Geography Curriculum 2024-25

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|  | Year 7 | Year 8 | Year 9 |
|  | Knowledge and skills | Enrichment | Knowledge and skills | Enrichment | Knowledge and skills | Enrichment |
| Cycle 1 | **What is Geography?** -Human and Physical Geography-Field sketches-Map skills-Understanding atlases**Midcycle skills enquiry****Extreme Environments: Antarctica and Sahara**-Distribution of biomes-Comparative case studies: Antarctica and the Sahara | Contour mappingBiome diorama | **Hazardous World:****Natural hazards:**-Tectonics- Eyjafjallajokull – The Icelandic Volcano case study- Haiti – earthquake case study-Japan - tsunami case study**Midcycle-Hazard mapping and response plan****Human hazards – conflict:**-The Sudan-Afghanistan | Making volcanoes | **Weather and Atmospheric Systems:**-Biomes and global air circulation-The UK as a case study-Microclimates**Midcycle microclimate write up and evaluation**- Hurricane Katrina, USA (2005) case study-Cyclone Nivar, India (2020) case study | Microclimate investigation around the AcademyTrip to ‘We the Curious’ in Bristol  |
| Assessment: End of cycle test | Assessment: End of cycle test | Assessment: End of cycle test |
| Cycle 2 | **Rapid Rivers:**-The water cycle and drainage basin-River processes-Long profile and cross profile-Features of each course**Midcycle Processes and landforms info pack**-UK flooding case study: Tewkesbury Floods-Global case study: Nile-Flood management | River Landform ModelsRivers Trip | **Crumbling Coasts:**-Why is the coast important?-Coastal processes: erosion, weathering, transportation-Erosion landformsDeposition landforms**Midcycle Processes and landforms info pack**-Coastal management-UK case study – The Holderness Coastline-Global case study - Maldives | Coastal dioramaCoastal management fieldwork | **Global Issues:**-Types of pollutionPlastic pollution-What is climate change?Impacts of climate change**Midcycle debate**-Sustainable management goals-‘The Hunger Games’-Food-Sustainable cities | Sustainable Urban Living Campaign |
| Assessment: End of cycle test | Assessment: End of cycle test | Assessment: End of cycle test |
| Cycle 3 | **Exploring China:**-Background and History-Climate-Population-One Child Policy**Midcycle extended writing**-‘Made in China’-Modern slavery-Pollution-The Three Gorges Dam-Tourism in China | Project India | **Exploring India:**-An introduction to India-Climate-Population-Mumbai and Dharavi-Sweatshop lesson**Midcycle extended writing**-India’s Industries: Primary, Secondary, Tertiary and Quaternary-Tourism | Project Haiti | **Q3) The Challenge of Resource Management****Q6) Energy**-Global distribution of resources-UK provision of food, water and energy-Global supply of energy**Midcycle-Exam Style Questions**-Impacts of energy insecurity and strategies-Case study: Amazon -Extracting Natural Gas-Sustainable energy use -Case study: Chambamontera | Project Russia |
|  | Assessment: End of cycle test | Assessment: End of cycle test | Assessment: End of cycle test |