



WALTON HIGH SCHOOL – **KS3** CURRICULUM OVERVIEW FOR GEOGRAPHY

Year Group	HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
7	Main topics Rivers (Bangladesh)	Main topics Urbanisation	Main topics Ecosystems (Deserts & Rainforests)	Main Topics Amazing Places	Main Topics Fieldwork skills	
	<p>This topic extends locational knowledge and deepen their spatial awareness of global river using maps of the world. They will focus on Bangladesh and understand the struggles and solutions to flooding in an LIC.</p> <p>Pupils will be encouraged to understand geographical similarities, differences and links between difference places of the river channel.</p> <p>Pupils will understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: rocks, weathering and soils.</p>	<p>This topics looks at the theory of cities and the reality of living in them. Focusing on Rio, Dubai, Lagos and cities in the UK.</p> <p>This topic will open the eyes of students to those less fortunate than themselves and via virtual tours will get a birds eye view of life in some of the most amazing, dysfunctional and crazy places around the world.</p> <p>Students will learn how cities are laid out and what to expect in these cities. They will put this learning into practice at the end of the year on their human fieldwork trip to Lichfield.</p>	<p>This topic extends locational knowledge and deepen their spatial awareness of the Amazon rainforest and the Sahara Desert using maps of the world.</p> <p>This topic will develop knowledge of environmental regions, for example global biomes and the location of rainforests throughout the world, key physical and human characteristics such as plant and animal adaptations, climate characteristics, countries (Brazil) and major cities within Brazil. Pupils will understand through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: rocks, weathering and soils; weather and climate.</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural system.</p>	<p>This topic extends locational knowledge and deepen their spatial awareness of the Pacific Ocean, the Atlantic Ocean, South America, Russia, and Greenland using maps of the world.</p> <p>This topic will develop knowledge of environmental regions, for example the Aral Sea and the Northern Lights. Pupils will be encouraged to understand geographical similarities, differences and links between places – comparing and contrasting to find links.</p> <p>Pupils will understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural system. Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.</p>	<p>Fieldtrip to Lichfield to practise human fieldwork methods. Write up for data presentation and analysis of data.</p> <p>Students will learn how to complete an Environmental Quality Survey, A Bipolar survey, traffic & pedestrian counts and a land use survey.</p> <p>Evaluation of fieldwork.</p>	



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8	Main topics (ONLY 1 LESSON A WEEK) Coasts		Main topics Population		Main Topics Glaciation	
	<p>This topic extends locational knowledge and deepen their spatial awareness of different coastal landforms using maps and photographs.</p> <p>Pupils will be encouraged to understand geographical similarities, differences and links between places by examining coastal flooding events in the UK.</p> <p>Pupils will understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; hydrology and coasts.</p> <p>To develop an understanding about how human activities impact marine life and food chains. Activities include plastic pollution and overfishing.</p> <p>The features, layers and importance of the oceans are also addressed. This unit of work will involve the pupils learning about an important current issue, its causes and effects and possible sustainable management strategies. Key skills and assessments will be built into each lesson with a formal assessment.</p>		<p>This topic extends locational knowledge and deepen their spatial awareness of population distribution using maps of the world. Pupils will understand, through the use of detailed place-based exemplars at a variety of scales, where people live; the link between people, the environment and the climate.</p> <p>Pupils will also understand the connection between people and resources and the carrying capacity of land.</p> <p>Pupils will study contrasting population policies to reduce the growth of populations and evaluate the success of those policies. (China & Kerala, India)</p>		<p>This topic looks at the physical processes of erosion, transportation and deposition of a glacial environment.</p> <p>Pupils will learn the formation of erosional and depositional landforms.</p> <p>They will learn about the impact on Glaciated landscapes as a result of global warming & Climate change.</p> <p>Impacts directly linked to the environment and adaptations to combat against that</p>	



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9	Main topics Resource Management. Energy, food and water.		Development and Globalisation		Tectonic Hazards	Climate Change (Cont. in Y10)
	<p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Advantages and disadvantages of oil. A local sustainable example of renewable energy.</p> <p>Energy: The changing energy mix – reliance on fossil fuels, growing significance of renewables, reduced domestic supplies of coal, gas and oil economic and environmental issues associated with exploitation of energy sources.</p> <p>Food: The growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food and the trend towards agribusiness.</p> <p>Water: The changing demand for water water quality and pollution management matching supply and demand – areas of deficit and surplus and the need for transfer to maintain supplies</p>		<p>Development in countries is uneven. LICs and HICs develop at vastly different rates.</p> <p>How development is measured and create our own development indicator.</p> <p>Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.</p> <p>An overview of the strategies used to reduce the development gap: investment, industrial development, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap</p> <p>The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNCs to the host country.</p>		<p>Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions, and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</p> <p>Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p>Reasons why people continue to live in areas at risk from a tectonic hazard.</p> <p>How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>	



WALTON HIGH SCHOOL – **KS4** CURRICULUM OVERVIEW FOR GEOGRAPHY

Year Group	HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
10	Main topics (in the double lesson) 1. NATURAL HAZARDS – Weather/Tropical Storms/ Climate Change 2. THE LIVING WORLD - TROPICAL RAINFORESTS and HOT DESERTS		HOT DESERTS -continued ECONOMIC WORLD -THE DEVELOPMENT GAP -NIGERIA: A NEWLY-EMERGING ECONOMY -THE CHANGING UK ECONOMY		COASTS	PHYSICAL FIELDWORK – CARDING MILL VALLEY UNSEEN FIELDWORK Year 10 Mock
	Additional Info Natural Hazards: UK extreme weather. Examples: Beast from the East and Somerset Levels Flooding. Tropical storms (Location, formation, effects, responses, predication, planning & protection). Example: Typhoon Haiyan. The Living World: Small scale ecosystems - Nutrient cycles, food webs and food chains. E.g. Pond. How change affects ecosystems. Environmental characteristics of rainforests. Causes of deforestation in Amazon. Impacts of deforestation. Managing tropical rainforests. Sustainable management of tropical rainforests. Plant and animal adaptations.		Environmental characteristics of deserts. Plant and animal adaptations to hot environments. Opportunities & challenges of development. Case study: Western desert. Causes of desertification/threats. Reducing desertification. CASE STUDY: The Sahel. Our unequal world and measuring development The DTM and population pyramids Causes of uneven development. Uneven development: wealth and health, and migration Reducing the gap: aid and intermediate technology, fair trade, debt relief and tourism. CASE STUDY Jamaica Exploring Nigeria. Nigeria in the wider world. Balancing a changing industrial structure. Impacts of TNCs (Transnational company). Impact of international aid. Managing environmental issues. Quality of life. Post-industrial economy. UK science and business parks. Environmental impacts of industry, Car industry. Changing rural landscapes. Changing transport infrastructure. North-south divide. UK and the Wider World.		Wave types and characteristics. Coastal processes: weathering processes, mass movement, Erosion, transportation & deposition. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. Dorset Coast. Managing the coast: The costs and benefits of hard engineering & soft engineering. An example of a coastal management scheme in the UK to show the reasons for management, the management strategy the resulting effects and conflicts. Example: Lyme Regis	Fieldtrip Location Risk assessment Data presentation Data collection methods Conclusions Evaluations Improvements. Exam questions focused on unseen fieldwork. Year 10 end of year assessment / feedback



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11	Main topics 1 GLACIATION 2. HUMAN FIELDWORK	URBAN ISSUES	MOCK EXAMS / FEEDBACK URBAN CHANGE IN THE UK - LONDON URBAN SUSTAINABILITY	1. UNSEEN FIELDWORK 2. PRE-RELEASE ISSUE EVALUATION BOOKLET.	Revision sessions in any lessons <h2>PUBLIC EXAMINATIONS</h2>	
	<p>Maximum extent of ice cover across the UK during the last ice age. Glacial processes-Erosion, Transportation & Deposition.</p> <p>An example of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition. The Lake District</p> <p>An overview of economic activities in glaciated upland areas. Conflicts between different land uses, and between development and conservation.</p> <p>Human fieldtrip Fieldtrip, Location, Risk assessment, Data presentation, Data collection methods, Conclusions, Evaluations and improvements. Stafford Town Centre.</p>	<p>The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation. The emergence of megacities. Urban growth creates opportunities and challenges for cities in LICs and NEEs. A case study of a major city in an LIC or NEE. Lagos, Nigeria.</p> <p>An example of how urban planning is improving the quality of life for the urban poor.</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. London.</p>	<p>Planning for urban sustainability. Sustainable living in Freiburg, Germany. Sustainable traffic management - Curitiba, Brazil - Integrated Transport.</p> <p>2 WEEK MOCK EXAMS AND FEEDBACK FROM EXAMS.</p>	<p>1. Unseen fieldwork questions for paper 3.</p> <p>2. Preparation for paper 3 issue evaluation. (Booklet released 12 weeks before paper 3 exam.)</p>		



WALTON HIGH SCHOOL – **KS5** CURRICULUM OVERVIEW FOR GEOGRAPHY

Year Group	HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
12 PHYSICAL	Main topics – key concepts COASTS The coast, and wider littoral zone, has distinctive features and landscapes. Geological structure influences the development of coastal landscapes at a variety of scales. Rates of coastal recession and stability depend on lithology and other factors. Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes. Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes. Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes. Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes. Sea level change influences coasts on different timescales. Rapid coastal retreat causes threats to people at the coast. Coastal flooding is a significant and increasing risk for some coastlines. Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.		COASTS – continued There are different approaches to managing the risks associated with coastal recession and flooding. Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM). NATURAL HAZARDS The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes. There are theoretical frameworks that attempt to explain plate movements. Physical processes explain the causes of tectonic hazards. Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience . Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience. Development and governance are important in understanding disaster impact and vulnerability and resilience.		Natural Hazards continued... Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts. Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. Introduction to NEA Setting up NEA. Topics, locations, risk assessments, introduction and methodology.	
	Additional Info 3 lessons per week physical 3 lessons per week human					



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12 HUMAN	Main topics – key concepts GLOBALISATION Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses. Political and economic decision making are important factors in the acceleration of globalisation. Globalisation has affected some places and organisations more than others. The global shift has created winners and losers for people and the physical environment. The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation. Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality. Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.		GLOBALISATION –continued Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society. REGENERATION Economies can be classified in different ways and vary from place to place. Places have changed their function and characteristics over time. Past and present connections have shaped the economic and social characteristics of your chosen places. Economic and social inequalities changes people’s perceptions of an area. There are significant variations in the lived experience of place and engagement with them. There is a range of ways to evaluate the need for regeneration. UK government policy decisions play a key role in regeneration. Local government policies aim to represent areas as being attractive for inward investment. Rebranding attempts to represent areas as being more attractive by changing public perception of them.		REGENERATION - continued Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental. Different urban stakeholders have different criteria for judging the success of urban regeneration. Different rural stakeholders have different criteria for judging the success of rural regeneration. Introduction to NEA Setting up NEA. Topics, locations, risk assessments, introduction and methodology.	
	Additional Info 3 lessons per week physical 3 lessons per week human					



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13 PHYSICAL	Main topics key concepts WATER The global hydrological cycle is of enormous importance to life on earth. The drainage basin is an open system within the global hydrological cycle. The hydrological cycle influences water budgets and river systems at a local scale. Deficits within the hydrological cycle result from physical processes but can have significant impacts. Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people. Climate change may have significant impacts on the hydrological cycle globally and locally. There are physical causes and human causes of water insecurity. There are consequences and risks associated with water insecurity. There are different approaches to managing water supply, some more sustainable than others.		CARBON Most global carbon is locked in terrestrial stores as part of the long-term geological cycle. Biological processes sequester carbon on land and in the oceans on shorter timescales. A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities. Energy security is a key goal for countries, with most relying on fossil fuels. Reliance on fossil fuels to drive economic development is still the global norm. There are alternatives to fossil fuels but each has costs and benefits. Biological carbon cycles and the water cycle are threatened by human activity. There are implications for human wellbeing from the degradation of the water and carbon cycles. Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales. PAPER 3 PREP		Paper 3 prep and revision sessions in any lessons PUBLIC EXAMINATIONS	
	Additional Info 3 lessons per week physical 3 lessons per week human					

Paper 3 prep and revision sessions in any lessons

PUBLIC EXAMINATIONS



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13 HUMAN	Main topics – key concepts SUPERPOWERS Geopolitical power stems from a range of human and physical characteristics of superpowers. Patterns of power change over time and can be uni-, bi- or multi-polar. Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. Superpowers have a significant influence over the global economic system. Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. Global concerns about the physical environment are disproportionately influenced by superpower actions. Global influence is contested in a number of different economic, environmental and political spheres. Developing nations have changing relationships with superpowers with consequences for people and the physical environment. Existing superpowers face ongoing economic restructuring, which challenges their power.		HUMAN RIGHTS,HEALTH AND INTERVENTION Concepts of human development are complex and contested. There are notable variations in human health and life expectancy. Governments and International Government Organisations play a significant role in defining development targets and policies. Human rights have become important aspects of both international law and international agreements. There are significant differences between countries in both their definitions and protection of human rights. There are significant variations in human rights within countries, which are reflected in different levels of social development. There are different forms of geopolitical intervention in defence of human rights. Some development is focused on improving both human rights and human welfare but other development has very negative environmental and cultural impacts. Military aid and both direct and indirect military intervention are frequently justified in terms of human rights. There are several ways of measuring the success of geopolitical interventions. Development aid has a mixed record of success. Military interventions, both direct and indirect, have a mixed record of success. PAPER 3 PREP		Paper 3 Prep and revision sessions in any lessons PUBLIC EXAMINATIONS	
	Additional Info 3 lessons per week physical 3 lessons per week human					