

Geography

Key Stage 2 Curriculum includes

At KS2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



Geographical skills and fieldwork ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	<u>Diverse Planet</u> -What is an Ecosystem and where are they located? -Characteristics of a polar / tundra ecosystem -Adaptations in Polar Climates	<u>Globalisation and Development</u> -What is globalisation? -How globalised are you? -Causes of globalisation -Advantages of globalisation (<i>Social, economic, environmental and political</i>)	<u>Living World</u> -Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. -Tropical rainforest ecosystems have a range of distinctive characteristics.	<u>River Landscapes in the UK (Including Fieldwork)</u> -The UK has a range of diverse landscapes. -The shape of river valleys changes as rivers flow downstream. -Distinctive fluvial landforms result	<u>Human Fieldwork</u> Aim - Comparing the success of two regeneration projects in Leeds - Trinity and Clarence Dock	<i>The following topics are taught across the year by 2 specialists</i> <u>Population and the Environment</u> -Population Distribution/Density -Environment and Population	<i>The following topics are taught across the year by 2 specialists</i> <u>Global Systems and Global Governance</u> -Globalisation -Global Systems

	<ul style="list-style-type: none"> -Opportunities and challenges in a polar / tundra ecosystem -Managing cold environments -Characteristics of hot deserts -Adaptations in hot deserts -Challenges and opportunities in hot deserts -The future of Ecosystems 	<ul style="list-style-type: none"> -Disadvantages of globalisation (<i>Social, economic, environmental and political</i>) -TNC Case Study -How has globalisation influenced our local area? -What is development? -How do levels of development differ globally? (<i>Link to primary, secondary, tertiary and quaternary industries</i>) -How can development be measured? -Factors influencing development - Physical and human -How can the development gap be reduced? - -How does globalisation influence levels of development? (<i>Link globalisation and development together</i>) 	<ul style="list-style-type: none"> -Deforestation has economic and environmental impacts. -Tropical rainforests need to be managed to be sustainable. -Hot desert ecosystems have a range of distinctive characteristics -Development of hot desert environments creates opportunities and challenges. -Areas on the fringe of hot deserts are at risk of desertification. 	<ul style="list-style-type: none"> from different physical processes. -Different management strategies can be used to protect river landscapes from the effects of flooding. 		<ul style="list-style-type: none"> -Environment, Health and Wellbeing -Population Change -Population Ecology -Global Population Futures -Case Study of a society experiencing population change -Local Study of an area to illustrate the relationship between socio-economic character and health <p><u>Coastal Landscapes</u></p> <ul style="list-style-type: none"> -Coasts as Natural Systems -Systems and Processes -Coastal Landscape Development 	<ul style="list-style-type: none"> -International Trade and Access to Markets -Global Governance -The Global Commons -Antarctica as a Global Common -Globalisation Critique <p><u>Hazards</u></p> <ul style="list-style-type: none"> -The concept of a hazard in a geographical context -Plate Tectonics -Volcanic Hazards -Seismic Hazards
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Autumn 2	<u>Rivers</u> -Features of a drainage basin -Drainage basin / hydrological Cycle -River processes -Upper Course landforms -Middle course landforms -Lower course landforms -Flooding case studies (High Income Country & a Low Income country – compare -Managing flooding	<u>Tectonics</u> -Structure of the earth -Theory of continental drift (Evidence) -Global tectonic plates -Why do plates move? Convection currents -Plate boundaries - Destructive/Constructive and Conservative <i>(Describe movement, explain processes and hazards which occur there)</i> -Volcanoes Study -Earthquakes Study -Tsunamis -Why do people live in risk areas?			<u>The Changing Economic World</u> -There are global variations in economic development and quality of life. -Various strategies exist for reducing the global development gap. -Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. - Focus on Nigeria -Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	-Coastal Management -Local Coastal Case Study -Coastal Landscape beyond the UK <u>Water and Carbon</u> Water and Carbon as Natural Systems The Water Cycle The Carbon Cycle Water, Carbon, Climate and Life on Earth Tropical Rainforest Case Study	-Storm Hazards -Fires in Nature -Case Study of a Multi Hazardous Area -Local Scale Hazardous Setting Case Study <u>NEA</u> <i>(Coursework)</i>
Spring 1	<u>Urban Environments</u> -How and why are urban populations changing? -Investigating urban change in Dharavi	<u>Population and Migration</u> -How is the global population changing over space and time? -Why is the global population changing? (Social, Environmental, Economic and Political)	<u>The Challenge of Resource Management</u> -Food, water and energy are fundamental to human development.	<u>Urban Issues and Challenges</u> -A growing percentage of the world's population lives in urban areas. -Urban growth creates			

	<ul style="list-style-type: none"> -Climate of the British Isles -Factors influencing climate -Extreme weather (Global) -Tropical Storms (Causes, effects and responses) -Causes of Climate Change -Effects of Climate change -Managing Climate change 	<ul style="list-style-type: none"> -Erosional processes -Transportation processes including longshore drift -Why does deposition occur at the coast? -Erosional landforms - Headlands, bays, caves, arches, stacks and stumps -Depositional landforms - Spits and bars -Case study of a coastal location, including OS map work -The coast as a multi use area - Focus on land use in coastal zones 	may lead to conflict.		<i>year and topic varies)</i>		
Summer 1	<p>Tourism Including Fieldwork</p> <ul style="list-style-type: none"> -Where does the world go on holiday? -What attracts tourists to an area? -Why is the tourism industry rapidly growing? 	<ul style="list-style-type: none"> -Coastal management - hard and soft engineering strategies -Conflict at the coast (conflict matrix and a DME) -Climate change and its impact on future coastlines 	<p><u>The Challenge of Natural Hazards</u></p> <ul style="list-style-type: none"> -Earthquakes and volcanic eruptions are the result of physical processes -The effects of, and responses to, a tectonic hazard vary between areas 	<p><u>Coastal Landscapes in the UK</u></p> <ul style="list-style-type: none"> -The coast is shaped by a number of physical processes. -Distinctive coastal landforms are the result of rock type, structure and physical processes. 	<u>Revision</u>		

Summe r2	<ul style="list-style-type: none"> -What advantages and disadvantages can tourism bring? -How can the decline of tourism be reversed? -How can tourism be used to close the development gap? -How does tourism create challenges and conflicts in National Parks? -Distribution of national parks -Aims of national parks -Why are tourists attracted to Malham? (Introduce glacial concepts) -What impacts has tourism had on Malham? -How has the National Park Authority managed tourism in Malham? -How can the tourism industry promote sustainable development? (Eco-tourism) 	<p><u>Issue Evaluation</u> (Based on a Topical Theme)</p>	<ul style="list-style-type: none"> of contrasting levels of wealth. -Management can reduce the effects of a tectonic hazard. -Global atmospheric circulation helps to determine patterns of weather and climate. -Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. -Tropical storms have significant effects on people and the environment. -The UK is affected by a number of weather hazards. -Extreme weather events in the UK have impacts on human activity. 	<ul style="list-style-type: none"> -Different management strategies can be used to protect coastlines from the effects of physical processes. 			
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			<p>-Climate change is the result of natural and human factors, and has a range of effects.</p> <p>-Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>				
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