

# Content & Skills overview

# Geography

Year 6 – end of Primary	Year 7	Year 8	Year 9	Year 10	Year 11	School Leavers at 16	Year 12	Year 13	School Leavers at 18
<p>According to the KS2 programme of study, year 6 students should locate the world's countries, using maps. They should be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. They can 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).</p> <p>HPS students come from a wide range of feeder schools and have a similarly wide variety of experience in Geography. Therefore, we use the first term to assess</p>	<p><b><u>Amazing Geography</u></b> Uses eight different global locations to help students practice and develop geography skills including direction and distance, grid references, height and contour lines.</p> <p><b><u>Development &amp; Ghana</u></b> This unit returns to map skills, applied specifically to Ghana. It also introduces indicators of development and how we compare different countries. It considers why there is uneven development and some solutions.</p> <p><b><u>Planet Ocean</u></b> Investigates the world's oceans, their location recapping on longitude and latitude, why</p>	<p><b><u>Volcanoes &amp; Earthquakes</u></b> Teaches students about the structure of the earth and how the theory of plate tectonics informs our knowledge of how earthquakes and volcanoes occur. Students also learn about different parts of effects of volcanoes and earthquakes using Iceland, Haiti and Japan as examples.</p> <p><b><u>Risky Resources</u></b> Helps students to learn about resources, how they can be categorised and evaluate the most important resource. It examines issues of sustainability, looking at energy resources and diamonds.</p> <p><b><u>Climate Change</u></b></p>	<p><b><u>Population</u></b> Builds on year 7 "Where do we live" learning and examines distribution of the world's population. It also covers the UK's population and the demographic transition model and an evaluation of the causes and responses to an ageing population.</p> <p><b><u>Coasts</u></b> This unit builds on year 8 learning about the role of water in forming new landscapes. Then students learn about different landforms and how they have been created by marine and subaerial processes. Finally, it investigates human issues of erosion and flooding and how these can be managed.</p>	<p><b><u>Edexcel B GCSE</u></b> <b><u>Hazardous Earth</u></b> Divided into two sections – <b><u>Climate</u></b>: The world's climate system, the natural and human causes of climate change and its possible impacts. Extreme weather events with a focus on tropical cyclones. <b><u>Tectonics</u></b>: Returns to year 8 and 9 work on plate tectonics, volcanoes and earthquakes and a developed and developing country case study.</p> <p><b><u>Development Dynamics</u></b> Defines development and different ways of measuring and comparing countries. Why there is uneven development and different approaches to development. Case study India</p>	<p><b><u>Edexcel B GCSE (new from Sep 2020)</u></b> <b><u>The UK's evolving human landscape</u></b> Population, economic activity and settlements as key elements of the UK landscape. UK economy and society shaped by wider world. Impact of globalisation, trade and investment. London as a city case study. <b><u>Including fieldtrip to Battersea.</u></b> Improvements in the life in the city. City's interdependence with rural areas. Challenge and opportunities of life in rural areas</p> <p><b><u>People and the Biosphere</u></b> Global factors affecting biomes distribution and their characteristics. Local factors affecting biomes, Interaction between biotic</p>	<p><i>Geography A Level is available to students achieving a level 5 or above or students who achieved 6s in their sciences GCSE.</i></p> <p><i>Geography at KS3 and GCSE provides a variety of transferable skills including: Analysis of data using graphs, statistics, maps and other qualitative sources such as photos, cartoons and articles. Evaluation and assessment of data to be critical of information and consider a range of opinions and ideas. Fieldwork skills – collecting and using primary data such as surveys and bi-polar evaluations to find out more about places and issues. Using existing knowledge and understanding to find feasible</i></p>	<p><b><u>Edexcel A Level</u></b> <b><u>Globalisation</u></b> Key Questions: 1. What are the causes of globalisation and why has it accelerated in recent years? 2. What are the impacts of globalisation for countries, different groups of people, culture and the physical environment? 3. What are the consequences for globalisation for global development and the physical environment and how should different players respond to its challenges?</p> <p><b><u>Tectonic Processes and Hazards</u></b> Key Questions: 1. Why are some locations more at risk from tectonic hazards? 2. Why do some tectonic hazards develop into disasters? 3. How successful is the management of</p>	<p><b><u>Edexcel A Level</u></b> <b><u>Superpowers</u></b> Key Questions: 1. What are superpowers and how have they changed over time? 2. What are the impact of superpowers on the global economy, political systems and physical environment? 3. What spheres of influence are contested by superpowers and what are the implications of this?</p> <p><b><u>Health, Human Rights and Intervention</u></b> Key Questions 1: What is human development and why do levels vary from place to place? 2: Why do human rights vary from place to place?</p>	<p><i>Geography is an increasingly popular choice for students at university. This year, 4 students took Geography and associated degree subjects after A Level.</i></p> <p><i>All A Level students are able to use the skills they learn in Geography elsewhere in college and university courses and in the wider world of work. For example, the NEA provides the first opportunity that most students have to design a geographical investigation by asking and planning their own questions based on a literature and their own knowledge of geographical concepts and theories. They develop an individual plan for primary fieldwork and secondary</i></p>

<p><i>students' levels of knowledge and understanding in Geography and introduce them to new skills and places.</i></p>	<p>they are important to humans, ocean currents, coral reefs and their threats and future.</p> <p><b><u>Weather</u></b> This unit takes students through different types of weather and how they are measured. It also looks at extreme weather and focuses on tornadoes and hurricanes.</p> <p><b><u>Where do we live?</u></b> This unit looks at variations between rural and urban areas. It introduces year 7 to the distribution of population at a national and global scales and looks at megacities and problems in megacities such as shanty towns.</p>	<p>This unit investigates the causes of natural climate change and the enhanced greenhouse effects. It studies the impacts of climate change around the world and the way these changes can be managed.</p> <p><b><u>Global Economy</u></b> This unit studies primary, secondary and tertiary activity. This is done through a study of farming, manufacturing, and services (tourism)</p> <p><b><u>Rivers and Flooding</u></b> Teaches students about river processes and landforms and how a river can change from its source to mouth. It then investigates a major flood event in the UK, what were the causes, effects, and responses. Students also attend a day's fieldtrip along the Ching.</p>	<p><b><u>Superpowers</u></b> This unit asks the question – who will be the next superpower? It starts with a study of what a superpower is, looks at past empires, investigates Russia, India and China and uses data to help compare and evaluate the strengths and weaknesses of each.</p> <p><b><u>Ecosystems</u></b> Helps students to learn about global biomes, their location and climatic characteristics. It then studies rainforests and taiga in more depth.</p>	<p><b><u>Challenges of an urbanising world.</u></b> How and why the world is becoming more urbanised. The distribution of mega and world cities now and 50 years ago. How cities and their economies change over time and study a city in an LIDC, EDC and AC. Mumbai in more depth as a case study of an EDC city.</p> <p><b><u>The UK's Evolving Physical Landscape</u></b> Geology and past processes and how they have affected the UK Landscape. Coastal Change and Conflict – processes, landforms and management including <b><u>fieldwork to Walton on Naze</u></b> (in either summer or year 11 Autumn term) River Processes and Pressures – processes, landforms and managing floods.</p>	<p>and abiotic components of biomes, how the biome can act as a life support system. Increasing use of resources leading to over-exploitation, Malthus and Boserup – who is most convincing?</p> <p><b><u>Forests Under Threat</u></b> The tropical forest and the taiga</p> <p><b><u>Consuming energy resources</u></b> Classifying energy resources, the environmental impacts of extracting resources, uneven access to energy around the world, rising demand for oil, oil supplies and geopolitics, exploiting sensitive areas, how to be more energy efficient, Costs and benefits for alternatives to fossil fuels, how are attitudes changing?</p>	<p><i>solutions and solve problems.</i></p> <p><i>It also provides students with a window into other places by using case studies at a local, national and global scale. This is needed to help students think more broadly about issues, either in college or a workplace to have a better understanding and empathy with others.</i></p>	<p>tectonic hazards and disasters?</p> <p><b><u>Diverse Places</u></b> Key Questions: 1.How do population structures vary? 2.How do different people view diverse living spaces? 3. Why are there culture and demographic tensions in diverse places? 4.How successfully are cultural and demographic issues managed?</p> <p>Includes a visit to Spitalfields to examine the impact of regeneration and migration on this area.</p> <p><b><u>Coastal Landscapes</u></b> <b><u>Key questions</u></b> 1.Why are coastal landscapes different and what processes cause these differences? 2.How do characteristic coastal landforms contribute to coastal landscapes? 3. How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? 4. How can coastlines be</p>	<p>3: How are human rights used as arguments for political and military intervention? 4: What are the outcomes of geopolitical interventions in terms of human development and human rights?</p> <p><b><u>The Water Cycle and Water Insecurity</u></b> 1: What are the processes operating within the hydrological cycle from global to local scale? 2: What factors influence the hydrological system over short- and long-term timescales? 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p> <p><b><u>The Carbon Cycle and Energy Security</u></b> 1: How does the carbon</p>	<p><i>research and put it into practice. They are required to design and develop their own graphical and cartographic techniques, using GIS systems, interpret and analyse this data and use it to make their own conclusions. They will also evaluate their work.</i></p>
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