



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

(Geography)

Year 7 – 11 Curriculum rationale

Curriculum intent: The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. In the end, it's about using all that knowledge to help bridge divides and bring people together.

Literacy/Reading/Oracy opportunities:

	Autumn	Spring	Summer
Year 7	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> - Human, Physical & Environmental Geography, Local, National and Global Scales. There are different types of Geography but they are all interconnected. -Data collection skills, Field sketches and annotation. -Fieldtrip risk assessment, accurate data collection techniques and limitations of fieldwork collection. - Compass direction, map skills, using ICT to create graphs & charts, creating graphs and questionnaires. - Data Analysis, using data to reach valid conclusions and evaluating accuracy of conclusions linked to methods. - OS maps, 4/6 figure grid reference, map symbols and the map key. <p>Map Skills</p> <ul style="list-style-type: none"> - Location of continents & Oceans, using longitude and latitude to locate places, atlas work and GIS work using Google Earth - Choropleth mapping and interpretation, atlas work, interpretation of choropleth map. - Use of scale on a map, use of compass directions, measuring distance between locations and geographical features. 	<p>Weather and Climate</p> <ul style="list-style-type: none"> • What is the difference between weather and climate? • How do we measure the weather? • What factors affect UK climate? • Why does it rain? • Why do some parts of the UK receive more rainfall than others? • How do depressions and anticyclones affect the UK? • How do we accurately draw a climate graph? • What is microclimate? (Fieldwork skills through enquiry around school) • Is the UK experiencing more extreme weather than in the past? How does extreme weather affect the UK? <p>Population and Migration</p> <ul style="list-style-type: none"> • Why do we need to know what the population is? • How is population distributed in the UK? Why is it like this? • How is population distributed around the world? What factors affect population? 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> - Human, Physical & Environmental Geography, Local, National and Global Scales. There are different types of Geography but they are all interconnected. -Data collection skills, Field sketches and annotation. -Fieldtrip risk assessment, accurate data collection techniques and limitations of fieldwork collection. - Compass direction, map skills, using ICT to create graphs & charts, creating graphs and questionnaires. - Data Analysis, using data to reach valid conclusions and evaluating accuracy of conclusions linked to methods. - OS maps, 4/6 figure grid reference, map symbols and the map key. <p>Map Skills</p> <ul style="list-style-type: none"> - Location of continents & Oceans, using longitude and latitude to locate places, atlas work and GIS work using Google Earth - Choropleth mapping and interpretation, atlas work, interpretation of choropleth map. - Use of scale on a map, use of compass directions, measuring distance between locations and geographical features.

		<ul style="list-style-type: none"> • How has UK population changed over time? Why has there been a change? • How do we draw and interpret a population structure graph? Can we compare the population structure graph for different places? Why are there differences in population structures? • Why is Enrique trying to sneak across the border? • What is migration? Why do people migrate? • What are push and pull factors? <p>How do population control policies affect the people?</p>	
Why?	Links to the Geography intent and NC by being able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length	Human and physical geography-understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts Geographical skills and fieldwork use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Links to the Geography intent and NC by being able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
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	Autumn	Spring	Autumn

Global Development

1. How do we measure the development of a country?
2. What are development indicators? Which development indicators are most accurate?
3. How can we use gapminder data to create a development spectrum?
4. Most likely to be... LIC, HIC or NEE
5. The trading game- working in teams as countries with different populations and resources.
6. What are the different employment sectors? Which employment sector has the most billionaires?
7. What is the development gap? What are TNCs? Can TNCs help to reduce the development gap? What are the advantages and disadvantages of TNCs?
8. Why is Omar stitching footballs in secret? Impact of globalisation
9. Comparison of HIC and LIC using development indicators
10. Strategies to reduce the development gap

Rivers and Flooding

1. What is a drainage basin? What are the main features of a drainage basin?
2. How does the River change from source to mouth?
3. What is the long and cross profile of a river?
4. How do V shaped valleys and interlocking spurs form?
5. What is the world's biggest waterfall? How did it form?
6. How do meanders and oxbow lakes form?
7. What features are formed when a river deposits material?
8. Why do rivers flood?
9. How do we draw and interpret storm hydrographs?
10. How can we manage river flooding?
11. Are soft river management techniques more effective than hard?

Ecosystems

1. What is an ecosystem? What is the difference between biotic and abiotic features?
2. What are the major biomes and how are they distributed around the world?
3. What are the characteristics of each major biome?
4. What does the Tropical rainforest biome look like? How is the rainforest structured?
5. How do we accurately draw and interpret a climate graph for the tropical rainforest biome?
6. How have animals and vegetation adapted to survive in the rainforest?
7. Can you design an animal or plant by selecting 6 design features and ensure it would survive in the rainforest biome. (Application of knowledge)
8. What are the causes of deforestation?
9. Why should we protect the tropical rainforest?
10. How can we protect the tropical rainforest?

Globalisation

1. What is globalisation? People say the world is shrinking, what does this mean?
2. How are you connected to places around the world?
3. How many global brands can you identify? How does a pair of jeans connect people all around the world?
4. Is Nike an ethical company?
5. Would you work in a sweatshop? What makes a good sweatshop worker?
6. Dying for a bargain- The winners and losers of globalisation

Are people aware of where their clothes are made?
Enquiry project

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	<p>What are the causes, effects and responses to a river flood event that has taken place in the past 5 years?</p>		<ul style="list-style-type: none"> • What features are formed when a river deposits material? • Why do rivers flood? • How do we draw and interpret storm hydrographs? • How can we manage river flooding? • Are soft river management techniques more effective than hard? <p>What are the causes, effects and responses to a river flood event that has taken place in the past 5 years?</p>
<p>Why?</p>	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> - Human, Physical & Environmental Geography, Local, National and Global Scales. There are different types of Geography but they are all interconnected. -Data collection skills, Field sketches and annotation. -Fieldtrip risk assessment, accurate data collection techniques and limitations of fieldwork collection. - Compass direction, map skills, using ICT to create graphs & charts, creating graphs and questionnaires. - Data Analysis, using data to reach valid conclusions and evaluating accuracy of conclusions linked to methods. - OS maps, 4/6 figure grid reference, map symbols and the map key. <p>Map Skills</p> <ul style="list-style-type: none"> - Location of continents & Oceans, using longitude and latitude to locate places, atlas work and GIS work using Google Earth - Choropleth mapping and interpretation, atlas work, interpretation of choropleth map. - Use of scale on a map, use of compass directions, measuring distance between locations and geographical features. 	<p>Weather and Climate</p> <ol style="list-style-type: none"> 13. What is the difference between weather and climate? 14. How do we measure the weather? 15. What factors affect UK climate? 16. Why does it rain? 17. Why do some parts of the UK receive more rainfall than others? 18. How do depressions and anticyclones affect the UK? 19. How do we accurately draw a climate graph? 20. What is microclimate? (Fieldwork skills through enquiry around school) 21. Is the UK experiencing more extreme weather than in the past? How does extreme weather affect the UK? <p>Population and Migration</p> <ol style="list-style-type: none"> 1. Why do we need to know what the population is? 2. How is population distributed in the UK? Why is it like this? 3. How is population distributed around the world? What factors affect population? 4. How has UK population changed over time? Why has there been a change? 5. How do we draw and interpret a population structure graph? Can we compare the population structure graph for different 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> - Human, Physical & Environmental Geography, Local, National and Global Scales. There are different types of Geography but they are all interconnected. -Data collection skills, Field sketches and annotation. -Fieldtrip risk assessment, accurate data collection techniques and limitations of fieldwork collection. - Compass direction, map skills, using ICT to create graphs & charts, creating graphs and questionnaires. - Data Analysis, using data to reach valid conclusions and evaluating accuracy of conclusions linked to methods. - OS maps, 4/6 figure grid reference, map symbols and the map key. <p>Map Skills</p> <ul style="list-style-type: none"> - Location of continents & Oceans, using longitude and latitude to locate places, atlas work and GIS work using Google Earth - Choropleth mapping and interpretation, atlas work, interpretation of choropleth map. - Use of scale on a map, use of compass directions, measuring distance between locations and geographical features.

		<p>places? Why are there differences in population structures?</p> <p>6. Why is Enrique trying to sneak across the border?</p> <p>7. What is migration? Why do people migrate?</p> <p>8. What are push and pull factors?</p> <p>How do population control policies affect the people?</p>	
How parents / carers can support	<p>Links to the Geography intent and NC by being able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p>	<p>Human and physical geography-understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p> <p>Geographical skills and fieldwork use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p>Links to the Geography intent and NC by being able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p>
	Autumn	Spring	Summer
Year 9	<p>Fiery Earth Explain why hazards happen on plate boundaries using geographical terminology Compare the impacts (social, environmental and economic) of different hazards in different locations using geographical terminology Evaluate how well people can reduce the risk of hazards using geographical terminology</p> <p>Ice Age Explain how glaciers create certain landforms using key geographical vocabulary Compare the impacts (social, environmental and economic) of climate change using geographical vocabulary Evaluate how well people can adapt to living in glacial environments using key geographical vocabulary</p>	<p>Deserts Describe the location of Deserts using key geographical terms Examining both flora and fauna adaptations Investigation into how the indigenous people survive in a hot desert Investigating the culture and traditions of the indigenous population in the Outback.</p> <p>Consuming Energy Resources To investigate the energy resources, we use every day to light our homes, to power televisions and computers, and to cook food. The energy we use comes from a variety of different sources such as oil, gas and even wind. With more people living on the planet, the global demand for energy continues to grow and more resources are being used to provide energy that we need. The International Energy Agency (IEA) has warned that</p>	<p>Battle for the Biosphere Key Idea The Earth is home to a number of very large ecosystems (Biomes) the distribution of is affected by climate and other factors. Key idea The Biosphere is a vital life-support system for people as it provides both goods and services.</p> <p>Forests Under Threat Key Idea The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate. The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate. Tropical rainforests are threatened directly by deforestation and indirectly by climate change. The taiga is increasingly threatened by commercial development. Conservation and sustainable management of tropical</p>

		current energy use is unsustainable, and that significant investment is needed throughout the world to develop renewable energy supplies. New types of energy resources are being developed to meet rising demand, such as tar sands and hydrogen fuel cells.	rain forests is vital if goods and services are not to be lost for future generations. The taiga wilderness areas need to be protected from overexploitation.
Why?	<p>Links to NC coverage as students need to understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales and plate tectonics.</p> <p>Links to NC coverage as students need to understand, through the use of detailed place-based exemplars at a variety of scales weather and climate, including the change in climate from the Ice Age to the present and glaciation.</p>	<p>National curriculum coverage by extending student locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa Asia and the Middle East, focusing on their environmental regions including hot deserts.</p> <p>Links to the Geography intent by creating opportunities for students to understand the impact they have on fragile environments.</p> <p>National Curriculum Understands the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>Links to the Geography intent by creating opportunities for students to understand the impact they have on fragile environments.</p> <p>National Curriculum Understands the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>Links to the Geography intent by creating opportunities for students to develop their enquiry skills.</p> <p>National Curriculum Develops contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p>
How parents / carers can support	<p>https://www.bbc.co.uk/bitesize/guides/z3sg87h/revision/1</p> <p>Geog.1 geography for KS3 by Rosemarie Gallagher, Richard Parish and Janet Williamson, pages 102-120.</p> <p>https://www.bbc.co.uk/bitesize/guides/zftyctdm/revision/1</p> <p>Geog.1 geography for KS3 by Rosemarie Gallagher, Richard Parish and Janet Williamson 4th edition pages 62-76.</p>	<p>Geog.1 geography for KS3 by Rosemarie Gallagher, Richard Parish and Janet Williamson 4th edition pages 118-136.</p> <p>Geog.2 geography for KS3 by Rosemarie Gallagher and Richard Parish pages 68-84.</p> <p>https://sites.google.com/site/revisageographygcse/people-and-the-planet/consuming-resources</p>	<p>https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/1</p> <p>Geog.2 geography for KS3 by Rosemarie Gallagher and Richard Parish pages 54-66.</p> <p>https://www.bbc.co.uk/bitesize/guides/zpmnb9q/revision/1</p> <p>Geog.2 geography for KS3 by Rosemarie Gallagher and Richard Parish pages 56-60.</p>

	Autumn	Spring	Summer
Year 10	<p>Section A- The Challenge of natural hazards Natural hazards pose major risks to people and property. 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. Global atmospheric circulation helps 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. 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>	<p>Section B – The living world Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. 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 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.</p>	<p>Section C – physical landscapes in the UK The UK has a range of diverse landscapes. 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. 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.</p>
Why?	Unit 1 – Living with the physical environment. This covers content for their AQA Geography GCSE course.	Continuation of unit 1 – Living with the physical environment. This covers content for their AQA Geography GCSE course.	Continuation of unit 1 – Living with the physical environment. This covers content for their AQA Geography GCSE course.
How parents / carers can support	Parents can support this by ensuring all homework is completed on time and use https://www.aqa.org.uk/subjects/geography/gcse/geography-y-8035 to help them understand the course. Buy Revision materials for the course.	Parents can support this by ensuring all homework is completed on time and use https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 to help them understand the course. Buy Revision materials for the course.	Parents can support this by ensuring all homework is completed on time and use https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 to help them understand the course. Buy Revision materials for the course.
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How parents / carers can support			