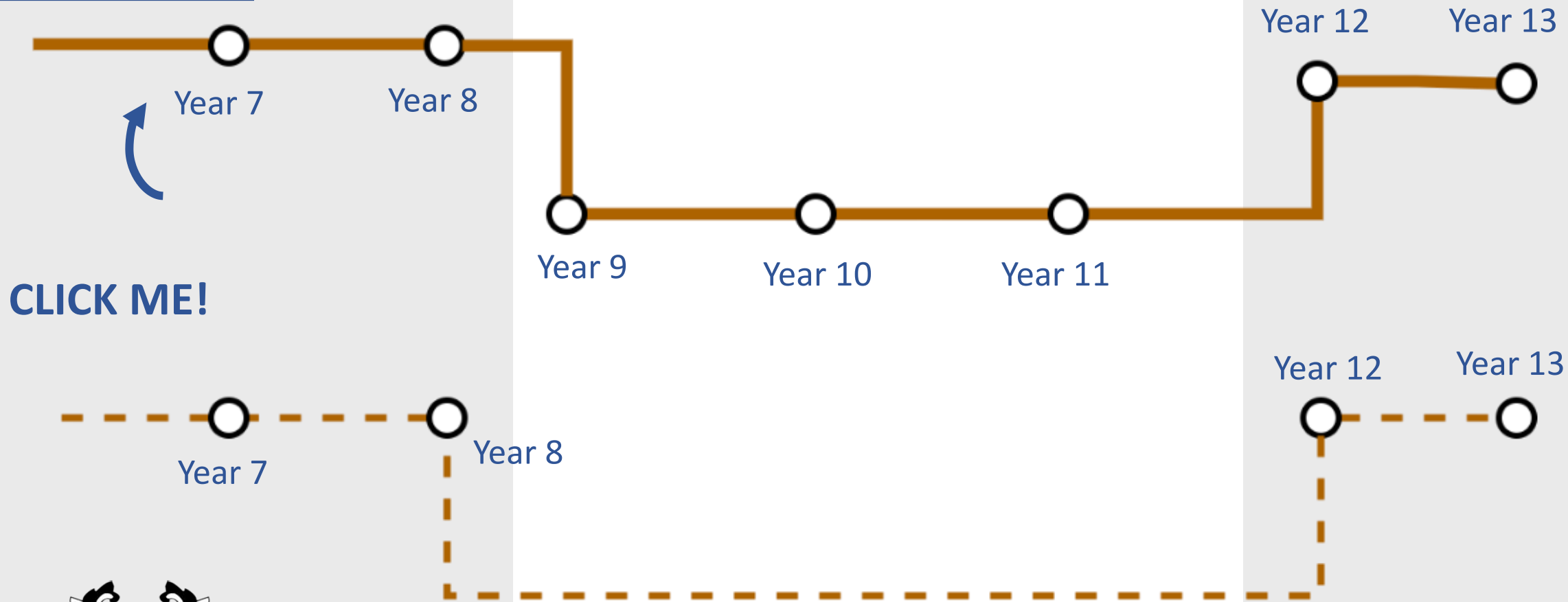


Key

--- Geology

— Geography

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Geography & Geology Curriculum

St Thomas More High School



KS3 Geography – Year 7

	Autumn Term	Spring Term	Summer Term
Topics	<p>Introduction to the UK What is Geography Our Island Home The UK in the Wider World Features of the UK</p> <p>Map Skills Map Symbols Grid References Scale, direction and height Making Maps</p> <p>Physical World Hazards Seismic events Volcanic events Global weather & climate</p>	<p>People of the UK Population Population Pyramids The Demographic Transition Model Migration</p> <p>Our Living World Food Miles Biomes Ecosystems Tropical Rainforests Adaptations</p>	<p>Africa The Sahara Nigeria Characteristics of Africa</p> <p>Place Place Identity Sense of Place Southend</p> <p><i>PLACE FIELDWORK</i> School Grounds</p>
NCC Codes	See National Curriculum Coverage Here		
Assessment	Each topic will have some form of assessment, this will range from individual tasks, group tasks and more traditional style assessments. Students will complete a summative assessment once per half term. KS3 Schemes of work are based on Oxford's 'Heading Towards AQA GCSE'		
E/L	Extended learning will be set via Teams, it will be usually research-based to encourage wider reading and investigation. There will often be links to Careers and Catholicism.		

	Autumn Term	Spring Term	Summer Term
Topics	Global Issues Climate Change Sustainable Tourism Wilderness Areas Conflict Physical Landscapes Landscape Processes River Landscapes Coastal Landscapes Glacial Landscapes	World Cities Urbanisation Migration Sustainable Cities Challenges & Opportunities Poverty Pollution Energy Our Unequal World Development Inequalities Fairtrade	The Middle East Physical Geography Human Geography Challenges & Opportunities Weather & Climate Weather in the UK Urban Microclimates Extreme Weather WEATHER FIELDWORK School Grounds
NCC Codes	See National Curriculum Coverage Here		
Assessment	Each topic will have some form of assessment, this will range from individual tasks, group tasks and more traditional style assessments. Students will have a summative assessment once per half term. Most KS3 Schemes of work are based on Oxford's 'Heading Towards AQA GCSE'		
E/L	Extended learning will be set via Teams, it will be usually research-based to encourage wider reading and investigation. There will often be links to Careers and Catholicism.		

	Autumn Term	Spring Term	Summer Term
Topics	3.1.2: The Living World Ecosystems Food Chains and Food Webs How does Change affect Ecosystems? Biomes/Global Ecosystems Tropical Rainforest Environments Characteristics Impacts of Deforestation Management of Tropical Rainforests Hot Deserts Characteristics Thar Desert: Opportunities Thar Desert: Challenges Causes of Desertification Strategies to Reduce Desertification	3.2.3: The Challenge of Resource Management The global distribution of resources Demand & provision of food in the UK Demand & provision of water in the UK Demand & provision of energy in the UK Food Resources Global food supply Impact of food insecurity Increasing food supply Large scale agricultural development Sustainable food production	3.1.3: Physical Landscapes in the UK The UK's relief and landscapes Coastal Landscapes Wave types Coastal Processes Coastal Landforms Swanage Coastline Coastal Management Strategies Coastal Management at Walton on the Naze WALTON ON THE NAZE FIELDWORK
Exam Spec	8035 3.1.2 AQA GCSE Geography Specification at a glance	8035 3.2.3 AQA GCSE Geography Specification at a glance	8035 3.1.3 AQA GCSE Geography Specification at a glance
Assessment	Students will complete graded assessments after each unit covered. AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings		
E/L	Extended learning will be set via Teams, it will be usually research-based to encourage wider reading and investigation. There will often be links to Careers in Geography and Catholicism.		

	Autumn Term	Spring Term	Summer Term
Topics	3.2.1: Urban Issues and Challenges Urban Areas Urban Change Urbanisation Urban Growth in a NEE (Rio de Janeiro): Location & Importance Opportunities Challenges Urban Planning Urban Change in the UK (London): UK's Population Distribution London as a Major UK City Impacts of Migration Urban Change: Opportunities Urban Change: Challenges Regeneration Project Urban Sustainability Sustainable Urban Living Sustainable Traffic Strategies	3.1.3: Physical Landscapes in the UK River Landscapes Long and cross profile Fluvial Processes River Landforms River Tees Landforms Factors increasing Flood Risk Managing Floods Flood Management Scheme PEAK DISTRICT FIELDWORK 3.3.2: Fieldwork Investigating river processes in the River Dove Investigating regeneration in Sheffield Primary data collection Data presentation & analysis Conclusions & Evaluation	3.1.1: The Challenge of Natural Hazards Natural Hazards Types of hazards Hazard risk Tectonic Hazards Plate tectonics Physical processes at plate margins Effects of tectonic hazards Responses to tectonic hazards HIC earthquake LIC earthquake
Exam Spec	8035 3.2.1 AQA GCSE Geography Specification at a glance	8035 3.1.3 & 3.3.2 AQA GCSE Geography Specification at a glance	8035 3.1.1 AQA GCSE Geography Specification at a glance
Assessment	Students will complete graded assessments after each unit covered. AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings		
E/L	Extended learning will be set via Teams, it will be usually research-based to encourage wider reading and investigation. There will often be links to Careers in Geography and Catholicism.		

	Autumn Term	Spring Term	Summer Term
Topics	<p>3.1.1: The Challenge of Natural Hazards</p> <p>Weather Hazards</p> <p>Global atmospheric Circulation</p> <p>Tropical Storms</p> <p>Typhoon Haiyan</p> <p>Reducing effects of tropical storms</p> <p>UK weather hazards</p> <p>Somerset Floods</p> <p>Extreme Weather in the UK</p> <p>Climate Change</p> <p>Evidence for climate change.</p> <p>Natural causes of climate change</p> <p>Human causes of climate change</p> <p>Managing climate change</p> <p><i>AO Revision & Exam Practise</i></p> <p>STRATFORD FIELDWORK</p>	<p>3.2.2: The Changing Economic World</p> <p>Economic Development</p> <p>Measuring Development</p> <p>Population Structure</p> <p>Uneven development</p> <p>The Development Gap</p> <p>Reducing the development gap</p> <p>Tourism (Jamaica)</p> <p>Nigeria: a NEE</p> <p>Location, Importance & Context</p> <p>Changing Industrial Structure</p> <p>Transnational Corporations</p> <p>Nigeria and the Wider World</p> <p>Impacts of Aid</p> <p>Quality of Life</p> <p>The UK: a HIC</p> <p>Changes in UK economy</p> <p>Impacts of industry</p> <p>Changing Rural Landscapes in UK</p> <p>Changing Transport infrastructure</p> <p>The North South Divide</p> <p>The UK in the Wider World</p>	<p>Issue Evaluation</p> <p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).</p>
Exam Spec	<p>8035 3.1.1</p> <p>AQA GCSE Geography Specification at a glance</p>	<p>8035 3.2.2</p> <p>AQA GCSE Geography Specification at a glance</p>	<p>8035 3.3.1</p> <p>AQA GCSE Geography Specification at a glance</p>
Assessment	<p>Students will complete graded assessments after each unit covered.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>		
E/L	<p>Extended learning will be set via Teams, it will be usually research-based to encourage wider reading and investigation. There will often be links to Careers in Geography and Catholicism.</p>		

	Autumn Term	Spring Term	Summer Term
Physical Topics	3.1.3: Coastal Systems and Landscapes Coasts as natural systems Systems and processes in coastal environments Coastal landscape development Coastal management Quantitative and qualitative skills Case Studies: Sundarbans, Holderness, Walton on the Naze WALTON ON THE NAZE FIELDWORK	3.1.5: Hazards The concept of hazard in a geographical context Plate tectonics Volcanic hazards Seismic hazards Storm hazards Fires in nature	3.1.5: Hazards Multi-hazard event Local scale hazard event 3.3: NEA Introduction Proposal forms Literature Review Data collection LOCAL FIELDWORK
Human Topics	3.2.2: Changing Places The nature and importance of places Relationships and connections Meaning and representation The use of quantitative and qualitative sources Place studies: Brick Lane and Southend BRICK LANE FIELDWORK	3.2.3: Contemporary Urban Environments Urbanisation Urban forms Social and economic issues Urban climate Urban drainage Urban waste and disposal	3.2.3: Contemporary Urban Environments Urban environmental issues Sustainable urban development Case studies: London and Mumbai
Exam Spec	AQA AS and A-level Geography Specification at a glance	AQA AS and A-level Geography Specification at a glance	AQA AS and A-level Geography Specification at a glance
Assessment	Year 12 will complete exam questions throughout the course, there will also be a small assessment at the end of each topic which will be used for report data. Their end of year assessment will cover two physical and two human topics. Year 12 grades are from a U to an A.		
E/L	Geography A Level requires extensive working outside of the classroom and an awareness of current events in the news. Research into each topic can be completed through the reading of journals and books as well as links and articles provided by the teacher. Students will be provided '10 th Period Booklets' to complete in designated Directed Study Periods.		



	Autumn Term	Spring Term	Summer Term
Physical Topics	3.3: NEA Data presentation Analysis Evaluation Conclusions 3.1.1: Water and Carbon Cycles Natural systems The Water Cycle	3.1.1: Water and Carbon Cycles River Exe Case Study The Carbon Cycle Water, carbon, climate and life on earth The Amazon Case Study	Exam Practise
Human Topics	3.2.1: Global Systems and Governance Globalisation Global systems International trade and access to markets Transnational corporations	3.2.1: Global Systems and Governance Global governance The ‘global commons’ Antarctica as a global common Globalisation critique	Exam Practise
Exam Spec	AQA AS and A-level Geography Specification at a glance	AQA AS and A-level Geography Specification at a glance	AQA AS and A-level Geography Specification at a glance
Assessment	Year 13 will complete exam questions throughout the course, there will also be a small assessment at the end of each topic which will be used for report data. They will be assessed through 2 A Level exams (40% each) and their NEA (20%). Year 13 grades are from a U to an A*.		
E/L	Geography A Level requires extensive working outside of the classroom and an awareness of current events in the news. Research into each topic can be completed through the reading of journals and books as well as links and articles provided by the teacher. Students will be provided ‘10 th Period Booklets’ to complete in designated Directed Study Periods.		

Key Stage	Careers in the curriculum
KS3	<p>Every unit of study includes a case study or Extended Learning task involving careers linked to the subject content of that unit. Students are challenged to discuss interesting points that arise.</p> <p>Displays throughout the department, inform students on the wide and varied range of Geography careers.</p> <p>Evaluation tasks involve how different events will impact people in different jobs.</p>
KS4	<p>Each exam topic includes a Careers Challenge task, involving careers linked to the subject content of that unit. Students are challenged to discuss interesting points that arise.</p> <p>Displays throughout the department, inform students on the wide and varied range of Geography careers.</p> <p>Evaluation tasks involve how different events will impact people in different jobs.</p> <p>The range of field trips offered allows students to question ‘people at work’ and consider their journey to get there.</p>
KS5	<p>Each exam topic includes a Careers Challenge task, involving careers linked to the subject content of that unit. Students are challenged to discuss interesting points that arise.</p> <p>Displays throughout the department, inform students on the wide and varied range of Geography careers.</p> <p>The range of field trips offered allows students to question ‘people at work’ and consider their journey to get there.</p> <p>Evaluation tasks, such as essays, consider how different events will impact people in different jobs globally.</p> <p>The NEA encourages students to conduct surveys and interviews with a range of people in different professions.</p>

