

Subject: Geography

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Unit 1: Geography Introduction and Atlas Skills. Unit 2: Water, Rivers and Flooding.	Unit 3: Map Skills and the British Isles.	Unit 4: Cold Environments.	Unit 5: Settlement - from Ruislip to Megacities.	Unit 6: Coasts and Oceans.	Unit 7: Ecosystems and Biodiversity.
Key Content and Skills	Unit 1: Recognising countries and continents; understanding regions; using latitude and longitude. Unit 2: How rivers provide fresh water and shape the land. The causes of flooding and how we try to manage floods in the UK. Infiltration	Understanding symbols, grid references, direction and scale; the physical and human geography of the British Isles.	Mountain ranges and glaciation. The story of the successful 1953 Mount Everest expedition. Antarctica - what challenges face this unique continent and how is it managed?	How the growth of the London Underground led to Ruislip's expansion. Urbanisation trends and megacities.	How do coastal processes create different landforms? How does the sea both erode and create new land? How is coastal change managed?	Hot deserts, savanna and tropical rainforests. What challenges face global biodiversity?

	fieldwork in the EcoHub outdoor classroom. How the UK's longest river, the Severn, changes from its source to its mouth.					
Assessment	Describing physical and human Geography written task. Atlas skills spelling test. Water, Rivers and Flooding (formal assessment out of 30).	Map Skills and the British Isles (formal assessment out of 70).	Antarctica (formal assessment out of 30).	Ordnance Survey map squares oracy task (speaking skills).	Coasts and Oceans (formal assessment out of 30).	
How can students prepare beyond the classroom?	Unit 1: Research the world's seven continents and five oceans. Practise their spellings. What is the meaning of some of the world's regional terms, eg. Middle East and sub-Saharan Africa? Research the purpose of latitude and longitude.	Unit 3: Find out about Ordnance Survey map skills using the website: www.ordnancesurvey.co.uk/mapzone . Research the difference between Great Britain, the United Kingdom and the British Isles.	Unit 4: Research the world's main mountain ranges (such as the Himalayas, Rockies and Andes). Research the 1953 British expedition to climb Mount Everest. Research the continent of Antarctica and how it's managed under the Antarctic Treaty	Use the Internet or local library to research historic photos of Ruislip. Research how the growth of the Underground led to Ruislip's expansion. Research the world's biggest cities.	Research coastal landforms. Find out about the Jurassic Coast World Heritage Site (key case study). Research different types of coastal defences.	Research ecosystems such as rainforests, savanna and hot deserts. Research 'biodiversity hotspots' and the IUCN 'Red List'.

	Unit 2: Research the water cycle and a typical river's journey from its source (start) to its mouth (end). What can you find out about the River Severn, the UK's longest river? How is fresh water provided to our homes using water from rivers, aquifers and reservoirs? What is a flood and how are they managed? How does the Environment Agency website show flood risk?	Practise all the key map skills learnt in class ready for the Year 7 exam: map symbols, grid references, distance, direction, scale, height, drawing a contour line cross-section. The 'Map Zone' website can help with this (www.ordnancesurvey.co.uk/mapzone). Also revise the difference between the UK, Great Britain and the British Isles. (Unit 3).	(recommended website www.coolantarctica.com).			
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Unit 1: Plate Tectonics and Volcanoes.	Unit 2: Earthquakes and Tsunamis.	Unit 3: Life in Japan. Unit 4: Population: 8 billion and counting.	Unit 5: Energy resources.	Unit 6: Weather, Climate and Climate Change.	Unit 7: Exploring Europe.

Key Content and Skills	The structure of the Earth and tectonic plate boundaries. Key volcanic examples include Mount St Helens (USA), Kilauea (Hawaii, USA), Mount Pinatubo (Philippines), Soufriere Hills (Montserrat, Caribbean), Yellowstone (USA) and Krakatoa (Indonesia).	Why does California experience earthquakes and what attempts are made to reduce the risk? What happened in the 2004 Indian Ocean tsunami? How effective are modern tsunami warning systems?	Unit 3: What is the unique culture of Japan? What are the main features of Japan's human and physical geography? Why is Japan a HIC? (high income country). Unit 4: How did the world's population explode from 1 billion in 1800 to over 8 billion today? What are the latest trends in world population? Why did China end its one-child policy?	How long will fossil fuels last? What are the features of renewable energy sources? What is the story of the USA's Hoover Dam? Is the UK right to have a focus on offshore wind farms and building new nuclear power stations?	How is weather measured and forecasted? What is the climate of London and how does it compare to the rest of the British Isles? What is climate change? How does the Paris Climate Agreement aim to tackle the climate change challenge?	How many countries are in Europe? What are Europe's key human and physical geography features?
Assessment	Plate Tectonics and Volcanoes (formal assessment out of 30).	Earthquakes and Tsunamis (formal assessment out of 30).	Geography of Japan (formal assessment out of 30).	World population written task.	Weather, Climate and Climate Change (formal assessment out of 30).	European country written research task.
How can students prepare	Research the meaning of the Earth's crust, mantle, outer core and inner core.	How does the San Andreas Fault cause earthquake risk in California?	Unit 3: Research the key physical features of Japan, for example Mount Fuji and how many	Research how long fossil fuels might last (coal, oil and gas). Research forms of renewable	Take an interest in the weather forecast.	Find out about how many countries Europe has and the continent's main physical features.

beyond the classroom?	What is the “plate tectonics theory”? Research famous volcanoes and the impacts they have caused, eg. Soufriere Hills (Montserrat), Kilauea (Hawaii), Pinatubo (Philippines), Krakatoa (Indonesia).	How can buildings be designed to have less risk of falling down in an earthquake? What is a tsunami and how can they be caused by earthquakes? What happened in the 2004 Indian Ocean tsunami and 2011 Japan tsunami?	islands make up the country. Research the human geography of Japan such as its population, major cities and culture. Unit 4: Research the population of the UK and how it compares to the world’s most populated countries. Research how the world’s population is changing. Research which countries have growing or declining populations.	energy, such as hydro-electric power stations and wind farms. Research how the UK is the world leader in offshore wind farms and building a new nuclear power station (Hinkley Point C).	Research the causes of climate change, e.g. the enhanced greenhouse effect. Research the effects of climate change, for example on low-lying islands.	
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Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Unit 1: International Development.	Unit 2: The Americas, South America and Brazil.	Unit 3: Globalisation and Earning a Living. Unit 4: GIS Geographical Information Systems.	Unit 5: Superpower Geography.	Unit 6: Geographical Conflicts. And Decisions. Unit 7: The Middle East.	Unit 8: Local fieldwork task. Unit 9: Tourism.

Key Content and Skills	What are the features of HICs and LICs? (high and low income countries). How can the development gap be reduced? How can shanty towns be improved? Why is Africa the least developed continent? How are African countries changing over time? What does Hans Rosling say about global development trends? What are the UN's Global Goals?	What are the key human and physical features of North and South America? What is Canada's oil sands region? How has Costa Rica developed as an ecotourism destination? Why do migrants arrive at the USA/Mexico border? Is Brazil making progress towards becoming a HIC? (High income country) What's life like in Rio de Janeiro? Why does deforestation happen in the Amazon Rainforest? How effective are efforts to reduce the pace of deforestation?	Unit 3: Why has the rate of globalisation accelerated? Unit 3: What are the key industries of the UK and how has this changed over time? How global and sustainable is the fashion industry? Unit 4: What are Geographical Information Systems?	To what extent is the USA the world's number 1 superpower? How significant are the BRIC countries? (Brazil, Russia, India and China).	Unit 6: Why is there a proposal to add a third runway at Heathrow Airport? Why is HS2 a controversial project? Should a cruise ship port be built in Grand Cayman? Unit 7: Why is the Middle East a significant region of Asia? How sustainable is tourism in Dubai? How sustainable are the development projects in the United Arab Emirates?	Unit 8: Fieldwork enquiry: Should Ruislip High School expand any further? Does Ruislip High School face a flood risk? Unit 9: How has the tourism industry grown to become one of the world's biggest industries? Why is the UK in the world's top 10 most visited countries? How sustainable is tourism on the coast of Spain? How sustainable is tourism in the Galapagos Islands?
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Assessment	International Development (formal assessment out of 30).	South America and Brazil (formal assessment out of 30).	Globalisation and Earning a Living (formal assessment out of 30).	Superpower Geography data presentation task.	Geographical Conflict and Decisions (formal assessment out of 30).	Ecotourism written task.
How can students prepare beyond the classroom?	How can key indicators help determine a country's level of development – e.g. GDP, HDI and life expectancy? What do these terms mean? How can trade affect development? For example, which country sells most cocoa beans? Which country sells most bananas? Are these countries rich? How can natural disasters affect development, e.g. the 2010 Haiti earthquake? What is a shanty town? How can the living conditions in	Where is South America, what countries are in this continent and what are its main physical features such as mountain ranges and waterfalls? Where is Brazil, how many people live in this country and what are its main cities? How important is Brazil on the international stage? Why is deforestation an issue in the Amazon Rainforest and what is being done to tackle it?	Unit 3: Research the concept of 'globalisation'. Consider how 'global' you are in what you eat and wear. Research the main UK industries and employment sectors. Research a trans-national company, for example Nike or Apple. Unit 4: Study the ArcGIS website.	Research the concept of 'superpower countries'. To what extent is the USA the world's main superpower country? To what extent do Russia and China challenge the USA as superpower countries?	Unit 6: Research the plan for a third runway at Heathrow Airport. Unit 7: Research which countries are in the Middle East. Research the question 'How sustainable is tourism in Dubai?' Research the question 'What development projects are taking place in the UAE?'	Unit 9: Research the development of Blackpool as a UK coastal resort. Find out about the positives and negatives of tourism in the Galapagos Islands.

	shanty towns be improved? What are the UN Sustainable Development Goals?					
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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Paper 1: Living with the Physical Environment. Section A: The Challenge of Natural Hazards. Section B: The Living World.	Paper 1: Living with the Physical Environment. Section B: The Living World (continued) Section C: Physical Landscapes in the UK.	Paper 1: Living with the Physical Environment. Section C: Physical Landscapes in the UK (continued).	Paper 2: Challenges in the Human Environment. Section A: Urban Issues and Challenges.	Paper 2: Challenges in the Human Environment (continued). Section A: Urban Issues and Challenges (continued).	Paper 3: Geographical Applications. Section B: Fieldwork.
Key Content and Skills	Paper 1A: Natural Hazards/ Research: what is the definition of a natural hazard? What types of natural hazards are associated with the	Paper 1C: Physical Landscapes in the UK. Research the topic's key case studies: A UK stretch of	Continued (see left).	Paper 2A: Urban Issues and Challenges. Global urbanisation patterns. Megacities.	Continued (see left).	Follow-up from the field trip: Fieldwork enquiries Physical Geography: Does Hengistbury Head have effective

	various types of tectonic plate boundary? Research this case study: Nepal earthquake 2015. Causes, effects, responses. Research this case study: Japan earthquake 2011. Causes, effects, responses. Research: what are tropical storms? What is the difference between a hurricane, cyclone and typhoon? How are these hazards managed? Research this case study: Typhoon Haiyan, 2013. Causes, effects, responses.	coastline (Swanage to Hengistbury Head, Dorset). Coastal management case study (Hengistbury Head). The course of a UK river case study (River Severn). A UK flood management case study scheme (Boscastle).		Rio de Janeiro case study. London case study. Sustainable urban living with a focus on London's East Village.		coastal management? Human Geography: Does Muddeford Spit attract tourism?
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	Research: what weather hazards affect the UK? What happened in the 2004 Boscastle flood and what were the responses? Research: what are the natural and human causes of climate change? What is being done from the local to international level to tackle climate change? Paper 1B: Living World/ What is an ecosystem? Consider the biotic and abiotic factors that make up a pond ecosystem. Physical characteristics of tropical rainforests. Case study: Amazon Rainforest.					
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beyond the classroom?						
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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Paper 3: Geographical Applications. Section B: Fieldwork (continued). Paper 2: Challenges in the Human Environment. Section B: The Changing Economic World.	Paper 2: Challenges in the Human Environment. Section C: The Challenge of Resource Management.	Paper 2: Challenges in the Human Environment. Section C: The Challenge of Resource Management (continued).	Paper 3: Geographical Applications. Section A: Issue evaluation. Revision and exam preparation.	Revision and public exam preparation.	N/a
Key Content and Skills	Paper 2B: The meaning of global indicators of development, e.g. GNI, HDI, literacy rates. The demographic transition model.	Paper 2C: Food and water resources in the UK. The global distribution of energy consumption and	Continued (see left).	Revise the whole course so far using your PLCs (personal learning checklists). Paper 1 Living with the Physical Environment.		

	What is it? How does it link to development? The causes and consequences of uneven global development? How can the development gap be reduced using fair trade, debt relief and tourism? Case study: tourism in a low income country: Jamaica. Case study: Brazil, a NEE (newly emerging economy). How economically developed is Brazil? Case study: The UK, a HIC (high income country). How is the UK's economy changing?	supply; fossil fuel extraction issues; moving towards renewable energy; energy conservation strategies. Key case studies: Canada's oil sands region. Peru's Chambamontera micro-hydro scheme.		Paper 2 Challenges in the Human Environment. Paper3 Geographical Applications (including fieldwork).		
Assessment	Paper 3 Section B: Fieldwork.	Year 11 PPEs. Paper 1 Section A, B and C.	Paper 2 Section B: The Changing Economic World.	Paper 2 Section C: The Challenge of Resource	Paper 3 Section A: Issue evaluation. Paper 2 PPE.	

		Paper 2 Section A.		Management.	Paper 3 PPE.	
How can students prepare beyond the classroom?	Research the case studies outlined above.	Research the case studies outlined above.	Research the case studies outlined above.	Revise all three papers using the revision 'Megabooks' and online quizzes.		

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Paper 1: Physical Geography. Section C: Hazards. Paper 2: Human Geography. Section B: Changing Places.	Continued (see left).	Paper 1B: Coastal Systems and Landscapes. Paper 2C: Resource Security.	Continued (see left).	Year 12 exam revision. Unit 3: Geography fieldwork investigation (NEA non-examined assessment).	Unit 3: Geography fieldwork investigation (Continued).
Key Content and Skills	Paper 1C: The concept of a hazard; plate tectonics; volcanic hazards; seismic hazards; storm	Continued (see left).	Paper 1B: Coasts as natural systems, coastal systems and processes, coastal landscape development,	Continued (see left).	Key fieldwork locations: Great Yarmouth, Hemsby, Cromer, Bacton, Winterton,	Geography fieldwork investigation write-up.

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Unit 3: Geography fieldwork investigation (Continued). Paper 1A: Water and Carbon Cycles. Paper 2A: Global Systems and Global Governance. Geographical statistics skills.	Continued (see left).	Paper 1A: Water and carbon cycles (continued). Paper 2A: Global systems and global governance (continued).	Revision and public exam preparation.	Revision and public exam preparation.	
Key Content and Skills	Paper 1A: Water and carbon cycles as natural systems; the water cycle; the carbon cycle; water, carbon and life on Earth; tropical rainforest case study; local river case study. Paper 2A: Globalisation; Global systems such as the World Bank,	Geographical statistics skills: measures of central tendency (mean, mode, median); measures of dispersion (range, interquartile range, standard deviation). Inferential and relational statistics:	Continued (see left).	Revision and public exam preparation.	Revision and public exam preparation.	

	International Monetary Fund and United Nations; International trade and access to markets; global food commodity case study (banana industry); transnational corporation case study (Apple); Antarctica as a global common and the management of Antarctica.	Spearman's rank correlation, Chi-square test.				
Assessment	Autumn term department PPE (Paper 1 and Paper 2).	Several practice exam questions.	Spring term PPE (Paper 1 and Paper 2).	Paper 1 Water and Carbon Cycles. Paper 2 Global Systems and Global Governance.	Exam practice.	
How can students prepare beyond the classroom?	Carry out further research into each case study specified in the topic PLCs (personal learning checklists).	Carry out further research into each case study specified in the topic PLCs (personal learning checklists).	Carry out further research into each case study specified in the topic PLCs (personal learning checklists).	Public exam revision using the bespoke department revision guides.	Public exam revision using the bespoke department revision guides.	