



Geography

Curriculum Vision

Students at Holderness Academy will experience a broad and ambitious geography curriculum, rich in knowledge, which ignites curiosity and prepares them well for future learning or employment regardless of their starting points.

Curriculum Principles	Curriculum Intent
Curiosity of the World	We want students to develop a love and curiosity for learning and understanding the world around them. We will ensure we foster a lifelong interest in Geographical developments and understanding of the world.
Breadth, depth & application of Geography knowledge and skills.	The curriculum model centres around re-visiting topics sequentially, offering opportunity to further increase, embed and secure knowledge, skills and understanding throughout. Carefully embedded practical opportunities encourage students to actively seek solutions, design investigations and problem solve, becoming actively involved in making observations, collecting and analysing information that build from Y7 through to Y11, and Y13.
High aspirations for careers in a modern world	Links to further study and careers is intricately woven into every topic throughout all key stages, to continually raise the aspirations of our students at all levels. Extensive wider curriculum opportunities are thoroughly embedded, to constantly expose our students to guest speakers, fieldwork visits, FE and HE opportunities.
Outstanding global citizens	We want to inspire and encourage students to build cultural capital, have an appreciation and understanding of the relevance and impact that Geography has on the local community and wider world.
Transferrable Geographical skills	We aim to broaden the horizons of our students through the study of Geography. We also aim to give students transferrable skills and to be able to think and analyse information critically, for their lifelong benefit and to make informed decisions in society and the world around them.



Geography Curriculum Implementation



Key Principles

The geography curriculum is heavily knowledge based which means the sequencing of our teaching must be designed to allow students to develop **disciplinary knowledge** alongside the **substantive knowledge**.

At Holderness Academy, the key principles of effective teaching focus on promoting active engagement and fostering long-term understanding. These principles include.

- **reviewing prior learning** to build on what students already know and **connect new concepts**
- **assessing comprehension** through questioning and feedback to **check understanding** throughout the lesson
- **scaffolding and modelling** by providing support, clear examples as students develop new skills & knowledge offering opportunities for both **guided and independent practice** to reinforce learning.

Geography Knowledge Rich Curriculum Structure

Subject Discipline	Domain Knowledge Threads	Domain Concepts / Skills
Location and Place	<p>Sense of Place The distinct identity of different places and their social, economic, political and environmental characteristics.</p>	<p>Interconnection An ability to see how Human activity can affect natural processes. How are Countries around the world connected both politically and environmentally.</p> <p>Sustainability The understanding of sustainability in a modern world and how human beings can live sustainably with the Earth's natural resources.</p>
	<p>Environmental Regions The Surroundings</p>	
	<p>Local Environment An understanding of the key issues affecting the Holderness Coast.</p>	
Human and Physical	<p>Physical Geography A study of the physical processes of the Earth.</p>	<p>Enquiry and Investigation Understanding how to collect Geographical data and how this is analysed and represented in different ways.</p> <p>Map Skills The ability to engage with and use a range of mapping styles for a variety of Geographical uses.</p>
	<p>Human Geography Human development and the use of natural resources.</p>	
	<p>Changing Environments How Human and Physical processes interact.</p>	
Geographical Skills and Fieldwork	<p>Map Skills The understanding of how to read and interpreting globes, maps, and atlases.</p>	<p>Numeracy Skills The ability to understand, reason with and apply simple numerical concepts to analyse Geographical data, including graphical representation</p> <p>Literacy Skills The ability, confidence, and willingness to engage with language (subject specific) to acquire, construct and communicate meaning.</p>
	<p>Geographical Systems The ability to use both Ordnance Survey Maps and GIS.</p>	
	<p>Fieldwork How Geographical data is collected and analysed.</p>	

Building on prior learning – What can learners do by the end of Key Stage 2?

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

What are the knowledge gaps from Key Stage 2?

- Some students have issues locating major countries and cities in Europe.
- Some students have difficulty with the names of UK cities and countries.
- Some students are unable to tell the difference between latitude and longitude.
- Students have difficulties understanding the difference between Human and Physical Geography.
- Students have difficulty with Ordnance Survey Maps, including the ability to give compass directions and use grid references.
- There is a lack of understanding of the different biomes of the Earth and the natural resources gained from these.

Geography: Key Stage 3: Year 7 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>What is a Geographer? How to be a geographer. How to ask geographical questions. How to conduct geographical enquiries. Key aspects of studying people and places. How to use geographical data including maps.</p> <p>Students will know:</p> <ul style="list-style-type: none"> That Geography is studied using scientific methods. That the Ordnance Survey map the country. How to establish questions for a Geographical enquiry. 	<p>What are extreme environments? What is the environment of Antarctica like? What conditions are found in a Hot Dessert? What is the importance of Tropical Rainforests?</p> <p>Students will know</p> <ul style="list-style-type: none"> The challenges faced by Antarctica How the tropical rainforests support the earth How life is different for the tribes of the rainforest 	<p>What is the Geography of the UK? Location of the UK UK climate UK population UK migration UK jobs UK economy UK in the wider world</p> <p>Students will know:</p> <ul style="list-style-type: none"> How the UK is made up The type of jobs in the UK The climate of the UK 	<p>What is weather and climate? The concepts of weather and climate. The elements that make up the weather and climate. How the weather is measured. How to read weather maps using the synoptic code. How to distinguish between weather and climate.</p> <p>Students will know:</p> <ul style="list-style-type: none"> The difference between weather and climate. That the weather is recorded using a range of methods. That the climate is changing and the impact of climate change. 	<p>How is Asia being transformed? How to identify key features of Asia's diverse physical landscape, climate, environments, population distribution and economy. How Asia is a continent of dynamic change. The changing relationship between Asia and the rest of the world. Case Study – Karnataka, India.</p> <p>Students will know:</p> <ul style="list-style-type: none"> That Asia is undergoing different forms of human development. That different countries have different experiences of development. <p>That development in Asia affects the physical environment.</p>	<p>Is Russia's geography a benefit or a curse? What Russia is like. The physical landscape, climate and natural environment of Russia How Russia's physical geography has influenced its human geography. How important Russia is to the world.</p> <p>Students will know:</p> <ul style="list-style-type: none"> The physical landscape of Russia. That Russia has a wide range of natural resources. <p>That Russia has human and physical connections to other countries.</p>
Skills Development	<p>Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Enquiry and Investigation</p>	<p>Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills Map Skills</p>
Assessment Focus	Can you practically apply map skills to a real-life situation?	What makes an extreme climate?	What is the Geography of the UK and what does this look like on a local, regional and national scale?	Explain how the continent of Asia is changing in different ways.	Assess the views of Russians about their country. Is it a positive or negative view of Russia?	Explain the difference between weather and climate.

Geography: Key Stage 3: Year 8 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p style="text-align: center;">Coasts</p> <p>How erosion, deposition and transportation create and change coastal landforms over time. How to consider how the coast is used by people. How to understand the need for, and impact of, different coastal management strategies. How to identify coastal landforms on OS map and photos. Students will know:</p> <ul style="list-style-type: none"> • What processes take place at the coast. • How we conduct geography fieldwork. • How we evaluate geographical data. 	<p style="text-align: center;">What is development?</p> <p>How to define development. How to compare development around the world. How to be able to understand where and why inequality occurs. How to be able to understand the actions taken by individuals, governments, and communities to aid development. Students will know:</p> <ul style="list-style-type: none"> • That countries develop differently around the world. • The reasons for inequalities around the globe. • Different ways that people affect and manage development. 	<p style="text-align: center;">How are populations changing?</p> <p>World population distribution and change. How countries attempt to control population change. About types of migration. To be able to understand urbanisation and how cities evolve. How to understand the population control strategies in Russia and China. Students will know:</p> <ul style="list-style-type: none"> • How is the world's population changing? • What opportunities and risks are caused by population change? • How do people manage changing populations? 	<p style="text-align: center;">Rivers</p> <p>What rivers are and how water flows into them. How weathering, erosion and transportation create river landforms. How to identify river landforms on OS maps. Why rivers are important to people. Students will know:</p> <ul style="list-style-type: none"> • The physical processes that happen in rivers. • The land formations that are caused by rivers. • Different methods that humans use to manage the risks posed by rivers. 	<p style="text-align: center;">Why is the Middle East an important region?</p> <p>Where the Middle East region is located. What countries make up the region. The physical landscape of the Middle East. The human geography of the region. Examples of conflict and controversy in the Middle East. How important the region is to the world? Students will know:</p> <ul style="list-style-type: none"> • The place and location of the Middle East. • The political connections in the Middle East and other countries. <p>How conflict has been managed in the Middle East.</p>	<p style="text-align: center;">How are the Tropics so different to the UK?</p> <ul style="list-style-type: none"> • Natural resources • Water as a natural resource • Food as a natural resource • Renewable energy • Fracking • Sustainable schools <p style="text-align: center;">Students will know:</p>
Skills Development	<p>Interconnection</p> <p>Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection</p> <p>Sustainability Numeracy Skills Literacy Skills</p>	<p>Interconnection</p> <p>Sustainability Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection</p> <p>Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection</p> <p>Sustainability Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection</p> <p>Sustainability Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>
Assessment Focus	How do coastal processes shape the land and how can coastal areas be protected.	What is sustainable development and why is it so important for the future of the planet and its people?	How does rapid urbanisation impact cities?	How do rivers shape the land and how are they managed?	Why do countries like the UK and USA keep getting involved in the politics and wars in the Middle East?	How are the tropics regions so different to the UK?

Geography: Key Stage 3: Year 9 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Can we live safely with earthquakes and volcanoes?</p> <p>Tectonic Landscapes, earthquakes, volcanoes, and tsunamis. Understanding patterns of earthquake and volcanic activity. Using the Richter and Mercalli scales. Reading and using a range of data sources, textbooks, video and websites. Analysing data to show relationships. Students will know:</p> <ul style="list-style-type: none"> Where the world's earthquakes and volcanoes are. The formation of the layers of the Earth. How people manage the risks of living near earthquakes and volcanoes. 	<p>How is the Earth's climate changing?</p> <p>That climate change is a controversial issue affecting the future of the planet. About the evidence of climate change. The causes and consequences of climate change. About the options for the planet's future. Students will know:</p> <ul style="list-style-type: none"> What climate change is. How humans are causing climate change. How we sustainably manage the risks of climate change in the future. 	<p>What are the challenges and opportunities facing Africa?</p> <p>The physical and human geography of Africa. Africa's colonial history. Some of the challenges facing the continent. Some of the opportunities to develop and change. Students will know:</p> <ul style="list-style-type: none"> The human and physical features of the continent of Africa. How different African countries developing. What the attitudes towards development in Africa are. 	<p>How does Ice shape the world?</p> <p>How ice changes the world. How erosion and transportation create glacial landforms. How to identify glacial landforms on OS maps. How the distribution of ice around the world changes through time. Students will know:</p> <ul style="list-style-type: none"> The physical processes how glaciers are formed. The landscapes that are formed by glaciers. How we manage the risks posed by climate change. 	<p>Is the Earth running out of natural resources?</p> <p>The different elements that make up our planet and how they interact. How rocks and soils form and their importance to life. What a biome is and how the rainforest biome works. How people use the Earth's natural resources such as water, oil and energy supplies. The difference between renewable and non-renewable resources. Students will know:</p> <ul style="list-style-type: none"> That the Earth has a limited number of natural resources. That humans use natural resources in different ways. That sustainability helps humans to manage the Earth's natural resources. 	<p>What are the problems and benefits of plastic pollution?</p> <ul style="list-style-type: none"> The Great Pacific Garbage patch Plastic pollution Kenya tourism and plastic Dealing with plastic waste Uk plastics waste management Students will know:
Skills Development	<p>Interconnection Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Numeracy Skills Literacy Skills</p>	<p>Interconnection Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Numeracy Skills Literacy Skills</p>	<p>Interconnection Sustainability Enquiry and Investigation Map Skills Numeracy Skills Literacy Skills</p>
Assessment Focus	<p>Explain how prediction, planning and preparation can reduce the impact of volcanic eruptions.</p>	<p>Explain the positive and negative changes for the UK, which are consequences of climate change.</p>	<p>What are the opportunities and challenges for Africa to develop and change?</p>	<p>Explain how glaciers are changing and how glacial change is monitored.</p>	<p>Describe how the Earth's spheres are interconnected and interact to create a planet in harmony, with reference to different types of natural resources.</p>	<p>Describe the benefits and problems of using plastic.</p>

Geography: Key Stage 4: Year 10 – Long Term Planning

	Half term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>The challenges of Natural Hazards: Tectonic and Weather. 7/8 weeks</p> <p>The risks posed by natural hazards. The physical processes involved in creating natural hazards. The effects of and responses to natural hazards, comparisons between LIC, NEE and HIC. Global atmospheric circulation. Tropical storms, their impact, and effects on people. Case study – Typhoon Haiyan Case study – Nepal Earthquake 2015</p> <p>Extreme weather in the UK. The risks of Climate Change and its impacts.</p> <p>Students will know:</p> <ul style="list-style-type: none"> How natural hazards are created. How we can manage the risks of living with natural hazards. How different countries prepare for and respond to natural hazards. 	<p>Continue Natural Hazards 2/3 weeks</p> <p>Extreme weather in the UK. The risks of Climate Change and its impacts.</p> <p>Students will know:</p> <ul style="list-style-type: none"> How natural hazards are created. How we can manage the risks of living with natural hazards. How different countries prepare for and respond to natural hazards. <p>Urban Challenges – 4 weeks</p> <p>How urban planning is improving the quality of life for the urban poor? Urban change in UK cities. A case study of a major city in a LIC or NEE - Lagos, Nigeria</p> <ul style="list-style-type: none"> Location and importance of each city. The causes of growth in each city. <p>How urban growth has created opportunities and challenges (social and economic).</p>	<p>Continue Urban challenges – 4/5 weeks</p> <p>Case study of a major city in the UK – London.</p> <p>Students will know:</p> <ul style="list-style-type: none"> Location and importance of each city. The causes of growth in each city. <p>How urban growth has created opportunities and challenges (social and economic).</p>	<p>Changing Economic World 4/5 weeks</p> <p>Global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.</p>	<p>Continue Changing Economic World – 3 weeks</p> <p>An example of how the growth in tourism in an LIC or NEE helps to reduce the development gap. Major changes in the economy of the UK have affected and will continue to affect, employment patterns and regional growth</p> <p>Physical Landscapes of the UK: Coasts – 4 weeks</p> <p>UK has a range of diverse landscapes. The coast is shaped by several physical processes. Distinctive coastal landscapes are the result of rock type, structure, and physical processes.</p>	<p>Continue Physical Landscapes of the UK: Coasts 2 weeks</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p>Physical Fieldwork</p> <p>Students will know:</p> <ul style="list-style-type: none"> How coastal landscapes are formed. The physical processes occur along the coasts. How we manage the risks of living near the coast.
Skills Development	<p>Graph techniques to present and interpret information. Drawing and annotating sketches. Describing and interpreting information from graphs and maps. Using photographs to find evidence.</p>	<p>Using data and interpreting maps. Describing trends. Using photographs Using graphs.</p>		<p>Comparing countries using measures of development. Interpreting population pyramids. Using data and describing patterns of distribution on maps.</p>	<p>Using OS maps. Drawing cross sections. Labelled sketches and diagrams. Using and describing information in photos.</p>	
Assessment Focus	<p>What is a hazard, creation of tectonic hazards and weather hazards</p>	<p>The challenges of Natural Hazards: Impact of hazards on people and how we can mitigate and adapt to these.</p> <p>Urban Challenges – Causes and impacts of Urban development</p> <p>The opportunities and challenges faced by Lagos and London</p>		<p>Changing Economic World – Factors that measure development and economic growth. How wealth impacts quality of life</p> <p>How globalised the world is through trade. Importance of aid to support development. Different ways a country can develop economically with a focus on the UK. How tourism aided Kenya’s development</p>	<p>Physical Landscapes of the UK: Coasts –</p> <p>Processes that shape coasts and the features they create. How coasts are managed</p>	

Geography: Key Stage 4: Year 11 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Physical Landscapes of the UK: Rivers – 8 weeks</p> <p>The shapes of river valleys change as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding. An example of flood management scheme in the UK – River Tees.</p> <ul style="list-style-type: none"> ● The physical processes that happen in rivers. ● The land formations that are caused by rivers. <p>Different methods that humans use to manage the risks posed by rivers.</p>	<p>The challenge of Resource Management 8 weeks</p> <p>Water and energy supplies, resource management in the UK, global demand for water, global energy supplies and management of conflict. The changing demand and provision of resources in the UK create opportunities and challenges: Energy Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply. Students will know:</p> <ul style="list-style-type: none"> ● How human beings use natural resources. ● How we adapt to the changing energy demands. ● How we can manage our resources more effectively. 	<p>Beverley Fieldwork 2 weeks</p> <p>Use of geographical skills applied to unfamiliar fieldwork: Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data.</p> <p>The Living World –3 /4 weeks Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics.</p>	<p>Continued The Living World – 4-5 weeks</p> <p>Deforestation has economic and environmental impacts. Case study – Amazon rainforest Tropical rainforests need to be managed to be sustainable. Hot desert ecosystems have a range of distinctive characteristics Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification Students will know:</p> <ul style="list-style-type: none"> ● Why are there are different environments around the world. ● How these environments have changed. ● How people have interacted with these environments. <p>Issue Evaluation – Mock example with a focus on Tropical Rainforests Develop a critical perspective of the issues studied Consider the points of view of the stakeholders involved Make an appraisal of the advantages and disadvantages Evaluate the alternatives.</p>	<p>Issue Evaluation</p> <p>Develop a critical perspective of the issues studied Consider the points of view of the stakeholders involved Make an appraisal of the advantages and disadvantages Evaluate the alternatives.</p> <p>AQA releases the Pre-release on 22nd March for the paper 3 exam. Students will spend 2/3 weeks preparing for this.</p>	<p>Exams and Revision</p>

	Half Term 1 and 2		Half Term 3	Half Term 4	Half Term 5	Half Term 6
Skills Development	Describing patterns of distribution. Using data and graphs.		Using data and interpreting maps. Describing trends. Using photographs Using graphs.	Drawing labelled maps and diagrams. Interpreting climate graphs. Using photographs. Describing patterns from maps and data.	Using OS maps. Drawing cross sections. Labelled sketches and diagrams. Using and describing information in photos.	
Assessment Focus	Physical Landscapes of the UK: Rivers – Processes that shape rivers and the features they create. How rivers are managed.	The challenge of Resource Management Supply and demand of food/energy and water globally and where there is surplus and demand. Energy focus – supply and demand in the UK, case study on North Sea oil and Sustainable energy in Kenya	Human and physical field work question focusing on how to collect their data and analyse it.	The Living World – Location and characteristics of the world’s major biomes and ecosystems. Challenges and opportunities faced in 2 biomes – tropical rainforests and deserts.	Paper 3 practice – Pre-release practice questions and fieldwork analysis and presentation questions	

Geography: Key Stage 5: Year 12 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p style="text-align: center;">Coastal Systems and Landscapes</p> <p>Coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. The relationship between process, time, landforms, and landscapes in coastal settings. Links to the water and Carbon cycle unit.</p>	<p style="text-align: center;">Coastal Systems and Landscapes</p> <p>Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.</p>	<p style="text-align: center;">Changing Places</p> <p>People's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p>	<p style="text-align: center;">Changing Places</p> <p>Contrasting case studies The local place Hull Contrasting place Detroit</p> <p>The studies will look at people's lived experience of the place in the past and at present along with economic change and social inequalities.</p>	<p style="text-align: center;">Hazards</p> <p>Focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle Plate tectonics Volcanic hazards Seismic hazards Storm hazards Fires in Nature</p>	<p style="text-align: center;">Hazards</p> <p>Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants.</p> <p>Multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation we look at the Phillipines</p>

<p>Skills Development</p>	<p>Use and role of statistics Measures of central tendency – mean, mode, median. Measures of dispersion – range, inter-quartile range and standard deviation. Inferential and relational statistical techniques to include Spearman’s rank correlation and Chi-square test and the application of significance tests. Geospatial mapping Range of graphical skills including Kite diagrams Sketch maps Hypothesis testing Fieldwork opportunities – Spurn point</p>	<p>EQA Sketch maps Hypothesis testing Fieldwork opportunities – Spurn point</p>	<p>GIS Line graphs – simple, comparative, compound and divergent. Bar graphs – simple, comparative, compound and divergent. Scatter graphs, and the use of best fit line. Pie charts and proportional divided circles.</p>	<p>Statistics, such as census data maps geo-located data geospatial data, including geographic information systems (GIS) applications photographs text, from varied media audio-visual media artistic representations oral sources, such as interviews, reminiscences, songs</p>	<p>GIS Line graphs – simple, comparative, compound and divergent. Bar graphs – simple, comparative, compound and divergent. Scatter graphs, and the use of best fit line. Pie charts and proportional divided circles. Observation skills, measurement, and geospatial mapping skills, together with data manipulation and statistical skills.</p>	
<p>Assessment Focus</p>	<p>Analyse questions responding to unfamiliar graphs/maps and infographics Knowledge retrieval</p>	<p>Analyse question responding to unfamiliar graphs/maps and infographics Knowledge retrieval Evaluation – how effective</p>	<p>Analyse questions responding to unfamiliar graphs/maps and infographics Knowledge retrieval</p>	<p>Analyse question responding to unfamiliar graphs/maps and infographics Knowledge retrieval Evaluation – how effective</p>	<p>Analyse questions responding to unfamiliar graphs/maps and infographics Knowledge retrieval</p>	<p>Analyse question responding to unfamiliar graphs/maps and infographics Knowledge retrieval Evaluation – how effective</p>

Geography: Key Stage 5: Year 13 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Water and Carbon Cycles Magnitude and significance of the cycles, their relevance to wider geography and central importance for human populations. Geographical skills including observation, measurement, and geospatial mapping skills, together with data manipulation and statistical skills.</p> <p>Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</p> <p>The water cycle Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved. Drainage basins as open systems – inputs and outputs, to include</p>	<p>Water and Carbon Cycles Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales.</p> <p>Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering. Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes). The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.</p> <p>Water, carbon, climate and life on Earth The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</p>	<p>Contemporary Urban Environments Examines the processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion.</p> <p>Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Themes covered are Urbanisation, Urban Climate, Urban Drainage and waste management</p>	<p>Contemporary Urban Environments Environmental urban issues and sustainable development.</p> <p>Two contrasting case studies to illustrate and analyse key themes set out above, to include: patterns of economic and social well-being. The nature and impact of physical environmental conditions with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.</p>	<p>Global systems and governance The economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.</p>	<p>Global systems and governance The global commons The concept of the ‘global commons’. The rights of all to the benefits of the global commons.</p> <p>Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.</p> <p>Antarctica case study as a global commons. An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change. Globalisation critique The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p>

	precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance Runoff variation and the flood hydrograph. Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction. River study – River Exe	Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. Case study Amazon Rainforest				
Skills Development	Simple mass balance, unit conversions and analysis of field data. GIS/Geo spatial data. Line graphs – simple, comparative, compound and divergent. Bar graphs – simple, comparative, compound and divergent. Scatter graphs, and the use of best fit line. Pie charts and proportional divided circles.		To develop observation skills, measurement and geospatial mapping skills, Good maps, together with data manipulation and statistical skills, including those associated with and arising from fieldwork – Urban drainage in Hull.		GIS Line graphs – simple, comparative, compound and divergent. Bar graphs – simple, comparative, compound and divergent. Scatter graphs, and the use of best fit line. Pie charts and proportional divided circles. Observation skills, measurement, and geospatial mapping skills, together with data manipulation and statistical skills, Atlas maps. Weather maps – including synoptic charts (if applicable). Maps with located proportional symbols. Maps showing movement – flow lines, desire lines and trip lines. Maps showing spatial patterns – choropleth, isoline and dot maps.	
Assessment Focus	Analyse questions responding to unfamiliar graphs/maps and infographics Knowledge retrieval	Analyse question responding to unfamiliar graphs/maps and infographics Knowledge retrieval Evaluation – how effective	Analyse questions responding to unfamiliar graphs/maps and infographics Knowledge retrieval	Analyse question responding to unfamiliar graphs/maps and infographics Knowledge retrieval Evaluation – how effective	Analyse questions responding to unfamiliar graphs/maps and infographics Knowledge retrieval	Analyse question responding to unfamiliar graphs/maps and infographics Knowledge retrieval Evaluation – how effective

Geography Cultural Capital

Local and Global Context Why is our curriculum relevant? How does it build understanding of the local area and international Issues?	Holderness Academy Values How does your curriculum develop our academy's values of Aspiration, Resilience, Respect and Kindness	Literacy and Numeracy How does our curriculum improve access to the world?	Employability How does our curriculum develop employability skills and enable effective planning and choices for the future?
<p>Local An understanding of coastal erosion on the Holderness Coast. Planning issues in the local area – East Riding Council. Weather – microclimates within the school. Mapskills – help to interpret local human / physical features of comparing our local area with other areas such as London or in other HICs and LICs. Comparisons between Hull, Birmingham and London. Local energy solutions – Siemens.</p> <p>Global Climate change – the impacts and responses at a local and global level. Development and aid resources and availability. Alternative sources of Energy. World Population growth and its impacts on urbanisation. Future global problems and responses. Deforestation and desertification.</p>	<p>Aspiration Links to the economic world, population change, materialistic society, careers and gender inequality in the workplace and its connection with birth rates.</p> <p>Resilience Green pen opportunities to improve students' work. How communities cope with natural hazards and poor living conditions. How people interact with and adapt to their environments regardless of their physical environment and climate change.</p> <p>Respect Links to case studies in other countries. Poverty and conditions in LICs, respect and understanding. Migration – mutual respect and tolerance.</p> <p>Kind Impact of aid on the development of countries. Impact of charity work and Non-Government Organisations.</p>	<p>Numeracy Using data to work out percentages and use of statistics, reading and interpreting data, drawing graphs tables and collecting data in the field. Studying census data , GIS, Ordnance Survey maps and calculating scale. Counting, measuring, calculating statistics using statistical analytics to test relationships between variables.</p> <p>Literacy Use of keywords and geographical vocabulary that is specific to the world. Opportunities to develop reading and writing skills, as students are exposed to a range of different texts, such as newspapers, blogs and eyewitness statements. Extended writing opportunities and use of improves literacy are key to communicating ideas effectively.</p>	<p>Geography is intellectually challenging as we deal with a breadth and depth of knowledge regarding links between society and the environment. The use of qualitative and quantitative research techniques. Geographers study real world problems and have to synthesis and communicate their ideas effectively. Spatial data analysis and modelling using Geographical Information Systems. The identification and addressing of climate change including environmental and societal challenges. We aim to prepare students for a sustainable green future with an understanding of the green economy. We develop critical thinking skills and the ability to test hypotheses using the collection and analysis of a range of data methods.</p>