

CURRICULUM OVERVIEW 2019-2020

SUBJECT: Geography

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
YEAR 11	<p>The challenge of natural hazards</p> <p>What is the impact of tectonic hazards on people? What is the impact of weather hazards on people?</p> <p>*Opportunity for personal fieldwork: How does the weather impact on the West Midlands?*</p>	<p>The challenge of natural hazards</p> <p>What is the impact of climate change on people?</p> <p>*Opportunity for personal fieldwork: How will climate change impact the West Midlands?*</p>	<p>Revision, fieldwork and skills</p> <p>What skills do I need for the exams? How can I use my fieldwork to be successful in the exams?</p>	<p>Revision, fieldwork, skills and pre-release</p> <p>How can I improve my exam technique? How can I use the pre-release material effectively?</p>	<p>Revision, fieldwork, skills and pre-release</p> <p>How can I improve my exam technique? How can I use the pre-release material effectively?</p>	

YEAR 10	<p>The changing economic world</p> <p>How has Nigeria's economy developed over time? How will Nigeria's economy develop in the future?</p> <p>*Opportunity for wider reading: How does Nigeria compare to the other MINT countries?*</p>	<p>The changing economic world</p> <p>How has the UK's economy developed over time? How will the UK's economy develop in the future?</p> <p>*Opportunity for personal fieldwork: What will the impact be of HS2?*</p>	<p>The living world</p> <p>What is the biome of the tropical rainforest like? How is deforestation managed in Malaysia?</p> <p>*Opportunity for personal fieldwork: Small scale ecosystems in the Lickey Hills*</p>	<p>The living world</p> <p>What is the biome of the hot desert like? What are the opportunities and challenges for economic development in the Thar desert?</p> <p>*Opportunity for personal fieldwork: Investigate the UK Temperate woodland biome*</p>	<p>The challenge of resource management</p> <p>How are food, energy and water resources managed in the UK?</p> <p>*Opportunity for personal fieldwork: To what extent are resources sustainable in the West Midlands?*</p>	<p>The challenge of resource management</p> <p>How are water resources managed globally?</p> <p>*Opportunity for personal study: To what extent will there be wars on water in the future?*</p>
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YEAR 9	<p>Urban issues and challenges</p> <p>What is urbanisation and how is this different in HICs, NEEs and LICs? What is the location and importance of Lagos? To what extent are there opportunities in Lagos?</p> <p>*Opportunity for wider reading: Compare Lagos to Mumbai*</p>	<p>Urban issues and challenges</p> <p>To what extent are there challenges in Lagos? How has the megacity project in Lagos led to urban development? What is the location and importance of London?</p> <p>*Opportunity for personal fieldwork: Compare London to Birmingham*</p>	<p>Urban issues and challenges</p> <p>To what extent are there opportunities and challenges in London? How has the Olympic Park development led to regeneration in London? How can cities be made more sustainable?</p> <p>*Opportunity for personal fieldwork: How sustainable is Birmingham?*</p>	<p>Physical landscapes in the UK</p> <p>How are the uplands and lowlands of the UK distributed? What are the features of the coast and how are they formed? How is the coast protected?</p> <p>*Opportunity for personal fieldwork: Coastal visit*</p>	<p>Physical landscapes in the UK</p> <p>What are the features of a river and how are they formed? How is river flooding managed?</p> <p>*Opportunity for personal fieldwork: River visit*</p>	<p>The changing economic world</p> <p>How does development impact on a country? How do countries attempt to become more developed?</p> <p>*Opportunity for wider study: Evaluate Hans Rosling's contribution to global development *</p>
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YEAR 8	<p>Hazards all around</p> <p>What is the difference between a hazard and a disaster? Why are some places more vulnerable to risk from hazards? Which tectonic hazard poses the largest risk? Why do people stay in areas of risk?</p> <p>*Opportunity for personal fieldwork: How do we cope with hazards in the UK?*</p>	<p>Why we should care</p> <p>Why is the climate changing? What does this mean for us and others around the world? What can we do to help?</p> <p>*Opportunity for personal fieldwork: How much has Greta Thunberg influenced us at Bournville?*</p>	<p>It's chilly – but for how long?</p> <p>Where are the cold environments in the world? How does ice act upon the land? How do humans interact with cold environments? To what extent does conflict exist in cold environments?</p> <p>*Opportunity for personal study: Should Russia be allowed to develop the Northern Passage?*</p>	<p>The development gap</p> <p>Where does inequality exist? How do we measure inequality? Why does inequality exist? How can countries close the development gap?</p> <p>*Opportunity for personal fieldwork: To what extent is there inequality in Birmingham?*</p>	<p>Tropical issues</p> <p>Where are the tropics? Which ecosystems exist in the tropics? Why is the savannah turning into the desert? How can desertification be stopped? Why is the rainforest disappearing? How can deforestation be stopped?</p> <p>*Opportunity for personal study: How can the UK help these fragile environments?*</p>	<p>Africa – a new perspective</p> <p>What are the regions and countries of Africa? What conflicts exist in Africa? How is Chinese investment driving African development? How sustainable is Africa? What is the future for Africa?</p> <p>*Opportunity for personal study: What links exist between Africa and the West Midlands?*</p>
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YEAR 7	<p>Intro to geography</p> <p>What makes geography special? How do maps, charts, GIS skills and fieldwork make geography unique?</p> <p>*Opportunity for personal fieldwork: Survey your local area*</p>	<p>Living in Japan</p> <p>What is population density? How does the natural environment influence where we live? What are adaptations? How have the Japanese adapted to their environment?</p> <p>*Opportunity for personal fieldwork: How have we adapted in the West Midlands?*</p>	<p>Living in cities</p> <p>What is the difference between urban and rural? How does history determine where we live now? What are the parts of the city? To what extent do these parts exist in Birmingham? What are cities like in LICs? How can we make cities sustainable?</p> <p>*Opportunity for personal fieldwork: Which urban model so we fit into in Birmingham?*</p>	<p>And then came the flood</p> <p>How does water flow in a cycle? What are the causes of flooding? To what extent is flooding becoming more frequent and extreme? How do people respond to flooding? How should we protect ourselves from flooding?</p> <p>*Opportunity for personal fieldwork: To what extent are we at risk of flooding in the West Midlands?*</p>	<p>The population problem</p> <p>Why are there so many people on the planet? Where do we all live? Why is the population ageing? To what extent can migration help us? How do other countries address the population problem?</p> <p>*Opportunity for personal fieldwork: To what extent is migration an issue in Birmingham?*</p>	<p>The coastal conundrum</p> <p>Why is the coast wearing away? To what extent is the coast disappearing? How should we address the issue of coastal erosion? How do countries around the world cope with rising sea levels?</p> <p>*Opportunity for personal fieldwork: To what extent is coastal erosion a problem in Weston-super-mare?*</p>
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KS3 note: Basic geographical skills such as map, graph and GIS interpretation are covered specifically in Autumn 1, then taught again throughout each succeeding unit. For example, in every unit we will use maps for location, GIS for interpreting spatially and graphs for analysing data.

There is fieldwork on the school grounds and in the local area for year 7 in Autumn 1 and Spring 1, and local area fieldwork for year 8 in Autumn 2.

There are opportunities for personal fieldwork and/or study that links to each unit and is designed to enrich students. These are available as homework.

KS4 Note: As per AQA guidance, skills are taught throughout the course rather than as a discrete block, then revisited nearer the exam.

Students are offered the opportunity for two fieldwork days in KS4 in a rural environment and an urban environment.