, location and characteristics of the four countries and capital cities of the UK and its surrounding seas. Seasonal and daily weather patterns in the UK. Key human and physical features and landmarks and how this influences. Human Activity e.g. Farming. What makes an Island, with the focus on St Kilda in Scotland, how people farmed the land and adapted to a challenge climate.	Name and location of the Indian and Atlantic Oceans, features of mammals and fish in marine biomes. Human interactions with the sea for food, leisure etc.
<b>Knowledge Revisited</b>	Key physical and human features covered in EYFS.	Human and physical features of our school and local area <b>(Year 1 Term 1)</b> .	Location the UK in relation to Atlantic and Indian Oceans. Interactions with the sea <b>(Year 1 Term 2)</b> .



## Phase 2

Year 2 Creators	Term 1	Term 2	Term 3
Unit(s)	<b>Where in the World?</b>	<b>What should I pack on my journey to Kenya?</b>	<b>Is Halifax an attractive place to live?</b>
Key Concepts	Human & physical Interaction, place, space, scale, physical and human processes.	Development, human and physical interaction, climate.	Development, physical and human interaction. Geographical fieldwork and skills.
Skills Introduced	Comparing places, mapping all 7 continents, 5 oceans and countries on base maps.	Using base maps to locate Kenya and the UK. Adding simple features to maps.	Analysis of photographic evidence, geographical sources e.g., description of place by local resident. Fieldwork data collection-use of pedestrian counts, transport surveys, surveys. Data presentation-completing bar charts, pictograms. Comparisons of physical and human features.
Skills Revisited	World Maps, atlases and globes.	World Maps, atlases and globes. compass directions.	Sketch of features, Use of satellite imagery to record features.
Knowledge Introduced	Name and locate 5 <b>oceans</b> , 7 <b>continents</b> , <b>differences between ocean and sea</b> . <b>Location of hot and cold areas of the world in relation to Equator</b> . Basic features of hot and cold areas of the world (Sahara Desert and Antarctica).	Locate Africa and Kenya on a world map. Comparison between Halifax and Nairobi. Kibera as a slum settlement in Kenya.	Location of Halifax and West Yorkshire on a map of the UK. Definition of county. The UK as a temperate deciduous biome and its features.
Knowledge Revisited	Marine biomes of the Atlantic Ocean, adaptations of animals in their habitats <b>(Year 1 Term 3)</b> .	Climate, location and features. Locations of continents <b>(Year 2 Term 2)</b> .	Human and physical features of the local area. <b>(Year 1 Term 2)</b> .
Year 3 Storytellers	Term 1	Term 2	Term 3
Unit(s)	<b>Why do people live near the ring of fire?</b>	<b>How has York grown over time?</b>	<b>How do rivers reach the sea?</b>
Key Concepts	Physical processes, human and physical interaction, environmental impact.	Human & physical interaction, place, space, scale, interdependence, physical and human processes, cultural awareness, cultural diversity, population, development, migration.	Physical processes, climate, place, human and physical interaction, sustainability.
Skills Introduced	Cross sectional diagrams (e.g. Earth layers), numerical analysis e.g. Richter scale. Use of simple overlays on a base map. Lines of longitude, latitude, hemispheres on a map. Prime/Greenwich meridian and time zones.	Accurate annotations; introduction to map distances (scale); settlement features on a map; OS maps, scale & 4/6 figure grid references. Graphical data (bar, line etc.)	Climate graphs (temperature and climate). OS Maps Grid references (4 fig & 6 ), distance, scale and OS map symbols using maps of Halifax.



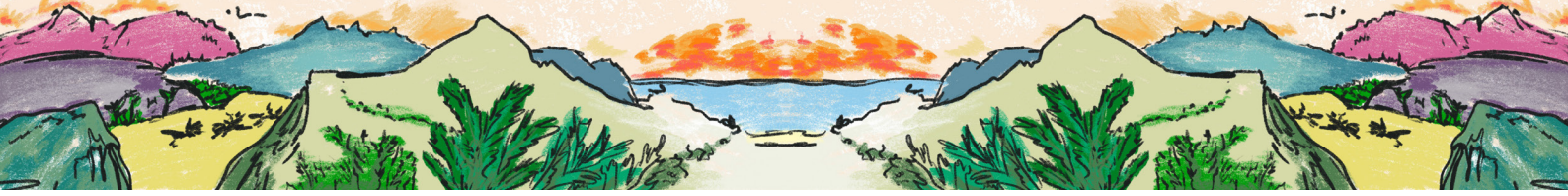


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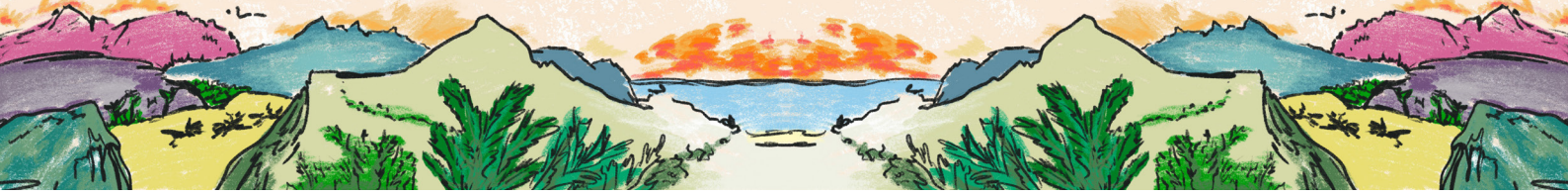


### Phase 2

Year 3	Term 1	Term 2	Term 3
<b>Skills Revisited</b>	Atlas Maps, analysing photographs, accurate annotations, adding simple geographical features to maps (oceans, continents).	UK capital cities (and Halifax); UK countries on maps; human and physical features.	UK and world maps using atlases and GIS.
<b>Knowledge Introduced</b>	Position & significance of latitude, longitude, equator, northern/southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich meridian and time zones (including day and night), structure of the earth; mountain ranges; tectonic plates; tectonic hazards, the ring of fire and Mount Fuji in Japan.	Land use in cities; settlement patterns; population; the differences between villages, towns and cities, migration to urban settlements and population change, push and pull factors, trade links over time.	Introduction to the water cycle, the River Esk and the settlement of Whitby and Robin Hoods Bay, physical processes at work on the coastline (erosion, transportation, deposition), rivers journey from source to mouth, coastal erosion and strategies to protect local settlements, <b>trip to Whitby</b> .
<b>Knowledge Revisited</b>	Physical and human features of a place ( <b>Year 1 Term 2</b> ).	Features of towns and cities ( <b>Year 1 Term 2, Year 2 Term 3</b> ).	Climate of the UK, physical and human features of the UK ( <b>Year 1 Term 3</b> ).
Year 4 Innovators	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>Why is the Amazon known as the lungs of the earth?</b>	<b>How rich is the Amazon and why is it under threat?</b>	<b>Is population growth sustainable?</b>
<b>Key Concepts</b>	Sustainability, climate, place, human and physical interactions.	Human & physical interaction, place, space, scale, interdependence, environmental impact, sustainable development, cultural awareness, cultural diversity.	Sustainability, development, place, scale, cultural diversity, cultural awareness.
<b>Skills Introduced</b>	Describing the distribution of a biomes using atlas maps. Biodiversity of the Amazon.	Graphical skills e.g. pie charts, analysis of geographical cartoons.	Simple population pyramids, line graphs, choropleth maps and proportional graphs/charts.
<b>Skills Revisited</b>	Lines of latitude, longitude on maps, analysis of photograph evidence, satellite imagery on maps.	Distribution maps (Simple flow lines) to show trade around the world, aerial images.	Bar and line graphs.
<b>Knowledge Introduced</b>	Return to continents, position and significance of latitude, longitude, equator, hemispheres, latitude, Prime/Greenwich Meridian and time zones, place knowledge of South America, location of the Amazon, features of the forest, weather patterns and climate. Rock cycle, nutrient cycle, evapotranspiration of Trees.	Natural resources (e.g. food, water and energy) of the Amazon and links to international trade (Economic activity), pollution; waste, deforestation and climate change, way of life of indigenous people, the Rainforest Alliance as a sustainable response to protecting the Amazon.	Population change in the world, reasons for population change e.g., rural-urban migration, locational knowledge of China as the world's most populous country. Comparisons of population between China and the UK. Concept of sustainability in relation to global population growth.



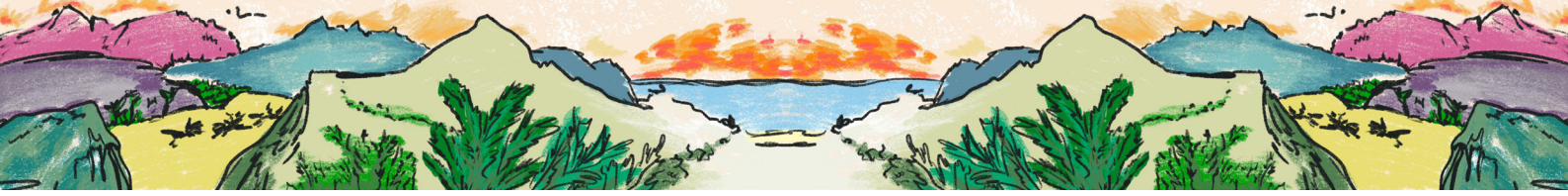
Year 4 Innovators	Term 1	Term 2	Term 3
<b>Knowledge Revisited</b>	Hydrological cycle (evaporation, condensation Year 3 Term 3), adaptations, location on continents, lines of latitude and longitude (Year 2 Term 1). Different biomes of the world (desert, polar), where Earth's water is; definition and difference between weather and climate; evaporation and precipitation; weather in the UK.	Natural resources of the UK (Year 1 Term 2) and how this compares to the Amazon.	Push and pull factors, features of settlements in villages, towns and cities (Year 3 Term 2). Consequences of population growth e.g. informal settlements and slums, deforestation of tropical rainforest.



## Phase 3

Year 5 Pathfinders	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>The land of fire and ice: Is Iceland or the UK more sustainable?</b>	<b>How is life different for child refugees?</b>	<b>What is so attractive about the Alps?</b>
<b>Key Concepts</b>	Sustainability, development, scale, place, environmental impact.	Development, migration, cultural awareness, cultural diversity, population.	Human and physical interaction, environmental impact climate.
<b>Skills Introduced</b>	OS Map skills (4 & 6 Figure) of wind farms in the UK at different scales, large range of symbols, 8 point compass directions.	Statistical analysis of data e.g. migrants entering Greece.	Human and physical interactions, development, population, climate.
<b>Skills Revisited</b>	Land use patterns, OS maps (4 Fig), OS Map symbols and OS key. Fieldwork: <b>Collecting data on wind.</b>	Flow diagrams of movement (of refugees).	Environmental features using atlas maps and GIS. Numerical and graphical data e.g. line graphs.
<b>Knowledge Introduced</b>	Types of renewable and non renewable energy and their advantages and disadvantages, climate change and burning fossil fuels, impacts of this. Economic, environmental and social sustainability. Examples of sustainability in countries: UK (wind farms) and Iceland (banana growing using geothermal energy). Collection of data using Beaufort scale and anemometers.	Greece as a country of Europe, its physical and human features. Refugee camps on the Greek Islands. Push and Pull factors, migration of refugees (refugee crisis), social and economic factors of Migration (proximity to countries suffering from conflict), life in a refugee camp in Greece, the role of International Aid.	Location of Mount Blanc between France, Italy Switzerland. Journey through the Alps and its physical features, river basins, glaciers. Tourism in the Alps and other economic activities found in mountain ranges.
<b>Knowledge Revisited</b>	Plate tectonics, weather ( <b>Year 1 Term 2, Year 2 Term 3</b> ), sustainability.	Push and pull factors ( <b>Year 2 Term 2</b> ).	Sustainability e.g. snow machines, physical processes and river basins & landforms ( <b>Year 3 Term 3</b> ).
Year 6	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>Why is York vulnerable to flooding? (Fieldwork to York)</b>	<b>Does the American Dream still exist?</b>	<b>How many hands does it take to make an iPhone?</b>
<b>Key Concepts</b>	Sustainability, environmental impact, scale, place, physical processes.	Population, sustainability, human and physical interaction, cultural diversity, cultural awareness.	Human & Physical Interaction, place, scale, interdependence, environmental impact, sustainable development, cultural awareness, cultural diversity.
<b>Skills Introduced</b>	Cross sections of rivers, interpreting thematic maps such as relief maps, simple climate maps, decision making and evaluation of management strategies.	Simple choropleth maps to demonstrate themes across the continent.	Stacked bar charts to compare and contrast data.





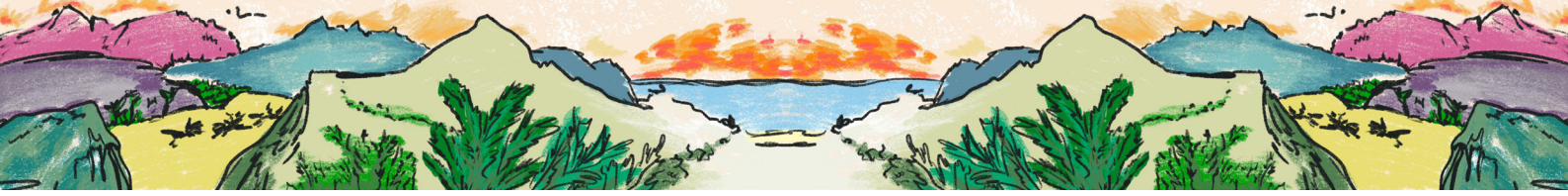
## Curriculum Overview - Geography



### Phase 3

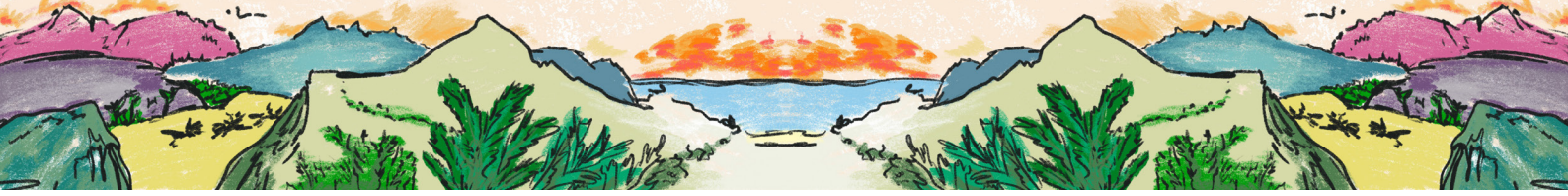
Year 6	Term 1	Term 2	Term 3
<b>Skills Revisited</b>	Fieldwork enquiry, introduction, methodology, data collection techniques (field sketch, surveys), data presentation (bar graphs, pie chart, line graph), forming conclusions and evaluations. OS Map skills (4 & 6 Figure) of York, symbols and key of OS maps. 8-point Compass directions.	Range of cartographic skills, graphical and numerical themed maps and graphs.	Location of China using a range of atlas maps, GIS, flow line maps to track the direction of trade (iPhone).
<b>Knowledge Introduced</b>	Flood defences and strategies across York and Yorkshire. Interaction between physical processes (erosion, transportation) and land use in York (human).	Geographical context and location of the USA and surrounding countries. Focussing on the vegetation belts/characteristics of the Mojave Desert and Tundra in Alaska. Rural (Montana, temperate grasslands) and urban (Washington DC and New York) characteristics. Trade links and relationships in North America and the rest of the world, energy, food, minerals and water, migration.	Concept of globalisation. The growth of China's economy, manufacture of products such as the iPhone and the global contribution of resources (development USA, Coltan in DRC, manufacture in China). Unfair trade practices in China's iPhone factories.
<b>Knowledge Revisited</b>	River basins, journey from source to mouth ( <b>Year 3 Term 3</b> ), erosion, land use and settlements in York, features of towns and cities ( <b>Year 3 Term 2</b> ).	Trade of natural resources, relationships between countries, biomes of USA (desert, temperate grasslands).	Development gaps between countries. China's location in regard to continents ( <b>Term 2 Year 1</b> ) and environmental context.
Year 7	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>Unit 1a: Climate Unit 1b: Development Unit 2a: Ecosystems Unit 2b: The Tropics</b>	<b>Unit 3: Pakistan and the UK (comparative places) Unit 4a: The Poles Unit 4b: Europe and Russia</b>	<b>Unit 5a: Physical Processes Unit 5b: The UK Landscapes Unit 6a: Tourism, Unit 6b Fieldwork-Yorkshire Dales</b>
<b>Key Concepts</b>	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, population and development.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness, cultural diversity, population and development.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes and environmental impact.
<b>Skills Introduced</b>	Graphical skills (climate graphs), proportional symbols maps, numerical and statistical data, OS map skills.	Population density maps, settlement patterns, more complex flow line maps, fieldwork (local scale).	Use fieldwork to collect, analyse and interpret places and data, hypothesis, data presentation, drawing geographical conclusions and evaluations. OS maps using grid references, scale (1:25000 and 1:50000), size of features on maps, range of topographical mapping (Digimaps), 16-point compass for direction.





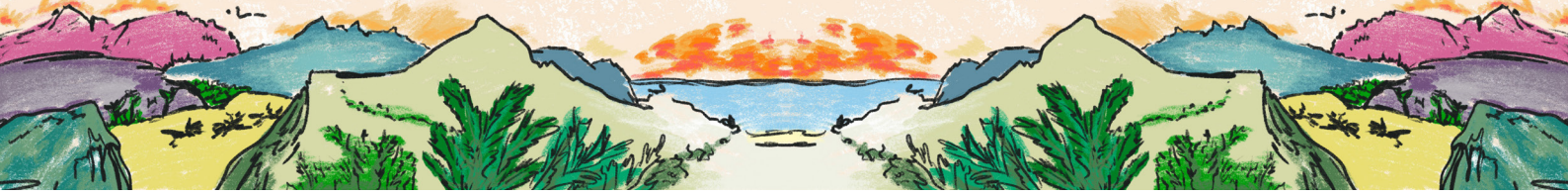
## Phase 3

Year 7	Term 1	Term 2	Term 3
<b>Skills Revisited</b>	Thematic maps, choropleth maps, atlas maps, GIS. longitude, latitude and timescales.	Graphical skills (climate graphs), proportional symbols maps, numerical and statistical data.	Stages of a fieldwork enquiry, GIS, thematic maps, aerial and satellite photographs.
<b>Knowledge Introduced</b>	<p><b>Climate:</b> Differences between weather &amp; climate, how and why climate varies around the world following a single line of longitude, factors that affect climate, how the UK climates varies, rainfall types and UK patterns.</p> <p><b>Development:</b> Definitions, social &amp; economic development indicators, HDI, physical and human causes of uneven development and sustainable development goals.</p> <p><b>Ecosystems:</b> Distribution of major biomes, how the world's climate affects ecosystems, comparison of polar &amp; hot deserts (Case Study-Sahara). the Tropics: tropical biomes, their climate and ecosystems, biodiversity.</p>	<p><b>Pakistan &amp; UK:</b> Human &amp; physical geography of both countries, development indicator comparison, climate &amp; ecosystems (including weathering &amp; soils) of both countries and how geographical context impacts development, how migration links the UK and Pakistan, fieldwork investigation on the desirability of the local area.</p> <p><b>The Poles:</b> Distribution: location, similarities and differences between the Artic and Antarctica, with a specific focus on Antarctica.</p> <p><b>Russia:</b> Location, context, natural resources, population, trade links to the UK &amp; Europe, how its geography influences its politics, physical and human characteristics.</p>	<p><b>Physical Processes:</b> How wind, ice and water shape the land through geomorphic processes.</p> <p><b>UK Landscapes:</b> How they have been shaped by physical processes, upland and lowland landscapes and their landforms.</p> <p><b>Tourism:</b> Types of tourism, positive and negative impacts of tourism in the UK &amp; abroad.</p> <p><b>Field work:</b> Malham, Yorkshire Dales and evaluating the impact of tourism within a national park (Human &amp; Physical process).</p>
<b>Knowledge Revisited</b>	Characteristics of biomes ( <b>Yr 2, 3, 4</b> ), weather & climate ( <b>Yr1, 3, 4</b> ). Geography of the world's continents and oceans, latitude and longitude.	Distribution of global biomes, differences between countries (geographical and environmental context), key physical and human characteristics ( <b>Yr 1, 3, 4,5</b> ), countries and major cities.	Weather and climate. UK landscape characteristics ( <b>Yr 3, 4, 5, 6</b> ), hydrological cycle. impacts of tourism, fieldwork investigation ( <b>Year 1, 2, 3, 6</b> ).



## Phase 4

Year 8	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>Unit 1: Tectonic Hazards Unit 2: Migration</b>	<b>Unit 3: Climatic Hazards Unit 4: The Human Geography of the UK</b>	<b>Unit 5a: The Middle East, Unit 5b: Coasts Unit6: Fieldwork Formby</b>
<b>Key Concepts</b>	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness, cultural diversity, population and migration.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness, cultural diversity, population, development and migration.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, cultural awareness, cultural diversity, population and development.
<b>Skills Introduced</b>	Numerical focus (magnitude). Complex graphical analysis.	Complex line graphs showing climate change over time. Annotating complex geographical diagrams e.g. tropical storm formation. Analysis of Graphs and thematic maps to demonstrate Comparisons within the UK. Population pyramids, census data and Demographic Transition Model.	Cartographic, graphical and numerical skills including scatter graphs (levels of development). Contour lines and identification of physical features on OS maps.
<b>Skills Revisited</b>	Cartographic, graphical and numerical skills including scatter graphs (levels of development). Contour lines and identification of physical features on OS maps.	OS maps using grid references, scale (1:25000 and 1:50000), size of features on maps. Range of topographical mapping (Digimaps). 16-point compass for direction. Climate graphs.	OS maps at different scales, map symbols and 4/6 figure grid references.
<b>Knowledge Introduced</b>	<b>Tectonic Hazards:</b> Detailed theory of plate tectonics, constructive, destructive and conservative plate boundaries, volcanic distribution, variety of volcano e.g. composite, shield. Causes, effects and short/long term responses to natural hazards in LIDCs (Nepal) and ACs (Iceland). <b>Migration:</b> Types of migration, push & pull factors, contemporary & historic migration, social & economic impacts, global migration patterns to the UK, influence on the diversity and identity of the UK and the migration crisis in Europe.	<b>Climatic Hazards:</b> Droughts, tropical storms & flooding. Global distribution, causes, impacts on people & environment. <b>Human Geography of the UK:</b> Urbanisation within the UK, land use theories and models, natural resources, economic activity in the primary, secondary, tertiary, quaternary sectors and how this has changed overtime. How human activity relies on effective functioning of natural systems, major UK cities and their influence on economy (case study London), the UK population and how distribution of this is changing over time.	<b>The Middle East:</b> Location & geographical context, natural hazards, political relationships, soils, climate and ecosystems, levels of development. Comparison with the locational, human and physical context of South Africa. <b>Coasts:</b> Geomorphic processes that shape our coastline, major landforms, management of human activity on the coast. <b>Field work:</b> Formby and its rapidly changing coastline, ecology of sand dunes.
<b>Knowledge Revisited</b>	Plate boundaries, structure of the earth. Why people live near volcanoes ( <b>Yr 3, 5</b> ). Push & Pull factors, cultural identities within the UK ( <b>Yr 2,4</b> ).	Villages, towns and cities, causes of flooding, settlement and land use patterns ( <b>Yr 3, Year 7 Term 2</b> ).	Global distribution of countries, climate and ecosystems ( <b>Yr 2, 3, 5, Year 7 Term 2</b> ). Contrasting levels of development between countries ( <b>Yr 2, 5,6, Year 7 Term 2</b> ). Coastal processes, physical processes, features and landforms ( <b>Yr 1, 4, Year 7 Term 3</b> ).



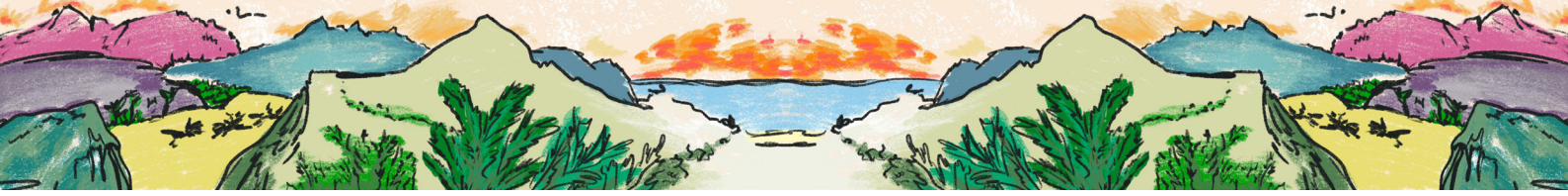
## Curriculum Overview - Geography

### Phase 4



Year 9	Term 1	Term 2	Term 3
Unit(s)	<b>Unit 1: Climate Change Unit 2: Energy</b>	<b>Unit 3: India, Unit 4: Rivers</b>	<b>Unit 5: Globalisation Unit 6: Sustainable futures</b>
Key Concepts	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact.	Human & physical interaction, place, space, scale, interdependence, environmental impact, sustainable development, cultural awareness, cultural diversity, migration and population.	Human & physical interaction, place, space, scale, interdependence, environmental impact, sustainable development, cultural awareness, cultural diversity, population and migration.
Skills Introduced	Interpretation of geographical cartoons.	Cross sections of rivers.	Using multiple academic sources of increasingly complex information.
Skills Revisited	Line graphs, pie charts. OS Maps (renewable energy sources in the UK e.g. wind farms).	OS maps using grid references, scale (1:25000 and 1:50000), size of features on maps. Range of topographical mapping (Digimaps). 16-point compass for direction. Population pyramids.	Range of cartographic, numerical and statistical skills.
Knowledge Introduced	<b>Climate Change:</b> Climate change from ice age to the present, natural and human causes of climate change, greenhouse effect, economic, social, environmental consequences of climate change, impacts on countries with contrasting levels of development, sustainable responses to managing climate change including desertification and differing opinions on the extent of change with an emphasis on Greta Thunberg. <b>Energy:</b> Renewable & non-renewable energy, advantages and disadvantages, UK's energy mix in the past and future, how and why it is changing. How sustainable the UK's energy mix is.	<b>India:</b> Environmental context, human & physical features, climate and ecosystems, population structure and change over time, development levels of India and impact of rapid urbanisation on cities (Dharavi, Mumbai). <b>Rivers:</b> Hydrological cycle, river basins, long profile upper, middle, lower profiles, geomorphic processes and formation of fluvial landforms, land use around rivers, usefulness for people, industry and how people change rivers overtime.	<b>Globalisation:</b> Winners & losers, impacts, sustainability. Development and global trade (comparing Somalia, Bangladesh, Kuwait, Italy), China's investment within Africa, rise of BRIC countries (spotlight Brazil), trade inequalities across the world. <b>Sustainable futures</b> How humans affect the normal functioning of ecosystems, environmental degradation, the collapse of empires (Harrapan), Borneo rainforest, the UK. The Pacific garden patch. Consumer society and lifestyle sustainability for the globe.
Knowledge Revisited	Climate & Weather patterns ( <b>Year 7 Term 1, Year 8 Term 2</b> ) Types or renewable and non-renewable energy within the UK, climate change ( <b>Yr 5</b> ). Geothermal power and Wind energy ( <b>Yr 5</b> ).	Informal settlements, push and pull factors, development indicators ( <b>Yr 7 Term 2, Year 8, Term 2</b> ). Physical processes ( <b>Year 7 Term 3</b> ) River's long profile and key characteristics ( <b>Yr 3</b> ), how people use rivers, why settlements are built near to rivers ( <b>Yr 3</b> ).	Levels of development ( <b>Year 7 Term 2, Year 8 Term 2</b> ). Globalisation, geographical context of China ( <b>Yr 6</b> ).

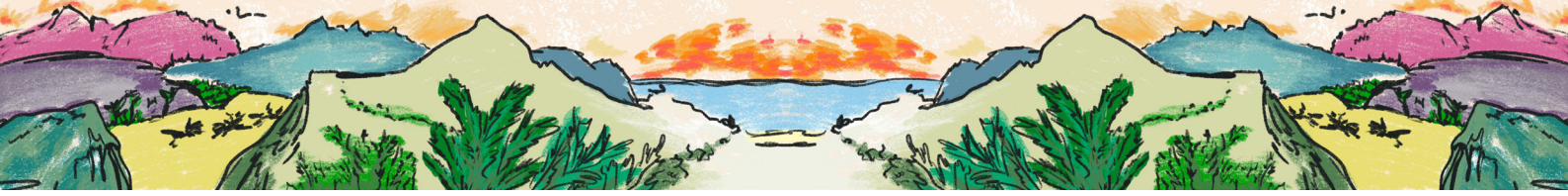




## Phase 5

Year 10	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>Living in the UK today-Landscapes of the UK</b>	<b>Living in the UK today-People of the UK</b>	<b>Living in the UK today-UK Environmental Concerns. Fieldwork: How does the UK change from Source to Mouth?</b>
<b>Key Concepts</b>	Human & physical Interaction, place, space, scale, interdependence, physical and human processes.	Human & physical Interaction, place, space, scale, interdependence, sustainable development, cultural awareness, cultural diversity, population, development and migration.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact and sustainable development.
<b>Skills Introduced</b>	OS Maps (1:50000. 1:25000), atlas maps, base maps, isoline maps, choropleth maps, thematic maps, sketch maps, climate graphs, analyse photographs (including aerial) and distribution patterns.	Pictograms, population pyramid, pie charts, bar graphs, histograms, flow line maps.	Fieldwork (geographical questions, techniques, observation, measurement, presenting fieldwork data, maps, graphs, diagrams, analysing data, evidenced conclusions, summaries, critical reflection), scatter graphs, numerical and statistical skills.
<b>Skills Revisited</b>	Range of cartographic, numerical and statistical skills.	Range of cartographic, numerical and statistical skills.	Climate graphs, OS Maps, choropleth maps, dispersion graphs, sketch maps and radial graphs.
<b>Knowledge Introduced</b>	Distribution of upland, lowland and glaciated landscapes. Distinctive characteristics of landscapes including geology, climate, human activity. Definitions of main geomorphic processes. Types of weathering, erosion, transport, mass movement and deposition. Formation of river landforms (waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake). Formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit). Case study UK River Basin (River Calder, Aire, Humber), Case Study Coastal Landscape (Holderness). Geomorphic processes operating at different scales, how they're influenced by geology and climate, landforms and features associated with the case study, how human activity, including management works in combination with geomorphic processes to impact the landscape.	Overview of the UKs current major trading partners to include principal exports and imports. Understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband. Causes of uneven development; geographical location, economic change, infrastructure, government policy. Case study (Salford Quays) of economic growth. Changes in UK population structure from 1900 to present day, including changing position on the DTM. Causes, effects, responses of an ageing population. Outline flows of immigration in the UK in 21st Century including social and economic impacts. Causes of contrasting urban trends in the UK; suburbanisation, counter-urbanisation, re-urbanisation. Outline of social, economic, environmental consequences of contrasting urban trends in the UK. Case study of one major city in the UK (Leeds).	How air masses, North Atlantic Drift, continentality influence the weather of the UK. How air masses cause extreme weather conditions in the UK, extremes of wind, temperature, precipitation. Case study of one UK flood (Hebden Bridge) causes by extreme weather including causes (extreme weather), effects (people and environment), management of the flood event at variety of scales. Overview of how environments and ecosystems in the UK are used and modified by humans; mechanisation of farming, commercial fishing to provide food, wind farms, fracking to provide energy, reservoirs, water transfer schemes to provide water. Identification of renewable and non-renewable sources, contribution of these to UK energy supply. Changing patterns of energy supply/demand in the UK from 1950 to present, how changes influenced by government decision making/ international organisations.



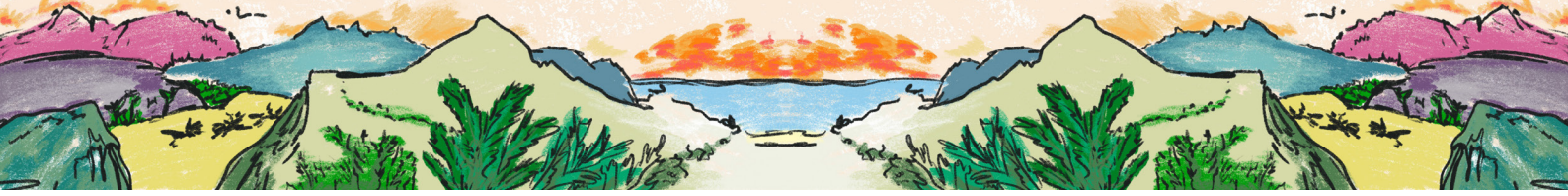


## Curriculum Overview - Geography



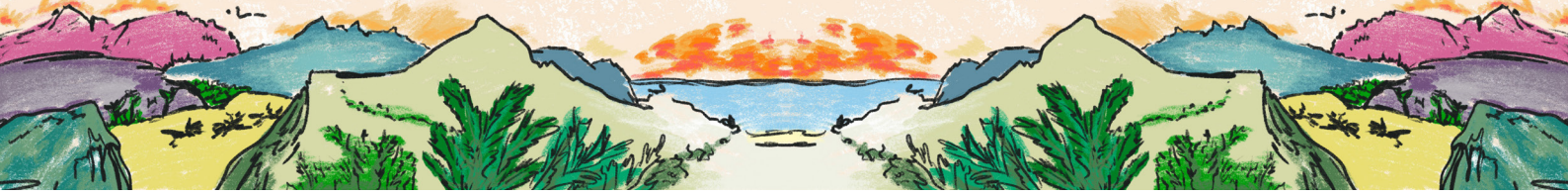
### Phase 5

Year 10	Term 1	Term 2	Term 3
<b>Knowledge Introduced</b>		Influences of the city in its region, country, wider world, migration (national/international) influences on growth and character, ways of life in the city; culture, ethnicity, housing, leisure, consumption. Contemporary challenges that affect urban change, housing availability, transport provision, waste management. Sustainable strategies to overcome cities challenges.	Strategies for sustainable use, management of energy at local, UK national scales, including success of these strategies. Development of renewable energy in UK, impacts on people/environment. Extent to which non-renewable energy should/could contribute to UKs energy future supply. Economic, political, environmental factors affecting UK energy supply in the future.
<b>Knowledge Revisited</b>	Coastal and River processes and landforms <b>(Year 7 Term 3)</b> .	Human characteristics of the UK including sectors of employment. Population change, DTM. Push and pull factors in relation to migration <b>(Year 7 Term 2, Year 8 Term 2)</b> .	Renewable and non-renewable energy sources, UKs energy mix <b>(Year 9 Term 1)</b> .
Year 11	Term 1	Term 2	Term 3
<b>Unit(s)</b>	<b>Fieldwork-Is Transport provision in Leeds Sustainable? The World Around Us-Ecosystems of the Planet</b>	<b>The World Around Us-People of the World</b>	<b>The World Around Us-Environmental Threats to Our Planet. Unseen Fieldwork Foci</b>
<b>Key Concepts</b>	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness, cultural diversity, development and migration.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness, cultural diversity, population, development and migration.	Human & physical Interaction, place, space, scale, interdependence, physical and human processes, environmental impact and sustainable development.
<b>Skills Introduced</b>	Sphere of Influence maps, route maps, human fieldwork (surveys and questionnaires).	Thematic maps-natural resources.	Climate thematic maps, bar charts, line graphs.
<b>Skills Revisited</b>	Fieldwork (geographical questions, techniques, observation, measurement, presenting fieldwork data, maps, graphs, diagrams, analysing data, evidenced conclusions, summaries, critical reflection).	Range of cartographic, numerical and statistical skills.	Range of cartographic, numerical and statistical skills. OS Map skills, scale, symbols, distance, GIS and graphical analysis.



## Phase 5

Year 11	Term 1	Term 2	Term 3
<p><b>Knowledge Introduced</b></p>	<p>Ecosystems include abiotic (weather, climate, soil), biotic (plants, animals, humans) components which are interdependent. Overview of the global distribution of polar regions, coral reefs, grasslands, temperate forest, tropical rainforests, hot deserts. Overview of climate, plants, animals within these ecosystems. Location of tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian, Australasian. Location of warm water coral reefs including Great Barrier Reef, Red Sea Coral Reef, New Caledonia Barrier Reef, Mesoamerican Barrier Reef, Florida Reef, Andros Coral Reef. Processes that operate within tropical rainforests, nutrient/water cycles. Process of nutrient cycling in Coral Reefs. Two Case studies Topical Rainforest (Peruvian Amazon), Coral Reef (Andros Barrier Reef). Including interdependence of climate, water, plants, animals, humans. Their value to humans/planet, threats to biodiversity, attempts to mitigate these through sustainable use and management.</p>	<p>Social, economic, environmental definitions of development, concept of sustainable development. Different development indicators, GNI per capita, HDI, Internet Use, advantages and disadvantages of this. Development indicators showing consequences of uneven development, current patterns of AC, EDC, LIDCs. Outline reasons for uneven development, impact of colonialism on trade, exploitation of natural resources. Different types of aid and their role in both promoting and hindering development. Case study (Nigeria) of one LIDC/EDC. Illustrate changing economic development, influence of and interrelationships between; countries geographical location, environmental context, political development, relationships with other states, principal imports, exports, relative importance of trade, role of international investment, population, employment structure changes over time, social factors, including access to education, healthcare provision, technological developments, communications technology and one aid project (Goat Aid). Rostow's model to determine countries path of economic development. Definition of city, megacity and world city. Distribution of megacities, how changed overtime. How urban growth rates vary in parts of the world with contrasting levels of development. Overview causes of rapid urbanisation/push/pull migration factors, natural growth.</p>	<p>Overview of how the climate has changed from Quaternary period to present day, including ice ages, Key periods of warming/cooling since 1000AD, including medieval warming, little ice age, modern warming. Evidence for climate change over different time periods, global temperature data, ice core, tree rings, paintings and diaries. Theories of natural climate change, including variations in energy from the sun, changes in the earth's orbit, volcanic activity. Human activity is responsible for the enhanced greenhouse effect which contributes to global warming. Summary of range of consequences of climate change being experiences across the planet. Distribution of the main climatic regions of the world, how global circulation of the atmosphere is controlled by the movement of air between the poles and equator. Global circulation of the atmosphere and how it leads to extreme weather conditions (wind, temperature, precipitation) in different parts of the world. Outline the causes of the extreme weather conditions that are associated with the hazards of tropical storms and drought, whether these have changed overtime. Case Study (El Nino), how the extreme weather conditions develop and can lead to drought, effects of the drought event on people and the environment, ways in which people have adapted to drought in the case study area.</p>



Curriculum Overview - Geography  
Phase 5



Year 11	Term 1	Term 2	Term 3
<b>Knowledge Introduced</b>		Social, environmental, economic consequences of rapid urbanisation in LIDCs. Case Study (Lagos) of city in LIDC/EDC. Influences of the city in its region, country, wider world, migration (national/ international) influences on growth and character, ways of life in the city; culture, ethnicity, housing, leisure, consumption. Contemporary challenges that affect urban change, housing availability, transport provision, waste management. Sustainable strategies to overcome cities challenges.	
<b>Knowledge</b>	Global distribution of biomes, vegetation belts and climate <b>(Year 7 Term 1, 2)</b> . Values and threats of Tropical rainforests.	Factors involved in uneven development, development indicators <b>(Year 7 Term 1, 2 Year 8 Term 3)</b> , global trade.	Climate change overtime, human and natural causes of climate change. Extreme weather such as tropical storms <b>(Year 8 Term 2)</b> .