

CoDA Curriculum

GEOGRAPHY Year 7-11



Improving the life chances of all students

Students in Year 10 and 11 may study the following specification(s): **AQA Level 1/Level 2 GCSE (9-1) in Geography.**

Why study Geography?

The study of Geography inspires in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It equips students with knowledge about diverse places, people, resources, natural and human environments, and the Earth's key physical and human processes. It enables students to deepen their understanding of how human and physical processes interact to form dynamic landscapes, how landscapes and resources are used, and the need for sustainable management. It also enables student to develop a range of cartographic, numerical, fieldwork, and literacy skills.

Geography Curriculum INTENT Y7-9 (based upon the National Curriculum, 2013)

The Geography Curriculum aims to ensure that all students:	
Locational knowledge	<ul style="list-style-type: none">• Consolidate their UK and European locational knowledge• Extend and deepen their spatial awareness of the world's countries, focusing on countries in Africa, Russia, Asia and the Middle East• Within an increasingly global context, locate environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
Place Knowledge	<ul style="list-style-type: none">• Understand geographical similarities, differences and links between places through the study of human and physical geography in regions across the world.
Human and physical processes	Understand, through place-based exemplars at a variety of scales: <ul style="list-style-type: none">• physical processes relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather, climate and climate change; glaciation, hydrology and coasts• human processes relating to: population and urbanisation; international development; economic activity; the use of natural resources• how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
Geographical skills and fieldwork	Develop greater competence in: <ul style="list-style-type: none">• using geographical knowledge, approaches and concepts [such as models and theories]• interpreting a range of sources of geographical information including using globes, maps and atlases, Ordnance Survey maps, graphs, photographs and diagrams• using fieldwork skills in contrasting locations to collect, analyse and draw conclusions from geographical data• communicating geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Geography Curriculum INTENT Y10-11 (AQA)

Students will be assessed on their ability to:	
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate understanding of: <ul style="list-style-type: none">• geographical concepts and how they are used in relation to places• environments and processes• the interrelationships between places, environments and processes
AO3	<ul style="list-style-type: none">• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements• Develop well-evidenced arguments drawing on their geographical knowledge and understanding
AO4	<ul style="list-style-type: none">• Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

	Urban Issues & Challenges	Natural Hazards	Changing Economic World	Processes, Landscapes and Landforms	The Living World	Resource Management	Geographical skills / Review, Retaech, Revise
Y9	<p>How are cities around the world changing?</p> <ul style="list-style-type: none"> Describe global urbanisation trends Name and locate global megacities Explain the causes of urbanisation <p>Cities in LIC/NEE case studies</p> <ul style="list-style-type: none"> Describe the location of major world city in a LIC/NEE Explain the city's importance in the wider world Explain causes of urban growth Describe opportunities in the city Describe challenges in the city Describe the problems of living in a squatter settlement Describe strategies to improve the quality of life Describe strategies to tackle environmental problems 	<p>Tropical Storms</p> <ul style="list-style-type: none"> Describe the Earth's atmospheric circulation system Describe the distribution of tropical storms Explain how tropical storms form Discuss the primary and secondary impacts of tropical storms Describe the immediate and long-term responses to tropical storms Explain how the risk of tropical storms can be managed 	<p>Global Development</p> <ul style="list-style-type: none"> Describe the global pattern of development Describe different ways to measure development Explain the limitations of using development indicators Describe the stages of the demographic transition model Explain the causes of the development gap Describe the consequences of uneven development Describe the strategies used to reduce the development gap Explain how manufacturing and tourism industry can help countries to develop Describe the impacts of economic development in LICs/NEEs 	<p>River Landscapes</p> <ul style="list-style-type: none"> Explain physical processes associated with rivers: erosion, transportation and deposition Give examples of river landforms Identify river landforms on OS maps Explain the formation of landforms created by river erosion and deposition. Explain the causes of flooding Explain why flood defences are needed Give examples of flood defences Explain the advantages and disadvantages of flood defences 	<p>Tropical Rainforest ecosystems (TRF)</p> <ul style="list-style-type: none"> Describe the physical characteristics of TRF Explain how plants and animals have adapted to tropical conditions Explain how the components of TRF are linked ('interdependent') Explain the value of TRF to people and the environment Explain the causes of deforestation Explain the impacts of deforestation Explain how TRF can be managed sustainably 	<p>Resource issues: Water</p> <ul style="list-style-type: none"> Describe how the UK/global demand for water is changing Explain reasons for increasing water consumption around the world Describe the UK/global pattern of water 'surplus' and 'deficit' Explain the factors affecting water supply in the UK/around the world Explain why water 'stress' is increasing Describe strategies to improve water quality in the UK/around the world Explain the impacts of water insecurity Describe sustainable strategies to conserve and increase water supply 	<p>Through the study of different topics, students will also learn to select, use and adapt a range of geographical skills:</p> <ul style="list-style-type: none"> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and extended writing Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues Using fieldwork skills in contrasting locations to collect, analyse and draw conclusions from geographical data
Y8	<p>How are cities in the UK changing?</p> <p>London/Bristol/Birmingham case study:</p> <ul style="list-style-type: none"> Describe the city's location in the UK Explain the city's importance in the UK and the wider world Describe opportunities in the city Describe challenges in the city Explain why regeneration was needed in parts of the city Describe the features of a regeneration project Describe the impacts of a regeneration project Describe features of sustainable urban living (inc. waste management) Explain how traffic problems are being managed 	<p>Tectonic hazards</p> <ul style="list-style-type: none"> Describe the structure of the Earth Describe the distribution of volcanoes and earthquakes Explain why tectonic plates move Explain what happens at different plate boundaries Give reasons why people choose to live in high risk areas Explain the primary and secondary impacts of tectonic hazards Explain the immediate and long-term responses to tectonic hazards Explain how the risk of tectonic hazards can be managed 	<p>The Changing economy of the UK</p> <ul style="list-style-type: none"> Give examples of different types of industry Define employment structure Describe how the UK's economy has changed Explain the causes of economic change Describe the features of the UK's 'post-industrial' economy Explain the location of 'science parks' Explain the impacts of population change in rural areas Describe how the UK government is improving transport in the UK Describe how the UK government is trying to solve the 'north-south divide' 	<p>Coastal Landscapes</p> <ul style="list-style-type: none"> Explain physical processes along the coast: weathering, mass movement, erosion, transportation and deposition Give examples of coastal landforms Identify coastal landforms on OS maps Explain the formation of landforms created by coastal erosion and deposition. Explain why coastal defences are needed Give examples of ways to defend the coast Explain the advantages and disadvantages of coastal defences 	<p>Extreme ecosystems: hot deserts</p> <ul style="list-style-type: none"> Describe the physical characteristics of a hot desert ecosystem Explain how plants and animals have adapted to hot desert conditions Explain how the components of a hot desert ecosystem are linked Describe how humans can exploit hot desert ecosystems Describe the challenges of exploiting extreme environments Explain the impacts of human activity on hot desert ecosystems Explain how desertification can be managed 	<p>Resource Issues - Energy</p> <ul style="list-style-type: none"> Explain the differences between renewable and non-renewable energy sources Describe how the UK's changing energy mix is changing Explain why the UK's energy mix is changing Describe the advantages and disadvantages of different sources of energy Describe the global distribution of energy surplus and consumption Explain reasons for increasing energy consumption around the world Explain the factors affecting energy supply Explain the impacts of energy insecurity Describe sustainable strategies to conserve and increase energy supply 	<ul style="list-style-type: none"> Develop well-evidenced arguments and judgements drawing on their geographical knowledge and understanding <p>In the Summer term of Year7-9 students will be given opportunities to focus on issues-based geography and fieldwork (in preparation for Paper 3 at GCSE level)</p> <p>The summer term will also be used to review student learning across the year and to retaech any topics that students struggled with.</p> <p>There will also be end of year examinations and students will be taught revision skills in preparation for these.</p>
Y7	<p>What is Geography?</p> <p>Students will explore what geography is; what geographers do; geography-linked careers</p> <ul style="list-style-type: none"> Name and locate the continents and oceans Name and locate significant regions and countries (inc. HICs, NEEs and LICs) Name and use compass directions <p>Where is Derby? What is it like?</p> <ul style="list-style-type: none"> Name and locate the UKs countries, regions and major cities Explain site factors Describe and explain population distribution in the UK Describe Derby's location in the UK Locate places and features in Derby using 4 and 6 figure grid references Measure distances between places and features in Derby using scale 	<p>What are natural hazards?</p> <ul style="list-style-type: none"> Define natural hazard Give examples of natural hazards Explain factors that affect hazard risk <p>UK weather and climate hazards</p> <ul style="list-style-type: none"> Give examples of weather hazards in the UK Describe how the UK's climate is changing <p>Flooding in the UK</p> <ul style="list-style-type: none"> Explain the human and physical causes of flooding Explain the impacts of flooding Explain different ways that people and property can be protected from flooding in Derby <p>Climate change</p> <ul style="list-style-type: none"> Give examples of evidence that climate change is happening Explain the physical and human causes of climate change Explain the impacts of climate change Explain how the risks of climate change can be managed 	<p>Urban and Economic change in Derby</p> <ul style="list-style-type: none"> Give examples of land use zones and their features in UK cities Describe opportunities in Derby Describe urban challenges in Derby Explain how migration has changed the character of Derby: <ul style="list-style-type: none"> immigration urban-sprawl Describe how employment in Derby has changed over time Explain the reasons why Toyota chose Burnaston Describe how quality of life in Derby varies 	<p>What are physical landscapes and how are they formed?</p> <ul style="list-style-type: none"> Name and locate physical landscapes in the UK Describe geological timescales Give examples of rock/soil types and explain how they are formed Give examples of and explain physical processes: weathering, mass movement, erosion, transportation and deposition <p>Glaciated Landscapes</p> <ul style="list-style-type: none"> Give examples of glacial landforms Identify glacial landforms on OS maps Explain the formation of landforms created by glacial erosion and deposition. Describe the attractions of glaciated landscapes Explain the economic, social and environmental impacts of tourism in glaciated landscapes Explain the strategies used to manage the impacts of tourism 	<p>What are ecosystems?</p> <ul style="list-style-type: none"> Define 'ecosystem' Give examples of global ecosystems Describe the global distribution of climate zones and ecosystems Explain the global distribution of climate zones and ecosystems Describe the components of an ecosystem Compare the features of different ecosystems <p>UK ecosystems</p> <ul style="list-style-type: none"> Describe the features of: <ul style="list-style-type: none"> a local ecosystem (e.g. school pond) a temperate deciduous forest (TDF) Explain how the components of a UK ecosystem are linked (food webs and the nutrient cycle) 	<p>What are resources?</p> <ul style="list-style-type: none"> Give examples of resources Explain why resources are important to human wellbeing <p>Resource Issues – Food</p> <ul style="list-style-type: none"> Describe how the demand for food in the UK is changing Explain why the UK imports so much food Describe the impacts of changing demand for food Describe the advantages and disadvantages of buying locally, organic farming and agribusiness Describe the global distribution of food 'surplus' and 'deficit' Explain reasons for increasing food consumption around the world Explain the factors affecting food supply Explain the impacts of food insecurity Describe sustainable strategies to increase food supply 	<p>Tests and exams will include elements of prior learning e.g. a Y9 assessment on physical processes will include glaciated landscapes, river landscapes and coastal landscapes.</p>

	Urban Issues & Challenges	Natural Hazards	Changing Economic World	The Living World	Resource Management	Processes, Landscapes and Landforms	Geographical skills Recap, Revisit, Revise
Y10	<p>Urban Issues and Challenges in the UK (Derby)</p> <p>Case studies: Derby/London/Bristol</p> <ul style="list-style-type: none"> Describe the location and importance of Derby in the UK and the wider world. Assess the impacts of national and international migration on the growth and character of the city of Derby. Explain how urban change in Derby has created social, economic and environmental opportunities and challenges. To what extent has the regeneration of Derby city centre been a success for the local area? Evaluate the effectiveness of urban transport strategies to reduce traffic problems in Derby. Evaluate the effectiveness of strategies to make urban living more sustainable in Derby 	<p>Natural Hazards in the UK</p> <ul style="list-style-type: none"> Use evidence to test the hypothesis: "Weather in the UK is becoming more extreme". Explain the causes and effects of a recent extreme weather event in the UK. Assess the extent to which human factors are more significant than physical factors in causing extreme weather in the UK. Assess the extent to which climate change is responsible for extreme weather in the UK. Using flooding in the Somerset Levels in 2013-14 as an example of an extreme weather event, assess the extent to which socio-economic effects were more significant than environmental effects. Explain how management strategies can reduce the effects of extreme weather in the UK. 	<p>Economic Change in the UK</p> <ul style="list-style-type: none"> Explain the causes of economic change in the UK. Explain how the UK is moving towards a post-industrial economy. Assess the social and economic impacts of population growth in a rural area that you have studied. Assess the social and economic impacts of population decline in a rural area you have studied. Assess the importance of transport improvements to the UK economy. Assess the effectiveness of strategies used to try and resolve the north-south divide. Explain how the UK benefits from being linked to the wider world, including the EU and Commonwealth. <p>Economic Change in LICs/NEEs</p> <p>Using an example of a LIC/NEE:</p> <ul style="list-style-type: none"> Outline the country's cultural and environmental features Outline political and social changes in the country Explain how a country's industrial structure changes as it develops Outline how the country's political and trading relationship with the wider world has changed. Explain the country's importance nationally and internationally Explain how manufacturing industry can encourage economic development Explain the link between Transnational Corporations (TNCs) and industrial development Assess the extent to which the advantages of TNCs are more significant than disadvantages for host countries Evaluate the role of aid in development Assess the extent to which economic development has improved quality of life Evaluate the environmental impacts of economic development 	<p>UK Physical Landscapes – Rivers (FW)</p> <ul style="list-style-type: none"> Describe the long and cross profiles of a river valley. Explain how river landforms might be created by the processes of erosion, transportation and deposition in the upper, middle and lower courses of a river system. Use an example of a UK river to explain how a landscape feature is formed in the upper course. To what extent does the velocity of a river increase downstream despite its gradient becoming more shallow. FW. Use a UK example to explain why flood management strategies are needed. Explain both the human and physical causes of river flooding. Explain how the shapes of hydrographs might be affected by physical and human factors. Assess the effectiveness of hard and soft engineering strategies in managing river flooding. <p>UK Physical Landscapes – Coasts</p> <ul style="list-style-type: none"> Describe how the coast is shaped by a range of physical processes Explain how distinctive coastal landforms are created as a result of rock type, structure and physical processes Explain how different management strategies can be used to protect coastlines from the effects of physical processes 	<p>Living World - Ecosystems</p> <ul style="list-style-type: none"> Describe and explain the features of a small-scale ecosystem in the UK. Use an example of a small scale UK ecosystem to illustrate the interrelationships within a natural system. Describe the roles of producers, consumers, decomposers, the food chain, the food web and nutrient cycling in an ecosystem. Use a UK example to explain the impacts of changes to one component within a small-scale ecosystem. Explain how ecosystem balance can be restored through management. 	<p>UK/Global Resource Challenges – Water</p> <ul style="list-style-type: none"> Explain the significance of water to economic and social well-being. Suggest why water consumption in the UK continues to increase. Explain the causes of water pollution. Explain how pollution may increase water stress. Explain why water stress in some parts of the UK is increasing. Suggest how water quality in the UK might be managed. Suggest how water supplies in the UK might be managed. Explain the need for water transfer schemes in the UK. Explain why water transfer schemes can cause conflict. Explain the challenges the UK faces in terms of meeting our water demands. 	<p>Paper 3 preparation: a) Issues (DMEs) b) Fieldwork</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>Develop well-evidenced arguments drawing on their geographical knowledge and understanding</p> <p>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p> <p>Using fieldwork skills in contrasting locations to collect, analyse and draw</p>

	Urban Issues & Challenges	Natural Hazards	Changing Economic World	ALL TOPICS
Y11	<p>LIC/NEE urban issues: Mumbai</p> <ul style="list-style-type: none"> Describe the location and importance of Mumbai, regionally, nationally and internationally. Explain the causes of urban growth. Analyse how urban growth has created both social and economic opportunities for urban growth. To what extent has urban growth in Mumbai created both opportunities and challenges. Assess how urban planning is improving the quality of life for the urban poor. 	<p>Natural Hazards – Tectonic / Weather Hazards</p> <ul style="list-style-type: none"> Describe the different types of natural hazard. Explain the factors that affect hazard risk. Explain the factors that affect global atmospheric circulation. Describe the global distribution of tropical storms Explain how tropical storms are formed and how they might be linked to climate change. Assess the extent to which primary effects of tropical storms are more destructive than secondary effects. Using Typhoon Haiyan as a case study, evaluate the effectiveness of the immediate and long-term responses to a tropical storm. Explain why volcanoes occur at different plate boundaries. Explain why earthquakes occur at different plate boundaries. Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Choose either an earthquake or a volcanic eruption. Assess the extent to which the effects of tectonic hazards vary between areas of contrasting wealth. Evaluate the effectiveness of the immediate and long-term responses to a tectonic hazard. To what extent does a country's wealth affect its ability to cope with a tectonic hazard? Explain how management strategies can reduce the effects of tectonic hazards. Assess the extent to which prediction is the most important factor in reducing the effects of tectonic hazards. Explain reasons why people continue to live in areas at risk from tectonic hazards. 	<p>Development</p> <ul style="list-style-type: none"> To what extent is Gross National Income (GNI) per capita the most effective way to classify how developed a country is. Assess the limitations of using economic and social indicators to measure development. Explain the link between the Demographic Transition model and a country's level of development. Evaluate how far economic development can be linked to the DTM Assess the causes of uneven development. Explain how investment and industrial development can help reduce the development gap in a named LIC or NEE. Explain how Fairtrade can help reduce the development gap in a named LIC or NEE. Explain how aid and debt relief help to deal with the problems of unequal development in a named LIC or NEE. Explain how intermediate technology and microfinance loans can help to deal with the problems of unequal development in a named LIC or NEE. Assess the strategies used to reduce the problems of unequal development. Using a case study of a LIC/NEE country, explain how manufacturing industry can encourage economic development. Using a case study of a LIC or NEE country, explain the link between Transnational Corporations (TNCs) and industrial development in the country. Assess the view that TNCs only bring benefits to the host country. Using an example of a LIC/NEE you have studied, explain how tourism can help reduce the development gap. 	<p style="text-align: center;">“Review, Reteach, Revise”</p> <p style="text-align: center;">Preparation for the GCSE examinations:</p> <p style="text-align: center;">Paper 1 Living with the physical environment</p> <p style="text-align: center;">Paper 2 Challenges in the human environment</p> <p style="text-align: center;">Paper 3 Geographical applications (issue/fieldwork)</p>