Geography Curriculum Plan (Secondary)

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| This curriculum plan is based on the National Curriculum programme of Study for secondary Geography. Although the plan is divided into year groups, at Doncaster School for the Deaf, the Geography curriculum is taught to meet the individual needs of the learners. The Geography curriculum is adapted for pupils to ensure that they experience the breadth of the curriculum.  Pupils may not opt to continue studies in Geography in Years 10 and 11. If they do they may follow a GCSE scheme of work or Unit Awards that evidence their interests, breadth and depth of study. |

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|  | **Locational knowledge** | **Place knowledge** | **Human and physical geography** | **Geographical skills and fieldwork** |
| Year  11 | **UK challenge topic**. | **Changing cities and**  **Changing economic world**. | **Living World**:  A focus on the main ecosystems of the world, specifically looking at the rainforest and the desert. Application of knowledge to two key case study examples (Amazon Rainforest and Sahara Desert). | **Urban field work.** |
| Year  10 | **Changing Economic World**:  A focus on the measurement and mapping of the global development gap, identifying causes and solutions to this. A focus is given to looking at the development of Nigeria and the UK over time, identifying both the challenges and solutions to contemporary issues associated with economic development. | **Interleaved Fortnight**:  An opportunity for students to retrace their knowledge from prior learning in the earlier GCSE units. (Living World, Urban Issues and Challenges, Resource Management, Changing Economic World). | **Rivers and Coasts**:  A focus on the key processes and features found in both physical environments, with the application of examples to look at impacts of erosion and flooding, and the management of these processes. | **Fieldwork:**  This unit includes a field visit to the East Coast – focusing on the collection of data for both a human and a physical enquiry. |
| Year  9 | * **Resources and the environment:** * Pupils will look at how the environment may be damaged by the misuse of resources and show how it may be protected by careful management. They will further learn about the need to protect wildlife and scenery and how industry can pollute the environment. They need to analysis the differences between renewable and non-renewable resources. * Pupils will need to observe of where we live, work and spend our leisure time which includes resources an learn how to use them without damaging the local environments. | **China - the emerging nation:** from the UK. China is now developing fast and has huge differences in relief, climate, population, standard of living and quality of life. Pupils will learn the main physical features, the population characteristics, and what an overseas tourist may see. They also learn the differences between rural and urban life and possibly China’s interdependence and development. Pupils are encouraged to understand that china is very different. | * **Tectonics:** * Pupils will look at the theory of plate tectonics and how physical landscapes were created through these processes.  Pupils will understand how and why earthquakes and volcanoes occur, along with the impacts of hazards on people and places. * **Environmental regions:** * Pupils will study contrasting environmental regions and understand how climate, rocks and soil effect the flora and fauna of an ecosystem. Pupils will also learn about the British, Mediterranean, hot desert and polar climates. The tropical rainforest biome will be studied in some detail to learn how the vegetation has had to adapt to the climate. Possibly to discuss on how human influences, such as deforestation can impact upon ecosystems. * **International Development:** * Pupils will look at countries of contrasting levels of development to gain an insight into the primary, secondary, tertiary and quaternary job roles within countries.  They will look at how development is measured and understand why development is so uneven across the world. They will look into ‘a global citizen’ and appreciate the need for rich countries to help the poor counties to progress and improve their standard of living. | **Questionnaire:**  Pupils can design questionnaire surveys which are used to collect information from the public. Ensure the questions are related closely to the work that they are doing and ensure that questions can easily be understood by the person being interviewed.  **Quality of environment survey:**  Pupils need to measure the quality of a place or feature by doing this survey. Completing a survey involves giving a number of different features a score. |
| Year  8 | **Economic Activity:**  In this topic, pupils will look at the various types of work people do and describe the factors that affect the location of different industries. They will learn the distribution pattern of the main types of farming in Britain and possibly the rapid growth of the tourist industry and the most visited places. This therefore will allow the pupils to build on their locational knowledge of types of work they see. They also appreciate why industries/farming have to be located in certain places.  Furthermore, pupils can discuss in the  topic of tourism. Pupils will look at different locations around the world and the UK to discover why they are attractive to tourists.  They will study graphs to understand how tourist resorts change over time. | **Indian and Asia:**  After a general introduction on Asia, this unit is about India, a developing country but has been developing recently. Pupil will learn the extreme differences in relief, climate, population, standards of living and quality of life. Pupil will learn that it is very different from the UK. They will learn about the main features and differences between urban and rural life. | * **Rivers, Coasts and Glaciation:** Pupils will study different types of weathering and how material is eroded, transported and deposited. They will learn how our landscape is affected by these factors through the work of rivers, the sea and glaciation. They will briefly be discussed on how coastal erosion can cause severe problems for people. * **Population:** * How the global distribution of people is influenced by a variety of physical factors. They will also study the factors that affect birth and death rates and the contrasts in levels of development within a country. Migration will be discussed briefly based on the reasons why people migrate through a variety of push-and-pull factors and how migration impacts on people and places. | **Maps and Diagrams:**  Pupils will learn new geographical skills, such as how to analyse Census data and how to draw and interpret population pyramids. Pupils will also understand how population changes over time.  Pupils will be introduced ‘choropleth maps’ which uses different colours/shading to show variations between places. The pupils are encouraged to read the best use of an atlas. |
| Year  7 | **Ordnance survey map:**  **(basic map skills)**  Pupils will interpret Ordnance Survey maps through studying the local area. | **Kenya and Africa:**  This unit is based on Kenya, a developing country and is poor economically but it is rich in scenery and wildlife. Pupils will learn the main features in Africa first before introducing to Kenya. They will look into the population distribution and the differences in urban and rural life. | **Rivers and Flooding:**  Pupils will understand key physical processes linked to hydrology.  They will study recent and historical flooding disasters and their management.  **Urbanisation:**   * In this topic, pupils will study urbanisation and its impact on people and places in both high and low income countries. Pupils will look at case studies to discover how cities can be managed sustainably. * **Extreme Weather:** * Pupils will learn how weather systems are responsible for extreme weather events; such as droughts, heat waves, hurricanes and snowstorms. | **Keys Skills and Photos:**  Pupils will also develop their enquiry skills through describing places by looking at photos. They are encouraged to ask geographical questions. Key questions help them to structure writing which is making it easier to describe and explain geographical features in an organised way. |
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