

# Woldgate School departmental curriculum overview

## GEOGRAPHY



### Key subject skills

AO1	AO2	AO3	AO4
AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.	AO2: Demonstrate geographical understanding of: <ul style="list-style-type: none"> <li>Concepts and how they are used in relation to places, environments and processes.</li> <li>The inter-relationship between places, environments, and processes</li> </ul>	AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	AO4 Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings.

### Building on prior learning

#### What can students do by the end of 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.

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#### What are the skills gaps?

- *Variety in understanding of locational knowledge*
- *Variety in understanding of the Europe's core human and physical characteristics - Knowledge of UK is more in depth but limited in focus.*
- *Geographical thinking skills + fieldwork*

#### Baseline expectations



#### Year 7

Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world using place specific details. Can select and use mainly appropriate skills to describe and explain most common maps, graphs and databases. Few errors in punctuation and grammar. Most complex words spelt correctly. Essential keywords used.

#### Year 8

Detailed explanation (simple analysis using statistics)  
Pupils show their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world using place specific details.  
Can select and use appropriate skills to simply analyse most common maps, graphs and databases.  
Minor errors in punctuation and grammar. Most complex words spelt correctly. A wide range of keywords used.

#### Year 9

Detailed explanation beginning to evaluate (Evaluation)  
Pupils show their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world using place specific details.  
Can select and use appropriate skills to analyse a variety of maps, graphs and databases.  
Minor errors in punctuation and grammar. Most complex words spelt correctly. A wide range of keywords used.

#### Year 10

Grade 4: Accurate detailed description and begins to explain most points.  
Pupils show their knowledge, skills and understanding in studies of a wider range of places using some place specific detail  
Can select and use some appropriate skills to describe a wider range of maps, graphs and databases.  
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.  
Grade 8: Critical analysis - breaking apart complex sources of data and applying them to theory using evidence and statistics  
Pupils apply their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world. Students use variety of place specific details.  
Can appropriately select and use a variety of skills to analyse a wide variety of maps, graphs and databases  
A clearly structured answer. Errors in spelling, punctuation, and grammar are rare. A wide range of keywords are embedded throughout.

#### Year 11

Grade 4: Accurate detailed description and begins to explain all points.  
Pupils show their knowledge, skills and understanding in studies of a wide range of places using some place specific detail  
Can select and use some appropriate skills to describe a wide range of maps, graphs and databases.  
Some errors in punctuation and grammar. Most common words spelt correctly. Some keywords used.  
Grade 8: Critical analysis and evaluation - breaking apart complex sources of data and applying them to theory using evidence and statistics  
Pupils apply their knowledge, skills and understanding in studies of a wide range of places at various scales, from local to global, and in different parts of the world. Students use variety of place specific details.  
Can appropriately select and use a variety of skills to analyse a wide variety of maps, graphs and databases  
A clearly structured answer. Errors in spelling, punctuation, and grammar are rare. A wide range of keywords are embedded throughout.

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Core knowledge and Skills tested	Links	Topic	Assessment	Core knowledge and Skills tested	Links	Topic	Assessment	Core knowledge and Skills tested	Links
7	<p>What is Geography</p> <p>1 Types of geography</p> <p>2. Scale and connections to place</p> <p>3. Interpreting sources</p> <p>Into Africa</p> <p>1. Human and physical geography Africa</p> <p>2. Biomes in Africa</p> <p>3. Exploitation of resources - Coltan mining + phones</p> <p>4. Case study - Kenya: Physical and human features</p> <p>5. Kenya's climate and contrasting local areas</p> <p>6. Kenya's Population distribution and adaptation to environments.</p> <p>7 Life in slums - Nairobi</p> <p>Wild Weather</p> <p>1. Weather + climate</p> <p>2. Recording the weather</p> <p>3. Microclimates</p> <p>4. Types of rainfall</p> <p>5. Case study - UK: Weather enquiry - local variations</p> <p>6. How weather affects people</p>	<p>Baseline assessment: A postcard from Las Vegas</p> <p>Unseen material (photographs and simple graphs), sources identify, describe and end explain characteristics of place.</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions</p> <p>Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>Mid topic assessment: Weather enquiry UK -Fieldwork skills applied to secondary data.</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions</p> <p>Part B: Extended writing based on application of a case study. Levelled using flight path.</p>	<p>1 Types of geography (AO2)</p> <p>2. Scale and connections to place (AO1,AO2,AO4)</p> <p>3. Interpreting sources (AO2, AO4)</p> <p>Into Africa</p> <p>1. Human and physical geography Africa (AO1, AO2)</p> <p>2. Biomes in Africa (AO1, AO2)</p> <p>3. Exploitation of resources - Coltan mining + phones (AO1, AO2, AO3)</p> <p>4. Case study - Kenya: Physical and human features (AO1, AO2)</p> <p>5. Kenya's climate and contrasting local areas (AO1, AO2, AO3)</p> <p>6. Kenya's Population distribution and adaptation to environments. (AO1, AO2, AO3)</p> <p>7 Life in slums (AO1, AO2, AO3)</p> <p>Wild Weather</p> <p>1. Weather + climate (AO2)</p> <p>2. Recording the weather (AO2)</p> <p>3. Microclimates (AO1, AO2, AO3)</p> <p>4. Types of rainfall (AO2)</p>	<p>Links to prior learning</p> <p>KS2: Human &amp; Physical Geography</p> <p>KS2: locational knowledge of UK</p> <p>KS2: Data interpretation skills</p> <p>KS2: Similarities and differences</p> <p>KS2: Atlases, maps, KS3: geographical skills</p> <p>KS3: UK knowledge</p> <p>How does this prepare students for future learning?</p> <p>KS3+KS4: Development of core geographical skills</p> <p>KS3+KS4 Improved knowledge of Africa</p> <p>KS3+KS4: Knowledge of biomes</p> <p>KS3: Knowledge of important cities and countries</p> <p>KS3+KS4: Similarities and differences between UK and other places (Africa)</p> <p>KS3+4: Weather and climate</p> <p>KS3+KS4 natural resource use</p>	<p>Map skills</p> <p>1. Direction</p> <p>2. Location</p> <p>3. mental maps, sketch maps &amp; OS maps</p> <p>4. Scale</p> <p>5. Grid references</p> <p>6. Height &amp; topography</p> <p>7 GIS</p> <p>Settlements: Changing places</p> <p>1. Place and space</p> <p>Scale</p> <p>2. Types of Settlements and how they grow</p> <p>3. Location rationale for settlements</p> <p>4. Land use patterns in cities</p> <p>5. increased demand for homes</p> <p>6. Case study: Change: London - Greenwich</p> <p>7. Demographics</p> <p>8. Sustainability</p> <p><b>*Pocklington Fieldwork - our settlement</b></p>	<p>End of topic assessment: Unseen map: tested on a wide variety of map skills and then must utilise all these skills to describe a route and write detailed instructions (making inferences using the map).</p> <p>Mid topic assessment: Decision making activity. Rationale for locating a settlement in the past.</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions</p> <p>Part B: Extended writing based on application of a case study. Levelled using flight path.</p>	<p>Map skills</p> <p>1. Direction</p> <p>2. Location - UK focus</p> <p>3. mental maps, sketch maps &amp; OS maps (including latitude and longitude)</p> <p>4. Scale</p> <p>5. grid references</p> <p>6. Height &amp; topography</p> <p>7 GIS</p> <p>*This topic is heavily weighted to AO4 every lesson.</p> <p>Settlements: Changing places</p> <p>1. Place and space (AO2, AO3)</p> <p>Scale</p> <p>2. Types of Settlements and how they grow (AO2)</p> <p>3. Location rationale for settlements (AO1, AO2, AO3)</p> <p>4. Land use patterns in cities (AO1, AO2, AO3)</p> <p>5. increased demand for homes (AO2, AO3)</p> <p>6. Case study: Change: London - Greenwich (AO1, AO2, AO3)</p> <p>7. Demographics (AO1, AO2, AO3)</p> <p>AO4: Integrated within lessons throughout the topics are map skills, graphical skills, numerical</p>	<p>Links to prior learning</p> <p>KS2: counties and cities of the United Kingdom, geographical regions</p> <p>KS2: Topography</p> <p>KS2: Maps, compass points, grid references and symbols</p> <p>KS2: Local studies</p> <p>KS2: Land use patterns</p> <p>KS2: Change in aspects of life and location</p> <p>KS2: Lines of latitude and longitude</p> <p>KS3: Geographical skills</p> <p>KS3: Knowledge of UK</p> <p>KS3: Maps skills</p> <p>How does this prepare students for future learning?</p> <p>KS3+KS4: Maps and Atlases</p> <p>KS3+KS4: Knowledge of UK</p> <p>KS3+KS4: Scale</p> <p>KS3+KS4: Topography</p>	<p>Sporting Geography</p> <p>1. physical factors affecting sport location</p> <p>2. Human factors affecting sport location</p> <p>Case study: Alps - skiing</p> <p>3. Wave formation + surfing (UK)</p> <p>4. Geographical factors affecting Football - Premier league (UK)</p> <p>5. Globalisation + exploitation - football</p> <p>6. Fair trade</p> <p>7. Ethical issues in sport: Qatar world cup</p> <p>8. Extreme sports and globalisation - Atlantic challenge + NGOs.</p> <p>Dangerous Places</p> <p>1. Hazards</p> <p>2. Structure of the earth.</p> <p>3. tectonic plates</p> <p>4. plate boundaries</p> <p>5. Volcanoes</p> <p>6. Volcano- Case study: Mount St Helens</p> <p>7. Earthquakes</p> <p>8. Earthquake case study - Kobe</p> <p>9. Living with Hazards - Iceland</p>	<p>Mid topic assessment: Part A: Unseen material test of geographical skill, short answer questions</p> <p>Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions</p> <p>Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>Mid topic assessment: Mount St Helen's - extended writing</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions</p> <p>Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>*An assessment may be cut to</p>	<p>Sporting Geography</p> <p>1. Physical factors affecting sport location (AO2)</p> <p>2. Human factors affecting sport location</p> <p>Case study: Alps - skiing (AO1, AO2, AO3)</p> <p>3. Wave formation + surfing (UK) (AO1, AO2, AO3)</p> <p>4. Geographical factors affecting Football - Premier league (UK) (AO1, AO2, AO3)</p> <p>5. Globalisation + exploitation - football (AO2, AO3)</p> <p>6. Fair trade (AO2, AO3)</p> <p>7. Ethical issues in sport: Qatar world cup (AO1, AO2, AO3)</p> <p>8. Extreme sports and globalisation - Atlantic challenge + NGOs. (AO1, AO2, AO3)</p> <p>Dangerous Places</p> <p>1. Hazards (AO2)</p> <p>2. Structure of the earth. (AO2)</p> <p>3. tectonic plates (AO2)</p>	<p>Links to prior learning</p> <p>KS2+KS3: human and physical geography UK</p> <p>KS3: Contrasting places</p> <p>KS3: geographical skills</p> <p>KS3: Exploitation from globalisation)</p> <p>KS3: Sustainability</p> <p>How does this prepare students for future learning?</p> <p>KS3: Knowledge of Asia and Middle east</p> <p>KS3+KS4: Natural Hazards</p> <p>KS3+KS4 Sectors of the economy</p>

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	7 anticyclones and depressions 8 Tropical storms - Hurricanes USA		5. Case study - UK: Weather enquiry - local variations (AO1, AO2, AO3) 6. How weather affects people (AO2, AO3) 7 anticyclones and depressions (AO2, AO3) 8 Tropical storms - Hurricanes USA (AO1, AO2, AO3)  A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.	KS3+KS4: Landscapes and environments KS3+KS4: Atlases, Maps			skills, and statistical skills.	KS3+KS4: GIS KS3+KS4: Settlements and urban areas KS3+KS4: Demography KS3+KS4: Application of models (e.g. Burgess.) KS3+KS4: Sectors of the economy KS4: Urbanisation	10. Hazard mitigation	make way for the End of year Assessment.	4. plate boundaries (AO2, AO3) 5. Volcanoes (AO2, AO3) 6. Volcano- Case study: Mount St Helens (AO1, AO2, AO3) 7. Earthquakes (AO2, AO3) 8. Earthquake case study - Kobe (AO1, AO2, AO3) 9. Living with Hazards - Iceland (AO1, AO2, AO3) 10. Hazard mitigation (AO2, AO3) A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.	KS4: Economic activity KS3+KS4: Globalisation KS3+KS4: international development
8	Ecosystems: 1. Ecosystems + interdependence 2. factors affecting ecosystems 3. Climate graphs 4. Tropical Rainforest characteristics 5. Plant and animal adaptations to rainforest 6. Threats to the rainforests 7 Characteristics of polar environs 8 Plant and animal adaptation to polar environs - Arctic + Russia 9 Threats to polar environments	Mid topic assessment: Plant and animal adaptation.  End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.  Mid topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on	Ecosystems: 1. Ecosystems + interdependence (AO2) 2. factors affecting ecosystems (AO2) 3. Climate graphs (AO2, AO4) 4. Tropical Rainforest characteristics (AO1, AO2, AO3) 5. Plant and animal adaptations to rainforest (AO2, AO3) 6. Threats to the rainforests (AO1, AO2, AO3) 7 Characteristics of polar environs (AO1, AO2, AO3) 8 Plant and animal	Links to prior learning KS2+KS3: Environments and biomes KS2+KS3: weather and climate KS2+KS3: Maps and scale KS2+KS3: Geographical skills KS3: Sustainability KS3: Settlement KS3: Slums in Africa  How does this prepare students for future learning? KS3+KS4: Ecosystems KS3+KS4: Biomes	Glaciation: 1. The glacier system 2. Glacial processes 3. glacial landforms of erosion and deposition 4. Human uses of glaciated landscapes - Scotland 5. Climate change and the impact on glaciers  Crime 1. What is crime 2. Community impacts of crime 3. Crime in the local area (Pocklington GIS) 4. GIS and crime (e.g. police.uk) 5. How place affects crime	*No mid topic glaciers assessment as it is a small unit.  End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.  Mid topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a	1. The glacier system (AO2) 2. Glacial processes (AO2) 3. Glacial landforms of erosion and deposition (AO1, AO2, AO3) 4. Human uses of glaciated landscapes - Scotland (AO1, AO2, AO3) 5. Climate change and the impact on glaciers  Crime 1. What is crime (AO2) 2. Community impacts of crime (AO1, AO2, AO3) 3. Crime in the local area (Pocklington GIS) (AO1, AO2, AO3)	Links to prior learning: KS2+ KS3: Climate KS2+ KS3: Landscape of the UK KS2+ KS3: Human Geography of the UK KS3: Settlement KS2+KS3 GIS  How does this prepare students for future learning? KS3+KS4: Glaciation	Rivers: 1. Water cycle 2. Geomorphic processes - erosion weathering 3. River long profile + drainage basins 4. Upper course and landforms - V shaped valleys, waterfalls, gorges 5. Middle course - meanders, oxbow lakes 6, Lower course - Floodplains and levees 7 Human activity and rivers 8. Flooding + management  Coasts:	End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.  End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path - links to fieldwork.	Rivers: 1. Water cycle 2. Geomorphic processes - erosion weathering 3. River long profile + drainage basins 4. Upper course and landforms - V shaped valleys, waterfalls, gorges 5. Middle course - meanders, oxbow lakes 6, Lower course - Floodplains and levees 7 Human activity and rivers 8. Flooding + management  Coasts:	Links to prior learning KS2: Water cycle KS3: Weather and climate KS2: Rivers in UK KS3: Sustainability KS3: geomorphic processes KS3: Climate change KS3: concepts of time scales  How does this prepare students for future learning? KS3+KS4: water cycle and Rivers

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<p>10 Characteristics of deserts  11 Plant and animal adaptation to deserts  12 Savanna - characteristics  13 Surviving in the Savanna (Machakos - Kenya)</p> <p>Population:  1. Population and population density  2. Factors affecting population - Case study: Australia  3. Megacities  4. Population growth  5. Demographic Transition Model  6. population structure  7. Migration - national and international  8. Case study: Mexico - USA  9. Slums - India, Dharavi</p>	<p>application of a case study. Levelled using flight path.</p> <p>End of topic assessment:  Part A: Unseen material test of geographical skill, short answer questions  Part B: Extended writing based on application of a case study. Levelled using flight path.</p>	<p>adaptation to polar environs (AO2, AO3)  9 Threats to polar environments (AO1, AO2, AO3)  10 Characteristics of deserts (AO1, AO2, AO3)  11 Plant and animal adaptation to deserts (AO2, AO3)  12 Savanna - characteristics (AO2, AO3)  13 Surviving in the Savanna (Machakos - Kenya) (AO1, AO2, AO3)</p> <p>Population:  1. Population and population density (AO2)  2. Factors affecting population - Case study: Australia (AO1, AO2, AO3)  3. Megacities (AO2)  4. Population growth (AO2, AO3)  5. Demographic Transition Model (AO2, AO3)  6. Population structure (AO2)  7. Migration - national and international (AO2, AO3)  8. Case study: Mexico - USA (AO1, AO2, AO3)  AO4: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p>	<p>KS3+KS4: climate  KS3+KS4: Sustainability  KS3+KS4:Threats  KS3+KS4: Population and carrying capacity.  KS3+KS4: Migration  KS3: knowledge of Asia  KS3+KS4: Interdependence  KSE+ KS4: ACs, EDCs, LIDCs</p>	<p>6. Graffiti - Art or Vandalism (ethics)  7. Areas vulnerable to crime  8. Changing place to reduce likelihood of crime and impacts of crime  9. Heroin Trade - Case study: UK and Afghanistan</p>	<p>case study. Levelled using flight path.</p> <p>End of topic assessment:  Part A: Unseen material test of geographical skill, short answer questions  Part B: Extended writing based on application of a case study. Levelled using flight path.</p>	<p>4. GIS and crime (e.g. police.uk) (AO2, AO4)  5. How place affects crime (AO2, AO3)  6. Graffiti - Art or Vandalism (ethics) (AO1, AO2, AO3)  7. Areas vulnerable to crime (AO2, AO3)  8. Changing place to reduce likelihood of crime and impacts of crime (AO2)  9. Heroin Trade - Case study: UK and Afghanistan (AO1, AO2, AO3)</p>	<p>KS3+KS4: Glacial landforms  KS3+KS4: Changes in climate  KS3+KS4: Geological timescale</p>	<p>1. Coastal environments - use and value  2. waves and tides  3. Geomorphic processes  4. Erosional landforms, Headlands and Bays,  5. Case Study: Holderness  6. Depositional Landforms  7. Coastal Management: Holderness</p> <p><b>*Holderness coast fieldwork</b></p>	<p>*An assessment may be cut to make way for the End of year Assessment.</p>	<p>1. Coastal environments - use and value  2. waves and tides  3. Geomorphic processes  4. Erosional landforms, Headlands and Bays,  5. Case Study: Holderness  6. Depositional Landforms  7. Coastal Management: Holderness</p>	<p>KS4: Fieldwork  KS4: Urban futures  KS4: Distinctive Landscapes</p>
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9	<p><b>Power and the Carbon Cycle</b> What is the environment, how are environments protected and how do we measure the quality of an environment?</p> <p>What are the different types of energy - fossil fuels and renewable?</p> <p>What makes a suitable location for a windfarm? Cumbria case study</p> <p>What is the carbon cycle, how does it change and how can we manage these changes?</p> <p><b>Extreme Environments</b> What is an extreme environment?</p> <p>Desert case study - The Sahara, Bedouin Tribe, and the Sahel region.</p> <p>Polar case study - Antarctica, research stations and threats to the continent</p> <p>Mountain case study - Mt Everest, adaptations and</p>	<p>Mid-topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>Mid-topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.</p>	<p>What is the environment, how are environments protected and how do we measure the quality of an environment? (AO1, AO2, AO3,)</p> <p>What are the different types of energy - fossil fuels and renewable? (AO2, AO3)</p> <p>What makes a suitable location for a windfarm? Cumbria case study (AO1, AO2, AO3,).</p> <p>What is the carbon cycle, how does it change and how can we manage these changes? (AO2, AO3)</p> <p>What is an extreme environment? (AO1, AO2)</p> <p>Desert case study - The Sahara, Bedouin Tribe, and the Sahel region. (AO1, AO3,)</p> <p>Polar case study - Antarctica, research stations and threats to the continent (AO1, AO2, AO3,)</p>	<p>Links to prior learning KS3: Rivers KS3: Environments KS3: Sustainability KS3: Ecosystems KS3: Dangerous places KS3: Biomes - deserts, polar KS3: geographical skills e.g. map skills</p> <p>How does this prepare students for future learning? KS4: Environment KS4: Resource Use KS3+KS4: Sustainability KS4: Ecosystems</p>	<p><b>Development and globalisation</b></p> <p>What is development, how is it measured and why are some countries more developed than others?</p> <p>What is globalisation?</p> <p>Case study: Globalisation and mobile phones (Apple and the DRC)</p> <p>Case study: Impacts of outsourcing and fast-fashion (Nike and Primark)</p> <p>What are the impacts of deindustrialisation in the UK?</p> <p>What are the impacts of globalisation?</p> <p><b>China</b> 1. Location and characteristics of China 2. Physical and human geography of China 3. How China is changing 4. Three gorges Dam: Energy and development 5. Population distribution of China 6. Population change and management: once child policy</p>	<p>Mid-topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.</p> <p>*No mid-topic China Assessment</p> <p>End of topic assessment: Part A: Unseen material test of geographical skill, short answer questions Part B: Extended writing based on application of a case study. Levelled using flight path.</p>	<p>What is development, how is it measured and why are some countries more developed than others? (AO1, AO2, AO3, AO4)</p> <p>What is globalisation? (AO2, AO3)</p> <p>Case study: Globalisation and mobile phones (Apple and the DRC) (AO1, AO3)</p> <p>Case study: Impacts of outsourcing and fast-fashion (Nike and Primark) (AO1, AO2, AO3, AO4)</p> <p>What are the impacts of deindustrialisation in the UK? (AO1, AO2, AO3)</p> <p>What are the impacts of globalisation? (AO3)</p> <p><b>China</b> 1. Location and characteristics of China (AO1, AO2) 2. Physical and human geography of China (AO1, AO2) 3. How China is changing (AO1, AO2, AO3) 4. Three gorges Dam: Energy and development (AO1, AO2, AO3)</p>	<p>Links to prior learning KS3: International Development KS3: globalisation KS3: Exploitation</p> <p>How does this prepare students for future learning? KS4: Globalisation KS4: Development KS4: Trade KS4: Resource Reliance KS4: population</p>	<p><b>GCSE Global Hazards unit</b> 1. Global circulation system and climatic Zones 2. Extreme weather conditions 3. Tropical storms, drought &amp; El Nino. 4. Contrasting case studies of natural weather Hazards - Big Dry (Australia), Boscastle (UK), Typhoon Haiyan (Philippines) 5. Structure of the earth 6. Plate boundaries and tectonic processes 7. tectonic cases study - Nepal 8. Mitigation of tectonic Hazards</p>	<p>Mid topic test on Global Hazards - 26 marks Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>End of topic test on Global Hazards - 26 marks Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p>	<p>Global circulation system and climatic Zones and extreme weather conditions (AO1, AO2, AO3) 3. Tropical storms, drought &amp; El Nino. (AO1, AO2, AO3)</p> <p>Case studies- Big Dry (Australia), Boscastle (UK), Typhoon Haiyan (Philippines) (AO1,AO2, AO3)</p> <p>5. Structure of the earth (AO2, AO3) 6. Plate boundaries and tectonic processes (AO2, AO3) 7. tectonic cases study - Nepal (AO1, AO3) 8. Mitigation of tectonic Hazards (AO2, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p>	<p>Links to prior learning</p> <p>Tectonic and Climatic Hazards</p> <p>Rainfall and water cycle</p> <p>Concepts: Causes, Effects Management Sustainability</p> <p>Australia UK</p> <p>How does this prepare students for future learning? Climates Changing climates Water cycle Contrasting places</p>



	<p>impacts of tourism.</p> <p>Ocean case study - the Mariana Trench and threats to the ocean.</p>	<p>case study. Levelled using flight path.</p> <p>Ocean case study - the Mariana Trench and threats to the ocean. (AO1, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p>		<p>*Considering creating a snapshot topic on the UK in the 21<sup>st</sup> Century to compare and contrast to China to better prepare pupils for GCSE.</p>		<p>5. Population distribution of China (AO1, AO2, AO3)</p> <p>6. Population change and management: once child policy(AO1, AO2, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p>						
10	<p>(*May be started in Yr 9 Summer)</p> <p>Global Hazards unit</p> <p>1. Global circulation system and climatic Zones</p> <p>2. Extreme weather conditions</p> <p>3. Tropical storms, drought &amp; El Nino.</p> <p>4. Contrasting case studies of natural weather Hazards - Big Dry (Australia), Boscastle (UK), Typhoon Haiyan (Philippines)</p> <p>5. Structure of the earth</p> <p>6. Plate boundaries and tectonic processes</p> <p>7. tectonic cases study - Nepal</p> <p>8. Mitigation of tectonic Hazards</p> <p>** Changing climates will start in this</p>	<p>Mid topic test on Global Hazards - 26 marks</p> <p>Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>End of topic test on Global Hazards - 26 marks</p> <p>Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p>	<p>Global circulation system and climatic Zones and extreme weather conditions (AO1, AO2, AO3)</p> <p>3. Tropical storms, drought &amp; El Nino. (AO1, AO2, AO3)</p> <p>Case studies- Big Dry (Australia), Boscastle (UK), Typhoon Haiyan (Philippines) (AO1,AO2, AO3)</p> <p>5. Structure of the earth (AO2, AO3)</p> <p>6. Plate boundaries and tectonic processes (AO2, AO3)</p> <p>7. tectonic cases study - Nepal (AO1, AO3)</p> <p>8. Mitigation of tectonic Hazards (AO2, AO3)</p>	<p>Links to prior learning</p> <p>KS3: Tectonic and Climatic Hazards</p> <p>KS3: Rainfall and water cycle</p> <p>Concepts: Causes, Effects Management</p> <p>Sustainability</p> <p>Australia UK</p> <p>How does this prepare students for future learning? Climates Changing climates Water cycle Contrasting places</p>	<p>Changing Climate unit</p> <p>1. Patterns of climate change</p> <p>2. Evidence of climate change</p> <p>3. Natural causes of climate change</p> <p>4. Human causes of climate change</p> <p>5. Greenhouse effect</p> <p>6. Global impacts of climate change</p> <p>7. UK Impacts of climate change</p> <p>Distinctive Landscapes</p> <p>1. What makes a distinctive landscape</p> <p>2. The physical and human landscape of the UK</p> <p>3. geomorphic processes</p> <p>4 Coastal erosional and depositional landforms</p> <p>5. River landforms in the upper, middle and lower courses</p>	<p>End of topic test on Changing Climate - 26 marks</p> <p>Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>*Changing climates is a very short unit and uses an extended assessed question for the mid-topic assessment.</p> <p>Mid topic test on Distinctive Landscapes - 26 marks</p> <p>Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p>	<p>Changing Climate unit</p> <p>1. Patterns of climate change (AO2)</p> <p>2. Evidence of climate change (AO2, AO3)</p> <p>3. Natural causes of climate change (AO2, AO3)</p> <p>4. Human causes of climate change (AO2, AO3)</p> <p>5. Greenhouse effect (AO2, AO3)</p> <p>6. Global impacts of climate change (AO1, AO2, AO3)</p> <p>7. UK Impacts of climate change (AO1, AO2, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p> <p>Distinctive Landscapes</p> <p>1. What makes a distinctive</p>	<p>Links to prior learning</p> <p>KS3: Climate</p> <p>KS3: Biomes</p> <p>KS3: climate change</p> <p>KS3: International Development</p> <p>KS3: Hazards</p> <p>KS3: Coastal management</p> <p>KS3: Flooding</p> <p>How does this prepare students for future learning?</p> <p>Distinctive Landscapes - climate change</p> <p>Flooding</p> <p>Resources: e.g. food and water security</p>	<p>Sustaining Ecosystems</p> <p>1. Ecosystems and interdependence</p> <p>2. Distribution of biomes &amp; their climate, flora and fauna.</p> <p>3. Characteristics of a tropical rainforest and the TRF ecosystem.</p> <p>4. Value of the tropical rainforest</p> <p>5. Human Impacts on a tropical rainforest (Amazon)</p> <p>6. Sustainable rainforest management - Eco- tourism - Costa Rica</p> <p>7. Polar environments</p> <p>8. Characteristics of polar regions</p> <p>9. Human impacts on the TRF</p>	<p>Mid topic test on Sustaining Ecosystems - 26 marks</p> <p>Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>End of topic test on Sustaining Ecosystems - 26 marks</p> <p>Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>Fieldwork assessed using exam style questions.</p> <p>Summer Mock</p>	<p>Sustaining Ecosystems</p> <p>1. Ecosystems and interdependence (AO2)</p> <p>2. Distribution of biomes &amp; their climate, flora and fauna. (AO1, AO2)</p> <p>3. Characteristics of a tropical rainforest and the TRF ecosystem. (AO2, AO3)</p> <p>4. Value of the tropical rainforest (AO2, AO3)</p> <p>5. Human Impacts on a tropical rainforest (Amazon) (AO1, AO2, AO3)</p> <p>6. Sustainable rainforest management - Eco- tourism - Costa Rica (AO1, AO2, AO3)</p>	<p>Links to prior learning</p> <p>Ecosystems</p> <p>Biomes</p> <p>Weather</p> <p>sustainability</p> <p>Carbon cycle</p> <p>Energy</p> <p>How does this prepare students for future learning? Resource reliance Environments of countries e.g. Zambia</p>

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<p>term if GCSE started in Summer Year 9</p>		<p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p>		<p>6. Coasts case study - Jurassic coast - (Holderness - Summer fieldwork) 7. River case study - Thames</p>	<p>End of topic test on Distinctive Landscapes - 26 marks Includes: Unseen resource to test geographical skills (A04), variety of geographical concepts (A02), Case study questions to explain/assess (A01+3)</p>	<p>landscape (A01, A02, A03) 2. The physical and human landscape of the UK (A01, A02, A03) 3. geomorphic processes (A02) 4 Coastal erosional and depositional landforms (A01, A02, A03) 5. River landforms in the upper, middle and lower courses (A01, A02, A03) 6. Coasts case study - Jurassic coast (A01, A02, A03) - (Holderness - Summer fieldwork) 7. River case study - Thames (A01, A02, A03)</p>		<p>10. Case study - management of polar regions Small scale sustainable management - River Clyde What sanctuary Global scale COP21, Antarctic treaty,  Fieldwork: Holderness Coastline Investigate the management of the Holderness coast (Mapleton and Hornsea)</p>		<p>7. Polar environments (A01) 8. Characteristics of polar regions (A01, A02) 9. Human impacts on polar regions (A02, A03) 10. Case study - management of polar regions Small scale sustainable management - River Clyde What sanctuary Global scale COP21, Antarctic treaty, (A01, A02, A03)  A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills, and statistical skills.</p>	
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<p>11</p>	<p><b>Urban Futures Unit</b>                      1. Super-sized cities in an urban world                      2. How cities began and grew                      3. Urban population explosion and the growth of slums                      4. Urban trends in the UK                      5. The future of cities                      6. Birmingham case study                      7. Istanbul case study</p> <p><b>Dynamic Development Unit</b>                      1. Defining development                      2. The global development divide and measuring development.                      3. Uneven development and how it affects people's lives.                      4. Causes of uneven development                      5. Barriers to development</p>	<p>Mid topic test on Urban futures - 26 marks                      Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>End of topic test on Urban futures - 26 marks                      Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p>	<p>How and why cities have changed (AO1, AO2, AO3)</p> <p>How cities vary between ACs and LDCs (AO1, AO2, AO3, AO4)</p> <p>Cities in the future (AO2, AO3, AO4)</p> <p>Birmingham case study (AO1, AO3)</p> <p>Istanbul case study (AO1, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills and statistical skills.</p>	<p><b>Links to prior learning</b></p> <p>A01: KS3 case studies drawn upon e.g. slums, examples from extreme environments and the Yr 7 settlement units.</p> <p>A02: Building on KS3 work but extending challenge on topics such as population, development and globalisation.</p> <p>A03: Developing and adding significant challenge to skills first developed in KS3 to assess and evaluate causation, impact, and response/management.</p> <p>A04: Continued work throughout on map skills, graphical skills, numerical skills and statistical skills, in addition to enquiry skills. How does this prepare students for future learning?</p> <p>Links to A level Geography content within the Contemporary Urban Environments, Changing Places and Global</p>	<p><b>Dynamic Development Unit (continued)</b>                      6. Zambia development case study</p> <p><b>UK in the 21<sup>st</sup> Century Unit</b>                      1. Human geography of the UK                      2. Physical geography of the UK                      3. The UK's population and our ageing population                      4. London's booming population                      5. The UK's changing economy and the post-industrial UK                      6. Economic hubs in the UK - London and Cambridge                      7. The UK's global role and our influence in conflicts, media and food.</p> <p>** Human Fieldwork - Beverly</p> <p><b>Resource Reliance Unit</b>                      1. Resources and shortages                      2. Farming and fishing for food</p>	<p>End of topic dynamic development test                      Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p> <p>Mock Exams - 2 full papers on everything they have studied to date.                      (AO1,AO2,AO3,AO4)</p> <p>End of topic UK in the 21<sup>st</sup> century test                      Includes: Unseen resource to test geographical skills (AO4), variety of geographical concepts (AO2), Case study questions to explain/assess (AO1+3)</p>	<p>Development of Zambia (AO1, AO2, AO3)</p> <p>What the UK is like (AO1)</p> <p>UK population (AO1, AO2, AO3, AO4)</p> <p>UK economy (AO1, AO2, AO3, AO4)</p> <p>UK global influence</p> <p>The importance of resources (AO2, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills and statistical skills.</p>	<p><b>Links to prior learning</b>                      AO1: KS3 case studies and topics drawn upon e.g. slums, y7 Africa topic, urban settlement.                      Y8 population, y9 development and globalisation unity</p> <p>A02: Building on KS3 work but extending challenge on topics such as population, development, and globalisation.</p> <p>A03: Developing and adding significant challenge to skills first developed in KS3 to assess and evaluate causation, impact, and response/management.                      A04: Map skills, graphical skills, numerical skills and statistical skills. Please see skills overview document.</p> <p>How does this prepare students for future learning?</p> <p>Links to A level</p>	<p><b>Resource Reliance Unit (continued)</b>                      3. Food, water and energy security                      4. Theories on the future                      5. Food security in Tanzania case study                      6. Attempts to achieve food security.</p> <p><b>Revision</b></p>	<p>End of topic resource reliance test</p> <p>Practice papers and practice exam questions for revision</p> <p>GCSE exams</p>	<p>Resource security (AO1, AO2, AO3)</p> <p>Theories on the future of resources/ population (AO2)</p> <p>Tanzania case study (AO1, AO3)</p> <p>Measures to achieve food security (AO1, AO2, AO3)</p> <p>A04: Integrated within lessons throughout the topics are map skills, graphical skills, numerical skills and statistical skills. Please see skills overview document.</p> <p>Confirm knowledge on all topics and practice all skills in preparation for the exams.</p> <p>Revision skills.</p>	<p><b>Links to prior learning</b>                      AO1: KS3 case studies and topics drawn upon.                      AO2: Building on KS3 work but extending challenge on topics such as power and energy, population, development, and globalisation.                      AO3: Developing and adding significant challenge to skills first developed in KS3 to assess and evaluate causation, impact, and response/management.                      AO4: Map skills, graphical skills, numerical skills and statistical skills. Please see skills overview document. How does this prepare students for future learning?</p> <p>Links to A level Geography content within the Contemporary Urban Environments, Changing Places and</p>
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Governance units.

Geography content within the Contemporary Urban Environments, Changing Places and Global Governance units.

Global Governance units.

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\*A03: As pupils progress through the years the expectations increase with regards to quality and development of explanations, and the ability to critically and concisely analyse and evaluate.