

Geography Curriculum Plan 2023-2024



STOKE HIGH SCHOOL
- Ormiston Academy



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Awesome Geography? Fantastic places Geography skills Human and physical geography Describing geographical features	Where am I? History of maps GIS Longitude and Latitude Atlas, OS maps and describing routes Contours lines	What does development mean? Definitions Measures Global comparisons and differences Historical influences Demographics (population pyramids and models)	What are NICs and LICs? Case study: India Location of India Physical and human features Types of industry Environment and culture	What do land use patterns tell us about settlements? Settlement patterns Hoyt and Burgess (Ipswich) Growth of cities Changes in land use	What can we learn from studying the Middle East? Location of the Middle East Megacities (Dubai case study) Resources
Assessment Method	KO assessment	Assessment – Skills	Assessment week	Assessment - Essay: How do you know India is an LIC?	KO assessment	Assessment week
 Opportunities	CEIAG – Students develop communication, problem solving and analysis skills in geography to prepare them for further study and employment. SMSC – Students work in pairs/ groups, developing a wonder and fascination of the world. Students consider moral issues in geography considering implications of development in LICs and considering views of others. Enrichment- Students are involved in a fieldwork exercise to develop their practical geography skills. British Values – Students develop their self-esteem and responsibility for their behaviour. Students study other cultures with a focus on India to develop an appreciation and respect of other people and cultures. E-safety – Use of computers, following school ICT policies and procedures.					
8	How is the Earth structured? Tectonics and plate boundaries Cross section of a volcano Earthquakes Effects and prevention of earthquakes Tsunamis	What is weathering? Types of rock Rock cycle processes Types of weathering: Physical, chemical, biological Weathering processes in Britain	What is the difference between weather and climate? Types of weather Cloud types Seasonal variations in weather High and low pressure Microclimates Fieldwork skills	Why are there different ecosystems? Rainforests Savannah Desert Tundra	What is the water cycle? Water cycle Erosion processes in rivers River transportation Meanders and Oxbow lakes Waterfalls Flooding: Causes, effects, and management	What is glaciation? Glaciation processes Features of glaciation Futures
Assessment Method	Assessment – Essay: Why do earthquakes and volcanoes happen in the same place?	KO Assessment	Assessment week	Assessment – Flooding decision making	KO Assessment	Assessment week
 Opportunities	CEIAG – Students consider careers in geography, and further develop their communication, problem solving and analysis skills in geography to prepare them for further study and careers within the subject. SMSC – Students work in pairs/ groups; students explore social impact of flooding, earthquakes, volcanoes, and tsunamis. Enrichment- Students are involved in a fieldwork exercise to develop their practical geography skills. Microclimate project offered to students as an enrichment opportunity. British Values – Students develop their self-esteem and responsibility for their behaviour. Students express well-balanced opinions rooted in core knowledge of contemporary issues in society and the environment. E-safety – Use of computers, following school ICT policies and procedures.					
9	What is climate change? Causes of climate change Evidence Impact on UK and globally Solutions to climate change Renewable energy	What are HICs? Case Study: Australia Location of Australia Physical geography Types of industry Environment and culture Contrast to LIC - India	Ecosystems – case studies Russia -Tundra Australia – Desert Indian – Grasslands Amazon - Rainforests	What happens on our coastlines? Features of coastlines Erosion and deposition processes Transportation processes Coastal management	How important is sustainability in the twenty first century? Management of ecosystems Management of human environment Management of physical environment Sustainable futures	How does development affect settlements? Regeneration Characteristics of Informal settlements Migration- LIC and HIC Global cities
Assessment Method	KO assessment	Essay: How do you know that Australia is a HIC?	Assessment week	Assessment: Case study and climate graphs	Essay: How important is sustainability in the twenty first century?	Assessment week
	CEIAG – Students consider GCSE options including geography and the opportunities the subject brings to future careers whilst further developing their geographical skills. SMSC – Students work in pairs/ groups; students develop an understanding of the social and moral impact of sustainability. Development and climate change, on people and the environment. Enrichment- Students are involved in a developing their practical geography skills to prepare students for further study in geography. Range of extra reading material provided to enhance understanding of key concepts.					




Key: **CEIAG** **SMSC** **Enrichment** **British Values** **E-safety**

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Opportunities	British Values – Students develop their self-esteem and responsibility for their behaviour. Students express well-balanced opinions to explain their views on climate change, sustainability, and development. E-safety – Use of computers, following school ICT policies and procedures.					
10	Urbanisation and contrasting global cities and Urban areas of the UK	Retail, Rural areas of the UK, Leisure and Tourism Damage to environment Honeypot sites Impact of events Rugby World Cup case study National Parks and AONB	Global patterns of development Measuring development HDI Patterns of development Development classification	Coastal Processes and management Coastal processes Coastal features Coastal management Case studies	River processes and landscapes River management River processes River features River management Case studies	Fieldwork Skills Data collection methods Graphs GIS Methodological approach and conceptual framework
Assessment Method	GCSE Exam Questions	GCSE Exam Questions	Assessment week	GCSE Exam Questions	Assessment week	PPE/ Fieldwork write up
 Opportunities	CEIAG – Students review the skills needed in GCSE geography and consider careers and further study opportunities that geography provides. SMSC – Students work in pairs/ groups; students analyse the social and moral impact of managing rivers and coasts in the UK and consider the impact of extreme weather on people and the environment. Enrichment- Students are involved fieldwork skills modules, where students develop their practical geography skills whilst also developing their teamwork and leadership skills. British Values – Students develop their self-esteem and responsibility for their behaviour. Students develop well-balanced opinions to explain their views on weather, climate and management of coasts and rivers. E-safety – Use of computers, following school ICT policies and procedures.					
11	Weather and climate Climate graphs Extreme weather ITCZ Global air circulation	Ecosystems Function of ecosystems Location of ecosystems Food web UK temperate Savannah Rainforest	Climate change Definitions Cause of CC Impact of CC Case studies Solutions	Water and desertification Water scarcity Water footprint Transboundary water schemes Managing water supply Case study: Sahel Revision and review	Study Leave and Exams	
Assessment Method	GCSE Exam Questions	GCSE Exam Questions/ PPE	Assessment week	GCSE Exam Questions		
 Opportunities	CEIAG – Students review the skills needed in GCSE geography, and consider careers and further study opportunities that geography provides. SMSC – Students work in pairs/ groups; students analyse the social and moral impact of climate change, ecosystems, and resources such as water on people, the environment and economy. Enrichment- Students are involved fieldwork skills modules, where students develop their practical geography skills whilst also developing their teamwork and leadership skills. British Values – Students develop their self-esteem and responsible behaviour. Students develop well-balanced opinions, making links on a range of concepts such as climate change, ecosystems, and development. E-safety – Use of computers, following school ICT policies and procedures.					