



# GEOGRAPHY Curriculum Overview



Year	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
7	<p>Topic: <b>INTRODUCTION TO GEOGRAPHY AND MAP SKILLS</b></p> <p><b>Resources:</b> Students will be developing map skills via OS Maps. Students will be encouraged to embrace a range of news reporting texts when beginning to explore Geographical themes.</p> <p><b>Focus:</b> Develop basic Geographical Skills, define the types of Geography, develop geo-spatial skills. Confidently use resources to gain geographical knowledge of the human and physical world.</p> <p><b>Outcome:</b> To develop a basic understanding of basic Geographical concepts and skills.</p> <p>Duration: 10 Lessons</p>	<p>Topic: <b>CORNWALL AND THE CHOCOLATE FACTORY</b></p> <p><b>Resources:</b> Students will explore resources which are local to Cornwall such as local websites, live webcam with chocolatier who is located in Falmouth. Furthermore expanding to global and local scales through the use of, maps, media, advertisements, news articles.</p> <p><b>Focus:</b> PEEEL Paragraphs, Creative Writing. Using sources to create arguments that address differing opinions such as "Should any chocolate bar be £6.00" Linking to future learning through varies countries and development, and sustainability e.g Africa production and European consumption. Careers links also made to local businesses within Cornwall and world wide.</p> <p><b>Outcome:</b> To form and justify an opinion of Chocolate and fair trade, the impact of chocolate on the environment and Cornwall's own links to the industry and wider world.</p> <p>Duration: 10 Lessons</p>	<p>Topic: <b>THE ANGRY EARTH</b></p> <p><b>Resources:</b> News reporting texts detailing famous tectonic activities. Journalistic publications (for example National Geographic). Written accounts of famous tectonic hazards</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs. Developing Case Study knowledge to compare and contrast how differing levels of wealth impact effects and responses to earthquakes and volcanoes. Use sources to create arguments that address differing opinions.</p> <p><b>Outcome:</b> To develop an understanding of the processes and the impacts associated with tectonic events at local, national and global scales.</p> <p>Duration: 9 Lessons</p>	<p>Topic: <b>DEVELOPMENT</b></p> <p><b>Resources:</b> In lessons students will use a range of graphs and charts and statistics to analyse levels of development. Use Journalistic Publications and news articles for examples of development. And maps and GIS to explore levels of development globally.</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs, developing Case Study knowledge. Using sources to create arguments that address differing opinions. Analysing and interpreting data.</p> <p><b>Outcome:</b> To develop an understanding of how development works and why and how different parts of the world are developed or developing greater than others.</p> <p>Duration: 9 Lessons</p>	<p>Topic: <b>AFRICA</b></p> <p><b>Resources:</b> Students will be encouraged to embrace a range of news reporting texts, journalistic articles when beginning to explore Geographical themes. Use of different types of maps to analyse a variety of factors in Africa, and graphs and data to analyse and interpret data.</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs, developing Case Study knowledge. Using sources to create arguments that address differing opinions and widely held misconceptions.</p> <p><b>Outcome:</b> To develop a greater understanding of the African continent. To challenge misconceptions of Africa and develop a social, moral, ethical and cultural understanding of local, national and global events taking place on the continent.</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>ENQUIRY BASED LEARNING COASTS</b></p> <p><b>Resources:</b> Students will demonstrate the geographical skills they have attained through the duration of the Geography course to problems solve a enquiry topic.</p> <p><b>Focus:</b> This section requires critical thinking and problem-solving. This unit will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issues from a provided topic.</p> <p><b>Outcome:</b> To develop a critical perspective on the issues studied, and consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>Duration: 10 lessons</p>
8	<p>Topic: <b>GEOFACTOR</b></p> <p><b>Resources:</b> Use Journalistic Publications and news articles for examples of development. And maps and GIS to explore levels of development globally.</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs, Presentation Skills and Public Speaking, developing Case Study knowledge. Using sources to create arguments that address differing opinions.</p> <p><b>Outcome:</b> To explore a range of natural environments and examine how humans use and affect them.</p> <p>Duration: Term 10 lessons</p>	<p>Topic: <b>EXTREME WEATHER</b></p> <p><b>Resources:</b> News articles, journalistic articles and first-hand accounts written by people who have experienced wild weather events. Use a range of graphs and charts and statistics to analyse levels of development.</p> <p><b>Focus:</b> Creative Writing, learning through role play, PEEEL Paragraphs, developing Case Study knowledge. Using sources to create arguments that address differing opinions and presenting data graphically.</p> <p><b>Outcome:</b> To explore the drivers of wild weather, the different wild weather events, how they affect people and the response people put in place to deal with them.</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>SUSTAINABLE FUTURES</b></p> <p><b>Resources:</b> News articles will form a large piece of the text based learning in this unit. Students will also have the opportunity to study government papers and doctors relating to sustainable practices.</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs, developing Case Study knowledge. Using sources to create arguments that address differing opinions.</p> <p><b>Outcome:</b> To explore how the human race is attempting to change in order to live a more sustainable lifestyle.</p> <p>Duration: 9 lessons</p>	<p>Topic: <b>TOURISM</b></p> <p><b>Resources:</b> News articles, journalistic publications and travelogues. Maps and graphs to analyse and interpret data and information relevant to tourism.</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs, developing Case Study knowledge. Using sources to create arguments that address differing opinions.</p> <p><b>Outcome:</b> To explore the reasons why people go on holiday, Presentation Skills and Public Speaking, why the tourism industry is key to development. The opportunities and Challenges tourism has to the local environment and natural world.</p> <p>Duration: 9 lessons</p>	<p>Topic: <b>CRIME GEOGRAPHIES</b></p> <p><b>Resources:</b> News articles, journalistic publications and witness accounts. There will also be and first-hand accounts written by people who have been caught up in some of the crimes we will be studying.</p> <p><b>Focus:</b> Creative Writing, PEEEL Paragraphs, developing Case Study knowledge, presenting data graphically. Using sources to create arguments that address differing opinions.</p> <p><b>Outcome:</b> To explore the geo-spatial trends behind crimes at a local, national and international level with links to historical events and current day examples.</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>ENQUIRY BASED LEARNING RUSSIA</b></p> <p><b>Resources:</b> Students will demonstrate the geographical skills they have attained through the duration of the Geography course to problems solve a enquiry topic.</p> <p><b>Focus:</b> This section requires critical thinking and problem-solving. This unit will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issues from a provided topic.</p> <p><b>Outcome:</b> To develop a critical perspective on the issues studied, and consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>Duration: Term 6 Summer (2) 8 Lessons</p>
9	<p>Topic: <b>UK POPULATION</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> Being able to describe how processes shape UK Physical Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes.</p> <p><b>Outcome:</b> To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it.</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>ECOSYSTEMS AND TROPICAL RAINFORESTS</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> Describe the location of major biomes with particular focus on rainforests and hot deserts. To be able to explain how physical, human and environmental elements of these biomes interact and how human activities and climate change will affect them. Students will evaluate whether the opportunities of using these environments outweigh the challenges.</p> <p><b>Outcome:</b> To explore the location of global biomes and to examine the physical, human and environmental geography of rainforest and hot desert environments.</p> <p>Duration: 7 lessons</p>	<p>Topic: <b>CHALLENGE OF RESOURCE MANAGEMENT</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To be able to describe how energy, food and water demand is changing in the UK and how alternative energy sources may address these challenges to demand. Being able to explain why food insecurity is an issue and the impacts this can cause. Students also need to evaluate the successes of methods and technology to grow more food to deal with these food insecurity issues.</p> <p><b>Outcome:</b> To explore the local, national and global challenges and solutions to resource distribution with specific focus on food.</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>CHALLENGE OF RESOURCE MANAGEMENT</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To be able to describe how energy, food and water demand is changing in the UK and how alternative energy sources may address these challenges to demand. Being able to explain why food insecurity is an issue and the impacts this can cause. Students also need to evaluate the successes of methods and technology to grow more food to deal with these food insecurity issues.</p> <p><b>Outcome:</b> To explore the local, national and global challenges and solutions to resource distribution with specific focus on food.</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>UK PHYSICAL LANDSCAPES (TOPICS COASTS )</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> Being able to describe how processes shape UK Physical Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes.</p> <p><b>Outcome:</b> To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it.</p> <p>Duration: 14 lessons</p>	<p>Topic: <b>ENQUIRY BASED LEARNING TRF</b></p> <p><b>Resources:</b> Students will demonstrate the geographical skills they have attained through the duration of the Geography course to problems solve a enquiry topic.</p> <p><b>Focus:</b> This section requires critical thinking and problem-solving. This unit will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issues from a provided topic.</p> <p><b>Outcome:</b> To develop a critical perspective on the issues studied, and consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>Duration: Term 6 Summer (2) 8 Lessons</p>



## GEOGRAPHY Curriculum Overview 2021 onwards



Year	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
10	<p>Topic: <b>UK PHYSICAL LANDSCAPES (TOPICS RIVERS)</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> Being able to describe how processes shape UK Physical Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes.</p> <p><b>Outcome:</b> To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it.</p> <p>Duration: 14 lessons</p>	<p>Topic: <b>CHALLENGE OF NATURAL HAZARDS</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To explore the challenges created by tectonic and weather hazards and to address the methods being used by people to respond to these events. Students will also investigate the causes, and effects of climate change as well as the strategies used to mitigate and adapt against it.</p> <p><b>Outcome:</b> To develop an understanding of the processes and the impacts associated with tectonic and weather events at local, national and global scales. Students will also examine the causes, effects and the strategies to address climate change.</p> <p>Duration: 9 lessons</p>	<p>Topic: <b>CHALLENGE OF NATURAL HAZARDS</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To explore the challenges created by tectonic and weather hazards and to address the methods being used by people to respond to these events. Students will also investigate the causes, and effects of climate change as well as the strategies used to mitigate and adapt against it.</p> <p><b>Outcome:</b> To develop an understanding of the processes and the impacts associated with tectonic and weather events at local, national and global scales. Students will also examine the causes, effects and the strategies to address climate change.</p> <p>Duration: 9 lessons</p>	<p>Topic: <b>URBAN ISSUES AND CHALLENGES LIC</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To learn about the reasons why more people are living in urban areas and to address the opportunities and challenges of living in urban areas in HIC's and LIC's</p> <p><b>Outcome:</b> To explore the reasons why urban populations are growing as well as examining the challenges and opportunities of living in HIC and LIC/NEE Urban Areas</p> <p>Duration: 6 lessons</p>	<p>Topic: <b>URBAN ISSUES AND CHALLENGES HIC</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To learn about the reasons why more people are living in urban areas and to address the opportunities and challenges of living in urban areas in HIC's and LIC's</p> <p><b>Outcome:</b> To explore the reasons why urban populations are growing as well as examining the challenges and opportunities of living in HIC and LIC/NEE Urban Areas</p> <p>Duration: 10 lessons</p>	<p>Topic: <b>PHYSICAL FIELDWORK (Rivers)</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest improvements if they were to undertake their fieldwork again.</p> <p><b>Outcome:</b> To apply knowledge gained in the UK CEW and Urban unit to real world fieldwork planned and implemented by students.</p> <p>Duration: 7 lessons</p>
11	<p>Topic: <b>HUMAN FIELDWORK (LANDUSE)</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest improvements if they were to undertake their fieldwork again.</p> <p><b>Outcome:</b> To apply knowledge gained in the UK CEW and Urban unit to real world fieldwork planned and implemented by students.</p> <p>Duration: 7 lessons</p>	<p>Topic: <b>THE CHANGING ECONOMIC WORLD</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To know where there are global variations in economic development and quality of life. Apply and understand various strategies that exist for reducing the global development gap. Provide examples of LICs and NEEs that are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p><b>Outcome:</b> To develop an understanding of the changing economic world and identify differing stages countries across the globe are at in terms of development</p> <p>Duration: 12 lessons</p>	<p>Topic: <b>THE CHANGING ECONOMIC WORLD</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To know where there are global variations in economic development and quality of life. Apply and understand various strategies that exist for reducing the global development gap. Provide examples of LICs and NEEs that are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p><b>Outcome:</b> To develop an understanding of the changing economic world and identify differing stages countries across the globe are at in terms of development</p> <p>Duration: 7 lessons</p>	<p>Topic: <b>PRE-RELEASE PREPARATION</b></p> <p><b>Resources:</b> CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News</p> <p><b>Focus:</b> To analyse and evaluate the pre-release booklet in preparation for the Paper 3 Geographical Applications paper.</p> <p><b>Outcome:</b> A pre-release booklet will be released in March, 12 weeks before the Geographical Applications exam. The content of this booklet is unknown but 3 lessons have been put aside to create content to prepare the students for possible questions in the exam and to address the key themes of the booklet.</p> <p>Duration: 6 lessons</p>	<p>Topic: <b>REVISION AND EXAMINATION PREPARATION</b></p> <p><b>Resources:</b> Class exercise books, Seneca Learning, BBC Bitesize, Revision guides, Past examination papers, topic assessments, personalised learning packs</p> <p><b>Focus:</b> To develop examination techniques and skills, consolidate knowledge of the AQA specification. Provide support for areas where more focus for each pupil is needed.</p> <p><b>Outcome:</b> Ensure pupils are confident and prepared for their exam papers for Geography.</p> <p>Duration: Term 4 Spring(2) Revision and prep for exams</p> <p>Duration: 7 lessons</p>	