

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

- Telford- Urban regeneration of The Southwater
- The Wrekin/Snowdonia and its geological past
- Carding Mill Valley- River investigations
- Apley Wood/ Ercall Wood- Ecosystems and biodiversity.
- Birmingham- Changing land use at the Longbridge Car Plant

Year 7 Curriculum implementation

Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Tectonic Processes In the Autumn term, students will begin their journey in geography discovering how and why the world is as we see it today. Students will build upon prior knowledge at key stage 2 of how the Earth and its land was created and investigate how our landscape has been created.			Dynamic water processes In the Spring term, students will have built a solid foundational knowledge of how the landscape around us was created and the types of geology within the landscape of the UK and now we can apply this knowledge to better understand how landscapes are further shaped into distinctive features by water.			Rivers As students' progress to understanding how river processes shape and influence the landscape, they will apply their knowledge from the unit on coasts into this new context. Students will learn about erosional river features such as waterfalls and		

Students will look at the composition of the Earth and how the continents were created, how and why they have changed over time and learning about the geographical theory laid out by Alfred Wegener of plate tectonics. Students will learn about the different plate boundary movements, their links to earthquake activity and how these movements lead to volcanic eruptions that have shaped the landscape that we see today. Students will consider the hazards associated with tectonic activity and consider why people have always chosen to live in areas at risk from these hazards. Geological timeframes and Geology With the knowledge that they have gained in our unit on tectonics, students will now consider how old our Earth is. Students will look at how the timeline of the Earth links to its geological past. Students will use their knowledge of tectonics and build on this, learning about how volcanoes are a critical part of the rock cycle. They will	Coasts Students will study the key processes at the coast which shapes our coastline and creates the dynamic features that we see along our coasts. Students will focus on erosional landforms and will understand how both stacks and stumps, as well as bays and headlands are formed. Students will now look at the significance of coastal areas for people. They will look at the value of the coastline and the conflict that erosion in these areas can cause. They will learn about how people have tried to manage high value areas of coastline through modern engineering and look at how effective this is. Students will look at how rivers, coasts and glacial processes have shaped the landscape. Students will look at the key processes of erosion, transportation and deposition as a common thread running through all three, the distinctive landforms created and consider the issues they create. Students will look at how these areas are used by people and how people often must manage these areas. Students will look at areas within the	meanders, build on their knowledge of the water cycle from KS2 and apply this to new knowledge of flooding and how this can be managed. Students will also use their skill of OS map reading and apply this to local examples in Carding Mill Valley. Glaciation Students will finish the year learning about how our final water process shapes the landscape by learning how ice has shaped the landscape. This will also build upon their knowledge of geological timeframes to contextualise their knowledge from the start of the year. Students will look at the benefits of glacial areas for tourism and the potential conflicts that this can cause within the local area.
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investigate the different types of rocks and their characteristics which is an important concept for our next unit. Additionally, we look at the local geology of our local area such as Snowdonia and The Wrekin to explain some of the physical landscape that students frequently see around them.		local area such as Barmouth and Snowdonia. In this unit students will continue to build on their maps skills and be able to apply their knowledge to OS maps to identify key features with the landscape.			
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Year 8 Curriculum implementation

Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Development			Population and Urbanisation			Urban issues		
In the Autumn term students will delve into the complex reasons as to why some countries have developed and others have fallen behind. Students will learn about how GNI is generated and look at the different job sectors and how they can reflect economic development. Students will know some of the reasons why some countries have not all developed at the same rate which has led to uneven development and the consequences of this for people.			Linking to the concepts taught in year 7, in the Spring term, students are going to be looking at where people have chosen to live. Students will start by looking at what physical features within the landscape people have sought and the choices that they made in deciding where to build settlements. They will look at why people in the UK moved from rural to urban areas and then looking wider to the largest cities globally, looking at push and pull factors and studying the			In this final unit students will study some of the real-world issues associated with managing large populations globally as well as the environmental challenges of resource management in extreme environments such as Russia, the Middle East and look at the innovations that are helping to change the way that we look at the resources we have. Students will look at how resources are distributed globally and the		

This unit will prompt students to consider how privileged they are to live in a high-income country and give them insight into how people live in other areas of the world. Focus on Africa Students will bring together their learning from economic development, to look at Africa and consider the key opportunities and challenges the continents faces as it moves towards the future. Students will look at the physical geography of the continent, the history of colonialism, resources and potential challenges that may affect its development. Students will also look at Nigeria and the opportunities and challenges that Africa’s most populous and affluent nation still faces on the road to the status of HIC.		Burgess model and its relevance to cities today. Focus on Asia In this unit students will look at the geography of Asia and look at the reason why Asia is the most populous continents on Earth and some of the history of the continent. They will look at the opportunities and challenges of megacities focusing on Mumbai and life for both the rich and poor in Dharavi. They will also look at how population has been a challenge for China and link their knowledge of economic development to look at the inequalities for people living in different regions of China.		implication of this for people. Students will learn how countries in the Middle East may have had to diversity their resources due to non-renewables being finite, and how they are now turning to renewable energy sources (UAE, Dubai). They will also consider how the battle for energy resources has led to Russia putting their flag on the seabed in the Arctic. Students will consider how food is grown in desert climates and the innovations in growing food. Finally, students will look at how people have adapted to living in a cold desert environment in Russia (urban population and the Nenets) and the growth of high-tech cities in the Middle East and looking into the idealistic future city of ‘The Line’ in Saudi Arabia.	
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Year 9 Curriculum implementation

Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
Global climate In year 9 all students will focus on the theme of the climatic systems of Earth. In the Autumn term we set the foundations for the study of climate by looking at the greenhouse effects, Earth's climate over time, looking at changes in climate from the Ice Age to the present, the physical and human causes of these changes and the evidence and reliability of climate change data. Students will then look at how climates vary at different latitudes looking at the cell systems and why there are different climate zones distributed across the world. At each location students will focus on the different biomes that have been created by the climate and how the climate has led to distinctive characteristics in weather patterns,			Managing Ecosystems With a solid knowledge of how different biomes have been created, in the Spring term students will look at why the rainforest is a valuable resource. They will explore the issue of deforestation in the region and how the rainforest can be managed to ensure that it is preserved for the future. Next, they will look at the most populated Desert in the World and the opportunities and challenges of this region in Asia and look at the threat of desertification in Africa in the Sahel. Finally, they will look at the biomes of Russia and why melting permafrost is a challenge facing Russia because of threat of climate change.			Climate Change Combining all that students have learnt over this year so far; they will consider how we can adapt to the changing climate of today. Students will look at how climate influences our resources such as water and food as well as consider mitigation strategies such as renewable energy and carbon capture to consider how this would help to limit our influence on the climatic systems. Managing Resource Linking to students' knowledge of climate, students will about how and why places globally have different levels of water available for them to use. We will consider, why the demand on water has increased and what can be done to increase water supplies to ensure		

soils, vegetation, and animals in each of these areas.				that people in these areas continue to develop their quality of life.	
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Year 10 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
<u>The Unequal World</u> Progressing towards GCSE students will build upon their knowledge from key stage 3 to deepen their understanding of development. Students will look at the ways that the development of countries can be shown through data and consider how reliable this is. Students will look at how birth and death rates can reflect the development of countries and consider how intermediate technology, tourism and aid can help to reduce the development gap.			<u>Processes in the UK Landscape</u> In this unit students will revisit and continue to build on their knowledge of rivers. They will look at the river valley systems and the key landforms created by rivers such as meanders, waterfalls and flood plains. As the unit progresses, students will begin to link their knowledge of the water cycle to the physical and human causes of flooding. With a knowledge of how rivers can flood, students will then study how human intervention can aid in the prevision of flooding as population pressure increases the demand for building on flood plains. Finally, students look at the real-life application of this knowledge to understand the causes, effects and flood defences put in place to protect our case study location.			<u>Modern Development in the UK</u> Moving closer to home, students will contrast how the UK's economy has developed over time and why we are seen globally as a high-income country. We will look at how cities have developed and how and why rural living is changing. Students will also look at how UK businesses are becoming more sustainable focusing on a local business of Jaguar Land Rover at the i54 site.		
<u>Development of Brazil in an Unequal World</u> Appling what they have learnt in the previous unit and their wider knowledge from year 9, students will be focusing on the development						<u>Resource Management</u> This unit will focus on the challenge of sustainable resource management in the UK. Students will look at the dependency on energy and how the future of energy may change in the future. Students will also look at water sacristy and		

and economy of Brazil. They will investigate how transnational corporations have influenced the economy and natural environment and if they have what it takes to become a high-income country. Zooming in from a national level to a more local scale, students will look at Rio de Janeiro. They will discover how the local economy has developed, look at the influence of the Olympics and investigate the reasons for the significant level of internal migration to the areas. They will look at the opportunities in the city and the significant challenges that they still face such as slum housing and drugs trafficking.		Fieldwork – River characteristics at Carding Mill Valley <u>Tectonic Processes</u> Students will revisit their knowledge from key stage 3 of tectonics and develop a deeper understanding of the processes that shape and change our world. Students will focus on earthquakes in contrasting locations with varying levels of development. They will consider how well equipped these places are to deal with these devastating events and if wealth is key to saving lives in tectonic areas.		the production of food within the UK and how we may be able to reduce our food miles and carbon footprint by buying local.	
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Year 11 Curriculum implementation								
Term 1	Term 2	Summative Assessment Point	Term 3	Term 4	Summative Assessment Point	Term 5	Term 6	Summative Assessment Point
<u>Urban regeneration in the UK- Birmingham</u> In this topic students are to focus on a UK and what better than our closest city: Birmingham Students will look at the history of the development of Birmingham and look at the diversity and culture that makes it unique. Students will			<u>Climatic Hazards</u> Students will link their knowledge of climate to the formation and effects of tropical storms. Students will contextualise this knowledge as they learn about Typhoon Haiyan, its effects, and the response to the event in the Philippines. Additionally, students will learn about extreme			<u>Fieldwork and DME Prep</u> To embed their understanding of the concepts that they have learnt about through the course, students will undertake fieldwork revision in preparation for Paper 3. Once this is complete students will be focusing on the DME pre-release paper.		

also consider the challenges that the city has faced due to the decline of industry and how areas such as the Longbridge have been sustainably re-developed. Fieldwork- Urban regeneration in Telford at the Southwater <u>Processes in the UK Landscape</u> Students will now look at how coastal landscapes have been created across the UK. Students will link to their existing knowledge of water processes that they have built in year 10 and apply this to coasts, looking at the key processes and comparing them to those learnt in the unit on rivers. Students will learn about the different coastal landforms including erosional features such as stacks and depositional features such as spits. Students will study how coastlines are protected to prevent the impacts of erosion in these locations and contextualise this knowledge as they learn about how Lyme Regis is protecting its local economy and at what cost.		weather in the UK and look at an extreme weather event and how this impacted the UK. <u>Resource Management</u> This unit will focus on the challenge of sustainable resource management in the UK. Students will look at the dependency on energy and how the future of energy may change in the future. Students will also look at water scarcity and the production of food within the UK and how we may be able to reduce our food miles and carbon footprint by buying local. <u>Climate and ecosystems</u> Students will build on their knowledge of climatic systems from key stage 3 to look at the causes of climate change and management of climate change. They will also link to their prior knowledge of global biomes and delve deeper into how rainforest and desert locations are managed.		<u>Revision</u> In the summer term students will be undertaking guided revision focusing on the practise of past papers to ensure that they are familiar with the content for each paper and the styles of questions that can be asked. <u>Exam Season</u> Students will undertake their GCSE Geography exams. The papers will run as follows: Paper 1: Living with the physical environment Paper 2: Challenges in the human environment Paper 3: Geographical Applications	
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