



YEAR 11

Summer 1

- Exam period

YEAR 11

Spring 1 and 2

- Revision of all three papers
- Start off with paper 1 then paper 2, incorporating paper 3 within paper 1 and 2.

Autumn 2 – Paper 3 – Geographical enquiry
Fieldwork

- The development of questions for an investigation
- Methodology used for field work as well as the type of data collected – qualitative or quantitative methods of data collection.
- The impact of physical and human features on field work
- Use of secondary data
- Analysis of data.
- MOCK EXAMS

Autumn 1 – Paper 2 – The Human Environment
Resource management

- Types of resources – renewable and non-renewable and the impacts
- Global demand and supply of energy over the past 100 years.
- The development of sustainable energy within countries at different levels

FURTHER STUDY

Environmental science, oceanography, geography, Earth science, Planetary Science, Global Development, Politics, Economics, Conservation biology

CAREER PATHS

Researcher, Conservation, Geo Environmental Engineer, Politics, Geologist, Archaeology, Education, Environmentalist,

SKILLS

Analysis, Evaluation, Attention to detail, research, data collection, problem solving.

INTEREST

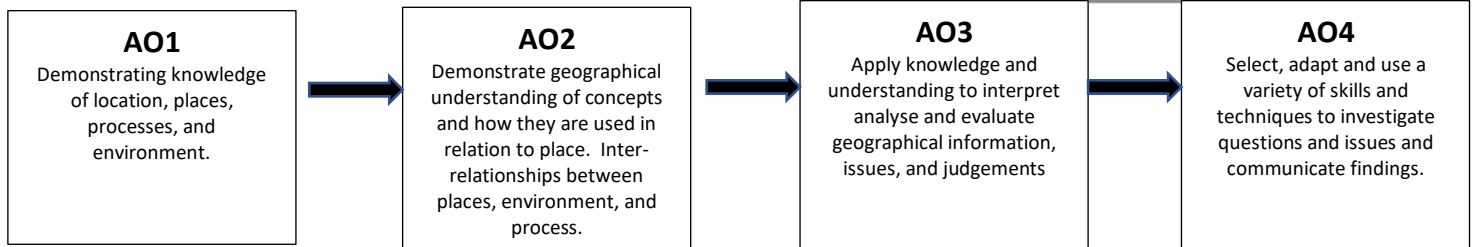
A continued love of learning about earth and interactions between people and environment.

Skills taught across Geography

- Communication
- Analysis
- Evaluation
- Enquiry
- Investigation
- Problem Solving
- Awareness of social and environmental issues

Curriculum Overview

Welcome Curriculum Overview





Summer 1 and 2 - Paper 2 The Human Environment
Topic 5
Global development

- Definition of development using economic, social, and political measures
- Factors that contribute to human development (human development index)
- The importance of resources for development
- Top down and bottom-up strategies.
- India case study – uneven development of two areas in India, improvement strategies, factors that lead differences, geopolitics in India and strategies to improve quality of life.

Move on to
Year 11

YEAR

Spring 2 - Paper 2 The Human Environment
Topic 4
Changing cities

- How and why cities around the world change
- Birmingham case study – structure of Birmingham, urban, rural, de-industrialisation, re-urbanisation,
- Mexico City – structure of Mexico – the impact of mass migration on urbanization, quality of life and top down and bottom-up strategies.

Skills taught across Geography

- Communication
- Analysis
- Evaluation
- Enquiry
- Investigation
- Problem Solving
- Awareness of social and environmental issues

Spring 1 - Paper 1 -The Physical Environment –
Topic 3
Ecosystems, biodiversity, and management. Writing geographically.

- Larger scale ecosystems and their locations
- The biosphere and its impact
- The UK ecosystem
- The features of rainforests and their impact (Madagascar)
- Comparison of deciduous woodlands to rainforests

Autumn 2 - Paper 1 -The Physical Environment –
Topic 2
Weather hazards and climate change, thinking geographically.

- What is climate?
- The changed to the climates around the world.
- The climate in the UK.
- Regional variations
- Causes and consequences of cyclones.
- Causes and consequences of droughts.

Autumn 1 - Paper 1 -The Physical Environment –
Topic 1 - The Changing landscape
1A – Coastal landscapes and processes. Field work: investigating coastal landscapes.
1B – River landscapes and processes. Field work: investigating River landscapes.

AO1
Demonstrating knowledge of location, places, processes, and environment.

AO2
Demonstrate geographical understanding of concepts and how they are used in relation to place. Inter-relationships between places, environment, and process.

AO3
Apply knowledge and understanding to interpret analyse and evaluate geographical information, issues, and judgements

AO4
Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Welcome
Curric



Summer 2 – Local field work enquiry

- What is a country park?
- What is a hypothesis?
- How do we use secondary research?
- What methods can be used in our research?
- How do we present our data?
- Analysis of results
- Field trip to East Park

Year 10



YEAR
9

Summer 1 – Globalisation and fast fashion

- What is globalisation?
- How has globalisation caused fast fashion?
- Fast fashion – case study sweat shops (Nike, Sheen)
- Links to make up – exploitation of child labour
- Impacts of fast fashions – job, economic and infrastructure of the country

YEA
9

Spring 2 – Diversity

- What does diversity look like in the UK?
- What is the population like in the UK?
- Benefits of a multicultural society?
- Economic sectors in the UK
- Case studies – comparison of diversity

Skills taught across Geography

- Communication
- Analysis
- Evaluation
- Enquiry
- Investigation
- Problem Solving
- Awareness of social and environmental issues
- Solution focused.
- Global scale

Spring 1 – Hazards

- Types of hazards – natural disasters
- Crisis management
- Earthquake proof buildings
- Case studies – volcanic eruptions and earthquakes
- Mapping hazards – wildfires

YEA
9

Autumn 2 – Tropical rainforests

- Why are rainforests important
- Adaptations?
- Why are they at risk?
- Sustainable management of rainforest
- Climate change – case study – Malaysia

YEAR
9

Autumn 1 – Oceans

- What is the ocean biome?
- What are the threats to the oceans?
- What is the problem with plastic?
- Why are our oceans in danger?
- How is tourism impacted the plastic problem?
- Solutions of plastic pollution.
- The ocean campaign - project

Curriculum
Overview

Welcome
Curriculum Overview



Summer 2 – Plate tectonics

- What is the structure of the earth?
- The geology of the UK
- What are plate tectonics and their impact?
- What are plate boundaries and the different types?
- The formation of volcanoes
- Earthquakes and tsunami
- What are hotspots?
- Case study San Andreas Fault

Year 9



YEAR 8

Summer 1 – Coasts

- What is a coast?
- The characteristic of the UK coastline
- How do waves work?
- What is erosion and erosional landforms? – Old Harry in Dorset
- Transportation and deposition
- Formation of spits and depositional landforms

YEAR 8

Spring 2 – Frozen Planet

- What is an ice age – when was the earth last frozen?
- What parts of the earth are still frozen today?
- How glaciers shape landscapes?
- Glacial landforms
- Life in Antarctica
- Threat on glacial regions due to climate change
- Impact of tourism in Iceland

Skills taught across Geography

- Communication
- Analysis
- Evaluation
- Enquiry
- Investigation
- Problem Solving
- Awareness of social and environmental issues

Spring 1 – Climate change

- Difference between climate and weather
- What is climate change?
- Differences between climate change and global warming
- Physical causes of climate change
- Human causes of climate change
- Evidence and impact of climate change
- Impact of climate change on low lying islands – Solomon Islands
- Solutions to climate change

YEAR 8

Autumn 2 – Migration

- What migration is?
- Why people cross borders?
- Push and pull factors?
- Impacts of migration
- Causes and impacts of urbanisation.
- The rise of mega cities
- Case studies – Mexico and USA border
- Case study – impact of migration on the UK

YEAR 8

Autumn 1 - Conflict

- What is conflict?
- How resources cause conflict?
- What are borders?
- Explore different types of conflict around the world.
- Cities in two halves (inequality) – how events like the world cup and Olympics have caused conflict.
- Reasons why everyday necessities such as food and water cause conflict around the world.

Curriculum Overview

Welcome
Curriculum Overview



Move on to Year 8

Summer 2 – Extreme environments

- What are extreme environments and biomes?
- Why is it so cold and where is the coldest place?
- Why is it so hot? What is the Sahara Desert and desertification? Case study – Death Valley.

YEAR
7

Summer 1 – Rivers

- What are rivers?
- Where does our water come from?
- What and where are the world's largest rivers?
- What are the key features of rivers?
- Erosion and deposition
- Problems and opportunities of using a river.
- What is a dam?
- What is flooding? Case study – Somerset and the River Seven

Spring 2 – Weather and climate

- The differences between weather and climate
- Types of rain
- Weather instruments
- High pressure, low pressure, and its impact
- Weather maps

Skills taught across Geography

- Communication
- Analysis
- Evaluation
- Enquiry
- Investigation
- Problem Solving
- Awareness of social and environmental issues
- Graph skills
- Map skills

Spring 1 – Population and development

- Factors that lead to population changes
- China case studies – factors that lead to population change.
- Population pyramid
- Quality of life globally as result of different incomes – looking at the difference of what is defined as poverty according to where you live.

Autumn 2 – Investigation of the local area

- Form a hypothesis – is Wolverhampton a good place to live?
- The different types of methodology – quantitative and qualitative.
- The use of field within the school area and the use of google maps.
- To understand how to present their finding in the form of a report, which must include hypothesis, methodology, finding, conclusion, and evaluation.

YEAR
7

Autumn 1 – Geographical skills

- What is geography?
- How to locate places in the UK and the world – the use of compass directions
- Longitude and latitude
- Continents and oceans
- The use of OS maps
- Grid references

Curriculum
Overview

Welcome
Curriculum Overview