

## Geography Programme of Study Y7-11

	Year 7: Foundations	Year 8: Global Issues and Sustainability	Year 9: Key Concepts and Processes	Year 10	Year 11
Phase 1	<p><b>Geography: A World Journey</b></p> <ul style="list-style-type: none"> <li>What is Geography?</li> <li>Physical and human features</li> <li>The six major continents</li> <li>Importance of Geography</li> </ul> <p><b>Skills focus:</b> Identifying physical and human features of the six major continents, questioning, compass points, latitude and longitude, grid references, thematic maps, distributions and patterns.</p>	<p><b>Why Might Some Countries Remain Poor?</b></p> <ul style="list-style-type: none"> <li>Conceptualising 'development' and 'inequality'</li> <li>Measuring development</li> <li>Causes of uneven development, particularly through colonialism</li> <li>Social and environmental costs of development</li> <li>Critical analysis of sustainable development</li> </ul> <p><b>Skills focus:</b> Describing patterns, line graphs, choropleth maps, scatter graphs, data collection (fieldwork).</p>	<p><b>Why Are Tsunamis So Dangerous?</b></p> <ul style="list-style-type: none"> <li>Rock cycle and plate boundaries.</li> <li>Causes of earthquakes and volcanoes.</li> <li>Causes and impact of tsunamis.</li> <li>Managing threat of tsunamis.</li> </ul> <p><b>Skills focus:</b> Explaining rock cycle and tectonic processes</p>	<p><b>3.1.2.1 Ecosystems</b></p> <ul style="list-style-type: none"> <li>Ecosystems at a range of scales and the interaction between biotic and abiotic.</li> </ul> <p><b>3.1.2.2 Tropical Rainforests</b></p> <ul style="list-style-type: none"> <li>Characteristics.</li> <li>Deforestation and impacts.</li> <li>Sustainable management.</li> </ul> <p><b>3.1.2.4 Cold Environments</b></p> <ul style="list-style-type: none"> <li>Characteristics.</li> <li>Opportunities and challenges.</li> <li>Economic development.</li> </ul>	<p><b>3.2.2 The Changing Economic World</b></p> <ul style="list-style-type: none"> <li>Global uneven development.</li> <li>Closing the development gap.</li> <li>Industrialisation and social change.</li> <li>UK economic change.</li> </ul>
Phase 2	<p><b>Fieldwork: Mobile Phone Signal Around SGS</b></p> <ul style="list-style-type: none"> <li>School orientation</li> <li>Sampling, methods, and data collection</li> <li>Presentation of chart and maps</li> <li>Conclusions and evaluations</li> </ul> <p><b>Skills focus:</b> Investigating and questioning, using evidence in views and opinions, grid references, random sampling, bar charts, Geographic Information Systems (GIS), identifying connections between places.</p>	<p><b>To What Extent is Plastic a Global Disaster?</b></p> <ul style="list-style-type: none"> <li>The global geographies of plastic production and consumption</li> <li>Pathways of plastic pollution</li> <li>Locations of plastic pollution ('garbage patches')</li> <li>Ethics of plastic consumption</li> </ul> <p><b>Skills focus:</b> Interpreting data on plastics, explaining the impact of plastics on land and ocean environments, global thematic maps, bar charts, pie charts.</p> <p><b>Why is the Climate Changing?</b></p> <ul style="list-style-type: none"> <li>The Earth's climate</li> <li>The enhanced greenhouse effect</li> <li>Anthropogenic causes of climate change and impacts according to the RCPs</li> </ul> <p><b>Skills focus:</b> Describing climate of Earth and how and why it is changing, thematic maps and GIS, line charts, heat maps, critical thinking through data on emissions.</p>	<p><b>What Impact Has Technology Had on the World?</b></p> <ul style="list-style-type: none"> <li>Access to technology.</li> <li>Technology and the DRC.</li> <li>Sustainability of e-waste.</li> </ul> <p><b>Skills focus:</b> Interpreting data, explaining and making connections of technology, evaluating e-waste</p> <p><b>When Can Weather Be Dangerous?</b></p> <ul style="list-style-type: none"> <li>Causes of severe weather.</li> <li>Thunderstorms, tornadoes and heatwaves.</li> <li>Prediction and prevention of weather.</li> </ul> <p><b>Skills focus:</b> Analysing weather features, and explaining and comparing the impact of weather of places</p>	<p><b>3.1.1.1 Natural Hazards</b></p> <ul style="list-style-type: none"> <li>Natural hazards risks .</li> </ul> <p><b>3.1.1.2 Tectonic Hazards</b></p> <ul style="list-style-type: none"> <li>Physical processes.</li> <li>The effects and responses.</li> <li>Management of a tectonic hazard.</li> </ul> <p><b>3.2.1 Urban Issues and Challenges: Nigeria and UK.</b></p> <ul style="list-style-type: none"> <li>Global urban population.</li> <li>Urban growth in LIC / NEE cities.</li> <li>Urban change in UK cities.</li> <li>Opportunities and challenges.</li> <li>Urban sustainability.</li> </ul>	<p>&lt;3.3.2 Urban Fieldwork&gt;</p> <p><b>3.1.3.3 River Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>The shape of river valleys.</li> <li>Fluvial landforms and physical processes.</li> <li>Management strategies.</li> </ul> <p><b>3.2.3.1 Resource Management</b></p> <ul style="list-style-type: none"> <li>Food, water and energy for human development.</li> <li>Opportunities and challenges.</li> </ul>
Phase 3	<p><b>Our Place in the World</b></p> <ul style="list-style-type: none"> <li>Rainfall in the British Isles</li> <li>Tourism in Europe</li> <li>Hurricanes, volcanoes, and deforestation</li> <li>Migration and globalisation</li> <li>Water cycle and geomorphic processes</li> </ul> <p><b>Skills focus:</b> Identifying connections between places, describing impact of disasters, use evidence to argue points, relief and contour lines, climate graphs, resource maps, data collection.</p>	<p><b>Rainforests: Development or Destruction?</b></p> <ul style="list-style-type: none"> <li>Location of equatorial rainforests</li> <li>Reasons for and multivariate impacts of deforestation (including on indigenous groups)</li> </ul> <p><b>Skills focus:</b> Describing physical features of rainforests, explaining how deforestation impacts people, ecology, and the wider world; thematic maps and GIS, climate graphs, aerial and satellite photographs (change over time), pie charts.</p>	<p><b>How Do Glaciers Influence the Landscape?</b></p> <ul style="list-style-type: none"> <li>Location and features of glaciers.</li> <li>Glaciers impact on landscape.</li> <li>Climate change effect on glaciers.</li> </ul> <p><b>Skills focus:</b> Describing physical features of glaciers, and explaining how glaciers are formed and changing by climate change</p>	<p><b>3.1.3.1 UK Physical Landscapes</b></p> <ul style="list-style-type: none"> <li>The UK has a range of diverse landscapes.</li> </ul> <p><b>3.1.3.2 Coastal Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>Physical processes.</li> <li>Coastal landforms and physical processes.</li> <li>Management strategies.</li> </ul>	<p><b>3.2.3.3 Water</b></p> <ul style="list-style-type: none"> <li>Rising demand for water and conflict.</li> <li>Water supply strategies</li> </ul> <p><b>3.3.1 Issue Evaluation</b></p>
Phase 4	<p><b>Geographies of the British Isles</b></p> <ul style="list-style-type: none"> <li>Human and physical features of British Isles</li> <li>Settlement of Britons and migration</li> <li>Work of Britons</li> </ul> <p><b>Skills focus:</b> Describing features, interpreting data, scale and distance, map symbols, flow line GIS, historical maps and change over time, bar charts,</p> <p><b>Fieldwork: How do Rivers Affect Landscapes?</b></p> <ul style="list-style-type: none"> <li>Sampling and methods</li> <li>Data collection and presentation</li> <li>Analysis and conclusions</li> </ul> <p><b>Skills focus:</b> Questioning when investigating, interpreting data, arguing points using evidence, systematic sampling, line graphs, dispersion graphs, mean-mode-median</p>	<p><b>To what extent can we define the most recent geological epoch the Anthropocene?</b></p> <ul style="list-style-type: none"> <li>The Anthropocene as a geological, environmental, and economic concept</li> <li>Human impact on biodiversity, climate, hydrology, and geomorphology</li> </ul> <p><b>Skills focus:</b> Communicating the idea of the Anthropocene, explaining impact of humans on the planet, geological time, area graphs</p>	<p><b>Fieldwork: Microclimate</b></p> <ul style="list-style-type: none"> <li>Questioning, sampling and methods</li> <li>Data collection and presentation</li> <li>Conclusions</li> </ul> <p><b>Skills focus:</b> Organising enquiries, interpreting data, reaching substantiated conclusions</p>	<p>&lt;3.3.2 Coastal fieldwork&gt;</p> <p><b>3.1.1.3 Weather Hazards</b></p> <ul style="list-style-type: none"> <li>Global atmospheric circulation.</li> <li>Tropical storms.</li> <li>Tropical storms effects.</li> <li>UK weather hazards.</li> <li>Extreme weather events in the UK.</li> </ul> <p><b>3.1.1.4 Climate Change</b></p> <ul style="list-style-type: none"> <li>Climate change causes and effects.</li> <li>Mitigation and adaptation.</li> </ul>	<p><b>STUDY LEAVE</b></p>
	END OF YEAR EXAM	END OF YEAR EXAM	END OF YEAR EXAM		