

SSSC Geography Curriculum Overview 2024-2025

	<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	Wonders of the world	Local geography	Our Historical places	The Geography of Travel	Languages of the world	Our Landscapes
Primary 2						
Nurture (KS3)	Caves to Castle	Power of Nature	Farm to Fork	Travel and Transport	World of Difference	Animal Kingdom
Year 7	Our place in the United Kingdom	Extreme Weathers	Glaciation	Japan	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	Development and Trade	Settlements and land use	Ecosystems and Rainforests	Coasts
Nurture (KS4) UTW	Caves to Castle	Power of Nature	Farm to Fork	Travel and Transport	World of Difference	Animal Kingdom
Year A Qualification Entry Level	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	OCR Entry Level 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 B Qualification	AQA GCSE Economic World Development	AQA GCSE Economic World Tourism	AQA GCSE Urban Issues – Case Study London	AQA GCSE Fieldwork Human Fieldwork Is Ripley a Clone Town?	AQA GCSE Living World Deserts	AQA GCSE Issue Evaluation Exams Revision

		The UK and Trans National Corporations				
--	--	--	--	--	--	--



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>Wonders of the world</u> Human and physical wonders of the world to be explored. Introduce pupils to human and physical features around the world, including some of the Wonders of the World, volcanoes, and the Great Barrier Reef.	<u>Local geography</u> Explore our local area using mapwork and fieldwork.	<u>Our Historical places</u> Pupils will understand the countries/places of the world through historical events.	<u>The Geography of Travel</u> Pupils will use real life and potential experiences to understand different travel methods.	<u>Languages of the world</u> Investigate countries, flags, features and landmarks of the world whilst learning different languages.	<u>Our Landscapes</u> An introduction to different environments of the world. Primary 1- mountains, forests, coasts, harbours Primary 2- climate zones, earthquakes
Primary 2						
Solar steps 5-9 To stretch and challenge: Solar step 8-9 To adapt and support: previous steps 1-6						

<p>Nurture (KS3)</p> <p>Solar steps 6-13</p> <p>To stretch and challenge: Solar step</p> <p>11-13</p> <p>To adapt and support: previous steps</p> <p>6-10</p>	<p><u>Caves to Castle</u></p> <p>Able to know where they live and study other places/countries in the world through the examples used in this topic. Able to compare areas using different countries and people within the caves to castle context.</p>	<p><u>Power of Nature</u></p> <p>Pupils to study an example of a Earthquake or volcanic eruption case study. Pupils to be shown visual stimulus so that they can identify the hazards. Pupils to be able to label parts of a volcano and use geographical terminology.</p>	<p><u>Farm to Fork</u></p> <p>Pupils to develop their map skills- identifying areas on a map that have different land uses. Links to agricultural industry in Britain.</p>	<p><u>Travel and Transport</u></p> <p>Pupils will study different types of transport and look into detail at flight, distances to different countries and time zones.</p>	<p><u>World of Difference</u></p> <p>Pupils will study significant people from history that have made a difference to our society from a geographical point of view. David Attenborough is suggested which may link into the next module- Animal Kingdom.</p>	<p><u>Animal Kingdom</u></p> <p>Biomes of the world should be studied such as the arctic, tundra, savannah and jungles. Understanding of the habitat that pupils live established.</p>
<p>Year 7</p> <p>Solar steps 7-11</p> <p>To stretch and challenge: Solar step</p> <p>11-12</p> <p>To adapt and support: previous steps</p>	<p><u>Our place in the United Kingdom</u></p> <p>Know & identify countries, capital cities & key physical and human features of our local area and the UK.</p>	<p><u>Extreme Weathers</u></p> <p>Weathers such as hurricanes & draughts including causes & effects</p>	<p><u>Glaciation</u></p> <p>Know what glaciation is and where it occurs. Learn about the processes and landforms caused by Glaciation.</p>	<p><u>Japan</u></p> <p>Pupils will complete their first case study into another country. They will learn about the physical and human features which make Japan unique</p>	<p><u>Exploring Africa</u></p> <p>Use map skills to explore Africa. Learn about climates including Rainforest & desert</p>	<p><u>The Seaside and Coasts</u></p> <p>The UK seaside & coasts, why people visit and how they are changing.</p>

7-9						
<p>Year 8</p> <p>Solar steps 8-13</p> <p>To stretch and challenge: Solar step 12-13</p> <p>To adapt and support: previous steps 8-10</p>	<p><u>Exploring Europe</u> Know the continent and countries. Learn about major capital cities & features</p>	<p><u>Mountains, Volcanoes and Earthquakes</u> Causes & effects. Monitoring & prevention. A series of world examples of volcanic eruptions, Tsunamis and Earthquakes.</p>	<p><u>The environment and sustainability</u> Learn about the effects of global warming and climate change. Pupils will explore a series of world environmental issues whilst learning about case studies of Henderson Island and the Brazilian Tropical rainforest.</p>	<p><u>Crime</u> Pupils will focus on the human settlement issues of the UK. They will look at data and information on crimes. Compare crimes in rural and urban areas.</p>	<p><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</p>	<p><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</p>
<p>Year 9</p> <p>Solar steps 9-14</p> <p>To stretch and challenge: Solar step 13-15</p> <p>To adapt and support: previous steps</p>	<p><u>World Map Skills</u> Pupils know about different types of maps including atlas, globes, counties, OS maps, tube maps</p>	<p><u>The Restless Planet including Global warming</u> Know about how the world is changing look at pollution & causes & effects of global warming & climate change</p>	<p><u>Development and Trade</u> Differences between LEDC and MEDCs Know about job sectors including primary, secondary & tertiary. Effect of Fair Trade on farmers,</p>	<p><u>Russia</u> Pupils will look at their 2nd in depth case study of a country. They will learn about the physical and human features which make Russia unique and contrasting to their case study of Japan which they studied in year 7.</p>	<p><u>Ecosystems and Rainforests</u> Know about different ecosystems and rainforests. Location of these and their importance.</p>	<p><u>Coasts</u> Explore UK coastline and coastal processes evaluating how they are changing and what can be done to prevent damage.</p>

8-11						
Nurture (KS4) UTW Solar steps 8-15 To stretch and challenge: Solar step 15-17 To adapt and support: previous steps 8-13	<u>Caves to Castle</u> Able to know where they live and study other places/countries in the world through the examples used in this topic. Able to compare areas using different countries and people within the caves to castle context. The local area to the settlement will be established.	<u>Power of Nature</u> Pupils to study an example of a Earthquake or volcanic eruption case study. Pupils to be shown visual stimulus so that they can identify the hazards. Pupils to be able to label parts of a volcano and use geographical terminology. Knowledge of cause effects and responses established.	<u>Farm to Fork</u> Pupils to develop their map skills- identifying areas on a map that have different land uses. Links to agricultural industry in Britain. The use of maps and atlases built upon from previous topics.	<u>Travel and Transport</u> Pupils will study different types of transport and look into detail at flight, distances to different countries and time zones. City and country knowledge extended across the module.	<u>World of Difference</u> Pupils will study significant people from history that have made a difference to our society from a geographical point of view. Understanding of impact and effects extended. David Attenborough is suggested which may link into the next module- Animal Kingdom.	<u>Animal Kingdom</u> Biomes of the world should be studied such as the arctic, tundra, savannah and jungles. Understanding of the habitat that pupils live established. Climatic language and terminology will be used. Climate graphs should be interpreted.
Qualification Year A Entry Level Years 10 and 11 Solar steps 10 - 15	<u>Physical Landscapes – Rivers and Coasts</u> Distinctive coastal landforms are the result of rock type, structure and physical processes. The shape of river	<u>Natural Hazards - Tectonics and Weather</u> Physical processes taking place at different types of plate margin (constructive, destructive	<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>Urban Issues – Case Study Rio De Janiero Qualification</u> A growing percentage of the world’s population lives in urban areas. Urban growth creates opportunities and	<u>Living World – Rainforests</u> Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts.	<u>Fieldwork Investigation</u> Complete a geographical fieldwork investigation – How does a rivers speed change around a meander? Notebook used for Entry Level Geography. Completed Project

<p>To stretch and challenge: Solar step</p> <p>15-17</p> <p>To adapt and support: previous steps</p> <p>10-13</p>	<p>valleys changes as rivers flow downstream.</p>	<p>and conservative) that lead to earthquakes and volcanic activity. Use a named example of a tropical storm to show its effects and responses.</p>	<p>create opportunities and challenges.</p>	<p>challenges for cities in LICs and NEEs.</p> <p><u>Fieldwork Investigation Entry Level</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.</p>		<p>used for GCSE Paper 3</p>
<p>Qualification Year B</p> <p>Solar steps 17-13</p> <p>To stretch and challenge: Solar step 15-17</p> <p>To adapt and support: previous steps</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><u>Living World – Deserts</u> Development of hot desert environments creates opportunities and challenges. Desert ecosystems have a range of distinctive characteristics.</p>	<p><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.</p>

8-13						
------	--	--	--	--	--	--