

**Subject: Geography**

Year 7	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<b>Unit &amp; length</b>	<b>Physical landscapes of the British Isles</b> 12 lessons	<b>Human features of the British Isles</b> 12 lessons	<b>Climate change</b> 12 lessons	<b>A sustainable planet?</b> 12 lessons
<b>Curriculum outline</b>	<ul style="list-style-type: none"> <li>• Direction</li> <li>• Continents and oceans</li> <li>• Countries that make up the British Isles</li> <li>• Physical features of the British Isles</li> <li>• Geology of the British Isles</li> <li>• Glaciation</li> <li>• Geographical timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>• Location of major urban areas in British Isles</li> <li>• Distribution of population in British Isles</li> <li>• Why people migrate to the British Isles</li> <li>• Why it is important to understand population statistics – population pyramids</li> <li>• Positives and negatives of migration</li> <li>• Impacts of an ageing population</li> </ul>	<ul style="list-style-type: none"> <li>• What makes the Earth so unique?</li> <li>• What makes the Earth a sustainable place to live?</li> <li>• How do we know that our climate is changing?</li> <li>• Are we entering the age of anthropocene?</li> <li>• What can we do about climate change?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the worlds physical landscapes differ?</li> <li>• Why are tropical rainforests important for a sustainable planet?</li> <li>• Can bamboo be used as a sustainable plant?</li> <li>• Why are coral reefs important for a sustainable planet?</li> </ul>
<b>Assessment/s</b>	4 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	4 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	4 assessment points throughout the curriculum. Short answer questions and verbal presentation. HW – MCQ based on content.

Year 8	Cycle 1	Cycle 2	Cycle 3	Cycle 4
<b>Unit &amp; length</b>	<b>Our urban world</b> 12 lessons	<b>Extreme environments</b> 12 lessons	<b>Resources</b> 12 lessons	<b>Rivers</b> 12 lessons
<b>Curriculum outline</b>	<ul style="list-style-type: none"> <li>• What is a megacity and where can they be found?</li> <li>• How is the urban world changing?</li> <li>• Why has there been increased urbanisation across the world?</li> <li>• What are the opportunities and challenges of living in an urban area?</li> <li>• What are the challenges of rapid urbanisation?</li> <li>• Can you just move a megacity?</li> </ul>	<ul style="list-style-type: none"> <li>• What are biomes / ecosystems and where are they distributed</li> <li>• What factors affect the distribution of ecosystems</li> <li>• Why is the Saharan Desert an extreme environment</li> <li>• How do plants and animals survive in hot deserts</li> <li>• Why is the tundra an extreme environment</li> <li>• How do plants and animals survive in the extreme cold</li> </ul>	<ul style="list-style-type: none"> <li>• How has our use of earth’s natural resources changed?</li> <li>• Water, water everywhere?</li> <li>• How does the UK manage its water?</li> <li>• Is there enough food to feed the world?</li> <li>• How can we increase food supplies and be more sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>• Where can the world’s longest rivers be found?</li> <li>• What are the key features of a river?</li> <li>• How do rivers get their distinct features?</li> <li>• What can we expect to find in the upper course of a river?</li> <li>• What can we expect to find in the middle course of a river?</li> <li>• What can we expect to find in the lower course of a river?</li> <li>• Why are rivers important to people?</li> </ul>
<b>Assessment/s</b>	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	4 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	4 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.

Year 9	Cycle 1	Cycle 2	Cycle 3	Cycle 4 (If students continue the subject to GCSE)
Unit & length	<b>Coasts</b> 14 lessons	<b>Tropical storms</b> 14 lessons	<b>Tectonic hazards</b> 14 lessons	<b>Development</b> 14 lessons
Curriculum outline	<ul style="list-style-type: none"> <li>• How waves form</li> <li>• Different types of waves</li> <li>• Different types of coastlines (geology)</li> <li>• Types of erosion</li> <li>• Erosion landscapes</li> <li>• Longshore drift and depositional landforms</li> <li>• Comparison between hard and soft engineering</li> </ul>	<ul style="list-style-type: none"> <li>• How does global atmospheric circulation affect global weather?</li> <li>• Where are tropical storms formed?</li> <li>• How are tropical storms formed?</li> <li>• How is climate change likely to affect tropical storms?</li> <li>• How can we reduce the impacts of tropical storms?</li> <li>• How does a major tropical storm impact a country and its people?</li> </ul>	<ul style="list-style-type: none"> <li>• How has our use of earth's natural resources changed?</li> <li>• Water, water everywhere?</li> <li>• How does the UK manage its water?</li> <li>• Is there enough food to feed the world?</li> <li>• How can we increase food supplies and be more sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we measure development?</li> <li>• Why is there a development gap?</li> <li>• How does the DTM link to development?</li> <li>• Quality of life in low income countries.</li> <li>• What strategies can reduce the development gap?</li> </ul>
Assessment/s	4 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	4 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. HW – MCQ based on content.	3 assessment points throughout the curriculum. Short answer questions and extended answer questions and a verbal presentation. HW – MCQ based on content.

Year 10	Autumn A	Autumn B	Spring A	Spring B	Spring A	Spring B
Unit & length	<b>Nigeria</b> 14 Lessons	<b>Resource management</b> 12 Lessons	<b>The changing UK economy</b> 12 Lessons	<b>Bristol</b> 12 Lessons	<b>Ecosystems</b> 12 Lessons	<b>Retrieval</b> 12 Lessons
Curriculum outline	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>Geographical context</li> <li>Historical, social and political context of NEE</li> <li>Changes for rural and urban populations</li> <li>Changes in employment structure and links to development</li> <li>Opportunities and challenges of living in urban areas</li> <li>Social, economic and environmental opportunities and challenges in an NEE</li> <li>Development of and movement of megacities</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>Where resources can be found</li> <li>Provisions for food, water and energy in the UK</li> <li>Distribution of global food supply</li> <li>Impacts of food distribution</li> <li>How humans have increased food supplies</li> <li>How we can managed food supplies in the future</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>How has the UK economy changed?</li> <li>What is a post industrial economy</li> <li>Changing rural landscapes and the impact of industry on the environment</li> <li>The north-south divide</li> <li>Changing infrastructure in the UK</li> <li>The UK connections to the wider world</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>Where do people live in the UK?</li> <li>What makes Bristol a major UK city?</li> <li>How has migration impacted Bristol?</li> <li>How has urban change in Bristol created economic opportunities?</li> <li>How has economic opportunities led to social challenges in Bristol?</li> <li>How has economic opportunities led to social inequalities in Bristol?</li> <li>How will regeneration benefit the environment in and around Bristol?</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>What is an ecosystem?</li> <li>What can cause an ecosystem to become unbalanced?</li> <li>What factors influence the distribution of biomes?</li> <li>How are tropical rainforest characterised?</li> <li>Why is deforestation occurring in tropical rainforests?</li> <li>How can tropical rainforests be managed?</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>In the final term time is spent going over learnt knowledge to develop long-term understanding.</p>
Assessment/s	6 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	6 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	6 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	

Year 11	Autumn A	Autumn B	Spring A	Spring B	Spring A	Spring B
Unit & length	<b>Rivers</b> 14 Lessons	<b>Hot deserts</b> 12 Lessons	<b>Climate change</b> 12 Lessons	<b>Fieldwork</b> 12 Lessons	<b>Retrieval</b> 12 Lessons	
Curriculum outline	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>• What are the key features of a river?</li> <li>• How do rivers get their distinct features?</li> <li>• What can we expect to find in the upper course of a river?</li> <li>• What can we expect to find in the middle course of a river?</li> <li>• What can we expect to find in the lower course of a river?</li> <li>• How do hydrograph help us to understand river flooding?</li> <li>• How can flooding be reduced?</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>• Why are hot deserts so dry?</li> <li>• How have plants and animals adapted to hot deserts?</li> <li>• What are the opportunities and challenges of developing a hot desert?</li> <li>• What are the causes of desertification?</li> <li>• How can desertification be managed?</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons</p> <ul style="list-style-type: none"> <li>• The difference between global warming and climate change</li> <li>• Historical evidence of climate change</li> <li>• Causes of global warming and climate change</li> <li>• Impacts of global warming on the planet (present and future)</li> <li>• Individual, national and global mitigation</li> <li>• Evidence that climate change is naturally occurring</li> <li>• The greenhouse effect and the enhance greenhouse effect</li> </ul> <p>Within single lessons Interleaving activity – going over content previously covered. (mind maps, MCQ, Flashcards, Golden 5 booklets)</p>	<p>Within double lessons Fieldwork – students will undertake unseen and seen fieldwork. Students will learn about the geographical enquiry process and how to carry out fieldwork along with analysing, evaluating and drawing conclusions in a practical way.</p>	<p>In the final term time is spent going over learnt knowledge to develop long-term understanding as well as exam practice and preparation.</p>	
Assessment/s	6 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	6 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.	5 assessment points throughout the curriculum. Short answer questions and extended answer questions. This activity is then extended as HW.		