



Geography Curriculum Plan – Nuneaton Academy

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KEY STAGE 3

YEAR	1st Half of the year (Sept – January)	2nd Half of the year (Jan –July)
7	<p>1. What is a Geographer? CORE UNIT This unit focuses on introducing the role of a geographer in today’s world. The main purpose of the unit is to assess pupils’ geographical capabilities related to the expectations of an 11-year-old; to provide a benchmark for the rest of Year 7. Pupils will develop a range of geographical skills throughout the unit. This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge pupils’ have already gained and their competence with a range of map skills.</p> <p>2. Development CORE UNIT Pupils will extend their locational knowledge and deepen their spatial awareness of the world’s countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries.</p>	<p>3. Rivers CORE UNIT This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these processes. Pupils can progress their map skills. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. Pupils could also be encouraged to use sources such as the Environment Agency website to further their understanding of flood prevention measures. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention.</p> <p>4. The Geography of the Middle East</p>

	<p>In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at the impact of colonialism on the development of both the DRC and Mali. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of world poverty before investigating what can be done to improve people's quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location.</p>	<p>Within this unit students will explore the region of the Middle East. They will locate the region and the countries that make up the region. They will gain knowledge and understanding of the human and physical geography of the region. They will look at the importance of the region for the rest of the world. The unit will also explore why development across the region is so variable, with a particular focus on Yemen. Students will conclude the unit by investigating why conflict has been an ongoing issue in the Middle East, paying particular attention to the Sykes-Picot agreement and the legacy of this.</p> <p>5. Fieldwork A fieldwork-based unit that brings together skills that students have learnt over the year.</p>
	<p>Assessment: End of unit assessment after each unit</p>	<p>End of Year Assessment: What is Geographer, Development and Rivers</p>
<p>8</p>	<p>1. Coasts CORE UNIT This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Unit 5 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate</p>	<p>2. Tectonics CORE UNIT Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and</p>



whether to defend areas of coastline. Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activity's pupils will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria.

1. Population CORE UNIT

In this unit pupils' study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution, as well as the factors that contribute for the distribution. Pupils will draw population pyramids for countries at different stages of development and consider the various issues of ageing and youthful populations.

The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a place.

This unit provides an opportunity for pupils to explore their personal geographies as well as topical news events.

earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards.

This unit provides an opportunity to build on pupil understanding of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development.

3. Weather and climate

This unit focuses on patterns and processes associated with weather and climate and the differences between these. Pupils are encouraged to work together to develop an understanding of the principles of weather and climate and the features of weather systems – depressions and anticyclones. In carrying out these activities they engage in enquiry-based learning, interpret weather maps and satellite images.

Pupils will investigate the impacts of a high- and low-pressure event from a chosen location and the possible management strategies associated with these.

4. The Geography of Africa

This unit focuses on the continent of Africa to bring together several key themes studied across Year 8. This includes both physical geography (biomes, resources, climate) and human geography (development, settlement, migration).



	Assessment: End of unit assessment after each unit	End of Year Assessment: Coasts, Population and Tectonics
9	<p>1. Climate change CORE UNIT In this unit pupils will investigate the challenge of a changing climate, it's causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their carbon footprint. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development.</p> <p>2. Life in an emerging country CORE UNIT Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the countries classified as emerging. One of the key outcomes should be that pupils</p>	<p>3. Issues of urbanisation This unit focuses on urban areas in the UK. A central theme through the unit is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK. Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors which have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon certain cities. The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of a town, or part of a city, of the schools' choice. There is an opportunity for fieldwork in the local area within this unit.</p> <p>4. Fieldwork A fieldwork-based unit that brings together skills that students have learnt over the year.</p> <p>5. Energy This unit concludes KS3. The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the</p>



	<p>understand the characteristics and features of emerging countries.</p> <p>Pupils will investigate, using a range of geographical data, the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced due to rapid urbanisation. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence.</p>	<p>energy mix is changing and how this will continue to diversify in the future.</p> <p>Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. Pupil's will link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies.</p> <p>Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally.</p>
	<p>Assessment: End of unit assessment after each unit</p>	<p>End of Year Assessment: Climate change and Life in an emerging country</p>

KEY STAGE 4

YEAR	1st Half of the year (Sept – Jan)	2nd Half of the year (Jan – July)
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10	<u>Edexcel B</u> Paper 1 Global geographical issues Section A: Hazardous Earth (climate and tectonics) Section B: Development dynamics		<u>Paper 1 Global geographical issues</u> Section C: Challenges of urbanising world Paper 2 UK Geographical issues Section A: The UK's evolving physical landscape (Coastal change and conflict)	
	Mid-Year Assessment: Hazardous Earth and Development dynamics		End of Year Assessment: Paper 1 and Coastal change and conflict	
YEAR	September – November	December – March		March - June
11	Paper 2 UK Geographical issues Section A: The UK's evolving physical landscape (Geographical investigation and River processes and pressures)	Section B: The UK's evolving human landscape Paper 3 People and environmental issues- making geographical decision Section A: People and the biosphere Section B: Forests under threat Section C: Consuming energy resources	Revision of all key units of study	



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	November Mock Exam: Paper 1 and part of Paper 2	March Mock Exam: Paper 1 and Paper 2, Walking-talking mock Paper 3	ACTUAL GCSE EXAM