

Geography Curriculum Outline 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 13	<p>Unit Title:</p> <ul style="list-style-type: none"> Human & Physical 3.3 Geography fieldwork investigation <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.1 Global systems and global governance. 3.2.1.1 Globalisation. 3.2.1.2 Global systems. Physical <ul style="list-style-type: none"> 3.1.5.1 The concept of hazard in a geographical context. 3.1.5.2 Plate tectonics. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.2.1 Core skills. 3.4.2.2 Cartographic skills. 3.4.2.3 Graphical skills. 3.4.2.4 Statistical skills. 3.4.2.5 ICT skills. 	<p>Unit Title: Human & Physical</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.1.3 International trade and access to markets. 3.2.1.4 Global governance. 3.2.1.5 The 'global commons'. Physical <ul style="list-style-type: none"> 3.1.5.3 Volcanic hazards. 3.1.5.4 Seismic hazards. 3.1.5.5 Storm hazards. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.2.1 Core skills. 3.4.2.2 Cartographic skills. 3.4.2.3 Graphical skills. 3.4.2.4 Statistical skills. 	<p>Unit Title: Human & Physical</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.1.5.1 Antarctica as a global common. 3.2.1.6 Globalisation critique. 3.2.1.7 Quantitative and qualitative skills. Physical <ul style="list-style-type: none"> 3.1.5.6 Fires in nature. 3.1.5.7 Case studies. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.2.1 Core skills. 3.4.2.2 Cartographic skills. 3.4.2.3 Graphical skills. 3.4.2.4 Statistical skills. 	<p>Unit Title: Interventions and Exam Technique</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Recap areas highlighted through examinations. Develop technique for 20 Mark questions. Focus on spatial, temporal and synoptic links. <p>Skills:</p> <ul style="list-style-type: none"> Exam technique and answer structure. Responding to sources in an exam. Analysis. 	<p>Unit Title: Interventions and Exam Technique</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Recap areas highlighted through examinations. Develop technique for 20 Mark questions. Focus on spatial, temporal and synoptic links. <p>Skills:</p> <ul style="list-style-type: none"> Exam technique and answer structure. Responding to sources in an exam. Analysis. 	
	Year 12	<p>Unit Title: Human & Physical</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.5.1 Resource development. 3.2.5.2 Natural resource issues. 3.2.5.3 Water security. Physical <ul style="list-style-type: none"> 3.1.3 Coastal systems and landscapes. 	<p>Unit Title: Human & Physical</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.5.4 Energy security. 3.2.5.5 Mineral security. Physical <ul style="list-style-type: none"> 3.1.3.3 Coastal landscape development. 3.1.3.4 Coastal management <p>Skills:</p>	<p>Unit Title: Human & Physical</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.5.5 Mineral security. 3.2.5.6 Resource futures. 3.2.5.7 Case studies. Physical <ul style="list-style-type: none"> 3.1.3.6 Case studies. <p>Skills:</p>	<p>Unit Title:</p> <ul style="list-style-type: none"> Human & Physical 3.3 Geography fieldwork investigation <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.2.1 The nature and importance of places. 3.2.2.2 Changing places – relationships, connections, meaning and representation. 	<p>Unit Title:</p> <ul style="list-style-type: none"> Human & Physical 3.3 Geography fieldwork investigation <p>Knowledge:</p> <ul style="list-style-type: none"> Human <ul style="list-style-type: none"> 3.2.2.2.1 Relationships and connections. 3.2.2.2.2 Meaning and representation. <p>Physical</p>

	<p>3.1.3.1 Coasts as natural systems.</p> <p>3.1.3.2 Systems and processes.</p> <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.2.1 Core skills. • 3.4.2.2 Cartographic skills. • 3.4.2.3 Graphical skills. • 3.4.2.4 Statistical skills. 	<ul style="list-style-type: none"> • 3.4.2.1 Core skills. • 3.4.2.2 Cartographic skills. • 3.4.2.3 Graphical skills. • 3.4.2.4 Statistical skills. 	<ul style="list-style-type: none"> • 3.4.2.1 Core skills. • 3.4.2.2 Cartographic skills. • 3.4.2.3 Graphical skills. • 3.4.2.4 Statistical skills. 	<p>• Physical</p> <p>3.1.1.1 Water and carbon cycles as natural systems</p> <p>3.1.1.2 The water cycle</p> <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.2.1 Core skills. • 3.4.2.2 Cartographic skills. • 3.4.2.3 Graphical skills. • 3.4.2.4 Statistical skills. • understanding of what makes data geographical and the geospatial technologies that are used to collect, analyse and present geographical data. • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data. • understanding of the purposes and difference between the following and to use them in appropriate contexts: <ul style="list-style-type: none"> ○ descriptive statistics of central tendency and dispersion. ○ descriptive measures of difference and association, inferential statistics and the foundations of relational statistics. ○ measurement, measurement errors, and sampling. ○ understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. 	<p>3.1.1.3 The carbon cycle</p> <p>3.1.1.4 Water, carbon, climate and life on Earth</p> <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.2.1 Core skills. • 3.4.2.2 Cartographic skills. • 3.4.2.3 Graphical skills. • 3.4.2.4 Statistical skills. • understanding of what makes data geographical and the geospatial technologies that are used to collect, analyse and present geographical data. • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data. • understanding of the purposes and difference between the following and to use them in appropriate contexts: <ul style="list-style-type: none"> ○ descriptive statistics of central tendency and dispersion. ○ descriptive measures of difference and association, inferential statistics and the foundations of relational statistics. ○ measurement, measurement errors, and sampling. ○ understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. 	<ul style="list-style-type: none"> • 3.4.2.1 Core skills. • 3.4.2.2 Cartographic skills. • 3.4.2.3 Graphical skills. • 3.4.2.4 Statistical skills. • understanding of what makes data geographical and the geospatial technologies that are used to collect, analyse and present geographical data. • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data. • understanding of the purposes and difference between the following and to use them in appropriate contexts: <ul style="list-style-type: none"> ○ descriptive statistics of central tendency and dispersion. ○ descriptive measures of difference and association, inferential statistics and the foundations of relational statistics. ○ measurement, measurement errors, and sampling. ○ understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. 	
	Term 1	Term 2	Term 3	Term 4	Term 5		
Year 11	<p>Unit Title:</p> <ul style="list-style-type: none"> • 3.1.3.2 - Coastal landscapes in the UK (Paper 1 Section C) • Resource Management • 3.2.3.3 - Water (Paper 2 Section C) <p>Knowledge:</p>	<p>Unit Title:</p> <ul style="list-style-type: none"> • Resource Management • 3.2.3.3 - Water (Paper 2 Section C) <p>Knowledge:</p> <ul style="list-style-type: none"> • Focus on water as a resource. • UK focus on supply and demand. 	<p>Unit Title:</p> <ul style="list-style-type: none"> • Resource Management • 3.2.3.3 - Water (Paper 2 Section C) <p>Knowledge:</p> <ul style="list-style-type: none"> • Large scale water transfer scheme. 	<p>Unit Title: 3.4</p> <ul style="list-style-type: none"> • Geographical Skills • 3.3.1 - Issue Evaluation (Pre-Release) <p>Knowledge:</p> <ul style="list-style-type: none"> • Application of geographical skills to unpick pre-release for Paper 3 Section A. 	<p>Unit Title: Revision</p>		

	<ul style="list-style-type: none"> Global overview of food , energy and water. Consumption and supply. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<ul style="list-style-type: none"> Large scale water transfer scheme. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<ul style="list-style-type: none"> Small Scale water transfer scheme. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<ul style="list-style-type: none"> Implementation of fieldwork skills. Fieldwork case studies human and physical. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Unit Title: 3.1.2.2 - Tropical Rainforests (Paper 1 Section B)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Ecosystems – Local to Global (Biomes). Location of tropical rainforest. Climate characteristics. Plants and animals adaptations. Case Study of a tropical rainforest for location, development and management. Sustainable management systems. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<p>Unit Title: 3.1.2.3 – Hot Deserts OR Cold Environments (Paper 1 Section B)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Location. Climate. Adaptations of plants and animals. Development opportunities. Challenges of the environment. Threat to the environment. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<p>Unit Title: 3.2.2 - The Changing economic world (Paper 2 Section B)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Economic development. DTM. Industrial development. Development indicators. Case study of a LIC/NEE country to illustrate development. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<p>Unit Title: 3.2.2 - The Changing economic world (Paper 2 Section B)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Case study of a HIC country to illustrate development. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<p>Unit Title: 3.2.2 - The Changing economic world (Paper 2 Section B)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Tourism as an example of a development method. Fairtrade and aid. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy. 	<p>Unit Title: 3.1.3.2 - Coastal landscapes in the UK (Paper 1 Section C)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Erosion and weathering at the coast. Landforms of erosion and deposition. Processes of transportation Case study of a coastal landscape to illustrate landforms, management. Hard and soft engineering methods of coastal management. <p>Skills:</p> <ul style="list-style-type: none"> 3.4.1 Cartographic skills. 3.4.2 Graphical skills. 3.4.4 Statistical skills. 3.4.5 Use of qualitative and quantitative data. 3.4.6 Formulate enquiry and argument. 3.4.7 Literacy.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 9	<p>Unit Title: 3.1.1.1/2 - Natural Hazards Tectonic (Paper 1 Section A)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Structure of the earth. • Types of plate. • Types of plate margin. • Examples of plate margins and the processes that occur there. • Case studies of a LIC/NEE and HIC tectonic event. <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.1 Cartographic skills. • 3.4.2 Graphical skills. • 3.4.4 Statistical skills. • 3.4.5 Use of qualitative and quantitative data. • 3.4.6 Formulate enquiry and argument. • 3.4.7 Literacy. 	<p>Unit Title: 3.1.1.3 - Weather Hazards (Paper 1 Section A)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Tropical storms and hurricanes. • Conditions for their formation. • Future implications. • Case study of a major hurricane event. • UK example of severe weather. <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.1 Cartographic skills. • 3.4.2 Graphical skills. • 3.4.4 Statistical skills. • 3.4.5 Use of qualitative and quantitative data. • 3.4.6 Formulate enquiry and argument. • 3.4.7 Literacy. 	<p>Unit Title: 3.1.1.4 - Climate Change (Paper 1 Section A)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Natural causes of climate change. • Human causes of climate change. • Mitigation strategies. • Adaptation strategies. <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.1 Cartographic skills. • 3.4.2 Graphical skills. • 3.4.4 Statistical skills. • 3.4.5 Use of qualitative and quantitative data. • 3.4.6 Formulate enquiry and argument. • 3.4.7 Literacy. 	<p>Unit Title: 3.2.1 - Urban Issues & Challenges (Paper 2 Section A)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Urbanisation and its key terms. • Population density. • Case study of a LIC/NEE major city or HIC major city. <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.1 Cartographic skills. • 3.4.2 Graphical skills. • 3.4.4 Statistical skills. • 3.4.5 Use of qualitative and quantitative data. • 3.4.6 Formulate enquiry and argument. • 3.4.7 Literacy. 	<p>Unit Title: Urban Issues & Challenges (Paper 2 Section A)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Case study of a LIC/NEE major city or HIC major city. • Sustainable city example – greening, sustainable transport systems. <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.1 Cartographic skills. • 3.4.2 Graphical skills. • 3.4.4 Statistical skills. • 3.4.5 Use of qualitative and quantitative data. • 3.4.6 Formulate enquiry and argument. • 3.4.7 Literacy. 	<p>Unit Title: River Landscapes in the UK - (Paper 1 Section C)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Upper middle and lower course landforms of erosion and deposition. • Processes of erosion and weathering. • Case study of a river system. <p>Skills:</p> <ul style="list-style-type: none"> • 3.4.1 Cartographic skills. • 3.4.2 Graphical skills. • 3.4.4 Statistical skills. • 3.4.5 Use of qualitative and quantitative data. • 3.4.6 Formulate enquiry and argument. • 3.4.7 Literacy.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p>Unit Title: Middle East</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Location of Middle East and change over time. • Change in importance of the region. • Rise of Dubai and tourism impacts. • Discovery of resources and influence on the globe. • Conflict and war. <p>Skills:</p> <ul style="list-style-type: none"> • Map Skills. • Evaluating impacts of tourism and resources. • Data analysis and interpretation. • PEEL paragraphs and use of evidence. 	<p>Unit Title: Weather and Climate and Climate Change</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • The different elements of the weather and how they are measured. • An investigation into whether the school has a microclimate and the reasons for this. • The factors that affect climate. <p>Skills:</p> <ul style="list-style-type: none"> • Investigative skills: conducting fieldwork and responding to hypotheses to reach a conclusion. 	<p>Unit Title: China</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Location. • Population pressures and dynamics. • Population Management. • Flood Management and Megaprojects. <p>Skills:</p> <ul style="list-style-type: none"> • Map Skills. • Graph analysis and interpretation. • PEEL paragraphs and use of evidence. • Development and justification of own ideas based on geographical concepts and understanding. 	<p>Unit Title: China to India</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Location. • Population pressures and dynamics. • Population Management. • Flood Management and Megaprojects. <p>Skills:</p> <ul style="list-style-type: none"> • Map Skills. • Graph analysis and interpretation. • PEEL paragraphs and use of evidence. • Development and justification of own ideas based on geographical concepts and understanding. 	<p>Unit Title: India</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Physical and human factors and their influence on location. • Cultural development of India. • Impact of urbanisation. • Drought and monsoon. • Impacts of development. <p>Skills:</p> <ul style="list-style-type: none"> • Map Skills. • Graph analysis and interpretation. • PEEL paragraphs and use of evidence. • Development and justification of own ideas 	<p>Unit Title: Russia</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Physical and human factors and their influence on Russia. • Population distribution. • Tourism in Russia. • Chernobyl. • Resources and pollution. • Russia as a superpower – conflict and secrecy. <p>Skills:</p> <ul style="list-style-type: none"> • Map Skills. • Graph analysis and interpretation. • PEEL paragraphs and use of evidence. • Development and justification of own ideas

		<ul style="list-style-type: none"> Constructing graphs from data, and describing and analysing them. Constructing and describing climate graphs. Geographic literacy PEEL paragraph writing – particularly focused on how evidence is used to support points. Development and justification of own ideas based on geographical concepts and understanding. 			based on geographical concepts and understanding.	based on geographical concepts and understanding.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Unit Title: Restless Earth</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The structure of the Earth. Continental Drift Theory. Plate Tectonic Theory. The plate boundaries and their associated landforms and features. Earthquake formation. The effects and responses to earthquake events. The types of volcanoes and their associated hazards. The effects and responses to a volcanic eruption. Supervolcanoes. How earthquakes are managed. <p>Skills:</p> <ul style="list-style-type: none"> OS map skills. Data description and analysis Geographic literacy. PEEL paragraph writing. Development and justification of own ideas based on 	<p>Unit Title: Restless Earth and Map Skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The purpose of Geography and how we approach the study of Geography. How map are interpreted and used. OS map skills. <p>Skills:</p> <ul style="list-style-type: none"> OS map skills. Data description and analysis. Geographic literacy. PEEL paragraph writing. Development and justification of own ideas based on geographical concepts and understanding. 	<p>Unit Title: Rocks</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Geological timeline revisited Types of rock: Sedimentary, Igneous, Metamorphic Erosion and weathering as processes. <p>Skills:</p> <ul style="list-style-type: none"> OS Map Skills. Identification and characteristics. Sorting and grouping. Links to restless Earth and map skills topics. 	<p>Unit Title: Rocks and Managing Resources</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Global trends in the consumption and supply of food, energy and water. UK focus on food, energy and water. Food management and types e.g. organic. Water supply issues e.g. water transfer schemes and irrigation. Energy pathways e.g. renewable vs non-renewable. <p>Skills:</p> <ul style="list-style-type: none"> Data description and analysis. Geographic literacy. PEEL paragraph writing. Development and justification of own ideas based on geographical concepts and understanding. 	<p>Unit Title: Managing Resources and Ice</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Polar environments and Ice Ages – links to geological time. Action of ice on the landscape – erosional processes e.g. u-shaped valleys, corries, aretes. Depositional features – moraine, drumlins etc. Spatial knowledge of Ice action UK. <p>Skills:</p> <ul style="list-style-type: none"> OS Map Skills. Identification and characteristics. Sorting and grouping. Links to restless Earth and map skills topics. 	<p>Unit Title: Ice</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Polar environments and Ice Ages – links to geological time. Action of ice on the landscape – erosional processes e.g. u-shaped valleys, corries, aretes. Depositional features – moraine, drumlins etc. Spatial knowledge of Ice action UK. <p>Skills:</p> <ul style="list-style-type: none"> OS Map Skills. Identification and characteristics. Sorting and grouping. Links to restless Earth and map skills topics.

	geographical concepts and understanding.					
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Key/Legend/Notes:

Our intent for the curriculum is to underline and promote the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society and economy. Key stage 3 Geography at MGS is a springboard not just towards further study at GCSE and A level but also to aid our pupils in their journey to becoming well-rounded adults who can contribute positively in their local and global community. Knowledge, application and skills are at the core of our 21st century curriculum. We will support the pupils to develop the essential employability, enterprise & transferable skills in information technology and data/resource analysis and interpretation through the curriculum content and how it is taught and delivered. Our curriculum will both reflect and learn from the diverse cultural mix of our school and community and also help to enhance our pupil's cultural capital through the extensive range of topics and themes it will cover. We will also tackle difficult issues which will give the pupils the opportunity to discuss and debate social, moral, cultural and spiritual questions.