GEOGRAPHY CURRICULUM

Year 7

Fascinating Places

Enquiry Question: How and why are places different around the world?

In the "Fascinating Places" topic, Year 7 students investigate a diverse range of locations from each continent, focusing on both their geographical significance and what makes each place unique.

Key areas of study:

- Weather and climate

- Biomes and Ecosystems

- Plant and animal adaptations

- Location: continents, oceans and countries studied.

- Location vs Place

- River systems and flooding

- Economic Development (HIC, NEE, LIC) Climate Change

- Key case studies include: The UK, Italy, Vietnam, Nigeria, Australia, Chile, Greenland, Antarctica, Canada

Key Skills developed:

- Data collection

- Graphical skills: Bar graph, line graph, combination chart (climate graph).

- OS map skills

- Mathematical skills: mean, median, mode and range.

Year 8

Hazardous World

Enquiry Question: How do natural hazards shape the world we live in?

In the Year 8 topic on natural hazards, students investigate key events like earthquakes, volcanoes, extreme weather, and wildfires. They explore the causes, impacts, and necessary responses and preparations.

Key areas of study:

- Formation of natural hazards (volcanoes, earthquakes and tropical storms)

- Primary and secondary effects of natural hazards

- Immediate and long-term responses of natural hazards

- How tectonic hazard effects and responses compare in areas of contrasting levels of wealth

- How the effects of natural hazards can be limited through monitoring, prediction, planning and protection.

- Key case studies include Haiti and New Zealand earthquakes and Mexico tropical storms.

Key Skills developed:

- Choropleth Maps

- GIS mapping of natural hazards and plate margins

- Mathematical skills: multiplication and division

Development and Globalisation

Enquiry Question: What factors impact on development?

This unit will explore the reasons behind global inequalities, examining economic, social, and political influences that contribute to varying levels of development among countries. Students will analyse development indicators, such as GDP, literacy rates, and access to healthcare, while also investigating different types of industries and how globalization interconnects global economies.

Key areas of study:

- Social and economic factors which help indicate the level of development within a country

- How countries develop over time

- Types of industry

- Globalisation and westernisation

- Strategies used to reduce the development gap

- Key case studies include: UK employment and sweatshops in Bangladesh

Key Skills developed:

- Scatter graphs

- Longitude and Latitude

- Pie charts

-Line graphs

-Desire line maps

Population

Enquiry Question: How and why do populations change?

In this topic learners will critically analyse the factors driving population dynamics. This topic builds on previous studies of development, fostering a comprehensive understanding of the implications of demographic changes on societies and economies.

Key areas of study:

- The human and physical factors which influence population distribution

- Regional study of China: human and physical factors which influence population distribution; political policies which impact on population

- Urbanisation and megacities

- Types of migration and its impacts

- Key case studies include: China, Mumbai, Mexico and the USA

- Fieldwork: exploring the population around Horizon, collecting data from a student sample on residences, practicing data presentation on OS maps, and conducting data analysis, followed by reflection and evaluation of the validity of their findings

Key Skills developed:

- Diverging bar charts (population pyramids)

- Line graphs (Demographic Transition Model)

- Choropleth maps

- OS maps

Year 9

Exploiting Earth

Enquiry Question: Are humans in control of the Earth?

This topic supports students to critically evaluate how human activities have ushered in the Anthropocene epoch. Through real-world case studies, learners will gain a deeper understanding of humanity's role in shaping the planet's future and identify meaningful actions they can take to promote environmental stewardship.

Key areas of study:

- Epochs in time, including the Anthropocene

- The enhanced greenhouse effect, the challenge of climate change and how this can be managed

- Human exploitation of ecosystems including the ocean biome Sustainable urban living

- Fieldwork: Students collect wind speed data on the school site through fieldwork, determining optimal turbine locations while more independently applying their fieldwork knowledge and skills in data collection presentation and analysis.

Key case studies include: Russia, Kenya, Bangladesh, China, Crete, Kiribati and Tajikistan

Key skills developed:

- Longitude and latitude

- Desire line maps

- Flow line maps

- Choropleth maps

Middle East

Enquiry question:

How do natural and human influences contribute to the opportunities and challenges faced by the Middle East?

This unit supports students to critically examine to what extent natural factors alongside human actions are the root causes of the region's opportunities, challenges, and instability. This holistic unit encourages students to draw on their prior learning to analyse the intricate relationships between human activities and physical geography – gaining nuanced understanding of the unique dynamics faced by the Middle East.

Key areas of study:

- Location of Middle East

- Population Distribution

- Causes, effects and management of water stress

- Economic Development – factors that lead to and hinder economic growth,

Key case studies include: Lake Urmia, Dubai, Yemen, Syria

Key skills developed:

- Climate Graphs

- Combination charts

- GIS to show life expectancy, wealth and literacy rates

Urban World

Enquiry question:

To what extent does urbanization create opportunities and challenges.

This unit explores the impacts of urban growth and change on developed and developing cities.

Key areas of study are:

- Place and location of case studies

- Global urbanisation trends

- Causes of migration

- Urban growth challenges and management

- Urban opportunities

- Sustainable urban living

Key case studies include: Rio de Janeiro, Brazil and London, UK

Key skills developed: - Pie charts

- Bar charts

- Combination charts

- Line graph

- Flow line map

- Choropleth map

Rivers

Enquiry Question:

How do hazards shape the world we live in?

In this topic, students critically examine the causes, impacts, and management strategies associated with tectonic hazards, tropical storms, and climate change. Through a range of case studies, they analyse how different hazards uniquely affect communities and require specific management approaches, supporting learners to understand the complex interactions between human and physical environments.

Case studies include: Nepal and Italy (earthquake comparison) and Typhoon Haiyan (Tropical Storm).

Key skill developed:

Interpreting maps of natural hazards

Year 10

Natural Hazards

Enquiry Question:

How do hazards shape the world we live in?

In this topic, students critically examine the causes, impacts, and management strategies associated with tectonic hazards, tropical storms, and climate change. Through a range of case studies, they analyse how different hazards uniquely affect communities and require specific management approaches, supporting learners to understand the complex interactions between human and physical environments.

Case studies include: Nepal and Italy (earthquake comparison) and Typhoon Haiyan (Tropical Storm).

Key skill developed:

Interpreting maps of natural hazards

Human Fieldwork

Enquiry Question:

Has Barnsley's town centre regeneration project been successful?

Students complete two fieldwork investigations, applying geographical theory in real-world contexts. This enhances critical thinking, data analysis, and independent learning. It develops teamwork, problem-solving, and decision-making skills while deepening understanding of environmental processes and human impact, preparing students for further study and future careers in geography and related fields. The first piece builds on learning from the previous topic: urban world.

After classroom preparation, students spend an afternoon in Barnsley Town Centre collecting data, which they then present, analyse, and evaluate back in class, reinforcing their understanding and developing data interpretation and critical thinking skills.

Key skill Developed:

- Data collection: bi-polar survey and photographs

- Data presentation: radar graph and annotated photographs

- Mathematical skill: central tendencies and averages

- Data analysis

Coasts

Enquiry Question:

To what extent can physical processes change landscapes?

In the coasts topic, students build on their rivers knowledge through a spiral approach, exploring coastal processes, landforms, and management strategies. Case studies of the Holderness coastline enable them to evaluate erosion, deposition, and weathering. Later in the year, fieldwork in Mapleton reinforces their understanding by analysing coastal management techniques in practice.

Key case study: Holderness coastline

Key skill developed:

- OS maps: 4 figure grid reference, 6 figure grid reference, relief, map symbols, distance etc.

Living World

Enquiry Question:

How and why do ecosystems need to adapt to human and physical factors?

In the Living World topic, students explore ecosystems, focusing on tropical rainforests and cold environments. They investigate the characteristics, biodiversity, and interdependence of these systems, in addition to the human impacts from economic development and sustainable management practices. This highlights the conflict between economic development and environmental sustainability.

Key areas of study are:

-Physical characteristics and distribution of biomes

-Plants and animal adaptations

-Causes, effects and management of deforestation

-Opportunities and challenges of development in cold environments and how they can be managed

Key case studies include: Epping Forest, the Malaysian tropical rainforest and Svalbard

Key skill developed:

-Climate graphs

-Bar charts

-Distribution

-Location

Physical Fieldwork

Enquiry Question:

Are the groynes at Mappleton effective?

Students second piece of fieldwork focuses around exploring the Holderness Coast to assess the rate of erosion happening here.

Similar to the first piece of work, students complete preliminary research from the classroom, before spending a day on the beach collecting data to investigate the effectiveness of the groyne.

On return to the classroom students present this data, analysing and concluding their study to respond to their enquiry question.

key skill developed

- Data collection: measuring the speed of longshore drift and measuring the cliff height

- Data presentation: located bar chart

- Mathematical skill: central tendencies and averages

- Data analysis

Year 11

<u>Economic World</u>

Enquiry Question: How do countries develop over time?

In the Economic World unit, students evaluate development indicators to explore global inequalities and trade complexities. They examine poverty's causes, impacts, and solutions, while studying the UK's economic evolution and regional disparities. The curriculum highlights the role of international trade and sustainable practices in future economic development.

Key areas of study are:

- Indicators of development

- Causes and consequences of uneven development

- Strategies to reduce the development gap

- Changes to global trade

- Changes to the UK economy

- Regional economic difference in the UK

- Rural population changes in the UK

Key case studies include, Nigeria (TNC investment), Jamacia (tourism) , the outer Hebrides and South Cambridgeshire.

Key skill developed:

-Scatter graph

- Line Graph

- Population Pyramid

- Pie Chart

Issue Evaluation

Twelve weeks before the GCSE exams, students receive an 'issue evaluation' from the exam board, a 6-page document focusing on a specific topic each year. Past themes have included water scarcity in the UK, development in tropical rainforests, squatter settlements, tourism, and housing challenges. Students engage deeply with the document, collaborating with peers and teachers to critically evaluate the content, developing a sophisticated understanding to apply their knowledge effectively to high-level evaluative questions in the examination.

Resource Management

Enquiry Question: To what extent do global resources need to be managed?

In the Resource Management unit, students explore key issues related to food, water, and energy resources. They examine factors influencing consumption, regional challenges, and sustainable practices through case studies. The curriculum fosters critical thinking about effective resource management, emphasizing its links to economic development and environmental preservation for a sustainable future.

Key areas of study are:

- Global distribution of resources
- The link between resource availability and quality of life
- Strategies to manage and increase resource supplies
- Sustainable approaches to resource management

Key case studies include: UK water transfer schemes, Nepal micro hydro power, UK fracking

Skill:

- Distribution
- Pie Charts
- Divided Bar Chart