

Year 7	Unit Title Hyperlink to SOW	Description	Skills & content covered	Skills & content revisited
7.1	<a href="#">Local Geography - Hackney</a>	An introduction to the study of geography, using the local area as a framework Cover the basics of map work and introduce fieldwork and writeup.	Basic map skills, understanding of geographical features, introduction to land use model	Revisited in 7.3 map skills, and throughout the rest of geography study. Focus in GCSE on urban challenges and settlements covered in A/S population and A2 World Cities
7.2	<a href="#">Local Geography - Hackney</a>	More in depth study of urban land use models and the effects on the population. Urban regeneration and sustainability as a concept. Continue to outline basic geographical skills	Urban regeneration, fieldwork techniques, data collection and analysis, structured writing	Revisited in 7.3 map skills, and throughout the rest of geography study. Focus in GCSE on urban challenges and settlements covered in A/S population and A2 World Cities
7.3	<a href="#">Extreme Weather</a>	Basic elements of weather	Measuring device and observational skills recording the weather. Assess the positive and negative aspects of different types of weather as well as use of weather maps	

7.4	<b>Extreme Weather</b>	Focus on hurricanes and their impact on MEDCs, compared to UK storms. Begin working on climate change - processes and effects	focus on graph work and manipulating data, flow diagrams, using data to write up reports.	Carbon cycling part of new gcse spec. hurricanes part of GCSE and A2 course
7.5	<a href="#">Coasts</a>	Physical processes operating on the coast and effects on residents,	diagrams and report writing. Explanation of physical processes	Throughout GCE and A level study, UK geography part of new spec, processes can be linked to y9 hazards
7.6	<a href="#">Map Skills</a>	Recap the basic elements of map skills from term 1, focus now on advanced skills - grid references, symbols, contour lines, use of OS maps	Use of OS maps, use maps to navigate, create own maps	Maps used throughout units in year 8 and 9
<b>Year 8</b>	<b>Unit Title Hyperlink to SOW</b>	<b>Description</b>	<b>Skills &amp; content covered</b>	<b>Skills &amp; content revisited</b>

8.1	<a href="#">Development</a>	<p>This unit aims to introduce students to the disparities between places in the world. Students will look at a range of countries at different stages of development and investigate the causes and consequences of these. The links between countries (such as tied aid, colonisation and trade) will play an important part in this unit. They will look at the role of globalisation in exacerbating some of these and how countries may lift themselves out of poverty. The rise of NIC's and the role of TNCs and AID projects will also be investigated.</p>	<p>Identify what development is, describe the differences in development between countries, Use map skills to locate and describe development patterns, explain reasons behind development, analyse why certain countries are more developed than others, compare and contrast 2 case studies of an MEDC and LEDC. - Interdependency, Space, Place, Scale, Environmental interaction and sustainable development, cultural understanding and diversity.</p> <p>Skills – geographical enquiry – asking questions, suggesting route of enquiry, analysing and evaluating evidence, Atlas photo and map work at a range of scales, Graphical – both reading and constructing, Literacy.</p>	<p>Map skills revisited throughout all years. Development links to development dilemmas, population, consuming resources and globalisation modules in GCSE geography as well as next year 8 Whats in your trolley module explaining roles of MEDCs and LEDCs and patterns of consumption.</p>
8.2	Development	<p>This unit aims to introduce students to the disparities between places in the world. Students will look at a range of countries at different stages of development and investigate the causes and consequences of these. The links between countries (such as tied aid, colonisation and trade) will play an important part in this unit. They will look at the role of globalisation in exacerbating some of these and how countries may lift themselves out of poverty. The rise of NIC's and the role of TNCs and AID projects will also be investigated.</p>	<p>Identify what development is, describe the differences in development between countries, Use map skills to locate and describe development patterns, explain reasons behind development, analyse why certain countries are more developed than others, compare and contrast 2 case studies of an MEDC and LEDC. - Interdependency, Space, Place, Scale, Environmental interaction and sustainable development, cultural understanding and diversity.</p> <p>Skills – geographical enquiry – asking questions, suggesting route of enquiry, analysing and evaluating evidence, Atlas photo and map work at a range of scales, Graphical – both reading and constructing, Literacy.</p>	<p>Map skills revisited throughout all years. Development links to development dilemmas, population, consuming resources and globalisation modules in GCSE geography as well as next year 8 Whats in your trolley module explaining roles of MEDCs and LEDCs and patterns of consumption.</p>

8.3	<a href="#">Whats in your shopping trolley?</a>	This unit looks in depth at the global links with our food and where and how it is produced. Students will investigate the impact that food production has on the environment and various groups of people. They will study the inequalities of provision of water and food and how climate change may adversely affect this. Fair trade week is also incorporated into this unit.	Identify and locate patterns of distribution and where food comes from using map skills and case studies. Describe where food is produced and why. Explain the roles of LEDCs and MEDCs and why they each have different roles. Compare LEDCs and MEDCs in terms of their roles in food production and consumption and the differences between them. Analyse the reasons behind the differences.	Map skills revisited throughout all years. Module links to consuming resources, population, globalisation and development dilemmas modules at GCSE.
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8.5	<a href="#">Pole to pole</a>	This module investigates the components of ecosystems looking in-depth at two contrasting ecosystems. Pole to pole will study how human actions are affecting the ecosystems and the pressures put upon them with focus on how plants and animals have adapted to survive in extreme environments, including rainforest, deserts and polar regions.	Students will map different ecosystems around the world. Students will investigate the components of ecosystems and an in-depth look at two contrasting ecosystems. They will look at how human actions are affecting the ecosystems and the pressures put upon them. Students will focus on how plants and animals have adapted to survive in extreme environments, including rainforest, deserts and polar regions.	Map skills revisited throughout all years. Module links to battle for the biosphere and climate and change modules at GCSE.
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<b>Year 9</b>		<b>Description</b>	<b>Skills &amp; content covered</b>	<b>Skills &amp; content revisited</b>

9.1	<u>Population</u>	Students will learn about world population trends and the consequences of both growth and decline. They will investigate how countries have tried to change their population dynamics in places such as Romania and China. They will study examples of migration from countries all around the world including forced migration in Rwanda. . We will be looking to the challenges of the future and the sustainability of world	World map/Atlas skills, Map Skills, PDG interpretation, Graphical/Statistical analysis, evaluation, analysis, application - see description for content	Development from yr8 development and globalisation topic, use of scattergraphs for interpretation, links between population and development from yr8 dev topic
9.2	Geography Skills	Pupils learn and practice and understand multiple geography skills to help them throughout the subject and GCSE and A level. Pupils learn practical and theoretical skills as well as mathematic and scientific physical geography skills.	Map skills, 4 and 6 figure grid referencing, measuring relief, graph skills, manipulating data, compass skills, human and physical geography data collection skills. Fieldwork skills. Secondary research skills. Investigation skills.	All skills and content visited throughout GCSE and A level and during fieldwork trips.
9.3	<b>Section C: Physical Landscapes in the UK</b> Uk Physical landscapes and Coastal landscapes in the UK	3.1.3.1 and 3.1.3.2 Students start off by looking at the major upland and lowland areas within the UK and location of major river systems before moving on to look at coastal processes, landforms and management with a case study of a coastal area (Holderness)	Content: Location of physical landscapes, coastal processes including weathering, mass movement, erosion, transport and deposition, landforms including; influence of geology and rock type, headlands and bays, cliffs and WCP, caves arches etc, beaches, dunes, spits and bars and an example of a coastline to identify its major landforms (Holderness), costs and benefits of hard and soft engineering and managed retreat and a case study of a scheme Skills: Atlas skills, OS map skills, Graph/Photo interpretation	Will be revisited for yr12 Coasts physical topic and within the fieldwork at GCSE and A-level

9.4	<b>Section C: Physical Landscapes in the UK</b> River Landscapes in the UK	3.1.3.3. Having learnt about the UK's major river systems students investigate how rivers change downstream, major river landforms and management strategies in relation to a case study	The changing cross profile of a river as it heads downstream due to erosion, transport and deposition, fluvial landforms including; <i>erosional</i> interlocking spurs, waterfalls and gorges <i>deposition and erosion</i> meanders and oxbow lakes <i>deposition</i> levees, floodplains and estuaries (an example of a river with its landforms Derwent), river management with costs and benefits of hard and soft engineering and an example.	Revisits floods work from ks3 which looks at the water cycle and drainage basin features leading to floods.
9.5	<b>Section B: The Living World</b> Ecosystems and Rainforests	3.1.2.1 and 3.1.2.2 Students initially learn about a small scale UK ecosystem to show interrelationships between different parts and an overview of the distribution and features of large scale ecosystems. Students then go on to learn about rainforests specifically	The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. Changing rates of deforestation. A case study of a tropical rainforest to illustrate: causes of deforestation impacts of deforestation Value of tropical rainforests to people and the environment.	Revisits ecosystems theme from year 8 pole to pole scheme of work

9.6	<b>Section B: The Living World</b> Hot Deserts	3.1.2.3 Students learn about the characteristics of major desert ecosystems, how they can be developed and the challenges of developing hot desert regions	The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. A case study of a hot desert to illustrate: development opportunities in hot desert environments: mineral extraction, energy, farming, tourism challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of	As above
Year 10	<b>Unit Title</b> <b>Hyperlink to SOW</b>	<b>Description</b>	<b>Skills &amp; content covered</b>	<b>Skills &amp; content revisited</b>
10.1	<b>Section A: The Challenge of Natural Hazards</b> Natural Hazards and Tectonic Hazards	3.1.1.1 and 3.1.1.2 Students start off with a general look at hazards with types, location and influences and then go on to look at tectonic hazards to investigate the processes involved, impacts and responses to hazards and management.	Definition of a natural hazard.Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory.Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning	Students have not previously studied hazards although themes of differing levels of development and varying impacts are spread throughout ks3

10.2	<p><b>Section A: The Challenge of Natural Hazards</b> Weather Hazards and climate change</p>	<p>3.1.1.3 Students look at the global circulation model and global climatic conditions and then look at the formation, and effects of tropical storms and the impact of storms in the UK</p>	<p>General atmospheric circulation model: pressure belts and surface winds. Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. A named example of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms. Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: natural factors human factors</p>	<p>Students study extreme weather and related hazards in yr7</p>
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10.3	<p><b>Section A: Urban Issues and challenges</b> Global patterns of urban change and opportunities and challenges of urban growth</p>	<p>3.2.1 Global patterns of urbanisation and contrasts between HICs and LICs and overall factors (push and pull). Students then go on to study a case study of an urban area which has seen rapid growth and the challenges created by that.</p>	<p>The global pattern of urban change.  Urban trends in different parts of the world including HICs and LICs.  Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.  The emergence of megacities. A case study of a major city in an LIC or NEE to illustrate: the location and importance of the city, regionally, nationally and internationally  causes of growth: natural increase and migration  how urban growth has created opportunities:  <b>social:</b> access to services – health and education;  access to resources – water supply, energy  <b>economic:</b> how urban industrial areas can be a stimulus for economic development  how urban growth has created challenges:  <b>managing urban growth</b> – slums, squatter settlements  <b>providing clean water</b>, sanitation systems and energy  <b>providing access to services</b> – health and education  <b>reducing unemployment and crime</b>  <b>managing environmental issues</b> – waste disposal, air and water pollution, traffic congestion.  An example of how urban planning is improving the quality of life for the urban poor</p>	<p>Students have studied the challenges of urban growth and urbanisation within the development topic and year 8 and the population topic at the start of year 9</p>
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10.5	Fieldwork	3.3.2 Students will be going on their trip to Walton on the Naze 2 weeks after Easter and will then be writing up their findings to meet the requirements for the fieldwork exam	<p>The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.</p> <p>The geographical theory/concept underpinning the enquiry.</p> <p>Appropriate sources of primary and secondary evidence, including locations for fieldwork.</p> <p>The potential risks of both human and physical fieldwork and how these risks might be reduced.</p> <p>Difference between primary and secondary data.</p> <p>Identification and selection of appropriate physical and human data.</p> <p>Measuring and recording data using different sampling methods.</p> <p>Description and justification of data collection methods</p> <p>Appreciation that a range of visual, graphical and cartographic methods is available.</p> <p>Selection and accurate use of appropriate presentation methods.</p> <p>Description, explanation and adaptation of presentation methods</p> <p>Establish links between data sets.</p> <p>Use appropriate statistical techniques.</p>	Coasts topic in yr9
10.6	Fieldwork	3.3.2 Students will be going on their trip to Stratford after half term (check for PPEs) and will then be writing up their findings to meet the requirements for the fieldwork exam	As above	As above

Year 11	Unit Title Hyperlink to SOW	Description	Skills & content covered	Skills & content revisited
11.1	<b>Section B: The Changing Economic World</b> Global Variations in development and how to reduce the dev. Gap	3.2.2 Students start off looking at development around the world - how it's measured and why it's different and then they focus on a specific region for ways in which the development gap can be reduced and more specifically how tourism can be used to reduce the gap	Different ways of classifying parts of the world according to their level of economic development Different economic and social measures of development: Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development Consequences of uneven development      An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or	Globalisation and development yr8 topic

<p>11.2</p>	<p><b>Section B: The Changing Economic World</b> Rapid development in an LIC/NEE and changes to the UK economy</p>	<p>Continuing on from the previous half term's work students will be looking at a major case study of a country that has undergone rapid economic development and then they will contrast this with economic development in the UK today and in the future</p>	<p>A case study of one LIC or NEE to illustrate:          -the location and importance of the country,          -the changing industrial structure.          -the role of transnational corporations .          Advantages and disadvantages of TNC(s) to the host country          -the changing political and trading relationships with the wider world          -international aid: types of aid, impacts of aid on the receiving country          -the environmental impacts of economic development          -the effects of economic development on quality of life for the population.          Economic futures in the UK:          -causes of economic change          -moving towards a post-industrial economy: -An example of how modern industrial development can be more environmentally sustainable          -social and economic changes in the rural landscape in one area of population growth and one area of population decline          -improvements and new developments in road and rail infrastructure, port and airport capacity          -the north-south divide. -Strategies used in an attempt to resolve regional differences          -the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the</p>	<p>Globalisation and development yr8 topic</p>
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11.3	<b>Section C: The Challenge of Resource Management</b> Resource Management Around the World and in the UK	Students start off by looking at global inequalities in resource provision and then move on to look at resource provision in the UK	The significance of food, water and energy to economic and social well-being. -An overview of global inequalities in The supply and consumption of resources. The challenge of resource management in the UK in relation to energy, water and food including change in demand and supply, new sources and a management challenges	
11.4	<b>Section C: The Challenge of Resource Management</b> Water	Students look at the issues around water supply and demand around the world and in one specific region	Areas of surplus, problems associated with scarcity and solutions to water supply problems	
11.5	Revision			
11.6	Exams and revision			
Outgoing Year 11				
Half term	Unit Title Hyperlink to SOW	Description	Skills & content covered	Skills & content revisited
11.1	<a href="#">Hostile World</a>	Students study natural hazards including Earthquakes, Tropical storms and wildfires	<u>Earthquakes and Volcanoes</u> : Structure of the earth, plate boundaries, causes, impacts. LEDC EQ: Haiti MEDC EQ: Kobe, Volcano: Mt Saint Helens	Yr9 topic
11.2	<a href="#">Hostile World</a>	Students study natural hazards including Earthquakes, Tropical storms and wildfires	<u>Tropical Storms</u> : Location, causes, impacts, future - climate change. MEDC: Katrina, LEDC: Haiyan <u>Wildfires</u> : Causes -human and natural, impacts, future, Victoria 2009 wildfires	Yr8 topic

11.3	<a href="#">Shrinking World - Globalisation</a>	Students study a range of topics covering the causes and impacts of the ever increasingly global economy	What is globalisation, location of industry, employment structures, TNCs: Nike, International trade, Outsourcing: Dyson, Coffee and fairtrade	Many topics covered at various points in KS3
11.4	<a href="#">Shrinking World - Globalisation</a>	Students study a range of topics covering the causes and impacts of the ever increasingly global economy	Science Parks, Decline and regeneration industry - docklands, development, trade in China, environment or economy, development gap, appropriate technology, sustainable industry	Yr8 topic
11.5	<b>REVISION</b>			