Future Academies Key Stage 3 Geography Curriculum

Building locational knowledge sits at the core of this curriculum with students regularly applying their knowledge to a world map in both lessons and assessment.

Year 7	Year 8	Year 9
Population Dynamics *How and why do populations change?* • Population dynamics and factors that have changed, and continue to change, the world and UK population • Theories of population change and policies to control population • Knowledge and application of line graphs, choropleth maps and population pyramids to studying population	**Globalisation** **(& on-site fieldwork investigation)** *Who has globalisation benefitted and why?* • The significance of globalisation and its acceleration in the 21st century • Factors resulting in switched-off, detached and switched-on countries • TNCs as dominant forces in globalisation • The unequal impacts of globalisation • Knowledge and application of lines graphs	**Global Energy & Climate Change** *What is climate change and what are its impacts? Why are we in a climate emergency and what are the possible solutions?* • Methods of producing energy and the impacts of each • Causes of climate change both natural and anthropogenic • Mitigation and adaptation of climate change • Issues of climate justice and climate migration
Our Home the UK *How and why have human and physical processes shaped the UK?* • An overview of the UK's location today and how continental drift resulted in this location • How geology, ice and human activity have shaped the UK landscape • Rewilding and what it means for the UK landscape • Knowledge and application of latitude and longitude and choropleth, relief and geology and OS maps to studying the UK	**Tectonics & Tectonic Hazards** *Why are some earthquakes more deadly than others?* • An overview of plate tectonics and plate tectonic processes • The importance of factors affecting risk, resilience and vulnerability for determining how deadly an earthquake is • Knowledge and application of the earthquakes in Haiti (2010) and Japan (2011).	**Ice as a force of change** *Why is ice significant on a global scale? How are the glaciated regions of the world changing?* • The impact of ice on the UK's physical landscape • The significance of ice as a store of water globally • The significance of changes to the glaciated regions of the world as a result of climate change • An in-depth study of the Himalayas
Development Dynamics *Why are some countries more developed than others?* • The development continuum and how development is measured • Physical and human reasons for differences in development • How physical factors and colonialism helped the UK's development • An overview of the contrasting levels of development within the continent of Africa • Contrasting theories of development • Knowledge and application of choropleth maps and scatter graphs to studying patterns of development	**Coasts & Coastal Landscapes** *How and why are our coastlines ever changing and what is the significance of this?* • Coastal processes of erosion, transportation and deposition • Erosional and depositional coastal landforms • Impacts and management of coastal erosion • Climate change and the significance for our coasts	**Superpowers** *Who will be the superpowers of the 21st century? Will China and India become global superpowers?* • Superpower characteristics and elements of power • The BRICs and their characteristics • China's possible rise to superpower status • What does the 21st century hold for superpower status
Rivers & River Landscapes (& on-site fieldwork investigation) *How and why do river landscapes change?* • Fluvial processes of erosion, transportation and deposition • How river landscapes (valley, channel and features) change downstream. • Causes and impacts of flooding • Knowledge and application of hydrographs. • Fieldwork investigation into the flood risk to the school site	**Climate and Ecosystems / TBC** • Global atmospheric circulation and its significance for climate • The global distribution of biomes • The biodiversity and nutrient cycle of the tropical rainforest • Application to the Congo Basin • The biodiversity and nutrient cycle of hot deserts • The UK's major ecosystems and their lack to climate	**Thinking synoptically: What is the best path to development for Jamaica? / TBC** • Using Jamaica to think synoptically about: human and physical factors affecting development, population dynamics, economic sectors, economic interdependence, and sustainability • Evaluating and justifying different paths to development: tourism, bauxite mining, reparations, and eco-tourism

Future Academies Key Stage 4 Geography Curriculum

At Pimlico Academy, KS4 Geography follows the AQA Specification.

Year 10	**Natural Hazards** • Natural hazards that pose major risks to people and property **Tectonic Hazards** • The physical processes that lead to earthquakes and volcanic eruptions. • The effects of, and responses to, tectonic hazard and why they vary. • How people can manage tectonic hazards to reduce the effects. **Weather Hazards** • How global atmospheric circulation helps to determine patterns of weather and climate. • How tropical storms develop. • The effects of tropical storms on people and the environment. • Weather hazards affecting the UK. • How extreme weather events in the UK impact on human activity. **Climate Change** • The natural and human causes of climate change. • The effects of climate change. • How people can manage climate change.	**Changing Economic World** • How economic development and quality of life vary globally. • Strategies to reduce the global development gap. • The social, environmental and cultural change caused by rapid economic development in LICs and NEEs. • How changes in the UK economy affect employment patterns and regional growth.	**Rivers** • The location of major upland/ lowland areas and river systems. • How the shape of river valleys changes as rivers flow downstream. • How physical processes result in distinctive fluvial landforms. • How management strategies can be used to protect river landscapes from the effects of flooding.	**Coasts** • Physical processes shaping the coast. • How rock type, structure and physical processes influence coastal landforms. • How management strategies can be used to protect coastlines from the effects of physical processes.	**Fieldwork** Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. The two enquiries are carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.
Year 11	**Living World** • The different ecosystems that exist and the ways biotic and abiotic factors interact. • Characteristics of tropical rainforests. • The economic and environmental impacts of deforestation. • How tropical rainforests can be managed sustainably. • Hot/ cold environments; their characteristics; opportunities and challenges; and risks.	**Resources: Energy** • How food, water and energy are fundamental to human development. • The opportunities and challenges created by the changing demand and provision of resources in the UK. • Rising demand for energy resources can be insecure, leading to conflict. • Strategies to increase energy supply.	**Urban Issues & Challenges** • How the percentage of people living in urban areas is changing. • The opportunities and challenges of urban growth for LICs & NEEs. • The opportunities and challenges of urban change in the UK. • How urban sustainability can be achieved.	**Fieldwork**	

Future Academies Key Stage 5 Geography Curriculum

By the end of Key Stage 4 students will have enhanced their geographical knowledge and understanding of location, place, processes and interactions between humans and their physical environment. They will have studied wider social, political and cultural contexts for change and will have extended their research and investigation skills through wider use of maps, GIS and use of secondary evidence sources.

Year 12

Teacher 1 (2 lessons per week)	**Tectonic Processes and Hazards** Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed. Putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.		**Coastal Landscapes & Change** Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts.
Teacher 2 (3 lessons per week)	**Globalisation** Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.	**Regenerating Places** Places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas	**Superpowers** Geopolitical power stems from a range of human and physical of characteristics of superpowers and their access to resources. Patterns of power and change over time . Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.
Teacher 3 (1 lesson per week)	**NEA: rationale, purpose and technique** Students to scope, prepare, propose and plan for NEA project development.	**NEA** **Write up / completion by Easter.** **Additional lesson per week to support delivery of physical units**	

Future Academies Key Stage 5 Geography Curriculum

Year 13

Teacher 1 **(3 lessons per week)**	**The water cycle and water insecurity** Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.	**The carbon cycle and energy security** A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.	**Synoptic paper 3 prep & revision** (Pearson conference)	**Exams**
Teacher 2 **(3 lessons per week)**	**Superpowers** 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. 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.	**Migration, identity and sovereignty** Globalisation has led to an increase in migration both within countries and among them. Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.	**Synoptic paper 3 prep & revision**	Exams

By the end of Key Stage 5 students will have developed their knowledge of locations, places, processes and environments, at all geographical scales from local to global. They will have achieved an in-depth understanding of physical and human processes that create and shape our planet, at a range of temporal and spatial scales. They will be able to recognise and analyse the complexity of interactions between people and their environments and appreciate the significance of these in understanding some of the key issues facing the world today. They will have gained an understanding of specialised concepts which include causality, systems, equilibrium, inequality, identity, globalisation, interdependence, adaptation, sustainability and risk. Confidence and competence in the selection, use and evaluation of quantitative and qualitative skills and approaches will have been developed, with a clear understanding of the contribution of learnt fieldwork techniques to the generation of new knowledge about the real world.