Co-op Academy Swinton

Geography Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<u>SoW: Knowing our World: People and the Earth</u> Substantive Knowledge - Students learn foundational geographical concepts. Analysis - Knowledge is placed in geological context with multiple choice quizzes and a summative test Disciplinary knowledge - The Earth - 250 million years ago we didn't have 7 continents, we had one big one supercontinent called Pangea. Over time this continent has broken apart so the world looks like it does today. The Earth is also very dynamic (changing). You could say the Earth is always angry as there are volcanoes erupting all the time with the possibility of a supervolcano erupting at any moment! The Climate - the weather is what happens every day but the climate is the average weather you expect over a 30 years period. 20,000 years ago the Earth had a much colder climate being 8°C colder. This meant there was lots more ice over the Polar regions (the regions over the top and bottom parts of the word).	<u>SoW- Weather Hazards</u> Substantive Knowledge - Through this topic students will develop their schema of weather and climate, generating their knowledge of weather hazards Analysis - Students investigate the current world issues associated with climate change through Pakistan as well as assessing long term and future social, economic and environmental impacts. Students will develop schemas of mitigation and adaptation to climate change through their synoptic work, by investigating the most appropriate place for a wind farm to be built, they will make informed decisions and evaluate the suitability of their location. Disciplinary knowledge -. Students study the human and physical causes of climate change and the impacts of this on both the UK and in the wider world generating their knowledge of place and scale.	<u>SoW- Tectonic Hazards</u> Substantive Knowledge - Students will develop generative knowledge of earthquakes. Analysis - building on schemas of tectonic hazards, including where earthquakes happen and how to measure them. Disciplinary knowledge - Students will develop generative knowledge of how to use data in various forms to infer and suggest, which links to schemas of how to read data sources such as graphs. Students will also build on schemas of how to reduce damage from earthquakes in hazard prone areas.	<u>SoW- Natural Hazards</u> Substantive Knowledge - Students gain knowledge about the risks natural hazards pose by explaining global atmospheric circulation models and describe the distribution of tectonic hazards. Analysis - Students must be able to investigate the Chile and Nepal earthquake, Typhoon Haiyan and Somerset level floods. They must then analyse the impact and responses to each of the hazards. Disciplinary knowledge - Students must be able to explain the physical processes of 3 plate margins and formation of tropical storms in the right sequencing.	<u>SoW- Urban Environments</u> Substantive Knowledge - Students gain knowledge about differing urban environments in high income and newly emerging economies. Analysis - Students must be able to investigate the causes of urban sprawl, the impact of dereliction and regeneration in Bristol. They will also investigate living standards in Rio de Janeiro and attempts to improve the environment and quality of homes for the urban poor. Disciplinary knowledge - Students must be able to explain the pattern of urbanisation and connect this to human and physical processes. Students will develop their knowledge of place and scale.
Autumn 2	<u>SoW: Knowing our World: People and the Earth</u> Substantive Knowledge - Students learn foundational geographical concepts. Analysis - Knowledge is placed in geological context with multiple	<u>SoW- Population Change</u> Substantive Knowledge - Population change promotes student understanding of the changing population distribution and growth. Students will examine the changing birth rates, death rates and life expectancy in	<u>SoW- Africa: Opportunities and Challenges</u> Substantive Knowledge -Students examine how the topography and biomes of Africa shape the climate to build generative knowledge of where the population is distributed and an understanding of place in	<u>SoW- Living World</u> Substantive Knowledge - Students gain knowledge of the interactions and interdependence of biotic and abiotic factors in an ecosystem by describing and explaining both the characteristics and adaptation of plants and animals in both tropical	<u>SoW-Changing economic world- Retrieval Nigeria</u> Substantive Knowledge - Students gain knowledge about the economic gap that exists and why this is by applying their understanding of indicators of development to levels of economic

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	choice quizzes and a summative test Disciplinary knowledge - People and Migration - the total number of people on Earth is its population. It has been growing and growing for thousands of years and it is now 7 billion people! People also move around the Earth to live in different places and this is called migration. 200,000 years ago humans started to migrate out of Africa and by 10,000 years ago they had covered the whole Earth (not including Antarctica which is too cold to live on!). Finally your local area changes - just think 11 years ago you were added!	contrasting regions. This addresses misconceptions that life expectancy is widely different in areas of contrasting wealth and promotes an opportunity to interweave student knowledge of development. Analysis - Students will investigate the cause and effect of voluntary migration across the world's busiest border, the USA and Mexico, students will build generative knowledge of forced migration as they develop understanding and empathy towards refugees, developing their schema from year 7. Disciplinary knowledge- Students will examine the demographic transition model, describing how this changes and examining the reasons behind declining birth rates in HICs such as Japan. Students will build generative knowledge of population policies used to reduce and increase the birth rate.	Africa. To build generative knowledge of Africa's development students will identify the causes and impacts of decolonisation, and generative substantive knowledge of equality. Analysis - Students build on their substantive knowledge of hazards from KS3 and as a sense of place examine why the city of Goma is prone to hazard risk from Mount Nyiragongo. Students study Ethiopia in depth as a sense of place, examining the reasons behind rapid development; examining natural and human processes to understand how the country has become entwined in a water conflict with Egypt. Disciplinary knowledge - Maps, photos and graphs will be used and interpreted to help students improve their knowledge and understanding of the issues. Students generate generative knowledge to evaluate the impact of China's investment in Africa and the impact that positive development has had on the lives of the urban poor and the impact this has on sustainability.	rainforests and hot deserts. Analysis - Students will produce 2 investigations into the challenges and opportunities that tropical rainforest and hot deserts pose. Disciplinary knowledge - Global distribution map must be linked to climate by the students.	growth. Analysis - Students must examine, in depth, the economic change Nigeria and the UK have experienced. Students must be able to use specific facts and figures to back up their findings. Disciplinary knowledge- Students must be able read and interpret data in the Demographic Transition Model and Population Pyramids.
Spring 3	<u>SoW - Volcanic Hazards</u> Substantive Knowledge - Students will generate their schema of the earth's layers and geological timescales. They will build generative knowledge of tectonic hazards including cause, effects and responses. Students will understand how volcanic activity	<u>SoW- Tropical Rainforests</u> Substantive Knowledge - Students gain knowledge of a the threats facing tropical rainforests as well as the diversity of life within rainforests. Analysis - Students will investigate the threats and opportunities	<u>SoW- Oceans</u> Substantive Knowledge -Students will build generative knowledge of the physical characteristics of oceans and how oceans currents act as a conveyor belt of heat. Students will build on their schemes of ecosystems as they examine kelp forests, mangroves	<u>SoW- Coasts</u> Substantive Knowledge - Students gain knowledge of the physical processes that form the coastlines of the UK by explaining the erosional and depositional processes such as headland and bays.	<u>SoW- Resource Management</u> Substantive Knowledge - Students gain knowledge of the distribution of resources and the factors affecting supply and demand of food, water and energy. They will learn about issues affecting the supply and demand of energy in the UK and the changing energy

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	changes places in areas of contrasting wealth. Analysis - Students will be able to compare volcanic eruptions with supervolcanoes to understand the similarities and differences. Disciplinary knowledge - They will be able to identify tectonic features, describe how volcanic activity occurs, explain the geological processes behind volcanic activity, and compare the effects of volcanic activity.	facing rainforests Disciplinary knowledge- Students will use and interpret data using maps and graphs	and coral reefs; generating knowledge of their plant and animal species and how they have adapted to suit their location. Analysis - Students will investigate the impacts of current global issues of overfishing, building their schema of the impacts of population growth, as well as the impact of climate change on ocean levels and coral reef ecosystems. Disciplinary knowledge - Maps, photos and graphs will be used and interpreted to help students improve their knowledge and understanding of the issues. Students will build their schema of sustainable development as they examine management strategies for oceans.	Analysis - Students must be able to analyse and form judgements on how best to protect the coastlines. Disciplinary knowledge - OS maps need to be used in order to identify coastal features.	mix. Analysis - Students must be able to analyse and form judgements on how best to manage the change from fossil fuels to renewables. Disciplinary knowledge - Analysis of data presented on maps and graphs to identify patterns and trends.
Spring 4	<u>SoW - How do Rivers Shape the Landscape in the UK?</u> Substantive Knowledge - 'River landscapes of the UK' provide students with the opportunity to investigate the features of rivers and the process which change a river from the source to the mouth. Through this topic students will develop their schema of the water cycle, water stores, water uses, erosion and deposition processes. Analysis - Students generate knowledge of long term processes leading to change such as erosion and how this leads to landforms of interlocking spurs and meanders. Students also generate knowledge of shorter term changes to rivers	<u>SoW- Development and India</u> Substantive Knowledge - Through this topic students will generate their knowledge of development and will investigate how India has developed over time. Students will generate their knowledge of development levels, their distribution and factors which contribute towards this. Analysis -Students will assess India's level of development and evaluate if it is in need of international aid. Disciplinary knowledge - Students will investigate barriers to development and how strategies of	<u>SoW- China</u> Substantive Knowledge - Students will generate knowledge of China and how the population structure and industrial development is changing human and physical landscapes in China. Analysis -Students will generate knowledge of global interconnections which are driving industrial change in China. Disciplinary knowledge - Students will be using maps, photos and graphs to interpret and further their knowledge and understanding of the world around them. Students will build their schemas of sustainability investigating the social, economic and	<u>SoW- Rivers</u> Substantive Knowledge - students gain knowledge of the changing long and cross-profile of a river. by explaining the erosional and depositional processes such as waterfalls Analysis - Students must be able to analyse and form judgements on how best to manage rivers and prevent them from flooding. Disciplinary knowledge- OS maps need to be used in order to identify river features. Students must also be able to read and interpret a hydrograph to explain why rivers flood.	<u>SoW- Pre-release</u> Substantive Knowledge - Students will be expected to apply their geographical knowledge to a new situation through critical thinking and problem solving by demonstrating their understanding by looking at a particular issue derived from the specification for AQA geography. Analysis -t his section is synoptic and the assessment will require students to use their learning of more than one of the themes so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

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	such as flood events and the strategies which are used to manage future flood risks. Disciplinary knowledge - Students will apply their knowledge to the River Tees, students will be able to identify the key features and processes of a river and explain how these lead to landforms such as V shaped valleys, meanders and floodplains. Students will build on their knowledge of urban development as they assess the impacts of river flooding and how hard and soft engineering strategies can reduce flood risk.	fair trade and gender equality can overcome these. Through the example of India students will generate their schemas of urban growth with the sustainable opportunities and challenges this can bring.	environmental opportunities and challenges of TNCs and the sustainable strategies needed to manage and mitigate the impacts on both a local and global scale.		Disciplinary knowledge - Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.
Summer 5	<u>SoW: Weather and Climate</u> Substantive Knowledge - Students will generate knowledge of weather in the UK such as the formation of clouds, rainfall and factors which affect the climate of the UK. Analysis - Students will analyse the social, economic and environmental impacts of weather events and climate change and will begin to understand how their choices affect global weather patterns and vice versa. Disciplinary knowledge - Through studying "Weather & climate", students gain a deeper understanding of the causes of different types of weather which affect the UK, and the impacts of air masses and how this can cause interchangeable weather in the UK.	<u>SoW- Coasts</u> Substantive Knowledge - Students will generate their knowledge of human and physical processes which change the Holderness coastline. Students will develop their schema of erosion and deposition as they revisit their knowledge from the rivers topic in year 7. Students will understand the coastal features formed as a result of erosion by identifying and describing these features, as well as exploring the interactions between erosion and the built environment. Analysis - Students will be able to assess the effectiveness of coastal management strategies, explaining their effectiveness at reducing erosion. Throughout this topic students will interweave the use of four and six figure grid references to generate locational knowledge of the Holdernss coast as well as identifying human and physical	<u>SoW- Climate Change & Extreme Weather</u> Substantive Knowledge - Students learn the features, causes and consequences of climate change Analysis - Using graphs, first hand eyewitness accounts and other data, students map the advent of climate change as a consequence of human activity and natural processes. Disciplinary knowledge - Students examine human causes such as CO2 emissions, as well as Melankovitch Cycles. Students look at examples of extreme weather as a consequence of these, as well as looking at ways to adapt and mitigate the effects of climate change.	<u>SoW- Fieldwork</u> Substantive Knowledge - Students gain further knowledge of river processes and human impact on the environment from the 2 fieldworks conducted. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. Analysis - In at least one of the enquiries, students are expected to show an understanding and analysis of the interaction between physical and human geography. Disciplinary knowledge - students must be able to conduct a full fieldwork enquiry from hypothesis, methodology, data presentation, data interpretation and evaluation and judgement.	GCSE PREP

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	Students will investigate extreme weather events such as winter storms in the UK and the formation of tropical storms.	coastal features. Disciplinary knowledge-Students will generate knowledge of deposition explaining how longshore drift leads to the formation of spit, changing the shape of the Holderness coastline over time.			
Summer 6	<u>SoW: Weather and Climate</u> Substantive Knowledge - Students will generate knowledge of weather in the UK such as the formation of clouds, rainfall and factors which affect the climate of the UK. Analysis - Students will analyse the social, economic and environmental impacts of weather events and climate change and will begin to understand how their choices affect global weather patterns and vice versa. Disciplinary knowledge - Through studying "Weather & climate", students gain a deeper understanding of the causes of different types of weather which affect the UK, and the impacts of air masses and how this can cause interchangeable weather in the UK. Students will investigate extreme weather events such as winter storms in the UK and the formation of tropical storms.	<u>SoW- Middle East</u> Substantive Knowledge - The Middle East promotes the understanding of how the Middle East has been shaped. Students will interpret data to investigate differing climates across the Middle East and examine how the climate and topography of the region impacts population distribution. Analysis - Students will assess the future sustainability of the Middle East by analysing the effectiveness of Masdar City as a sustainable urban environment. At the end of the unit they will make a decision as to whether they think there are more opportunities or challenges of living in the Middle East. Disciplinary knowledge - Students will be using mapping skills to show their knowledge. The topic examines the importance of natural resources of water in the Middle East, and how conflict can arise over resources. Students will examine the diversification of emirates such as Dubai and consider the positives and negatives of this change.	<u>SoW- Cold Environments</u> Substantive Knowledge - students will gain a deeper understanding of how physical processes have shaped upland landscapes of the UK, building on their understanding from river and coastal landscapes. Analysis -Students will also use their prior understanding of the exploitation of the tropical rainforest to discuss the conflict between economic development and environmental damage in glacial landscapes. They will be able to evaluate how activities such as tourism has on the landscape, and will discuss how climate change affects glaciers, and how human actions are changing them through the use of fossil fuels, deforestation and exploitation of the earth's resources. Disciplinary knowledge- Students will apply knowledge by learning what glaciers are and how they form, the processes of erosion which shape glaciers and the landscapes in upland regions in which they have formed, including using OS maps to identify features.	<u>SOW- Climate Change</u> Substantive Knowledge - Students gain knowledge of both natural and human causes of climate change by explaining at least one physical and human cause and how this contributes to climate change. Analysis - Students need to be able to make judgements on the best forms of combating climate change. Disciplinary knowledge - Students will use evidence for climate change from the beginning of the quaternary period to present day.	

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