



THE
**ROBERT
NAPIER**
SCHOOL



Geography Curriculum Overview 2023 – 2024

Department Name:	Geography
Head of Department:	Mrs K Ashenden
Subject Teachers:	Miss A Smith Miss S Chaytor Mr C Mitchell Mr G Bouffard Miss C Ashenden
Accommodation and Resources:	Geography is based in 2 main classrooms. Each classroom is well resourced with textbooks, revision guides and fieldwork equipment. The other classrooms are split between history and geography, with all classes having access to the resources that they need.
What will students learn each year?	
Year 7	<p>Term 1: <u>What is a geographer</u> KPI I can describe the difference between human and physical geography I can use evidence to locate places around the world I can use four and six figure grid references to locate places.</p> <p>Term 2: <u>What is development?</u> KPI I can describe what development is. I can explain ways to measure development. I can use evidence to explain why people live in poverty</p> <p>Term 3: <u>What happens where the land meets the sea?</u> KPI I can describe what happens where the land meets the sea. I can explain different types of erosion. I can use justify the need for coastal management.</p> <p>Term 4: <u>What is weather and climate?</u> KPI</p>

	<p>I can describe what weather and climate means. I can explain how weather data can be recorded and presented. I can use evidence to explain how different weather systems can affect our weather.</p> <p>Term 5: <u>What is an economy?</u> KPI I can describe what an economy is. I can explain different sectors of work. I can use evidence to explain why the tertiary sector is increasing.</p> <p>Term 6: <u>Global issues</u> KPI I can describe what issues there are from plastic in our oceans. I can explain why climate change is a global issue. I can use evidence to explain threats to our wilderness areas.</p>
Year 8	<p>Term 1 <u>Climatic hazards</u> KPI I can describe the causes of extreme weather events I can explain the effects of extreme weather events I can relate to specific case studies for extreme weather events</p> <p>Term 2: <u>How are populations changing?</u> KPI I can describe how population has changed overtime I can explain why population distribution is uneven I can interpret population data using population pyramids</p> <p>Term 3: <u>Can we ever know enough about earthquakes and volcanoes to live safely?</u> KPI I can describe the distribution of earthquakes and volcanoes I can observe and analyze evidence of continental drift I can describe the difference between constructive, destructive and conservative plate boundaries. I can evaluate the different ways to manage earthquakes and volcanoes</p> <p>Term 4: <u>Climate change and the Earth's Future</u> KPI I can describe and explain the causes of climate change I can use evidence to explain consequences of climate change.</p> <p>Term 5: <u>Why are rivers important?</u> KPI I can explain the water cycle and how rivers shape the land I can use evidence to explain how rivers change from source to mouth</p> <p>Term 6:</p>



	<p><u>China vs Nigeria</u></p> <p>KPI</p> <p>I can describe what is meant by migration</p> <p>I can explain push and pull factors</p>
Year 9	<p>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</p> <p>Term 1</p> <p><u>Going Global</u></p> <p>The Global Fashion Industry</p> <p>The Nike Operation</p> <p>Why Go Global?</p> <p>A Fashion Victim</p> <p>Is globalisation a good thing?</p> <p>Against Globalisation</p> <p>Revising Global Fashion</p> <p>Term 2</p> <p><u>Crime and Conflict</u></p> <p>Crime and Place</p> <p>Fear of Crime</p> <p>Why was Jack the Ripper Never Caught?</p> <p>Modern Day Piracy</p> <p>Heroin trail</p> <p>Blood diamonds</p> <p>Child Soldiers</p> <p>Term 3</p> <p><u>Introduction to tropical rainforests</u></p> <p>Environmental characteristics of rainforests</p> <p>causes of deforestation in Malaysia</p> <p>Impacts of deforestation in Malaysia</p> <p>Managing tropical rainforests</p> <p>Sustainable management of tropical rainforests</p> <p>Term 4</p> <p><u>Hot Deserts</u></p> <p>Environmental characteristics of hot deserts</p> <p>opportunities for development in hot deserts</p> <p>challenges of development in hot deserts</p> <p>causes of desertification in hot deserts</p> <p>reducing desertification in hot deserts</p> <p>Term 5</p> <p><u>Ecosystems and the impact of Climate change</u></p> <p>What is the evidence for climate change?</p> <p>what are the natural causes of climate change?</p> <p>what are the human causes of climate change?</p> <p>Managing the impacts of climate change</p> <p>Introducing a small-scale ecosystem</p> <p>How does change affect ecosystems?</p>



	<p>Introducing global ecosystems</p> <p>Term 6</p> <p><u>Natural Hazards and Tectonic Hazards</u></p> <p>what are natural hazards?</p> <p>Distribution of earthquakes and volcanoes</p> <p>Physical processes at plate margins</p> <p>The effects of earthquakes</p> <p>Responses to earthquakes</p> <p>Living with the risk from tectonic hazards</p> <p>Reducing the risk from tectonic hazards</p>
Year 10	<p>Term 1:</p> <p><u>The urban world</u>- an increasingly urban world</p> <ul style="list-style-type: none"> - the emergence of megacities - introducing Lagos - Social challenges in Lagos - Economic challenges in Lagos - Improving Lagos's environment - Managing the growth of squatter settlements - Planning for Lagos's urban poor <p>Term 2:</p> <p><u>Urban changes in the UK</u> – planning for urban sustainability</p> <ul style="list-style-type: none"> - sustainable living in Freiburg - Sustainable traffic management strategies - where do people live in the UK - introducing London - how can urban change create social opportunities? - how can urban change create economic opportunities? - how can urban change affect the environment? - environmental challenges in London - Creating a clean environment in London - Social inequality in London - New housing for London <p>Term 3:</p> <p><u>The development gap</u>- our unequal world</p> <ul style="list-style-type: none"> - measuring development - the demographic transition model - changing population structures - causes of uneven development - uneven development – wealth and health - uneven development – migration - reducing the gap - aid and immediate technology - fair trade - debt relief - Tourism <p>Term 4:</p> <p><u>Nigeria NEE + Changing UK Economy</u> – exploring Nigeria</p> <ul style="list-style-type: none"> - Nigeria in the wider world - balancing a changing industrial structure



	<ul style="list-style-type: none"> - the impacts of transnational corporations - the impacts of international aid - managing environmental issues - quality of life in Nigeria - changes in the UK economy - a post-industrial economy - UK science and business parks - environmental impacts of industry - changing rural landscape in the UK - changing transport infrastructure - the north-south divide - the UK in the wider world <p>Term 5:</p> <p><u>Resource Management and Water Management</u> the global distribution of resources</p> <ul style="list-style-type: none"> - provision of food in the UK - provision of water in the UK - provision of energy in the UK - global water supply - the impact of water security - how can water supply be increased - the Lestho Highland water project - sustainable water supplies - The Wakel River Basin project <p>Term 6:</p> <p><u>Weather Hazards and Climate Change</u> –</p> <ul style="list-style-type: none"> - global atmospheric circulation - where and how are tropical storms formed? - the structure and features of tropical storms - Typhoon Haiyan – a tropical storm - reducing the effects of tropical storms - weather hazards in the UK - The Somerset levels 2014 - Extreme weather in the UK - What is the evidence for climate change? - what are the natural causes of climate change? - what are the human causes of climate change? - Managing the impacts of climate change
<p>Year 11</p>	<p>Term 1:</p> <ul style="list-style-type: none"> - <u>Coastal Landscapes</u> – waves types and their characteristics - weathering and mass movement - coastal erosion processes - coastal deposition landforms - coastal landforms <p>Term 2:</p> <ul style="list-style-type: none"> - <u>Fluvial Landscapes</u> – changes in rivers and their valleys - river processes - river erosion processes - river erosion landforms - river erosion and deposition landforms - river landforms on the River Tees - Factors increasing flood risk - managing floods <p>Term 3:</p> <p><u>Past Paper Practice and Fieldwork Enquiry</u> -</p>



	<ul style="list-style-type: none"> - Canterbury human urban day - investigating variations in urban quality of life - Primary data collection for urban fieldwork - Processing and presenting urban fieldwork data - analysis and conclusions- urban enquiry - Evaluating your urban enquiry - Reculver physical coastal day - investigating coastal processes and management - primary data collection in coastal fieldwork - processing and presenting coastal fieldwork - analysis and conclusions of coastal fieldwork <p>Term 4: Paper 3 (Issue evaluation and fieldwork)</p> <p>Term 5: Revision/exam prep- exam prep/revision techniques Issue evaluation prep- arrives 12 weeks before exam date</p> <p>Term 6: Examination/revision period</p>
Year 12+13	<p><u>Water and carbon cycles</u></p> <p>This section focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p> <p>This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p><u>Global systems and global governance</u></p> <p>This section focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.</p> <p>Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.</p> <p><u>Hot desert systems and landscapes</u></p> <p>This section focuses on drylands which occur at all latitudes and are characterised by limited soil moisture caused by low precipitation and high evaporation. The focus is on hot deserts and their margins, where the operation of characteristic aeolian and episodic fluvial processes with their distinctive landscape outcomes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.</p> <p>Student engagement with subject content fosters informed appreciation of the beauty and diversity of deserts and the challenges they present as human habitats. The section offers the</p>



opportunity, in the right settings, to exercise and develop geographical skills, including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Changing places

This section focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

Study of the content must be embedded in two contrasting places, one to be local. The local place may be a locality, neighbourhood or small community either urban or rural. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation.

The place studies complement the requirement to embed the study of content in two contrasting places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.

Hazards

This section focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Population and the environment

To explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.

Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

