

2023-
2024

Geography Curriculum map



Year 7 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Becoming a geography</u></p> <ul style="list-style-type: none"> • Detective • To complete onsite fieldwork – environmental quality across Brownhills Ormiston Academy • To explore what geographical skills are and how to speak like a geographer. • To understand map projections, atlases, and OS maps. • To introduce skills of coordinates, compass directions, scale, grid references and contours. • To practice collecting and presenting geographical data. • To outline what statistical skills are 	<p><u>Superpowers</u></p> <ul style="list-style-type: none"> • To know and understand what a superpower is. • To understand what factors are needed to make a country powerful. • To know what makes the USA a superpower. • To explore the continent of Asia. • To describe the physical and human aspects of China. • To explain why China is an emerging superpower. • To complete extended writing on China as an emerging superpower. • To explore the population distribution in China 	<p><u>Africa</u></p> <ul style="list-style-type: none"> • To describe the location of Africa. • To successfully understand the climates of Africa and to create a climate graph. • To explain how the landscape changes throughout Africa. • To describe the location of Nigeria and why it is important. • To explain why Kenya is such a popular tourist destination. • To explore the issues with the growing urban population in cities in Kenya. <p>Skills focus – climate graphs.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Inequality 	<p><u>The Almighty Dollar</u></p> <ul style="list-style-type: none"> • Chapter 1: Worshipping at the Worshipping at the and endless offers The USA to China. • Chapter 2: Making and working the global red-carpet China • Chapter 3: Finding love in the Niger Delta—China to Nigeria. • Chapter 4: Spicing up the recipe for success – India • The end of the journey – the Almighty Dollar: Iraq, Russia, Germany, UK and the USA. <p>Skills focus – Label and annotate maps.</p>	<p><u>The Almighty Dollar</u></p> <ul style="list-style-type: none"> • Chapter 1: Worshipping at the and endless offers The USA to China. • Chapter 2: Making and working the global red-carpet China • Chapter 3: Finding love in the Niger Delta—China to Nigeria. • Chapter 4: Spicing up the recipe for success – India • The end of the journey – the Almighty Dollar: Iraq, Russia, Germany, UK and the USA. <p>Skills focus - scatter graphs.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Development • Sustainability 	<p><u>A diverse country – The people of the UK</u></p> <ul style="list-style-type: none"> • The UK's population • How is the UK's diverse population celebrated? • Changes in the UK's ethnic mix over time. • Differences in ethnic diversity in Birmingham. • Measuring the UK's population • Why is population data collected? • The UK's ageing population. • The impacts of migration – international migration in the UK/internal migration. • Living in Birmingham – the growth of Birmingham, characteristics of

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<p>and how they are applied in geography.</p> <p>Skills focus – OS maps Identify questions and sequences of enquiry.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Fieldwork • Skills • Systems 	<ul style="list-style-type: none"> • To understand the difference between hard and soft power. <p>Skills focus – Choropleth maps.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Globalisation • Skills • Inequality • Resilience • Development • Resources 	<ul style="list-style-type: none"> • Skills • Development • Globalisation • Resilience • Resources 	<p>Key concepts</p> <ul style="list-style-type: none"> • Development • Skills • Sustainability • Inequality • Globalisation • Resources 	<ul style="list-style-type: none"> • Skills • Inequality • Globalisation • Resources 	<p>different parts of Birmingham.</p> <ul style="list-style-type: none"> • Opportunities in Birmingham. • Urban land use in Birmingham. (map skills). • Comparing rural areas – commuter villages, remote rural villages. • Living in the Shetland Islands <p>Skills focus – population pyramids, statistics. Climate graphs (comparing climate graphs) GIS + google earth Choropleth maps Proportional representation.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Skills • Development • Resilience • Resources



Year 8 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Our Angry Earth</u></p> <ul style="list-style-type: none"> To explore what a natural hazard is To outline the global distribution of earthquakes and understand the reasons for their locations To understand the physical processes at plate boundaries To complete a case study on the Lombok Case Study To explore the effects and responses to the Lombok earthquake To have an understanding of the Amatrice Earthquake, Italy 2016 To complete extended writing – a comparison between the two earthquakes. 	<p><u>Resource Reliance</u></p> <ul style="list-style-type: none"> To outline how energy is significant for our wellbeing and to outline its global distribution. To demonstrate an understanding of how resources are unevenly distributed across the world. To outline how food is significant to our wellbeing and describe its global distribution To explain how the demand for food in the UK is changing and how the UK is adapting. To outline the causes and impacts of food insecurity. To outline how global food 	<p><u>Weather and climate</u></p> <ul style="list-style-type: none"> What is the difference between weather and climate. Plotting the climate for Weather map symbols Air masses Factors affecting climate Pressure systems – how they affect the UK To be able to explain the processes of anticyclones and depressions. 2020 UK Heatwave 2023 Storm Ciaran <p>Skills focus: climate graphs</p> <p>Key Concepts</p> <ul style="list-style-type: none"> Risk 	<p><u>River landscapes</u></p> <ul style="list-style-type: none"> Where are the UK's rivers? The long profile of a river. River processes What are river landforms? Waterfalls and rapids. Meanders and oxbow lakes River flooding <p>Skills focus – physical atlas maps Infiltration rates – onsite fieldwork sketch maps: draw, label, understand and interpret identify basic landscape features and describe their characteristics from map evidence</p> <p>Key concepts</p> <ul style="list-style-type: none"> Fieldwork Skills 	<p><u>Factfulness</u></p> <ul style="list-style-type: none"> Are we wrong about our world? Is the world better than we think? Where are the majority? What can Dollar Street teach us about development? Why should we be positive about the world we live in? Are all lines straight? Is the world a dangerous place? Is it Africa's destiny to be poor? Why is a single story wrong? How can gap minder teach us about development? 	<p><u>Cold environments</u></p> <ul style="list-style-type: none"> To describe the features and location of cold environments. To compare the Artic and Antarctica. To outline what glacial landforms are, the processes and features of them. To complete a case study on Mt Everest. To outline the challenges in cold environments, including Antarctica tourism. To explain how animals adapt to survive in the cold environments <p>Skills focus maps and satellite photos Antarctica- choropleth maps and portional symbols.</p>

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<ul style="list-style-type: none"> To understand why people, live with the risk of natural hazards. To understand the management of tectonic hazards. Volcanoes – formation and explosions Skills focus: Draw sketches from photographs Label and annotate diagrams <p>Key Concepts</p> <ul style="list-style-type: none"> Risk Skills Systems Resilience Inequality Resources Development 	<p>supply can be increased</p> <ul style="list-style-type: none"> To outline how food supply can be increased. Skills focus: Comparing maps <p>Key Concepts</p> <ul style="list-style-type: none"> Sustainability Globalisation Inequality Skills 	<ul style="list-style-type: none"> Systems Resilience Development Skills 	<ul style="list-style-type: none"> Systems Risk 	<p>Skills focus – GIS (Use GIS/use and interpret/ policing)</p> <p>Key concepts</p> <ul style="list-style-type: none"> Skills Systems Risk 	<p>Key concepts</p> <ul style="list-style-type: none"> Sustainability Systems Resilience Risk Development

Year 9 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Climate change</u></p> <ul style="list-style-type: none"> To explain the process of the greenhouse effect. To outline the causes of climate change (human and natural). To explain the effects of climate change. To outline methods of managing climate change. To explain the processes of adaptation and mitigation towards climate change. To outline the issues with plastics. To explain the consequences of plastic on ecosystems. To outline other options/recycling instead of single use plastics. 	<p><u>Strange places</u></p> <ul style="list-style-type: none"> To explore 'strange places' around the world, gaining an understanding of the physical and human geography of these locations. This is a synoptic unit – drawing on skills and concepts from year 8/9 and the first unit of year 9 to reapply together in different contexts. We will focus on the following places: 1.Russia – Chernobyl (2 lessons) 2.USA – Fly Geyser 3.USA – Glass Beach California 4.Yemen – Socotra Island 5.Ireland – Giants Causeway 	<p><u>Prisoners of Geography - Conflict and the Middle East</u></p> <ul style="list-style-type: none"> To outline the reasons why some countries are prisoners of geography. To explain why geographical location and resources can cause conflict. To demonstrate an understanding of conflict in the Middle East. To demonstrate an understanding of current conflicts caused by geography. <p>Skills focus – Develop and extended written argument.</p> <p>Key concepts</p> <ul style="list-style-type: none"> Risk Skills Resources Resilience Development 	<p><u>Our living world</u></p> <ul style="list-style-type: none"> The story of bamboo Bamboo – the worlds most useful plant. Where does my breakfast come from? Ecosystems – who is eating who? Global ecosystems – location The Mediterranean biome Coral reefs – rainforests of the seas <p>Skills focus – maps and satellite photos – Russia's biomes.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Systems Skills Sustainability Resources Development 	<p><u>Work, rest and play in the UK.</u></p> <ul style="list-style-type: none"> The world of work Job case studies in the UK. Changing employment in the UK. The growth of tourism Changes in communications and transport (submarine communication and satellites). Transport – from horse to high speed rail. How do we spend our free time – use of leisure in the UK – changes in shopping. The geography of sport (participation and sport in the UK). Onsite fieldwork The global reach of football. <p>Skills focus –</p>	<p><u>Coasts</u></p> <ul style="list-style-type: none"> Why are there dinosaurs in Dorset? Chesil Beach – home to 180 billion pebbles. How do rocks erode?. Landforms along the coast 3D model making (pop up headland/ stack stump etc. The Jurassic Coast. Protecting he coastline <p>Skills focus – geo-spatial data presented in a geographical information system (GIS) framework.</p> <p>Demonstrate an understanding of number, area and scales.</p> <p>Key Concepts</p>

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Skills focus – Line graphs/bar charts – interpretation of data.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Resilience • Skills • Risk • Development • Resources 	<ul style="list-style-type: none"> • 6.Bolivia – Salt Flats and Road of Death • 7.Unusual Mountains – Chocolate Mountains Bolivia and Rainbow Mountains China <p>Skills focus – interpret and extract information from different types of maps, graphs and charts</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Sustainability • Globalisation • Inequality • Skills 	<ul style="list-style-type: none"> • Globalisation 	<ul style="list-style-type: none"> • Inequality 	<p>DME – Heathrow's third runway (map skills/GIS/interpreting and atlas).</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Systems • Sustainability • Resilience • Development • Risk • Fieldwork – on site 	<ul style="list-style-type: none"> • Systems • Fieldwork/Skills • Risk

Year 10 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Natural hazards/tectonic hazards:</p> <ul style="list-style-type: none"> • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. • Primary and secondary effects of a tectonic hazard. • Immediate and long-term responses to a tectonic hazard. • Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. 	<p>Weather hazards:</p> <ul style="list-style-type: none"> • Global distribution of tropical storms (hurricanes, cyclones, typhoons). • An understanding of the relationship between tropical storms and general atmospheric circulation. • Causes of tropical storms and the sequence of their formation and development. • The structure and features of a tropical storm. • How climate change might affect the distribution, frequency and intensity of tropical storms. • Primary and secondary effects of tropical storms. 	<p>Changing economic world: Nigeria</p> <ul style="list-style-type: none"> • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures. • Link between stages of the Demographic 	<p>Changing UK Economy: UK:</p> <ul style="list-style-type: none"> • causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation, and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science, and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more 	<p>Rivers:</p> <ul style="list-style-type: none"> • The long profile and changing cross profile of a river and its valley. • Fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion. Transportation – traction, saltation, suspension and solution. Deposition – why rivers deposit sediment. • Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls, and gorges. • Characteristics and formation of landforms resulting from 	<p>Coasts:</p> <ul style="list-style-type: none"> • How geological structure and rock type influence coastal forms. • Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches, and stacks. • Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits, and bars. • An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Management can reduce the effects of a tectonic hazard. • Reasons why people continue to live in areas at risk from a tectonic hazard. • How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. • 	<ul style="list-style-type: none"> • Immediate and long-term responses to tropical storms. • Use a named example of a tropical storm to show its effects and responses. • How monitoring, prediction, protection and planning can reduce the impacts. • An example of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> • causes • social, economic, and environmental impacts • how management strategies can reduce risk. • Evidence that weather is becoming more extreme in the UK. • Evidence for climate change from the beginning 	<ul style="list-style-type: none"> • Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. • Consequences of uneven development: disparities in wealth and health, international migration. • An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. • An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. 	<ul style="list-style-type: none"> • environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port, and airport capacity • the north-south divide. Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 	<ul style="list-style-type: none"> • erosion and deposition – meanders and oxbow lakes. • Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. • An example of a river valley in the UK to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk – precipitation, geology, relief, and land use. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of the 	<ul style="list-style-type: none"> • The costs and benefits of the following management strategies: <ul style="list-style-type: none"> • hard engineering – sea walls, rock armour, gabions, and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. • An example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> • the reasons for management • the management strategy • the resulting effects and conflicts.

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	<p>of the Quaternary period to the present day.</p> <ul style="list-style-type: none"> • Possible causes of climate change: • natural factors – orbital changes, volcanic activity, and solar output • human factors – use of fossil fuels, agriculture, and deforestation. • Overview of the effects of climate change on people and the environment. 	<ul style="list-style-type: none"> • A case study of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country 		<p>following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. • An example of a flood management scheme in the UK to show: <ul style="list-style-type: none"> • why the scheme was required • the management strategy • the social, economic, and environmental issues. 	

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		<ul style="list-style-type: none">• the changing political and trading relationships with the wider world• international aid: types of aid, impacts of aid on the receiving country• the environmental impacts of economic development• the effects of economic development on quality of life for the population.			

Year 11 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
<p>Urban issues and challenges</p> <ul style="list-style-type: none"> • Overview of the distribution of population and the major cities in the UK. • A case study of a major city in the UK to illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening • how urban change has created challenges: 	<p>Fieldwork – Students will complete human geography fieldwork to Brownhills High Street. This will include the following:</p> <ul style="list-style-type: none"> • The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. • The geographical theory/concept underpinning the enquiry. • Appropriate sources of primary and secondary evidence, including locations for fieldwork. • The potential risks of human fieldwork and how these risks might be reduced. <p>Changing economic world: Nigeria</p> <ul style="list-style-type: none"> • Different ways of classifying parts of the world according to their level of economic 	<p>Resource reliance</p> <ul style="list-style-type: none"> • The significance of food, water and energy to economic and social well-being. • An overview of global inequalities in the supply and consumption of resources. • An overview of resources in relation to the UK. • Food: • the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food • the trend towards agribusiness. • Water: • the changing demand for water 	<p>Fieldwork – Students will complete river studies fieldwork to Carding Mill Valley. This will include the following:</p> <ul style="list-style-type: none"> • The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. • The geographical theory/concept underpinning the enquiry. • Appropriate sources of primary and secondary evidence, including locations for fieldwork. • The potential risks of physical fieldwork and how these risks might be reduced. <p>Issue evaluation -</p> <ul style="list-style-type: none"> • Students will be taught a unit using a pre-release booklet. Students will complete a decision-making exercise on how a 	<p>Revision</p> <ul style="list-style-type: none"> • Paper 1: • Natural hazards • The living world • UK landscapes – coasts and rivers <p>Paper 2:</p> <ul style="list-style-type: none"> • Changing economic world • Urban issues and challenges • Resource management <p>Paper 3:</p> <ul style="list-style-type: none"> • Issue evaluation • Fieldwork <p>Exam dates:</p> <ul style="list-style-type: none"> • Paper 1 PM 17th May • Paper 2 AM 5th June • Paper 3 AM – 14th June

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
<ul style="list-style-type: none"> • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. • An example of an urban regeneration project to show: • reasons why the area needed regeneration • the main features of the project. • 	<ul style="list-style-type: none"> development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. • Consequences of uneven development: disparities in wealth and health, international migration. • An overview of the strategies used to reduce the development gap. 	<ul style="list-style-type: none"> • water quality and pollution management • matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. • Energy: • the changing energy mix – reliance on fossil fuels, growing significance of renewables • reduced domestic supplies of coal, gas and oil • economic and environmental issues associated with exploitation of energy sources. • Areas of surplus (security) and deficit (insecurity): • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, 	<p>current geographical issue should be dealt with.</p>	

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
	<p>investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</p> <ul style="list-style-type: none"> • An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. • A case study of one LIC or NEE to illustrate: <ul style="list-style-type: none"> • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational 	<p>technology, pests and disease, water stress, conflict, poverty.</p> <ul style="list-style-type: none"> • Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest. • Overview of strategies to increase food supply: <ul style="list-style-type: none"> • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology • an example of a large scale agricultural development to show how it has both advantages and disadvantages. • Moving towards a sustainable resource future: <ul style="list-style-type: none"> • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, 		

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
		<p>reduced waste and losses</p> <ul style="list-style-type: none">• an example of a local scheme in an LIC or NEE to increase sustainable supplies of food.		

