

SSSC Geography Curriculum Overview 2023-2024

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Primary 1	Map Work and the local area	Weather and Seasons	Journeys- origin of foods	Wonders of the World (Human/Physical)	Countries, flags, features and landmarks of the UK	Seaside vs Desert (Comparison)
Primary 2						
Nurture (KS3)	Our world and Beyond	People and My Community	Journeys (Travel)	Weather and Seasons	Energy	Natural Landscapes
Year 7	Our place in the United Kingdom	Extreme Weathers	Energy	Tourism	Exploring Africa	The Seaside and Coasts
Year 8	Exploring Europe	Mountains, Volcanoes and Earthquakes	The environment and sustainability	Crime	The World's Continents	Rivers and The Water Cycle
Year 9	World Map Skills	The Restless Planet including Global warming	Trade including Fair Trade	Settlements and land use	Ecosystems and Rainforests	Coasts
Nurture (KS4) UTW	Our World and Beyond	ASDAN The United Kingdom	Adventure and Travel	Weather and Seasons	Inventions and Inventors	Nature vs Technology
Year 10/Year A	OCR Entry Level AQA GCSE Physical Landscapes – Rivers and Coasts Including Physical Fieldwork	OCR Entry Level AQA GCSE Tectonics and Weather	OCR Entry Level AQA GCSE Resource Management Food and Energy	AQA GCSE Urban Issues – Case Study Rio De Janiero Including Human Fieldwork	OCR Entry Level AQA GCSE Living World - Rainforests	AQA GCSE Living World - Deserts
Year 11/Year B	AQA GCSE Economic World Development	AQA GCSE Economic World Tourism	AQA GCSE Urban Issues – Case Study London	AQA GCSE Living World - Deserts	AQA GCSE Issue Evaluation	AQA GCSE Issue Evaluation Exams Revision

		The UK and Trans National Corporations				
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SSSC Geography Long Term Plan 2023-2024



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Primary 1	<u>Map work and the local area</u>	<u>Weather and Seasons</u>	<u>Journeys –Origins of food</u>	<u>Wonders of the World</u>	<u>Countries, flags, features and landmarks of the UK</u>	<u>Seaside vs. Deserts</u>
Primary 2	Make and use maps of the school. Use maps to learn about the local area.	Know weathers and how they link to the seasons.	Knowledge of how we travel and why. Where our food comes from including good and bad points.	Know about different key places and landmarks around the world	Know about the countries, flags and landmarks in Britain.	Name seaside's in the UK. Name Deserts around the world. Compare what they are like e.g. what to do, who/what is there...
Nurture (KS3)	<u>Our World and Beyond</u> Able to know where they live and study other places/countries in the world through people. Able to compare local areas using different countries and people to compare general	<u>Frozen Kingdom</u> Able to know about people around them e.g. what are the houses like in the UK. To then make comparisons to colder places To look at the polar regions and make comparisons between there and the local area.	<u>Peace and conflict</u> Pupils are able to look at how they get to/from school using maps and routes. Pupils look at different ways to travel and different reasons people may travel e.g. work, day tripper etc. Pupils look at how. Pupils develop their	<u>Lights, camera, action</u> Pupils are able to name different weathers and the ones we get in the UK. Pupils explore how the weather can affect what we wear and/or what we do. Pupils to create a simple weather report	<u>Olympics</u> Able to know about different types of energy and why and how this used. Pupils look at how energy has changed and inventions such as renewable energy including thermal, solar, wind etc.	<u>Made versus machine</u> Able to know and research different landscapes in Britain. Able to explain why people may visit these natural landmarks. Are able to sort between natural and man-made features.

	life living within these areas.	To compare the weathers in the UK to the polar regions- how does this impact the housing and clothing people wear.	understanding of knowing what transport to use when.			
Year 7	<u>Our place in the United Kingdom</u> Know & identify countries, capital cities & key physical and human features of our local area and the UK.	<u>Extreme Weathers</u> Weathers such as hurricanes & draughts including causes & effects	<u>Energy</u> Know what energy is for and where it comes from. Learn about non-renewable & renewable energy	<u>Tourism</u> Know what tourism is, different types of tourism including day tripper, holidays, business etc.	<u>Exploring Africa</u> Use map skills to explore Africa. Learn about climates including Rainforest & desert	<u>The Seaside and Coasts</u> The UK seaside & coasts, why people visit and how they are changing.
Year 8	<u>Exploring Europe</u> Know the continent and countries. Learn about major capital cities & features	<u>Mountains, Volcanoes and Earthquakes</u> Causes & effects. Monitoring & prevention	<u>The environment and sustainability</u> Learn about renewable vs non-renewable energy and effects of global warming and climate change	<u>Crime</u> Look at data and information on crimes. Compare crimes in rural and urban areas.	<u>The World's Continents</u> Use comparison skills to pick out the uniqueness of each continent. Use evaluative skills to judge the human/physical issues of each continent	<u>Rivers and The Water Cycle</u> Know about the Water Cycle and uses of water. Look at local rivers and water including Severn Trent
Year 9	<u>World Map Skills</u> Pupils know about different types of maps including atlas, globes, counties,	<u>The Restless Planet including Global warming</u> Know about how the world is changing look at pollution & causes & effects of	<u>Trade including Fair Trade</u> Know about job sectors including primary, secondary & tertiary. Effect of Fair Trade on farmers,	<u>Settlements and land use</u> Know different settlements, why they have changed over time and how	<u>Ecosystems and Rainforests</u> Know about different ecosystems and rainforests. Location of these	<u>Coasts</u> Explore UK coastline and coastal processes evaluating how they are changing and what can be done to prevent damage.

	OS maps, tube maps	global warming & climate change	Differences between LEDC and MEDCs	land use has changed.	and their importance.	
Nurture (KS4) UTWW	<u>Our World and Beyond</u> Able to know where they live and study other places/countries in the world through people. Able to compare local areas using different countries and people to compare general life living within these areas. Pupils will study what a typical day will be like for a school child in the countries studied.	<u>The Frozen Kingdom</u> How cold climates affect people and how people affect cold climates. Pupils will look at the Tundra region and how people adapt to living in it. Pupils will also study the effects of climate change on cold climates.	<u>Peace and conflict</u> The use of maps focussing on the map skills of direction, scale and identifying countries. Cross-curricular links to History by looking at maps of battles that raged in world war 1.	<u>Lights, Camera and action.</u> The use of geographical information systems to study the places of Hollywood and Leicester Square. Pupils will use google maps to research a place from street level to continent level.	<u>Olympics</u> Pupils to study countries and their development characteristics to answer the question – Why do some countries win more Gold medals than others. For example countries from each continent will be studied including a comparison between USA and Haiti.	<u>Made Versus Machine</u> Fieldwork opportunity to take pupils to Nottingham to distinguish between greenbelt land and brownfield sites. Practical examples to be discussed including links to previous historical sites. Visits to Nottingham lace market, Arboretum and Wollaton hall.
Year 10	<u>Fieldwork Investigation</u> Complete a geographical fieldwork investigation – How does a rivers speed change around a meander? Notebook used for Entry Level	<u>Natural Hazards - Tectonics and Weather</u> Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and	<u>Resource Management Food and Energy</u> Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK	<u>Fieldwork Investigation</u> Complete a geographical fieldwork investigation – Is Ripley a clone town? Completed project used for Entry level Project in year 10 and GCSE Paper 3.	<u>Living World – Rainforests</u> Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts.	<u>Physical Landscapes – Rivers and Coasts</u> Distinctive coastal landforms are the result of rock type, structure and physical processes. The shape of river valleys changes as rivers flow downstream.

	Geography. Completed Project used for GCSE Paper 3	volcanic activity. Use a named example of a tropical storm to show its effects and responses.	create opportunities and challenges.			
Year 11	<u>Economic World - Development and Tourism</u> There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.	<u>Economic World - The UK and Trans National Corporations</u> Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	<u>Urban Issues – Case Study London</u> 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>Urban Issues – Case Study Rio De Janiero</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.	<u>Living World – Deserts</u> Development of hot desert environments creates opportunities and challenges. Desert ecosystems have a range of distinctive characteristics.	<u>Issue Evaluation</u> Prepare for GCSE paper 3 by doing research work and mock papers about the pre-release topic and booklet that is released 28 days before the exam.

