

Year 7 SFA Geography Curriculum

Outline of Geography at SFA: We inspire students to have a broad sense of place, human and physical environments and appreciation of the world around them. We create learning experiences that encourage deep thinking about the future of our world and our role as global stewards of our planet. We equip students with a wide range of knowledge, geographical skills, and values to become well rounded, responsible global citizens.

Assessment: 2 assessment points per topic. 1 will always be a teacher led question that students can prepare for ahead of time. The other assessment point will be an end of topic test with a range of questions from across the topic.

Homework: Homework is weekly. It will either be set from a homework booklet provided or may be revision for an upcoming assessment.

Topic and the “Big Question”	What do we cover in this topic?	Why are we teaching this now?
Topic: Map Skills Big Question: What are the main features of our world and how can we show these in maps?	This unit builds a strong foundation of locational knowledge and teaches students to use a range of different maps and atlas sections. We will also look at the difference between human and physical features and develop a range of geographical skills. As we develop our skills, we will use a range of OS maps and consider the future of mapping and the role of Geographic Information Systems.	This topic is a bridge between KS2 and KS3. It allows students to build on skills from primary school and take them further.
Topic: Tropical Rainforests Big Question: What makes tropical rainforests a unique physical environment?	Rainforests are a unique and important ecosystem to our world. The have their own physical characteristics and plants and animals that live within them. In this unit of work, we will learn about why they are so important to protect and what threatens them, including our human impact.	We are going to build on students’ knowledge from KS2 of ecosystems. We are also going to develop the knowledge students already have on sustainability.
Topic: Diverse World Big Question: How is our life experienced differently around the world?	We are going to be exploring different cultures in contrasting locations across the world. We will examine the physical and human elements that create unique places and consider the sustainability of these places.	This will build on knowledge from the Map skills unit and further consolidate a range of skills. It will also draw on place knowledge and sustainability awareness from Tropical Rainforests. It is important for Geographers to appreciate different cultures and develop their place perception.
Topic: Earthquakes Big Question: How do earthquakes create a hazard to people and the environment?	We will explore the way in which our earth moves and how it forms earthquakes. We will examine some real-life case studies from around the world and look at the effects earthquakes have had in places of various levels of development. This will allow us to compare the social, environmental and economic impacts of the hazard in developing countries in comparison to developed countries.	This builds on our place knowledge that we have started to grow through Tropical Rainforests and Diverse World. This topic allows us to use our place knowledge to think about how countries cope with earthquakes.
Topic: Africa Big Question: What is the physical and human environment of Africa like?	This unit explores the continent of Africa. It focuses on the range across the continent of both human and physical features and considers the ways in which people experience life on the continent. We will build our comparative skills when looking at differences within both rural and urban contexts.	This brings into context previous knowledge from Tropical Rainforests, Map Skills and Diverse World. It also provides us with an understanding of how varied both the human and physical environments of one continent can vary so much.
Topic: Coastal Environments Big Question: How do physical processes produce distinctive landscapes in coastal environments and how are these environments being managed?	This topic explores our changing coastal landscape. The UKs landscape is hugely shaped by its coastline and it’s important to have an understanding of how these changes affect people. Students will learn about the processes of erosion, transportation and deposition and how these processes create coastal landforms. We will also look at the need for coastal management and the impacts of coastal change on both people and the environment.	Having completed units looking at how people live differently around the world in Diverse World, we are now turning our attention to the UK and physical geography process.

Year 8 SFA Geography Curriculum

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Homework: Homework is weekly. It will either be set from a homework booklet provided or may be revision for an upcoming assessment.

Topic and the “Big Question”	What do we cover in this topic?	Why are we teaching this now?
Topic: Development Big Question: What is development and how does it vary across the world and what can be done to reduce the development gap?	This topic will look at the concept of development and why quality of life is varied across the world. It will cover factors that affect development differences and ways in which we can try to address these gaps.	This topic builds on your prior knowledge from the Year 7 Diverse World and will add to the baseline understanding of how life varies globally. This topic will also challenge students to consider ways in which we could make changes.
Topic: Desert Environments Big Question: What makes hot deserts unique physical environments and how are humans changing hot deserts environments?	Deserts are fragile ecosystems which play a large part in the function of the earth. With the climate change crisis, hot deserts are in danger of expanding and growing which can leave huge consequences for Earth. We will look at the plants and animals within the ecosystem as well and the physical landmarks. We will also explore how humans survive in such a challenging environment.	Learning about the world’s natural ecosystems is a fundamental part of physical geography. It is important to be able to appreciate the characteristics and how plants and animals cope in extreme climates We will build on our knowledge of tropical rainforests in year 7 by exploring a different ecosystem and how people survive in extreme environments.
Topic: Globalisation Big Question: How and why are we connected to other parts of the World?	We live in an interconnected world where we are all influenced by, and influence different parts of the world. We will be looking at how we are connected together through food, clothing, music, sport and technology. We will also assess the impacts of this interconnected world on different parts of the world and assess how this benefits some people but not others.	Having completed a unit on Development this year we will use knowledge gained about developed, emerging and developing countries as well as the development gap as the foundation for this topic of Globalisation.
Topic: Volcanoes Big Question: How do volcanoes create a hazard to people and the environment?	In this topic we will explore the way in which our planet has created volcanoes. We will examine some real-life case studies from around the world; by looking at the effects volcanoes have had in different parts of the world and at various levels of development. This will allow us to compare the social, environmental and economic impacts of hazards in developing and developed countries.	This topic adds more to our knowledge of natural hazards from year 7 when we looked at earthquakes. It also uses knowledge from Development and Globalisation when considering how they both influence the impacts and responses of volcanic eruptions.
Topic: Natural Resources in Russia and the Middle East Big Question: How important are resources in the world and how are they being used in both Russia and the Middle East?	Humans have used the Earth’s resources to live and advance in society. However, this can come at a cost if it is not done sustainably. In this topic we will learn about resource distribution and consumption across the world and then focus on how Russia and the Middle East use their resources. We will consider how sustainability varies across these areas in terms of how it is applied and why. We will then look at methods to manage and promote global sustainability.	This topic continues to build on our place knowledge throughout the world. Having specifically studied Africa in year 7 this topic looks at resources through the lens of two other locational studies. We also will be applying the ongoing theme of sustainability and growing our understanding of our role within that.
Topic: Glacial Environments Big Question: How do physical processes produce distinctive landscapes in glacial environments and how are these environments are changing?	This unit explores the way in which our landscape is affected by glaciers. Worldwide, the landscape has been shaped by the presence of glaciers both past and present. We will also look at the strong links between glacial presence and climate change.	Having completed a unit on Coastal Environments in Year 7, this builds on the key knowledge gained from that unit looking at how water in the form of ice, shapes our landscape now and in the past. This will also build on students’ knowledge of erosion, transportation and deposition.

Year 9 SFA Geography Curriculum

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Topic and the “Big Question”	What do we cover in this topic?	Why are we teaching this now?
Topic: Urbanisation Big Questions: How and why are cities around the world changing?	More and more people across the world are living in urban areas. This comes with both challenges and opportunities. This topic looks at urban areas across the world and how they are different but also, how they share common opportunities and challenges.	This unit builds on knowledge from Diverse World in Year 7 and Development in Year 8 by adding to our understanding of how and why places vary. It starts the year with an urban study which is hugely relevant to us and our schools locational setting.
Topic: Polar Environments Big Question: What makes polar regions unique physical environments and how are humans using polar environments?	Polar regions are fragile ecosystems that play an important role in the function of the earth. With the climate change crisis, they are currently under threat and the ecosystem services they provide will be lost. We will look at the plants and animals within the ecosystem as well the way in which climate change is affecting its balance. We will also explore how humans survive in such a challenging environment.	This unit revisits the knowledge from the year 8 topic of Glaciation as well as adding to the ever-growing understanding of global ecosystems. It will build on knowledge of major world ecosystems which we have already looked at in Year 7 (Tropical Rainforests) and Year 8 (Deserts).
Topic: Global Issues Big Question: What are some of the worlds global geographical issues, how do they impact people and the environment and where do we fit in within them?	The world’s population living a modern lifestyle has grown beyond what the Earth can sustain without environmental damage. This causes many environmental issues which reduce people’s quality of life and the Earth’s biodiversity. This topic will look at issues from fast fashion to waste disposal. We will discuss the causes, impacts and possible solutions to these issues and consider our role within them all.	This topic builds on our existing knowledge of globalisation and development in year 8 as well as Diverse World in Year 7. It also combines humans’ impact of various different environments in our world. Additionally, it connects lots of the strands of sustainability that we have developed over KS3.
Topic: Extreme Weather Big Question: How does extreme weather create a hazard to people and the environment?	This topic covers a wide range of extreme weathers from drought to tropical storms and wildfires. It looks at what causes these weather events and how they impact both the environment and people.	This is an essential topic for all students as climate change continues to impact of our daily lives. It builds on ecosystem knowledge from year 7 up to year 9 (Tropical Rainforests, Deserts and Polar Environments) and further develops place knowledge and how development can impact effects and responses to these natural disasters. It will complete a broad coverage of natural disasters taught across KS3.
Topic: Rivers Big Question: How do physical processes produce distinctive landscapes in river environments and how are these environments being managed?	This topic explores the way in which our landscape is affected by rivers. The UKs landscape is hugely shaped by its river system and it’s important to have an understanding of how these changes affect people and the environment from landmarks to flooding events.	Having completed a unit on Coastal Environments in Year 7 and Glaciation in Year 8, this builds on the key knowledge gained from both water on the land units and looks at transferable processes of physical geography through the lens of rivers.

SFA GCSE Geography Curriculum

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Exam board: Edexcel specification A

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/gcse2016-l12-geography-a-issue4.pdf>

Assessment at GCSE: Students are consistently assessed on a range of questions at GCSE level. These assessments help us to understand student progress and therefore make a prediction based on the level they are working at.

Homework at GCSE: Homework is set weekly and based on the group and will provide a mix of exam question practice as well as knowledge retention-based tasks.

Fieldwork: All students must complete 2 days of fieldwork for the GCSE course. One human and one physical day.

Topic	Topic Overview
Changing cities	This human geography topic covers a wide range of global urban processes and trends. It also looks at the changes and challenges in major cities that result from processes, including migration, deindustrialisation, rapid urbanisation, sustainability and globalisation. Students will learn about how these challenges are being managed in cities in contrasting parts of the world. Overall, it provides an overview of urban patterns and processes and focuses on a case study of a major UK city and case study of a major city in a developing or emerging country.
The changing landscapes of the UK	This physical geography topic provides an overview of the UK's physical landscape which can be sub-divided into: A geological variation in the UK to include differences in rock type, and the role of geology and tectonic processes in the development of upland and lowland areas. We will also explore how human and physical processes have helped form these distinctive upland and lowland areas and look at examples in the UK. We will then focus on the landscape and processes of Coasts and Rivers. This element of the topic examines how physical processes combine to create landforms and landscapes. It also looks at how human activities impact upon the landscape and how we are sustainably managing these environments.
Resource Management	This human topic looks at the global and UK distribution of food, energy and water, including the meaning of the term 'natural resource', and varying patterns of consumption at differing scales. We will focus on two key ideas; a natural resource as any feature or part of the environment that can be used to meet human needs, and how patterns of the distribution and consumption of natural resources vary on a global and national scale. We will then explore the resource of water in greater detail, considering issues around water supply, demand, surplus and deficit and how developed, emerging and developing countries manage their water availability now and in the future.
Ecosystems, Biodiversity and Management	This physical topic looks at the distribution of the world's major ecosystems and their unique characteristics. We will consider what factors make ecosystems. We will then look at two ecosystems in greater detail; Tropical Rainforests and Deciduous Woodlands. We will focus on the factors that influence biodiversity within these ecosystems and their importance in providing goods and services. Finally, we will explore the threats these ecosystems face and look at current and future management, including the significance of the role of sustainability within all of this.

Global Development	<p>This human topic focuses on the causes and consequences of uneven global development including the study of either a developing or emerging country. Students will build their knowledge and understanding of development and urban patterns and processes. Through this detailed study we will look at the history, development, opportunities, challenges, changes and sustainability of the country and consider its role within the wider global context.</p>
Weather Hazards and Climate	<p>This physical topic provides students with an understanding of how and why the global climate has changed, the evidence for this change and how climate change has potentially influenced the severity of two weather hazards: tropical cyclones and drought. As well as looking at the causes of these two extreme weather events, students will also develop an understanding of how the impacts of and responses to tropical cyclones and drought vary due to a country's level of economic development. We will also explore the global atmospheric circulation and ocean currents, and how these operate as systems to transfer heat and energy around the planet. Finally, we will consider the role of climate change in the UK and how it has changed over the past 1,000 years and the way in which the UK's geographical location influences its climate.</p>

SFA A-Level Geography Curriculum

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Exam board: Edexcel <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/pearson-edexcel-a-level-geography-issue-6.pdf>

Assessment at A-Level: Students are consistently assessed on a range of questions at A-Level. These assessments help us to understand student progress and therefore make a prediction based on the level they are working at.

Homework at A-Level: Homework is set weekly and based on the group and will provide a mix of exam question practice as well as knowledge retention and revision support based tasks.

Fieldwork: All students must complete 4 days of fieldwork.

Structure: Our A – Level is taught to allow both human and physical topics to be taught by specialist teachers in parallel with skills, NEA and fieldtrip time built into year 12 and 13.

Human Geography Topic	Topic Overview
Globalisation	This unit introduces students to the concept of globalisation from a historical perspective, introducing the main players and actions that have driven the development of globalisation since the 19th century. We will focus on the consequences of globalisation for people around the world and ask students to consider different attitudes towards globalisation and whether the consequences can be managed. Within this topic a range of ideas will be taught from the initial outline of globalisation to the impacts and management. There will be a wide range of case studies and examples used from the local to the national scale and students are encouraged to see the debates and issues surrounding globalisation through the structure of players, attitudes and futures.
Global Development and Connections – 8A Health, Human Rights and Intervention.	This unit explores and evaluates the global processes set up that shape our world, but also to examine contemporary geographical questions and issues such as the consequences of intervention and aid. We will consider traditional definitions of development that are based largely on economic measures but also explore broader definitions that now challenge traditions, and these are based on environmental, social and political quality of life as well as progress at all scales in human rights and human welfare. Students will look at variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. We will also look at the impacts of these decisions and geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice
Shaping Places 4B Diverse Places.	Diverse Places offers students an overview of the key issues related to population dynamics and diverse communities, and the opportunities and challenges that stem from them. Students will explore different elements of populations: population structures; perceptions and experiences of diverse living spaces; demographic and cultural tensions; and how these tensions and other issues are managed. A key part of this topic is for students to gain a clear understanding of the sense of place in their own local area, about the different ways this place might be perceived by different populations, and how this impacts activity in the area. Students will compare this local place to other places that they study throughout the topic. When studying different places, we will discuss how these places are perceived and presented differently, by and for different groups of people.
Superpowers.	This topic requires an understanding of global superpowers and the characteristics that create a superpower. Certain countries and organisations extend more influence globally than others, and this pattern of dominance changes over time. Superpowers play a key role in the global economy, global politics and the environment, and contradicting ideas can lead to tensions and geopolitical implications. We will explore what are superpowers and how have they changed over time and consider the impacts of superpowers on the global economy, political systems and the physical environment. Finally, students will look at the future of superpowers and what spheres of influence are contested by superpowers and what the implications of this are.

Physical Geography Topic	Topic Overview
Landscape Systems, Processes and Change – 2B Coastal Landscapes and Change.	Students will study the development of coastal landscapes and how geomorphological factors influence the way they work. The interaction of winds, waves and currents will be studied and the impact of both terrestrial and offshore sediment sources. We will explore how the sediment budget impacts distinctive landforms we see and the influence geology and lithology on coastal landscapes. We will cover a wide range of different coastal landscapes to help students appreciate the sheer variety that exists around the world and the reasons why such a variety develops. Finally, we will investigate why these landscapes are increasingly threatened by physical processes and human activities, and the need for holistic and sustainable management of these areas in all the world's coasts.
The Water Cycle and Water Insecurity.	This unit explores the contemporary issue of water and how water insecurity and climate change is impacting on both the human and physical worlds. We will begin with the theory and processes that operate within our hydrological cycle. Students will then consider the changes to our environment, present challenges within this system both short and long term. Finally, we will explore how water insecurity is caused, and why is it becoming such a global issue for the 21st century.
The Carbon Cycle and Energy Security.	This topic focuses on why a balanced carbon cycle is important in maintaining planetary health. Students will learn about what the carbon cycle is and how it operates at a range of spatial scales and timescales, from seconds to millions of years. We will explore the physical processes that control the movement of carbon between stores on land, the oceans and the atmosphere and the impact of any changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Finally, we will look at reliance on fossil fuels and how it has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.
Tectonic Processes and Hazards.	Tectonic Processes and Hazards offers students the opportunity to investigate and interpret the physical nature of tectonic processes and their impacts on an ever-changing planet. Students will learn about the history of theories and develop an appreciation for the complex geography and geology of our planet. We will look at a wide range of hazards and how they are caused, along with the impacts they can have. Finally, students will explore the complexity of multiple – hazard zone and if or how, hazards can be managed.