



### OVERVIEW

In year 7 students will learn about international development, rivers and the world of work as well as develop their core geographical skills. These skills will enable them to access the geography curriculum at The Totteridge Academy for the rest of year 7, 8, 9, 10 and 11. This curriculum expands upon content covered in primary school geography and provides a firm grounding for the rest of Key Stage 3. Students will be assessed on this content by completing an end of year exam.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Development               <ul style="list-style-type: none"> <li>Development indicators and the Human Development Index (HDI)</li> <li>The Brandt Line and the distribution of Low Income Countries (LICs), Newly Emerging Economies (NEEs) and High Income Countries (HICs)</li> <li>Factors which affect development</li> </ul> </li> </ul>	End of topic assessment. 30 minutes
Aut 2	<ul style="list-style-type: none"> <li>Development               <ul style="list-style-type: none"> <li>The development gap</li> <li>Using aid to close the development gap</li> <li>Global Fairtrade</li> <li>Fairtrade case study</li> </ul> </li> </ul>	No assessment
Spr 1	<ul style="list-style-type: none"> <li>Rivers               <ul style="list-style-type: none"> <li>The water cycle and drainage basin system</li> <li>Fluvial processes: erosion, transportation and deposition</li> <li>River landforms: waterfalls, gorges, meanders, oxbow lakes, levees, floodplains and mudflats</li> </ul> </li> </ul>	Mid Year assessment End of topic assessment. 50 minutes
Spr 2	<ul style="list-style-type: none"> <li>Rivers               <ul style="list-style-type: none"> <li>Flooding and river management</li> <li>Causes, effects and responses to flooding in a high income country (UK)</li> <li>Causes, effects and responses to flooding in a low income country (Bangladesh)</li> </ul> </li> </ul>	No assessment
Sum 1	<ul style="list-style-type: none"> <li>World of Work               <ul style="list-style-type: none"> <li>Types of work and employment structures worldwide.</li> <li>The location of industry and the rise of the quaternary sector.</li> <li>The growth of tourism and the butler model.</li> <li>Mass tourism case study- Benidorm</li> </ul> </li> </ul>	End of topic assessment. 50 minutes
Sum 2	<ul style="list-style-type: none"> <li>What is a geographer?               <ul style="list-style-type: none"> <li>Longitude and latitude</li> <li>Map skills: grid references, scale, height, symbols and compass points</li> </ul> </li> <li>Revision for end of topic assessment               <ul style="list-style-type: none"> <li>Revision of Development and Rivers</li> </ul> </li> </ul>	90 minute assessment covering a range of topics.

### Home Learning:

- 30 minute hour homework a fortnight
- Quizzing sheet or Seneca learning

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- BBC Bitesize ([www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize))



### OVERVIEW

In year 8 students will learn about natural hazards, coasts and population and migration. Building on the knowledge and skills developed in year 7 students will focus on their understanding. Developing their geographical ideas by explaining and elaborating using key terms and connectives. There is a range of real life examples used in each unit to bring the geography of the world alive and enable students to develop their understanding of themselves in the context of the ever changing world.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"><li>Tectonics<ul style="list-style-type: none"><li>The global distribution of tectonic hazards</li><li>Tectonic processes and plate margins: convection currents, slab pull, constructive, destructive and conservative plate margins.</li></ul></li></ul>	End of topic assessment. 50 minutes.
Aut 2	<ul style="list-style-type: none"><li>Tectonics<ul style="list-style-type: none"><li>Causes, responses and management of tectonic hazards: volcanoes, and earthquakes</li><li>The impacts of an earthquake in a high income country (New Zealand, 2016 earthquake) and a low income country (Nepal 2015)</li></ul></li></ul>	No assessment
Spr 1	<ul style="list-style-type: none"><li>Population and migration<ul style="list-style-type: none"><li>Population structures and population pyramids</li><li>Factors affecting population structures</li><li>Ageing populations</li><li>The reasons people move and stay in place</li></ul></li></ul>	Mid Year Assessment. End of topic assessment. 50 minutes.
Spr 2	<ul style="list-style-type: none"><li>Population and migration<ul style="list-style-type: none"><li>Impacts of migration on a host country (the UK) and a source country (Poland)</li><li>Population decision making exercise</li><li>Stakeholders of migration</li></ul></li></ul>	No assessment
Sum 1	<ul style="list-style-type: none"><li>Coasts<ul style="list-style-type: none"><li>Wave features and how different types of waves affect the coast</li><li>Factors which shape the coastline and the resulting landforms of erosion, deposition, mass movement and transportation.</li><li>Coastal management along the Holderness Coast (Mappleton)</li></ul></li></ul>	End of topic assessment. 50 minutes.
Sum 2	<ul style="list-style-type: none"><li>Ecosystems and Revision<ul style="list-style-type: none"><li>Global biomes</li><li>Structure of a Tropical Rainforest</li></ul></li><li>Revision for United Learning assessment<ul style="list-style-type: none"><li>Revision of Coasts, Tectonics and Population and Migration</li></ul></li></ul>	90 minute assessment covering a range of topics.

### Home Learning:

- 1 hour homework a fortnight

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- BBC Bitesize ([www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize))



### OVERVIEW

In year 9 students will build on their knowledge and understanding and apply it to climate change, newly emerging economies, and issues of urbanisation in the UK. Students will develop their geographical opinions and begin to 'think like a geographer' by analysing the causes, impacts and responses to climate change as well as studying the changing way of life in Brazil and Nigeria.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Climate Change               <ul style="list-style-type: none"> <li>Evidence for short, medium and long term climate change</li> <li>The natural and enhanced greenhouse effect</li> <li>Impacts of climate change</li> <li>Impact of climate change – Bangladesh Case Study</li> </ul> </li> </ul>	No assessment
Aut 2	<ul style="list-style-type: none"> <li>Climate Change               <ul style="list-style-type: none"> <li>Which countries should reduce their carbon emissions DME?</li> <li>Responses to climate change – Adaptation</li> <li>Responses to climate change – Mitigation</li> </ul> </li> </ul>	End of topic assessment. 50 minutes.
Spr 1	<ul style="list-style-type: none"> <li>Newly Emerging Economies               <ul style="list-style-type: none"> <li>The distribution of the worlds Newly Emerging Economies (NEEs)</li> <li>The MINT and BRIC economies</li> <li>Rural to Urban Migration in Newly Emerging Economies (NEEs)</li> </ul> </li> </ul>	Mid Year Assessment. End of unit assessment. 50 minutes.
Spr 2	<ul style="list-style-type: none"> <li>Newly Emerging Economies               <ul style="list-style-type: none"> <li>Opportunities and challenges faced by the people of Rio De Janeiro</li> <li>The impacts of TNC's in South Korea.</li> <li>Social, Economic and Environmental impacts of Transnational Corporations (TNCs) in Nigeria- Case Study.</li> </ul> </li> </ul>	No assessment
Sum 1	<ul style="list-style-type: none"> <li>Issues of urbanisation in the UK               <ul style="list-style-type: none"> <li>Site and situation</li> <li>Land Use Zones in UK cities</li> <li>The opportunities and challenges of urban decline.</li> <li>The causes and impacts of urban sprawl and counter-urbanisation.</li> </ul> </li> </ul>	End of unit assessment. 50 minutes.
Sum 2	<ul style="list-style-type: none"> <li>Issues of urbanisation in the UK and Revision               <ul style="list-style-type: none"> <li>Sustainable Urban Areas</li> <li>Urban Regeneration in the UK- London 2012</li> </ul> </li> <li>Revision for United Learning assessment               <ul style="list-style-type: none"> <li>Revision of Newly Emerging Economies and Climate Change</li> </ul> </li> </ul>	90 minute assessment covering a range of topics.

### Home Learning:

- 1 hour homework a fortnight

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- CGP AQA Geography revision guide (GCSE)



### OVERVIEW

In Y10 students will start their study of the AQA Geography GCSE course studying natural hazards, urban issues and challenges, ecosystems and completing their fieldwork. Students will continue to develop a strong foundation of knowledge to enable them to think effectively like geographers applying their knowledge to a range of sources, places and questions of enquiry.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Hazards               <ul style="list-style-type: none"> <li>The distribution and causes of tectonic hazards</li> <li>The causes, impacts and responses to tectonic hazards in contrasting areas of levels of development.</li> <li>Managing tectonic hazards</li> </ul> </li> </ul>	End of unit topic assessment. 50 minutes.
Aut 2	<ul style="list-style-type: none"> <li>Hazards               <ul style="list-style-type: none"> <li>High and low pressure and global atmospheric circulation</li> <li>The distribution and causes of weather hazards</li> <li>The causes, impacts and responses to weather hazards</li> <li>Weather hazards in the UK (The Beast from the East 2018)</li> </ul> </li> </ul>	End of unit topic assessment. 50 minutes.
Spr 1	<ul style="list-style-type: none"> <li>Urban issues and challenges               <ul style="list-style-type: none"> <li>Urbanisation in the UK</li> <li>Opportunities and Challenges in Lagos, Nigeria</li> <li>Opportunities and Challenges in Liverpool, UK</li> </ul> </li> </ul>	End of unit topic assessment. 50 minutes.
Spr 2	<ul style="list-style-type: none"> <li>The Living world               <ul style="list-style-type: none"> <li>Global ecosystems and nutrient cycling</li> <li>Tropical rainforests characteristics, structure and adaptations.</li> <li>Causes of and impacts of deforestation in the Amazon</li> <li>Sustainable management strategies in the Amazon</li> </ul> </li> </ul>	No assessment
Sum 1	<ul style="list-style-type: none"> <li>The Living world               <ul style="list-style-type: none"> <li>Hot Desert characteristics and adaptations</li> <li>Opportunities and challenges in the Sahara Desert</li> <li>Causes of desertification and strategies to respond to it.</li> </ul> </li> </ul>	End of unit topic assessment. 50 minutes.
Sum 2	<ul style="list-style-type: none"> <li>Fieldwork (Physical and Human- Completion of Trips)               <ul style="list-style-type: none"> <li>Location, Hypothesis and Risk.</li> <li>Data Collection and Data Presentation.</li> <li>Data Analysis, Conclusion and Evaluation.</li> <li>Revision for Mock Paper.</li> </ul> </li> </ul>	Mock paper of all Year 10 topics. 90 minutes.

### Home Learning:

- Fortnightly worksheets
- Fortnightly online quizzes

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- CGP AQA Geography revision guide (GCSE)



### OVERVIEW

In year 11 students will complete their study of the AQA geography by studying natural hazards, urban issues and challenges and receiving their issues evaluation material from AQA in Spring 2. This gives them plenty of time to prepare for their GCSE examinations and take part in a revision programme to ensure that they are completely prepared for their GCSE examinations and are successful in their GCSEs.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Hazards               <ul style="list-style-type: none"> <li>The distribution and causes of tectonic hazards</li> <li>The causes, impacts and responses to tectonic hazards in contrasting areas of levels of development.</li> <li>Managing tectonic hazards</li> </ul> </li> </ul>	Practice exam questions every lesson
Aut 2	<ul style="list-style-type: none"> <li>Hazards               <ul style="list-style-type: none"> <li>High and low pressure and global atmospheric circulation</li> <li>The distribution and causes of weather hazards</li> <li>The causes, impacts and responses to weather hazards</li> <li>Weather hazards in the UK (The Beast from the East 2016)</li> </ul> </li> </ul>	GCSE MOCKS
Spr 1	<ul style="list-style-type: none"> <li>Urban issues and challenges and Issues Evaluation               <ul style="list-style-type: none"> <li>Urbanisation in the UK</li> <li>Opportunities and Challenges in Lagos, Nigeria</li> <li>Opportunities and Challenges in Liverpool, UK</li> </ul> </li> </ul>	End of unit topic assessment. 50 minutes.
Spr 2	<ul style="list-style-type: none"> <li>Revision               <ul style="list-style-type: none"> <li>Paper 1 (UK physical landscapes, natural hazards and the living world)</li> <li>Paper 2 (Urban issues and challenges, the changing economic world and the challenge of resource management)</li> <li>Revision of Paper 3 (unseen fieldwork and the issues evaluation)</li> </ul> </li> </ul>	Practice Papers for Paper 1, 2 and 3
Sum 1	<ul style="list-style-type: none"> <li>GCSE Examinations</li> </ul>	
Sum 2	<ul style="list-style-type: none"> <li>GCSE Examinations</li> </ul>	

### Home Learning:

- Fortnightly worksheets
- Fortnightly quizzes

### Useful resources:

- Seneca Learning ([www.senecalearning.com](http://www.senecalearning.com))
- CGP AQA Geography revision guide (GCSE)