

**ABC Links to literacy**  
We develop literacy through reading geographic literature aloud, and applying knowledge to extended writing questions. We discuss key concepts with our peers to help embed key terms.

**AUTUMN - 2**  
Topic name: **Social and Economic Development**  
Why study this topic?  
You will draw on learning of economic activity and trade links studied at KS2. This unit will introduce you to categorising countries, development indicators and how social and economic indicators differ across countries at varying stages of development. You will explore how the UK and they as individuals can play a role in closing the development gap. Their learning will help you access future learning, such as how extreme weather events have varying impacts as a result of a country's stage of development.

**SPRING - 2**  
Topic name: **Weather and Climate**  
Why study this topic?  
You will explore weather processes, climate zones and the impacts extreme weather events have on people and the environment. You will arrive to KS3 with a foundational understanding of what weather and climate is and how it can impact you. This unit provides the foundational knowledge for a deeper study of climate change. You will learn about how rising global temperatures raise sea levels, what weather conditions are like around the world and how extreme weather events occur.

**SUMMER - 2**  
Topic name: **Study of the Middle East**  
Why study this topic?  
You will be introduced to countries in the Middle East such as the UAE and Yemen. The unit aims to build on your previous knowledge of many units including the physical landscapes, climate, social and economic development. In this unit, resources will be explored as will the desert ecosystem. You will finish this unit by looking at challenges and conflicts in Yemen and the wider Middle East.

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**AUTUMN - 1**  
Topic name: **Geography of the UK and Beyond**  
Why study this topic?  
You will study the world at a global, national and local scale and start to think about these locations in a physical and human context and your sense of place. You will learn about the difference between continents, countries and oceans and how they are recorded on maps. You will develop an understanding of differences in relief and population around the world using real world data to interpret, understand and explain the changes in distribution around the UK.

**3**  
**SPRING - 1**  
Topic name: **Tectonic Hazards**  
Why study this topic?  
You will study the causes, impacts and responses to earthquakes, tsunamis and volcanic hazards. At KS2, you will have been introduced to what mountains, volcanoes and earthquakes are which will provide the starting point of this unit. You will learn about the structure of the Earth, be introduced to the theory of continental drift and how plates move. Finally, how we can protect ourselves and our property from natural disasters such as volcanoes and earthquakes.

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**SUMMER - 1**  
Topic name: **Rivers**  
Why study this topic?  
You will study rivers and their associated processes and landforms. You will be introduced to the concept of interconnectedness of the physical and human world through studying how physical events impact on the human world, as well as how human action can influence the physical world. You will develop an understanding of the water cycle and drainage basin, the different ways in which we use rivers, how natural disasters such as floods are caused, how they impact societies and how we can manage rivers to reduce their impact.

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**AUTUMN - 2**  
 Topic name: **Cold Environments**  
 Why study the topic?  
 You will build on your knowledge of places and processes by exploring cold environments and their associated glacial processes and landforms in Antarctica and Russia.

**SPRING - 2**  
 Topic name: **Climate Change**  
 Why study the topic?  
 You will build on your understanding of weather and climate from year 7. You will identify evidence of climate change and then explore its natural and anthropogenic causes. This will build on your knowledge of places from year 7 and explore the impacts of climate change across the globe. You will gain a deeper understanding on how a country's level of development (year 7) can influence on their ability to respond to the impacts effectively. This unit will finish by looking at the role we can play both globally and locally in dealing with climate change, getting you to think about how you can be active global citizens in your own homes, academy and further afield.

**SUMMER - 2**  
 Topic name: **Sustainability**  
 Why study this topic?  
 You will focus on some of the world's key sustainable challenges including fast fashion and/or plastics in the ocean. Students, again, will be forced to consider their role in these environmental challenges. The unit ends with you completing your first fieldwork where you will collect primary data to determine the sustainability of the local area.

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**AUTUMN - 1**  
 Topic name: **Population and Urbanisation**  
 Why study this topic?  
 Your knowledge and understanding of social and economic development (studied in Y7) will be built upon by exploring the DTM and comparing populations in different stages of development. You will then explore the key theme of migration and the opportunities and challenges it poses for Mumbai's population and environment. The unit ends by looking for sustainable solutions for Mumbai's urban growth challenges.

**SPRING - 1**  
 Topic name: **Globalisation and Superpowers**  
 Why study the topic?  
 You will build on your understanding of places and countries by identifying key global players such as China. You will develop an understanding of how countries develop and how globalisation impacts on countries in various stages of development. You will finish this unit by exploring the interconnectedness between countries and will look at China's investment in different countries in Africa.

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### AUTUMN – 2

Topic name: **Biomes**  
Why study this topic?

You will use key processes learnt across years 7 and 8 and how these will impact on future populations, cultures and physical landscapes. You will be taught through a study of current topical issues including the impact of climate change on coral bleaching in the Great Barrier Reef, the global trade of waste and threats to extreme environments including the frozen planet and forests.

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### SPRING – 2

Topic name: **Biomes**  
Why study this topic?

You will draw on learning from the concept of ecosystems which has been introduced through a study of the deciduous ecosystem in the UK in year 7, as well as an exploration of cold environments in Russia and Antarctica and deserts in the Middle East during year 8. You will study ecosystems as a topic and will require students to see the links and processes that occur within the Amazon Rainforest, Sahara Desert and the Sahel's savannah. Again, the concept of interconnectedness will be a primary focus, requiring you to see how human interact with these environments and the impact they have.

4

### SUMMER - 2

Topic name: **The Challenge of Natural Hazards**  
Why study this topic?

You will draw on learning of tectonic hazards (Y7), you will learn the theory of plate tectonics and continental drift. You will study how plates move causing earthquakes and volcano eruptions. You will study its impact and predicting/planning for earthquakes. You will study the difference between HIC and LICs in their impact when earthquakes strike through case studies Haiti and Italy.

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### AUTUMN – 1 Interconnections

Topic name: **Economic Development**  
Why study this topic?

You will draw on all previous learning across years 7 and 8 to see how interconnected the physical and human worlds are; how physical process impact on humans socially, economically and environmentally; and how human actions impact on the physical world. This unit will be taught through the study of current topical issues, including Covid-19 and migration.

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3

### SUMMER - 1

Topic name: **The Challenge of Natural Hazards**  
Why study this topic?

You will draw on learning from tectonic hazards and social and economic development in year 7 to better understand how tectonic hazards affect countries of varying degrees of development. You will utilise your understanding of the UK, weather, climate change and fluvial processes taught across KS3 to see how tropical storms, extreme weather events and climate change impact on people and the environment and how these events are being affected by an ever-changing world.

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## Links to literacy

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### AUTUMN - 2

Topic name: **The Changing Economic World**  
Why study this topic?

You will apply your understanding of the development gap to a real world context through the study of Nigeria and specifically how Nigeria had changed from a Low Income Country to a Newly Emerging Economy. This is followed on by exploring the economic changes in the UK, a country at a different stage of development to Nigeria.

### SPRING 2 -

Topic name: **UK Physical Landscapes**  
Why study this topic?

You will explore the management of coasts and rivers through real-life example, you will investigate how rivers have changed our landscape and what landforms have been created as a result. You will look at how the data is interpreted and investigate how flooding in these rivers can be reduced.

### SUMMER - 2

Topic name: **Urban Issues and Challenges**  
Why study this topic?

You will build on prior understanding of population and urbanisation studied in year 8. You will explore population changes and trends and then look specifically at how urban change has created challenges and opportunities in Rio de Janeiro.

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### AUTUMN - 1

Topic name: **The Changing Economic World**  
Why study this topic?

You will gain an understating of how different countries across the world are classified based on a range of development indicators. This will build on your study of social and economic development in year 7. Further to this you will explore the reasons why countries are at varying levels of wealth across the world and what can be done to reduce this gap.

### SPRING - 1

Topic name: **UK Physical Landscapes**  
Why study this topic?

You will explore the UK's physical landscape and identifying lowland and upland areas. This is the base knowledge that is required to understand landscapes in the UK and will build on your prior study of coasts, rivers and glacial landscapes in years 7, 8, and 9. You will start with learning the key physical processes involved in the formation of coasts and rivers and then apply this to explain the formation of landforms of erosion and deposition.

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# Year 11

# Geography Curriculum Road Map

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### SPRING – 2

Topic name: **Resource Management.**  
Why study this topic?

You will then focus on food availability on a global scale and gain an understanding of areas of surplus and deficit, how the global atmospheric circulation model influences this, the impact of food insecurity and how countries are trying to increase food supply both commercially and sustainably.

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### SPRING – 1

Topic name: **Resource Management.**  
Why study this topic?

You will study the fundamental resources of food, water and energy. The unit begins with a study of the availability and distribution of these resources in the UK, as well as how their use and availability is changing. Students are well prepared for this exploration due to their coverage of rivers, climate change, resources and development in previous years.

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### SUMMER – 1

#### GCSE Revision

Bridge gaps in knowledge using PPE analysis