

TDMS Curriculum Overview: Geography

Key Stage 2 (Upper Years) Geography

Locational knowledge

Students should be able to:

- 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

Students should:

- 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

Students should be able to 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

Students should be able to:

- 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.

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Geographical content and understanding	
Content Topics students need to have a good understanding of: 1. River and Coastal landscapes 2. Urban issues and challenges 3. Tectonic and weather hazards 4. The changing economic world 5. Ecosystems focusing on tropical rainforests and hot deserts 6. The challenge of resource management focusing on food 7. Geographic investigation: river study and urban study	Students will need to know appropriate key terminology to describe and explain the geographical concepts within each topic with appropriate academic depth. Students will need to know a range of case studies to help support their discussions of the topics covered. These case studies require a high level of content knowledge. Within physical geography topics, students need to understand how processes bring about change in natural systems and vary over time and space. Within human geography topics, students will need to understand the interrelationships between different aspects of society at a range of scales, scales alongside the challenges and opportunities this creates. Throughout all topics, students will also need an appreciation of the way in which the natural and human systems interact and thereby affect each other. Students should also be able to assess and evaluate the relative significance of causes, impacts, responses, and management of geographical issues.
Skills	
Fieldwork and enquiry skills ▪ How to select appropriate questions, locations and methods for fieldwork enquiries, including risk assessment and sampling strategies. ▪ Gathering data using a range of methodologies ▪ Choosing appropriate ways to present data using both maps and graphs ▪ Interpreting and analysing data ▪ Identification of anomalies within data ▪ Drawing of conclusions referring to data ▪ Evaluation of methods, results and conclusions Other geographical skills ▪ Interpret maps used to present data e.g. choropleth or dot maps ▪ Interpret and draw sketch maps and diagrams ▪ Interpret ground, aerial and satellite photographs ▪ Interpret cross sections and transects ▪ Interpret tables of data and graphs	Map skills • Atlas maps ▪ Use of latitude and longitude ▪ Descriptions of patterns and distributions ▪ Analysing maps to pick out the interrelationships between human and physical factors • Ordnance Survey maps ▪ Use of 4 and 6 figure grid references ▪ Use of scale to measure distance ▪ Understanding of compass points ▪ How to interpret maps to understand relief ▪ Ability to describe the characteristics of a place by interpreting an OS map

TDMS Curriculum Overview: Geography

Key Stage 3 Geography

Curriculum Overview

This is an outline document of the topics studied and the expected portable knowledge that students will acquire and use throughout the key stage.
If you would like further information about specific curriculum content, please contact Mr Buckley (jbuckley@tdms.worcs.sch.uk)

Please Note: due to the nature of school term dates and calendaring of enrichment activities, some topics are likely to cross half-terms or terms.

Portable knowledge

- Continents and oceans
- British Isles – countries, capitals, and major cities
- Longitude and latitude
- 6 figure grid references
- Climate zones and the link to latitude, continentality and ocean currents
- Factors influencing rainfall
- How to construct and interpret climate graphs
- Causes and impacts of climate change
- How to manage climate change at a local scale
- How to use development indicators to assess the development level of a country: including use of scatter graphs
- Factors which influence development levels, including primary and secondary industry
- Conditions within squatter settlements
- The concept of trade between countries
- How industry can affect the environment and society
- Use of scale in a straight line and bendy line
- Interpretation of contour lines
- 8-point compass directions
- How to construct a sketch map

- Concepts of erosion, transportation, and deposition
- How processes result in the formation of landforms and landscapes including the impact of geology and velocity.
- Use of diagrams to explain in a sequence
- Approaches to categorising impacts
- Differences between hard and soft engineering
- Approaches to evaluating management strategies
- Differences between rural and urban areas
- The impact of physical landscape upon patterns of settlement
- Differences between villages, towns, and cities
- Push and pull factors causing migration
- Rural to urban migration as a cause of urbanisation
- The impact of industrialisation on urbanisation
- The concepts of weather and climate
- Location of major countries, cities, and landforms across Asia
- Concepts of erosion, transportation, and deposition
- How processes result in the formation of landforms and landscapes including the impact of geology and velocity.

- Use of diagrams to explain in a sequence
- Approaches to categorising impacts
- Differences between hard and soft engineering
- Use of criteria to assess suitability of management strategies (cost effectiveness, eyesore, environmental impact, longevity)
- Structure of the earth and its crust
- The nature and impacts of volcanic eruptions, earthquakes, and tsunamis
- How to construct and interpret choropleth maps
- Movement of tectonic plates and the link to earthquakes
- Assessment of impacts of natural hazards by severity, timescale, and spatial scale
- The relationship between development, birth/death rates and population change
- Population pyramids as ways to show population structure
- How to interpret the demographic transition model (line graph)
- Issues surrounding HEP as a source of power generation
- The difference between weather and climate
- Awareness of long-term climate change

TDMS Curriculum Overview: Geography

Year Group	Term 1	Term 2	Term 3	Subject vocabulary
Year 7	Map skills: - Different types of maps - oceans and continent - UK locations - longitude and latitude - compass directions - OS map symbols 4 and 6 figure grid reference, - use of scale to measure distance - use of contour lines - sketch maps - GIS Coasts: - Human and physical features of coastal landscapes - Processes of erosion - Formation of bays and headlands - Transportation and longshore drift - Formation of spits - Impacts of coastal erosion (Holderness) - Evaluation of management strategies	Settlement: - Site and settlement - Human and physical features of the UK - Settlement hierarchy (local examples) - Rural to urban migration, push and pull factors - Local case study of urbanisation Weather and climate: - The difference between weather and climate - Impact of altitude and latitude - Desert ecosystems - Factors affecting UK climate - Factors causing rainfall - Tropical storm formation - Tropical storm impacts and response - Climate change - Causes of climate change - Effects of climate change - Management of climate change at a local scale	Development: - Development indicators - Factors affecting development - Types of industry and employment - Informal settlements - Environmental exploitation Fantastic places: - Application of knowledge learnt throughout the year... - Middle East: locations and atlas skills; climate and ecosystems; development - Svalbard: climate and ecosystems, opportunities, and challenges - Great Barrier Reef and Tasmania - Totem Pole stack	<u>Mapping</u> latitude, longitude, equator, prime meridian, relief, contour lines, spot height, human/physical features <u>Coasts</u> erosion, transportation, deposition, hard/soft rock, solution, soft engineering, hard engineering, eyesore <u>Settlement topic</u> urban, rural, settlement, land use, migration, rural to urban migration, push factors, pull factors, urbanisation, industry <u>Weather and climate</u> weather, climate, climate graph, climate change, greenhouse gas, ecosystem, adaptation, tropical storm, <u>Development</u> LIC, HIC, NEE, GNI, development indicator life expectancy, literacy rate, squatter settlement, primary industry, secondary industry, trade, import, export, raw material, manufactured product, air/water pollution
Assessment focus	Locational knowledge, human and physical geography, OS map skills	Describing skill, urbanisation and migration, the difference between climate and weather.	Explaining skill, what development is and why it is different globally	

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Year Group	Term 1	Term 2	Term 3	Subject vocabulary
Year 8	UK National Parks - The purpose and importance of the NPA - Land use and human activities in NPs - Stakeholders and conflict in NPs Rivers - Water Cycle - River processes - River profiles - Long Profile changes - Human interactions with Rivers - Causes of Flooding - River flooding in areas of contrasting development - Flood Management	Tectonic hazards: - Concept of a natural hazard - Structure of the earth - Plate tectonic theory - Super volcanoes: cause, impacts and responses including choropleth map (Yellowstone) - Earthquakes in rich and poor countries (Chile and Nepal) - Tsunamis: cause, impacts and responses (Boxing Day Tsunami) China: - Human and physical features of the region including landforms and climate - Population change including the demographic transition model and population pyramids - Development and inequalities across China	China: - Energy production - Evaluation of the Three Gorges Dam - Types of industry and its impacts - Air and water pollution - China's investment in Africa Resources - What are significant resources to humans? - Energy supplies - Use of fossil fuels and impacts - Renewable resources - The opportunities and challenges of using renewables - Water supplies - Managing Water - Food Supplies - Food security and insecurity	<u>China</u> Natural increase, birth rate, death rate, demographic transition model, population pyramid, energy mix, hydro-electric power, particulate pollution, investment, inequality <u>Rivers</u> Erosion, transportation, deposition, hydraulic action, abrasion, traction, suspension, hard/soft rock, solution, soft engineering, hard engineering, eyesore_ <u>Tectonic hazards</u> a natural hazard, a natural disaster, tectonic plates, convection current, tsunami, seismic waves, long and short-term response, choropleth map <u>Weather and climate</u> weather, climate, climate graph, climate change, greenhouse gas, ecosystem, adaptation, tropical storms
Assessment focus	Locational skills, development of China over time, coastal processes and landforms	Describing skills, what a natural hazard is and the impact it can have, the difference between weather and climate, the impact of climate change	Explaining and describing skills, locational knowledge, how urbanisation has led to megacities.	

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Year Group	Term 1	Term 2	Term 3	Subject vocabulary
Year 9	Population - Population density and distribution - Global population change - Demographic transition model and population pyramids - Problems related to an ageing population - Problems related to a youthful population - International migration and its implications Rainforests - Tropical climate and introduction to atmospheric circulation - Rainforest ecosystems - Importance of rainforest ecosystems to the environment and society - The relationship between deforestation and development - Impacts of deforestation at different scales: including climate change and soil erosion - Management of deforestation	Geographical debates - Geographical debates: This topic allows exploration of a range of geographical debates some of which involve the application of previous learning whereas others introduce new concepts. - These issues cover a variety of scales and require consideration of stakeholder views, and analysis from a social, economic and environmental perspective. Skills of assessment and evaluation are developed - Food miles - TNCs - Quarrying - Waste management - Climate change - Tourism and ecotourism	Africa: - Through this topic, new themes of political geography will be introduced, and many themes already covered will be re-visited and applied in this contrasting context - Major physical and human features in Africa - Climatic variations, ecosystems and the adaptations of plants and animals - Variations in economic development - Colonisation and its impacts in Nigeria - A case study of Nigeria: population structure, development, urbanisation, TNCs, aid. - A case study of Kenya: tourism and its impacts Cold environments: - The glacial system: inputs, outputs, flows and processes. - Landforms of erosion. - Impact of human activities on glacial landscapes. - The Arctic landscape and human development. - Threats to and management of this cold environment.	<u>Population</u> Refugee, economic migrant, population distribution, population density, immigration, emigration, megacity, natural increase <u>Geographical debates / issue evaluation</u> Quarry, globalisation, TNC, seasonal, sustainability, disposable income, biodiversity, ecosystem, community, exploitation, habitat, prediction, protection, services, quaternary industry, traffic congestion <u>Africa</u> Colonialism, colony, aid, agriculture, infrastructure <u>Cold environments</u> Glacier, ice age, glacial period, weathering, Holocene, Pleistocene, Quaternary Period, Anthropocene
Assessment focus	How population in a country change and the impacts this has. Debating skills.	Explaining and locational knowledge skills. The political situation of Africa.	Comprehension skills and locational knowledge.	

TDMS Curriculum Overview: Geography

Key Stage 4 Geography

Curriculum Overview

This is an outline document of the topics studied and the expected portable knowledge that students will acquire and use throughout the GCSE course.
If you would like further information about specific curriculum content, please contact Mr Buckley (jbuckley@tdms.worcs.sch.uk)

**At GCSE, we study the AQA specification. The full specification can be found on the AQA website: [GCSE Geography 8035 | At A Glance | AQA](#)
This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course**

Please Note: due to the nature of school term dates and calendaring of enrichment activities, some topics are likely to cross half-terms or terms.

Year Group	Term 1	Term 2	Term 3
Year 10	<u>Tectonic hazards</u> - 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>Weather hazards</u> - Global atmospheric circulation helps to determine patterns of weather and climate. - Tropical storms (hurricanes, cyclones, typhoons) develop because of physical conditions. - Tropical storms have significant effects on people and the environment. - The UK is affected by several weather hazards. - Extreme weather events in the UK have impacts on human activity. <u>Climate Change</u> - Climate change is the result of natural and human factors and has a range of effects. - Managing climate change involves both mitigation and adaptation.	<u>Urban issues and challenges</u> - A growing percentage of the world's population lives in urban areas. - Urban growth creates opportunities and challenges for cities in LICs and NEEs. - Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. - Urban sustainability requires management of resources and transport. <u>River landscapes</u> - The shape of river valleys changes 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.	<u>Changing Economic world</u> - There are global variations in economic development and quality of life. - Various strategies exist for reducing the global development gap. - Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. - Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

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Year Group	Term 1	Term 2	Term 3
Year 11	<u>Living World</u> - Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components <u>Tropical Rainforests</u> - 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>Hot Deserts</u> - 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	<u>Glacial Landscapes</u> - Ice was a powerful force in shaping the physical landscape of the UK. - Distinctive glacial landforms result from different physical processes. - Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts <u>Challenge of Resource Management</u> - Food, water and energy are fundamental to human development. - The changing demand and provision of resources in the UK create opportunities and challenges - Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. - Different strategies can be used to increase food supply.	<u>Pre-release</u> A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. <u>Revision and Exam Preparation</u>

TDMS Curriculum Overview: Geography

Key Stage 5 Geography

Curriculum Overview

This is an outline document of the topics studied and the expected portable knowledge that students will acquire and use throughout the GCSE course.
If you would like further information about specific curriculum content, please contact Mr. Buckley (jbuckley@tdms.worcs.sch.uk)

**At A-Level, we study the AQA specification. The full specification can be found on the AQA website: [A-Level Geography 7037 | At A Glance | AQA](#)
This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course**

Please Note: due to the nature of school term dates and calendaring of enrichment activities, some topics are likely to cross half-terms or terms.

Year 12

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Assessment
AQA Component 1: Physical geography Coastal systems and landscapes Coasts as natural systems; coastal processes; coastal landform development; coastal management; case study of a local and a contrasting landscape.		AQA Component 2: Human geography Population and the environment Environment and population; environment, health and wellbeing; population change; principles of population ecology and their application to human populations; global population futures; case study of a society experiencing population decline; case study of a local population to show the factors affecting health			AQA Component 2: Human geography Population and the environment	Internal assessment Mid-topic and end of topic assessment. Mock exam where all topics taught so far are examined.
AQA Component 2: Human geography Changing places The nature and importance of places; relationships and connections influencing economic change and social inequalities; meaning and representation; local place study; distant place study; use and evaluation of different sources of data		AQA Component 1: Physical geography Hazards The concept of a hazard; plate tectonics' volcanic hazards; seismic hazards; wildfires; case study of a local hazardous setting; case study of a multi-hazardous environment			AQA Component 1: Physical geography Hazards Planning for geography fieldwork investigation Sampling; human and physical data collection methods; the enquiry process	

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Year 13						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Assessment
AQA Component 1: Physical geography Water and carbon cycle Water and carbon cycles as natural systems: flows and stores, factors driving change in each cycle over time and space; the role of the carbon and water stores and cycles in supporting life on Earth, including the role of feedback loops; case studies of a tropical rainforest and river catchment at a local scale. AQA Component 2: Human geography Global systems and governance Globalisation; global systems; international trade and access to markets; global governance; the global commons' Antarctica as a global common; critique of globalisation Geographical investigation (NEA) Literature reviews.; methods of data collection, methods of data presentation and analysis	AQA Component 1: Physical geography Water and carbon cycle AQA Component 2: Human geography Global systems and governance AQA Geographical investigation (NEA) Drawing conclusions; evaluation of fieldwork.	AQA Component 1: Physical geography Water and carbon cycle AQA Component 2: Human geography Global systems and governance	Revision interleaving all topics			Internal assessment Mid-topic and end of topic assessment. Assessed through a mock exam in Autumn 2 where all topics taught so far are examined. External assessment Component 1 and 2: 2 hour 30 minute exam paper; each 40% of the A level NEA: 3-4000 investigation report; 20% of A level

TDMS Curriculum Overview: Geography

Personal Development in Geography

The study of geography includes many topics and activities which support the spiritual, moral, social and cultural development of students. The geography curriculum offers opportunities to consider a range of topics such as development and globalisation, managing coastal environments, disasters, urban change and the geography of food. Within each topic students are encouraged to reflect on how people affect places and how places affect people. Students are encouraged to consider what could or should be done and who benefits and suffers from changes whilst undertaking a variety of individual, pair and group work tasks. Beyond the classroom, students can benefit from fieldwork activities and through attending events, quizzes, and lectures organised by the local Geographical Association.

Spiritual development

Students have many opportunities to reflect on their beliefs and life perspectives whilst learning about lives in other parts of the world. They are encouraged to consider the feelings and values of others whilst debating topics such as fair trade and to show respect for others whilst taking part in role plays about issues such as quarrying. Students are given opportunities to use their imagination and creativity through extended tasks and regularly reflect on their experiences both verbally and in writing. The study of geography supports students in their quest to find out more about themselves, others and the world around them.

Moral development

Students are encouraged to share and justify their views about moral and ethical issues such as when studying squatter settlements and poverty in less developed countries. During lessons students are given opportunities to listen and appreciate the ideas of others and to consider the implications of decision making. Decision making exercises about issues such as limestone quarrying support moral development through geography as students consider right and wrong, respect for laws and the consequences of decisions and behaviour. Students are also given the opportunity to consider their own interaction with the world and the consequences of that, such as through the study of climate change.

Social development

Students work with others from different backgrounds, and this is encouraged using a seating plan and a variety discussion task. Discussion and debate are important when evaluating the relative significance of geographical events or assessing the suitability of management strategies. This gives students the opportunity to develop their oracy skills. Fieldwork opportunities such as data collection in Birmingham or Worcester woods require students to cooperate and show mutual respect whilst working in groups carrying out a range of tasks. Leadership qualities, speaking and listening skills, organisational ability and conflict resolution are developed whilst in the field but also whilst undertaking activities such as research and presentation group tasks. Self and peer assessment takes place regularly in geography and encourages students to reflect on their progress.

Cultural development

Many topics in geography allow students to develop their understanding of cultures and heritage at local, regional, national and international scales. For example, the study of population and migration encourages students to consider why people migrate and the implications of such movement. Through learning about case studies of countries such as China, Italy and Nigeria students are encouraged to consider a variety of cultural backgrounds and how understanding culture is important when considering topics such as disaster management