



# Bournville School Curriculum Overview

## Curriculum Intent Statement: Geography

Central to the geography curriculum at Bournville School is the sense of place, and that place is integral to our daily lives, and that place influences as in a myriad of ways. This establishes itself in the day-to day teaching of geography by teaching through real life examples that allow for concrete explanations of abstract concepts and ideas.

Without maps, place is itself an abstract concept, so for the last five years we have strived to place maps at the heart of our teaching, which also serves to underline the uniqueness of the subject. KS3 follows a broad curriculum that covers content from the National Curriculum and aligns broadly with units taught by the other Trust schools. Within this curriculum there are units that build on knowledge from year 7 to year 9, and within years. We follow a two year curriculum at KS4 which allows for skills to be embedded, and for content to be explored in a variety of different ways, such as studying processes and landforms in the varied ways content can be assessed (writing about formation, annotating diagrams, annotating photographs and annotating sketches).

Across KS3 and KS4 there are opportunities for wider study; these take the form of personal fieldwork or research that are related to each unit.

Throughout all years the importance of the subject to the wider world is emphasised, be it through climate change, disaster management or international development.



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	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	<b>The changing economic world (Paper 2)</b>  How has the UK's economy developed over time?  How will the UK's economy develop in the future?	<b>The living world (Paper 1)</b>  What are the biomes of the tropical rainforest and hot desert like?  How is deforestation managed in Malaysia?  What are the opportunities and challenges for economic development in the Thar desert?	<b>The challenge of resource management (Paper 2)</b>  How are food, energy and water resources managed in the UK?  How are energy resources managed globally?	<b>Revision, fieldwork, skills and pre-release (Paper 3)</b>  How can I improve my exam technique?  How can I use the pre-release material effectively?	<b>Revision, fieldwork, skills and pre-release (Paper 3)</b>  What skills do I need for the exams?  How can I use my fieldwork to be successful in the exams?	
YEAR 10	<b>The challenge of natural hazards (Paper 1)</b>  What is the impact of tectonic hazards on people?  What is the impact of weather hazards on people?	<b>The challenge of natural hazards (Paper 1)</b>  What is the impact of climate change on people?	<b>Urban issues and challenges (Paper 2)</b>  What is urbanisation and how is this different in HICs, NEEs and LICs?  Case study of urbanisation in Lagos	<b>Urban issues and challenges (Paper 2)</b>  Case study of urbanisation in Birmingham.  How can cities be made more sustainable?	<b>Physical landscapes in the UK (Paper 1)</b>  What are the physical and human considerations at the coast and on rivers?	<b>The changing economic world (Paper 2)</b>  How do countries attempt to become more developed?  How has Nigeria's economy developed over time?  How will Nigeria's economy develop in the future?
YEAR 9	<b>Changing resources</b>  How important is the biosphere?  How important is the hydrosphere?	<b>Changing resources</b>  What is the geographical context of the Middle East?  Why is there so much conflict in the Middle East?	<b>Country study - China</b>  What is the geographical context of China?  Why study southwest China?	<b>Country study - China</b>  How does Chongqing compare to Tibet?  How did China manage its population problem?	<b>Climate and biomes</b>  How do ecosystems work?  Why is the deciduous woodland ecosystem important?	<b>Climate and biomes</b>  Why is the tropical rainforest ecosystem important?  Why are the polar and alpine regions important?
YEAR 8	<b>Earth processes</b>  How do rocks and tectonic processes link?  What are the different types of tectonic hazard?	<b>Earth processes</b>  Which tectonic hazard poses the largest risk?  Why do people stay in areas of risk?	<b>Continent study - Africa</b>  How does climate vary across Africa?  How does population and urbanisation vary across Africa?	<b>Continent study - Africa</b>  How is Chad changing?  How is desertification affecting Chad?	<b>The UK – physical and human</b>  What is the weather of the UK like?  How does the coast of the UK affect us?	<b>The UK – physical and human</b>  What is the economic future for the UK?  How sustainable is Birmingham?
YEAR 7	<b>Local to Global</b>  What makes geography special?	<b>Local to Global</b>  How does the local connect to the global?	<b>Climatic Hazards</b>  To what extent is flooding becoming more frequent and extreme?  How should we protect ourselves from flooding?	<b>Climatic Hazards</b>  How do tropical storms form?  To what extent can we mitigate damage from tropical storms?	<b>The population problem</b>  How is the population changing around the world?  How do other countries address the population problem?	<b>The population problem</b>  How does migration impact on Birmingham?  To what extent can migration help us?