GEOGRAPHY@SPA

College
Employment
Apprenticeship

Evaluate the challenges of creating sustainable living environments in urban and rural locations: importance of transport systems.

Explain how social and economic factors influence where and how people live and work in the UK: Push and pull factors and impacts on UK urban and rural areas.

Describe and explain the changes in urban and rural areas of the UK and the impacts to commuter settlements: Urbanisation, sub-urbanisation, counter-urbanisation, re-urbanisation and infill.

Describe the features of UK urban areas: CBD's, pedestrianised zones, zones of affluence, zones of deprivation, zones undergoing rapid regeneration, zones where multi-cultural communities thrive and multi-purpose zones where people live, work and enjoy leisure and cultural opportunities.

Explain the factors that drive urban renewal and evaluate the development of greenfield and brownfield sites: Social, economic and environmental impacts.

Evaluate the strategies used to manage the impacts of urbanization: Social, economic and environmental.

Compare and explain the ways of life and current challenges created by urbanisation in two global cities: Mumbai and London.

URBAL & RURAL PROCESSES IN THE UK

Describe the location of global cities and the features that connects them: Patterns.

Evaluate the impacts of aid programmes: Short term vs long term aid.

Evaluate the impacts of globalisation: On a HIC, NIC and LIC.

Explain the rise of NICs and evaluate the impacts on the country: Social, economic and environmental.

Explain and evaluate the use of development data: A range of social and economic data.

URBANISATION IN GLOBAL CITIES

Evaluate the advantages and disadvantages of locating MNC in NIC: Social, economic and environmental impacts to host country.

Describe and explain the causes of globalisation: Trade, migration, MNC, technology, geo-political links, cultural exchange.

DEVELOPMENT

Investigate and carry out the six stages of the enquiry process: Pose geographical questions, research methodologies, sampling strategies, process data, present findings, analyse patterns, draw conclusions, evaluate fieldwork.

FIELDWORK

Explain and evaluate the impacts of sea level rise on HICs, LICs and SIDs: Link to climate change – UK, Bangladesh and Maldives.

Explain how small scale ecosystems in the UK used and managed: Link to ecosystems - Dunes.

Explain and evaluate different stakeholder opinions to coastal management: Values and attitudes leading to controversy.

Explain and evaluate how coasts can be managed: Hard vs soft engineering strategies.

Define and explain coastal processes: Types of weathering, erosion, transportation and deposition.

Identify and compare different wave types: Constructive vs destructive wave characteristics.

Annotate diagrams to explain the formation of coastal landforms: Bays and headlands, cliffs, wave cut platforms, arches, stacks, stumps and spits.

Explain and evaluate how rivers can be managed: Hard vs soft engineering strategies.

Explain and evaluate different stakeholder opinions to river management: Values and attitudes leading to controversy.

COASTS & MANAGEMENT

Annotate diagrams to describe and explain how river processes create distinct river landforms: V-shaped valleys, waterfalls, gorges, meanders, ox-bow lakes, floodplains and estuaries.

Identify and describe the features of a rivers long profile: Processes, features, landforms.

Identify and explain why rivers flood and their consequences: Human and physical causes and their impacts. Case study = Boscastle.

Describe and explain the processes involved in a river drainage basin: Stores and flows of water.

RIVERS & MANAGEMENT

Describe and explain how the change in supply and demand for water vary over time and place: Impact of population pressure, usage and embedded water.

Explain and evaluate what happens when demand for water exceeds supply: Water transfer schemes and impacts of over abstraction.

WATER RESOURCE MANAGEMENT

Explain and evaluate management techniques: Managing desertification in HSAG and deforestation in TR.

Explain how ecosystems are damaged by human activity: Deforestation, farming and over cultivation.

Explain how ecosystems are used by people: HSAG vs TR. Importance and uses.

Explain how the physical processes and interactions operate within ecosystems. HSAG vs TR. Food webs, nutrient cycles and water cycle.

Compare and explain relationship between climate and biomes at a global scale: Characteristics of Hot Semi Arid Grasslands and Tropical Rainforests and link to GAC.

ECOSYSTEMS: FUNCTIONS & THREATS

Explain and evaluate the impact on farming and food supply. Sea level rise and drought in Bangladesh.

Debate: Different stakeholder views on tackling climate change.

Explain and evaluate the impact on tourism. Positives and negatives for UK tourism industry.

Draw and annotate a diagram to explain the greenhouse effect. Natural process + how human activity is contributing.

Describe how the climate has changed during the quaternary period: Glacial and interglacial periods.

CLIMATE CHANGE

Californian Drought Case Study. Explain and evaluate the causes, impacts and responses. Elaborated links. Short term vs long term, gov. vs individual.

Describe and explain the global location and causes of drought: Human vs physical causes.

Annotate diagrams to explain how the global circulation of the atmosphere functions: GAC model.

Hurricane Sandy Case Study. Explain and evaluate the causes, impacts and responses. Elaborated links. Short term vs long term, gov. vs individual.

Describe the distribution of tropical storms and explain how they are formed: Specific conditions needed to form a TS.

Describe, explain and compare distinct climate zones: Effect of GAC on location of climate zones.

Describe and explain the variability of the UK climate: Factors that affect the climate & air masses.

Describe and explain how weather hazards are distributed at a global scale and how this pattern changes over time: High and low pressure, weather fronts.

WEATHER AND CLIMATE

UPPER SCHOOL

MIDDLE SCHOOL

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Where have I been?
Where am I going?

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GEOGRAPHY@SPA

UPPER SCHOOL

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FIELDWORK

Draw and annotate coastal landforms to explain their formation Erosion = stacks, transportation & deposition = spits.

Water Water Enquiry into Flooding: Causes, impacts and management.

Coastal fieldwork enquiry: Plan, collect data, present findings, analyse and evaluate.

WEATHER AND CLIMATE

Describe and explain the variability of the UK climate: Factors that affect the climate & air masses.

Annotate diagrams to explain how the global circulation of the atmosphere functions: GAC model.

Describe, explain and compare distinct climate zones: Effect of GAC on location of climate zones.

Describe and explain how wave processes shape the UK coastal landscape: Wave characteristics and coastal landforms.

WATER WATER EVERY WHERE: COASTS

Draw and annotate river landforms to explain their formation: Erosion = waterfall, transportation & deposition = meanders.

Describing water cycles and systems: The hydrological cycle and drainage basins.

Describing, explaining and comparing the characteristics and processes of a river: The upper, middle and lower course features and processes.

Explain the causes and impacts of flooding: Boscastle Floods.

WATER WATER EVERY WHERE: RIVERS

MIDDLE SCHOOL

Describe and explain how weather hazards are distributed at a global scale and how this pattern changes over time: High and low pressure, weather fronts.

Explaining world trade and it's impacts: The import and export of types of goods and services and the effects of trade blocs.

Explaining and evaluating the barriers to development: Natural hazards, poor health, the colonial period, debt.

DEVELOPMENT

Independent project = Describing and explaining plate Tectonics: Movement and associated landforms and impacts.

Evaluating the response to TS: Short vs long term responses, pros and cons.

Describing and comparing countries using development indicators and evaluating their usefulness: UK vs India.

Explaining and evaluating the impacts on HICs vs LICs: Case Study -Hurricane Katrina and Typhoon Haiyan.

Annotating diagrams to explain the formation of tropical storms: Conditions needed and sequence of events.

Describing and explaining population patterns: Population density and distribution using GIS in Russia, Africa, China, India and Middle East.

Describing and explaining population patterns: population growth, Demographic Transition Model and population pyramid in Russia, Africa, China, India and Middle East.

POPULATION & URBANISATION

Explaining the causes and impacts of overfishing: On bio-diversity and food security.

Describing and explaining water supply and demand: Why some places have water insecurity and how demand can be met.

Evaluating the sustainable management of tropical rainforests: Advantages and disadvantages of management techniques.

Explaining the causes and impacts of deforestation: Logging, farming, population pressure, mining, hydro-electric power and impacts on people and environment.

Renewable Energy Decision Making Exercise: Pros and cons, most suitable location.

Describe and explain why people migrate Push and pull factors.

FIELDWORK

School site fieldwork enquiry: Plan, collect data, present findings, analyse and evaluate.

RISKY WORLD

Describing the distribution of tropical storms: Compass directions, ccontinents, oceans, lines of latitude and longitude.

LOWER SCHOOL

Describing location on a national scale: Countries, major cities, National parks, mountains, rivers

Describing and comparing the characteristics of hot and cold environments: Climate and seasons, biotic and abiotic characteristics, soil type, plant and animal adaptations.

MAJOR ENVIRONMENTAL CHALLENGES

HOT & COLD ENVIORONMENTS

GEOGRAPHY IS MY WORLD

Explaining the impact of climate change on the UK: Positives vs negatives.

Explaining the evidence for global warming: Ice cores and keeling curve.

Explaining the causes of global warming: The greenhouse effect and the impact of people's actions.

Describing the distribution and climate of the earth's major biomes and explaining the factors that cause them to be different: Tundra, Coniferous, Deciduous, Tropical Rainforest, HSAG, Desert. Factors: Altitude, latitude, distance from the sea.

Describing location on a local scale using an OS Map: Compass directions, 4 and 6 fig GR, scale, distance and relief.

Describing distribution on a global scale: Continents, oceans, lines of latitude and longitude.

Baseline Assessment: What do you already know about Geography?

St Peter's CofE Academy

Every Life Enriched

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How has my curriculum been adapted for Covid 19?

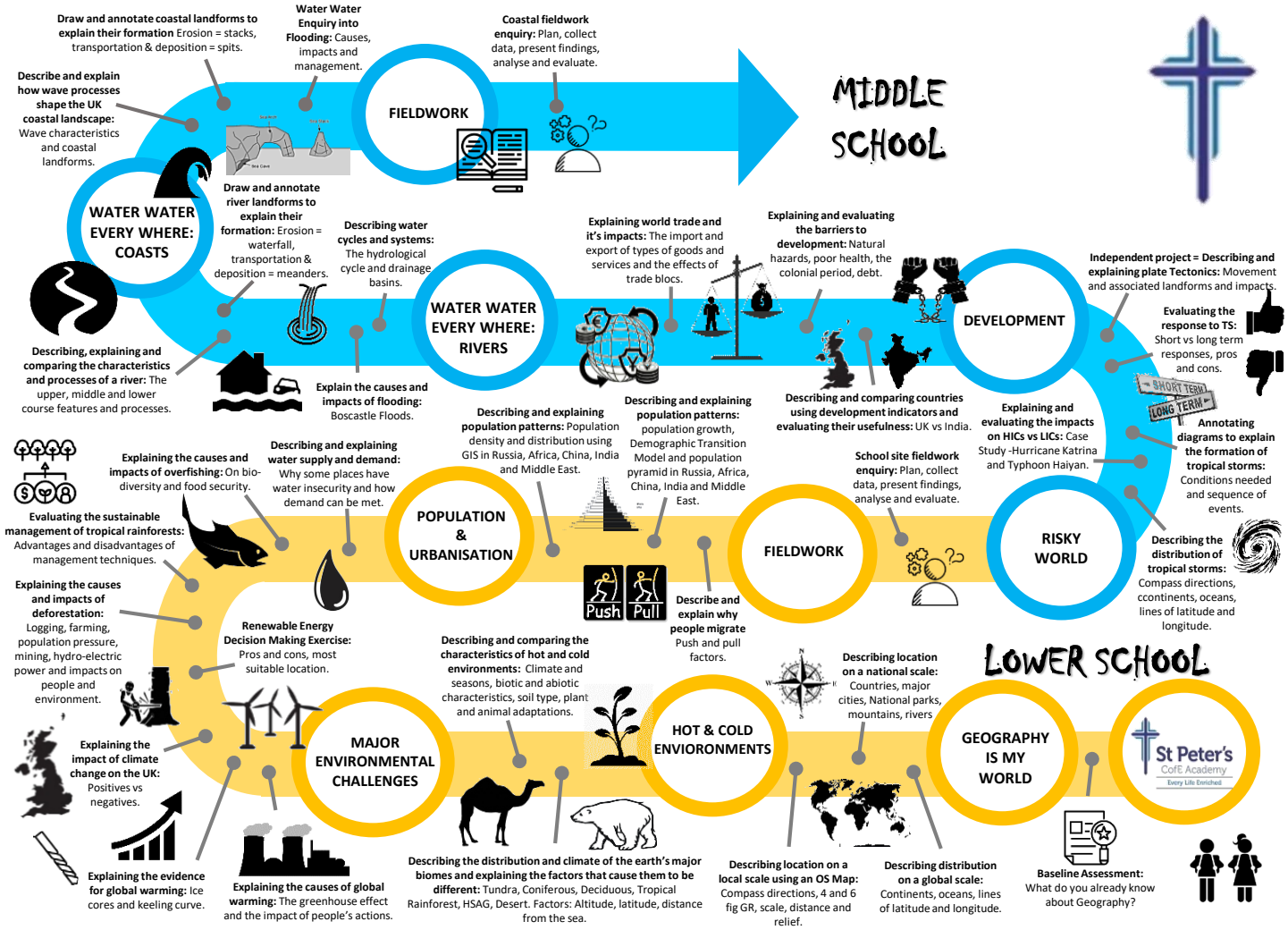
Due to Covid 19, our Geography Curriculum has been adapted to meet the needs of learners.

In Year 7 through classwork (before lockdown) and home learning during lockdown, we completed work on the following topics:

- Geography is My World
- Hot and Cold Environments
- Tropical Rainforests (from the Major Environmental Challenges unit)
- Make Poverty History (adapted from the Development Unit)

This year, to ensure we close any gaps or prevent any gaps in knowledge/skill forming, we will be completing the following units:

- Climate Change (Originally part of Major Environmental Challenges)
- Risky World
- Population
- Water Water Everywhere
- Fieldwork



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