

Geography 5 Year Curriculum Overview 2025

Broader concepts:

- Tourism creates opportunities and challenges
- Humans impact the world.
- Variations in physical resources across the world.

Skills:

Literacy

- Write to describe
- Write to explain
- Write to compare and contrast.
- Write to describe, explain, compare and discuss.
- Read a range of texts from different sources.
- Tier 3 language.

Numerical and Statistical skills

- Understand numerical data (e.g. population sizes)
- Use and understand percentage increase
- Understand and use range.

Graphical Skills

- Use, interpret and complete line charts
- Use, interpret and complete bar charts
- Use and interpret climate graphs
- Use and interpret pie charts

Cartographic (map) Skills

- Use and interpret atlas maps
- Use and interpret political maps
- Use and interpret ground, aerial and satellite photos (including Google Earth)
- Use interpret and compare relief maps with population density choropleth maps
- Use and interpret OS maps including map symbols, four and six figure grid references, scale and contours.

Use of qualitative and quantitative data

- Label and annotate photos
- Describe landscapes from photos

Fieldwork

- Collect and interpret fieldwork data
- Draw conclusions

Knowledge:

Should we allow tourism to fantastic places?

- ✓ Continents, oceans and country locations
- ✓ The location, physical and human geography of fantastic places.
- ✓ The positive and negative impacts of tourism (Social, economic, environmental and political).
- ✓ Strategies to manage tourism including promotion
- ✓ Ecotourism as the future of tourism

How is data used in geography?

- ✓ Importance and use of OS maps
- ✓ How geographers use data and GIS.
- ✓ Use of GIS in society
- ✓ Use of data and maps to find out about local area.

What is the truth about Africa?

- ✓ The physical geography of different regions in Africa, with a focus on Kenya.
- ✓ Reasons why Africa is the least developed continent as a result of its physical geography e.g. coasts, rivers and climate.
- ✓ Reasons why Africa is the least developed continent as a result of its human geography e.g. colonisation and conflict.
- ✓ Opportunities and challenges for the future of Africa

How are we changing the planet?

- ✓ How the planet may look in the future for Gen Z
- ✓ The ways humans are affecting the environment through air, water and waste pollution.
- ✓ Climate change – cause, effect, response.
- ✓ How pollution can be managed.
- ✓ Focus on air quality in Mongolia and loss of biodiversity in rainforests

What is happening to our deserts?

- ✓ Location of deserts
- ✓ The climatic conditions of hot and polar deserts.
- ✓ Human use of deserts to live and work
- ✓ How animals and plants are adapted to hot and cold deserts.
- ✓ Impact of climate change on cold deserts

Is this planet big enough for us all?

- ✓ Factors affecting global population change
- ✓ Global population distribution
- ✓ Cause, effect and response to Tanzania's growing population
- ✓ Cause, effect and response to Japan's population decline.
- ✓ UK population distribution – where and why
- ✓ Impact of population growth on the planet

New skills
taught for the
first time

Skills that are
been recalled
(taught
previously)

Recall:

- Names of some countries, continents and oceans
- Basic map skills (including OS maps, atlas etc.)

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study> (what students should study @ KS2)

Broader concepts:	
<ul style="list-style-type: none"> How physical processes create landforms. How physical geography influences human geography. Sustainability 	
Skills:	Knowledge:
<p>Literacy</p> <ul style="list-style-type: none"> Write to describe, explain, compare, discuss and assess. Read a range of texts from different sources. Tier 3 language. <p>Numerical and Statistical skills</p> <ul style="list-style-type: none"> Understand numerical data (e.g. population sizes) Understand and use mean. <p>Graphical Skills</p> <ul style="list-style-type: none"> Use, interpret and complete line charts, bar charts, climate graphs, histograms and divided bar charts. <p>Cartographic (map) Skills</p> <ul style="list-style-type: none"> Longitude and latitude. Use and interpret atlas maps Use and interpret political maps Use and interpret ground, aerial and satellite photos Use, interpret and complete dot maps, flow line maps, proportional symbols maps and isoline maps. Use and interpret OS maps including map symbols, four and six figure grid references, scale and contours. Identify key physical features on OS maps. <p>Use of qualitative and quantitative data</p> <ul style="list-style-type: none"> Label and annotate photos Describe landscapes from photos Interpret and complete long and cross profiles of a river. <p>Fieldwork</p> <ul style="list-style-type: none"> Collect and interpret fieldwork data Draw conclusions 	<p><u>Is the physical geography of the Himalayas a blessing or a curse?</u></p> <ul style="list-style-type: none"> ✓ Location and relief of the Himalayas ✓ Formation of the Himalayas ✓ Cause and effects of the Nepal earthquake ✓ Opportunities and challenges of living in a mountain biome ✓ The importance of natural resources such as rivers and glaciers. <p><u>How is China changing?</u></p> <ul style="list-style-type: none"> ✓ Compare the south west of China with other regions of China and the UK ✓ How China is changing and how these changes will affect people, the economy and the environment (both local and global). <p><u>What is happening at the UK coastline?</u></p> <ul style="list-style-type: none"> ✓ The features in the landscape created by erosion and deposition both on photographs and maps. ✓ How waves change the physical landscape through erosion and deposition. <p><u>Why is Russia globally important?</u></p> <ul style="list-style-type: none"> ✓ Russia's human geography (population density, culture and history) and physical geography (climate, biomes and physical landscape). ✓ How Russia's physical geography has influenced its human geography. ✓ Russia's global importance and global influence. <p><u>Is our weather becoming more extreme?</u></p> <ul style="list-style-type: none"> ✓ Difference between weather and climate and weather patterns in the UK. ✓ How weather is created in the UK. ✓ Cause and effects of an extreme weather event. <p><u>What happens to the Middle East when the oil runs dry?</u></p> <ul style="list-style-type: none"> ✓ The human (population, culture and conflict) and physical geography (desert, climate, landscape) of the Middle East. ✓ Reasons why the Middle East is a major economic region. ✓ Reasons why Inequalities exist in the Middle East and how these have led to conflict.
Recall: (See recall for individual topics hyperlinked above)	
<ul style="list-style-type: none"> Physical landscape of the UK Development – Africa and inequalities that exist. Factors that affect development – hot and cold deserts. Reasons why people live where they live + 	



Y9 Aims	Broader concepts:	
	<ul style="list-style-type: none">• Opportunities and challenges of places• Shaping of our landscape• How countries develop• Inequalities	
	Skills:	Knowledge:
	Literacy <ul style="list-style-type: none">• Write to describe, explain, compare and discuss.• Read a range of texts from different sources.• Tier 3 language.• Justify and evaluate. Numerical and Statistical skills <ul style="list-style-type: none">• Understand numerical data (e.g. population sizes)• Understand and use mean.• Percentage and percentage change• Use a mean, mode and range to explore differences in countries development.• Use statistical data to make judgements of a countries level of development. Graphical Skills <ul style="list-style-type: none">• Use, interpret and complete line charts, bar charts, climate graphs, histograms and divided bar charts.• Select appropriate graphs to present data. Cartographic (map) Skills <ul style="list-style-type: none">• Longitude and latitude.• Use and interpret atlas maps and political maps• Use and interpret ground, aerial and satellite photos• Use, interpret and complete dot maps, flow line maps, proportional symbols maps and isoline maps.• Use and interpret OS maps including map symbols, four and six figure grid references, scale and contours. Use of qualitative and quantitative data <ul style="list-style-type: none">• Label and annotate photos• Describe landscapes from photos. Fieldwork <ul style="list-style-type: none">• Collect and interpret fieldwork data• Draw conclusions	<u>Why are some places considered ‘prisoners of geography’?</u> <ul style="list-style-type: none">✓ Japan - relief and population density✓ Chiapas, Mexico - water and TNCs✓ Indonesia - multi-hazard environment✓ Greenland - strategic location✓ Congo - natural resources✓ Kazakhstan - water✓ Las Vegas - hot environments✓ Antarctica - fragile environments <u>Global inequalities and development - how does life vary across the world?</u> <ul style="list-style-type: none">✓ Lives around the world✓ Perspectives on inequality and development✓ Measuring and mapping development✓ GIS - analysing inequality at different scales✓ Changes in wealth and quality of life over time✓ Physical geography and development✓ Past and present causes of inequality✓ Inequality and migration✓ Gender and inequality✓ Climate justice and environmental inequality✓ Strategies to support development✓ Grassroots movements and development <u>GCSE content - Living World</u> <ul style="list-style-type: none">✓ 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.✓ Deforestation has economic and environmental impacts.✓ Tropical rainforests need to be managed to be sustainable. <u>GCSE content - Resource Management</u> <ul style="list-style-type: none">✓ Food, water and energy are fundamental to development✓ The change in demand and provision of resources (food, water and energy) in the UK creates opportunities and challenges
	Recall:	
	<ul style="list-style-type: none">• How natural resources generate wealth + how the uneven distribution of resources can affect development.	



Y10 Aims	Broader concepts:	
	<ul style="list-style-type: none">• Factors that produce a diverse variety of human and physical environments• The dynamic nature of environments that change over time and place;• The need for sustainable management;• Current and future challenge and opportunity for different human and physical environments• Physical enquiry and fieldwork	
	Skills:	Knowledge:
	Literacy <ul style="list-style-type: none">• Describing• Developing points and explaining• Outlining• Compare and contrast• Skim and scan, making predictions• Question interpretation and annotation (BUG)• Evaluate, Assess and Judge strategies• Discuss and summarise.• Establishing links Numerical and Statistical skills <ul style="list-style-type: none">• data table interpretation and data manipulation• Calculating central tendency (mean, median, mode, range)• Interpolation Graphical Skills <ul style="list-style-type: none">• Use, interpret and complete bar charts, line graphs population pyramids, hydrographs, climate graph, choropleth map, pie chart, Cartographic Skills <ul style="list-style-type: none">• topological map• Latitude and longitude• OS map skills Qualitative and quantitative data <ul style="list-style-type: none">• Picture and diagram interpretation and annotation• Inference• Using figures• Assessing/ judging data• Venn diagrams• Process timelines• Cross sections, long profiles, birds eye views• Sketching landscapes• Proxy data• Historical pictures• Reading maps - different projections• Satellite images• Empathy/stakeholder opinions• Drawing annotated diagrams Fieldwork <ul style="list-style-type: none">• Formulate an enquiry question• Collect data• Present data• Analyse data• Draw conclusions• Evaluate	<u>Urban Issues and Challenges</u> <ul style="list-style-type: none">✓ Urbanisation✓ Opportunities and challenges of urban growth for cities in LICs and NEEs. <u>Natural Hazards - Tectonic Hazards</u> <ul style="list-style-type: none">✓ Natural hazards pose major risks to people and property.✓ Earthquakes and volcanic eruptions are the result of physical processes.✓ The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.✓ Management can reduce the effects of a tectonic hazard. <u>Changing Economic World - Development</u> <ul style="list-style-type: none">✓ Global variations in economic development and quality of life.✓ Strategies to reduce the global development gap. <u>UK Physical Landscapes - Coasts</u> <ul style="list-style-type: none">✓ Physical processes affecting coasts✓ How rock type, structure and physical processes create distinctive physical landscapes.✓ Management strategies used to protect coastlines from the effects of physical processes.✓ How to plan, conduct and evaluate physical fieldwork <u>Changing Economic World - UK</u> <ul style="list-style-type: none">✓ Causes and impacts of economic change✓ Population change in rural landscapes✓ Sustainable industrial development✓ Closing the north south divide✓ UK links to wider world <u>Natural Hazards - Climate Change</u> <ul style="list-style-type: none">✓ Climate change is the result of natural and human factors, and has a range of effects. (HT4)✓ Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). <u>Urban issues and challenges - Sheffield</u> <ul style="list-style-type: none">✓ Urban change in the UK and how it has lead to social, economic and environmental opportunities and challenges.✓ Urban sustainability and how a city manages its resources (water, energy, green space + transport)
	Recall:	
	<ul style="list-style-type: none">• The challenge of natural hazards and the living world topics (Y9)• Sheffield as a UK city (Y7) and (Y8)• Basic links to greenhouse gases and their effects (Y8)• Relief of UK landscapes (Y7)• Coasts - basic keywords and intro to coastal management (Y7)• Rivers - Study Yangtze how it looks and changes (Y8)	

Y11 Aims	Broader concepts:	
	<ul style="list-style-type: none">• Factors that produce a diverse variety of human and physical environments• The dynamic nature of environments that change over time and place;• The need for sustainable management;• Current and future challenge and opportunity for different human and physical environments• Human enquiry and fieldwork• Issue evaluation (issues 12 weeks prior to paper 3)• Geographical skills	
	Skills:	Knowledge:
	<p>Literacy</p> <ul style="list-style-type: none">• Picture and diagram interpretation and annotation• Establishing links• Describing• Outlining• Explaining• Compare and contrast• Evaluate• Assess• Judging strategies• Discuss• Summarising• Filling blanks• Developing points• Reading strategies including Skim and scan, prediction, Inference, ordering information and Dual coding• Question interpretation and annotation (BUG) <p>Numerical and Statistical Skills</p> <ul style="list-style-type: none">• Interpolation• Data table interpretation and data manipulation. Assessing/judging data• Calculating central tendency (mean, median, mode, range) <p>Graphical Skills</p> <ul style="list-style-type: none">• Interpret and complete Bar chart, line graph, population pyramids, hydrographs, climate graph, choropleth map, pie chart, topological map, <p>Cartographic (map) skills:</p> <ul style="list-style-type: none">• Latitude and longitude• Satellite images• Reading maps - different projections• OS map skills <p>Use of quantitative and qualitative data</p> <ul style="list-style-type: none">• Using figures• Empathy/stakeholder opinions• Venn diagrams• Process timelines• Historical pictures• Proxy data• Cross sections, long profiles, birds eye views <p>Fieldwork</p> <ul style="list-style-type: none">• Formulate an enquiry question• Collect data• Present data• Analyse data• Draw conclusions• Evaluate	<p><u>UK Physical Landscapes – Rivers</u></p> <ul style="list-style-type: none">✓ Overview of the location of major upland/lowland areas and river systems.✓ The shape of river valleys changes as rivers flow downstream.✓ Distinctive fluvial landforms result from different physical processes.✓ Management strategies used to protect river landscapes from the effects of flooding. <p><u>Changing Economic World - Nigeria</u></p> <ul style="list-style-type: none">✓ LICs and NEEs experiencing rapid economic development leading to significant social, environmental and cultural change (Nigeria example). <p><u>Living World – deserts</u></p> <ul style="list-style-type: none">✓ Hot desert climate✓ Interdependence in desert environments✓ Opportunities and challenges in deserts✓ Sustainable management of deserts <p><u>Resource Management - Energy</u></p> <ul style="list-style-type: none">✓ Global supply and demand for energy✓ Sustainable energy use and supply <p><u>Natural Hazards (weather)</u></p> <ul style="list-style-type: none">• How the global atmospheric circulation model determines weather.• Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.• Tropical storms have significant effects on people and the environment.• The UK is affected by a number of weather hazards.• Extreme weather events in the UK have impacts on human activity.
	Recall	
	<ul style="list-style-type: none">• Factors that produce a diverse variety of human and physical environments• The dynamic nature of environments that change over time and place;• The need for sustainable management;• Current and future challenge and opportunity for different human and physical environments• Human enquiry and fieldwork• Issue evaluation (issues 12 weeks prior to paper 3)• Geographical skills	