



## LMS Geography Department Curriculum Overview



Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
7	<p><b>Topic: What on Earth is Geography?</b></p> <p>Substantive Knowledge: Continents and countries, Grid referencing, Scale, relief, symbols, sketching, direction Disciplinary Knowledge: Geographical map skills</p>	<p><b>Topic: Development</b></p> <p>Substantive Knowledge: Measuring development, life in Africa, Aid Disciplinary Knowledge: Indicators of development and country comparison.</p>	<p><b>Topic: Development</b></p> <p>Substantive Knowledge: Measuring development, life in Africa, Aid Disciplinary Knowledge: Indicators of development and country comparison.</p>	<p><b>Topic: Rivers &amp; Flooding</b></p> <p>Substantive Knowledge: Drainage basin, water cycle, river profile, waterfalls, meanders and floods. Disciplinary Knowledge: Water cycle, features of erosion and deposition</p>	<p><b>Topic: World of Work</b></p> <p>Substantive Knowledge: Types of industry, tourism, national parks Disciplinary Knowledge: Structure of employment</p>	<p><b>Topic: World of Work</b></p> <p>Substantive Knowledge: Types of industry, tourism, national parks Disciplinary Knowledge: Structure of employment</p>
	<p><b>Key Assessment Points:</b> Week 5: 'What is a Geographer?' end of unit assessment (38 marks)</p>	<p><b>Key Assessment Points:</b> Week 5: 'Haiti Aid' decision making exercise</p>	<p><b>Key Assessment Points:</b> Week 5: 'Development' end of unit assessment (41 marks)</p>	<p><b>Key Assessment Points:</b></p>	<p><b>Key Assessment Points:</b> Exam Preparation Retrieval Quiz (30 marks)  Week 6: Y7 Geography Exam (50 marks)</p>	<p><b>Key Assessment Points:</b> Geography Exam – Gaps Test (25 marks)</p>
8	<p><b>Topic: Weather &amp; Climate</b></p> <p>Substantive Knowledge: Definitions, Britain's climate, climate zones, weather forecasting, high and low pressure systems, types of rain, climate graphs  Disciplinary Knowledge: Drawing of climate graphs, anticyclones and depressions</p>	<p><b>Topic: Ecosystems (Rainforests)</b></p> <p>Substantive Knowledge: Definition of an ecosystem, food chains, ecosystem climate, structure, adaptations, tribes, uses and survival.  Disciplinary Knowledge: How an ecosystem works and key terminology</p>	<p><b>Topic: Ecosystems (Deserts)</b></p> <p>Substantive Knowledge: Definition of an ecosystem, food chains, ecosystem climate, structure, adaptations, uses and survival.  Disciplinary Knowledge: How an ecosystem works and key terminology</p>	<p><b>Topic: Earthquakes &amp; Tsunamis</b></p> <p>Substantive Knowledge: Earth structure, earthquake cause, measuring earthquakes, effects and survival, comparison.  Disciplinary Knowledge: Structure of earth, basic tectonics, HIC/LIC comparison</p>	<p><b>Topic: Earthquakes &amp; Tsunamis</b></p> <p>Substantive Knowledge: Earth structure, tsunami cause, measuring effects and survival, comparison.  Disciplinary Knowledge: Basic tectonics, HIC/LIC comparison</p>	<p><b>Topic: Population and Migration</b></p> <p>Substantive Knowledge: Population growth, pyramids, megacities, urban issues, migration, DTM, China OCP  Disciplinary Knowledge: Population pyramids and DTM, migration</p>
	<p><b>Key Assessment Points:</b>  Weather and climate end of unit assessment</p>	<p><b>Key Assessment Points:</b></p>	<p><b>Key Assessment Points:</b>  Ecosystems end of unit assessment</p>	<p><b>Key Assessment Points:</b></p>	<p><b>Key Assessment Points:</b>  Earthquakes and tsunamis end of unit assessment.</p>	<p><b>Key Assessment Points:</b>  Population and migration end of unit assessment</p>
9	<p><b>Topic: Climate Change</b></p> <p>Substantive Knowledge:</p>	<p><b>Topic: Glaciation</b></p> <p>Substantive Knowledge:</p>	<p><b>Topic: Life in an Emerging Economy</b></p>	<p><b>Topic: Life in and Emerging Economy</b></p>	<p><b>Topic: Energy</b></p> <p>Substantive Knowledge:</p>	<p><b>Topic: Fieldwork</b></p> <p>Substantive Knowledge:</p>



<p>Evidence, human causes, mitigation, adaptation</p> <p>Disciplinary Knowledge: Causes and effects of climate change, management strategies local and global scale</p>	<p>Glacial budget, processes, landforms of erosion and deposition, OS map features, tourism</p> <p>Disciplinary Knowledge: Basic glaciation, OS map reading</p>	<p>Substantive Knowledge: Location and characteristics of NEE's, employment structure, rural to urban migration, TNC's</p> <p>Disciplinary Knowledge: Case study examples of NEE's including China, Rio de Janeiro and Nigeria – what are the opportunities and challenges in these locations?</p>	<p>Substantive Knowledge: Location and characteristics of NEE's, employment structure, rural to urban migration, TNC's</p> <p>Disciplinary Knowledge: Case study examples of NEE's including China, Rio de Janeiro and Nigeria – what are the opportunities and challenges in these locations?</p>	<p>Energy in the world, fracking (what it is and impacts local, national and global), solar power.</p> <p>Disciplinary Knowledge: Renewable and non-renewable energy, impacts</p>	<p>Create an investigation title, plan and complete method, present data, analyse and conclude results.</p> <p>Disciplinary Knowledge: Geographical investigation</p>
<p><b>Key Assessment Points:</b> 'Climate Change' end of unit assessment (40 marks)</p>	<p><b>Key Assessment Points:</b> Extended writing &amp; decision making exercise – "Should opportunities in glaciated landscapes be exploited?"</p>	<p><b>Key Assessment Points:</b> 'Glaciation' end of unit assessment</p> <p>Extended writing exercise – "There are more challenges than opportunities in Rio" To what extent do you agree?</p>	<p><b>Key Assessment Points:</b> 'Life in and Emerging Economy' end of unit assessment</p>	<p><b>Key Assessment Points:</b> 'Energy' end of unit assessment</p>	<p><b>Key Assessment Points:</b> To write up a geographical investigation, analysing, presenting and evaluating data collected in the field</p>
<p>10</p> <p>Topic: <b>Living World</b></p> <p>Substantive Knowledge: Ecosystems, deforestation causes and effects, adaptations, desertification causes and effects.</p> <p>Disciplinary Knowledge: How can we protect fragile ecosystems? What threats will they face in the future?</p>	<p>Topic: <b>Urban Issues and Challenges</b></p> <p>Substantive Knowledge: Urbanisation, social inequality, and environmental degradation. Factors contributing to these challenges.</p> <p>Disciplinary Knowledge: Comparing cities in LIC's and HIC's to assess the</p>	<p>Topic: <b>Urban Issues and Challenges</b></p> <p>Substantive Knowledge: Urbanisation, social inequality, and environmental degradation. Factors contributing to these challenges.</p> <p>Disciplinary Knowledge: Comparing cities in LIC's and HIC's to assess the</p>	<p>Topic: <b>Physical Landscapes in the UK</b></p> <p>Substantive Knowledge: Physical processes and landforms in UK landscapes: coastal and river landscapes. Human interactions, land use practices and management.</p> <p>Disciplinary Knowledge: Geology, hydrology, climatology.</p>	<p>Topic: <b>Physical Landscapes in the UK</b></p> <p>Substantive Knowledge: Physical processes and landforms in UK landscapes: coastal and river landscapes. Human interactions, land use practices and management.</p> <p>Disciplinary Knowledge: Geology, hydrology, climatology.</p>	<p>Topic: <b>Resource Management</b></p> <p>Substantive Knowledge: Types of natural resource, resource exploitation, extraction and distribution. Sustainable development regarding global resources.</p> <p>Disciplinary Knowledge: International agreements/policies</p>



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	opportunities and challenges present.	opportunities and challenges present.			regarding resources, investigating social factors influencing resource access, distribution, and equity.	
	<b>Key Assessment Points:</b>  Practice exam questions, decision making exercises, key word tests	<b>Key Assessment Points:</b>  Week 1: 'Living World' end of unit assessment.  Practice exam questions, decision making exercises, key word tests	<b>Key Assessment Points:</b>  Practice exam questions, decision making exercises, key word tests  Week 5: 'Urban Issues and Challenges' end of unit assessment	<b>Key Assessment Points:</b>  Practice exam questions, decision making exercises, key word tests	<b>Key Assessment Points:</b>  'Physical landscapes in the UK' end of unit assessment	<b>Key Assessment Points:</b>  Practice exam questions, decision making exercises, key word tests
11	<b>Topic: Resource Management</b>  Substantive Knowledge: Types of natural resource, resource exploitation, extraction and distribution. Sustainable development regarding global resources.  Disciplinary Knowledge: International agreements/policies regarding resources, investigating social factors influencing resource access, distribution, and equity.	<b>Topic: The Challenge of Natural Hazards</b>  Substantive Knowledge: Types of hazard, management strategies, impacts and responses, case study examples comparing responses in LIC's and HIC's.  Disciplinary Knowledge: GIS and spatial analysis, economics, geology and geophysics.	<b>Topic: The Challenge of Natural Hazards /The Changing Economic World</b>  Substantive Knowledge: Global trade patterns, development indicators, economic sectors, development strategies, urbanisation and megacities, economic inequalities.  Disciplinary Knowledge: Economics, political science, international relations.	<b>Topic: The Changing Economic World</b>  Substantive Knowledge: Global trade patterns, development indicators, economic sectors, development strategies, urbanisation and megacities, economic inequalities.  Disciplinary Knowledge: Economics, political science, international relations.	<b>Topic: Geographical Skills and Fieldwork</b>  Substantive Knowledge: Fieldwork techniques: data collection, mapping skills, data presentation and analysis. Statistical skills, identifying and analysing relationships and patterns.  Disciplinary Knowledge: Geographical information systems, cartography, interpretation of satellite imagery, research methodology.	
	<b>Key Assessment Points:</b>  Resource Management end of unit assessment	<b>Key Assessment Points:</b>  Practice exam questions, decision making exercises, key word tests	<b>Key Assessment Points:</b>  The Challenge of Natural Hazards end of unit assessment	<b>Key Assessment Points:</b>  The Changing Economic World end of unit assessment	<b>Key Assessment Points:</b>  Practice exam questions, decision making exercises, key word tests	<b>Key Assessment Points:</b>
12	<b>Topic A: COASTS</b>	<b>Topic A: COASTS CONT...</b>	<b>Topic A: Natural Hazards</b>	<b>Topic A: Natural Hazards cont</b>	<b>Topic A: Water and Carbon</b>	<b>Topic A: NEA prep</b>



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<p><b>Substantive Knowledge:</b> Coastal processes, landforms and management. Coastal hazards, sediment budgets and case studies.</p> <p><b>Disciplinary Knowledge:</b> Geology, coastal ecosystems and habitats, coastal engineering principals, mapping coastal landforms, climatic factors affecting coastal landscapes.</p>	<p><b>Substantive Knowledge:</b> Coastal processes, landforms and management. Coastal hazards, sediment budgets and case studies.</p> <p><b>Disciplinary Knowledge:</b> Geology, coastal ecosystems and habitats, coastal engineering principals, mapping coastal landforms, climatic factors affecting coastal landscapes.</p>	<p><b>Substantive Knowledge:</b> Types of hazard, assessment and monitoring, impacts and vulnerability, risk management and adaptation, human response and recovery, case studies.</p> <p><b>Disciplinary Knowledge:</b> Geology, seismology, volcanology, climatology, risk management and disaster studies, social sciences.</p>	<p><b>Substantive Knowledge:</b> Types of hazard, assessment and monitoring, impacts and vulnerability, risk management and adaptation, human response and recovery, case studies.</p> <p><b>Disciplinary Knowledge:</b> Geology, seismology, volcanology, climatology, risk management and disaster studies, social sciences.</p>	<p><b>Substantive Knowledge:</b> Hydrological cycle, water budgets, quality and management. Carbon cycle, carbon budgets, climate change, carbon management.</p> <p><b>Disciplinary Knowledge:</b> Ecosystems, geology, engineering and environmental management, policy and governance.</p>	<p><b>Substantive Knowledge:</b> Research question formulation, literature review, methodology, data collection, analysis, presentation and evaluation. Conclusion and reflections.</p> <p><b>Disciplinary Knowledge:</b> Geographical concepts and theories, synoptic links, ethics and professional practice.</p>
<p><b>Key Assessment Points:</b> End of topic assessments – past paper</p> <p>20 mark question weekly – Alternating human vs physical paper</p>					
<p><b>Topic B: Changing Places</b></p> <p>People's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this</p>	<p><b>Topic B: Changing Places CONT...</b></p> <p>People's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this</p>	<p><b>Topic B: CONTEMPORARY URBAN ENVIRONMENTS</b></p> <p>Urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range</p>	<p><b>Topic B: CONTEMPORARY URBAN ENVIRONMENTS cont...</b></p> <p>Urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range</p>	<p><b>Topic B: Global Governance</b></p> <p>Globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage</p>	<p><b>Topic B: NEA prep</b></p> <p><b>Substantive Knowledge:</b> Research question formulation, literature review, methodology, data collection, analysis, presentation and evaluation. Conclusion and reflections.</p> <p><b>Disciplinary Knowledge:</b> Geographical concepts and theories, synoptic links, ethics and professional practice.</p>



	<p>knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p>	<p>knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p>	<p>of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>	<p>of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>	<p>and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.</p>	
13	<p><b>Topic A: NEA Write Up</b></p> <p>Substantive Knowledge: Research question formulation, literature review, methodology, data collection, analysis, presentation and evaluation. Conclusion and reflections.</p> <p>Disciplinary Knowledge:</p>	<p><b>Topic A: Water and Carbon Cont</b></p> <p>Substantive Knowledge: Hydrological cycle, water budgets, quality and management. Carbon cycle, carbon budgets, climate change, carbon management.</p> <p>Disciplinary Knowledge:</p>	<p><b>Topic A: Water and Carbon Finish</b></p> <p>Substantive Knowledge: Hydrological cycle, water budgets, quality and management. Carbon cycle, carbon budgets, climate change, carbon management.</p>	<p><b>Topic A: Revision and Exam Preparation</b></p>	<p><b>Topic A: REVISION</b></p>	



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<p>Geographical concepts and theories, synoptic links, ethics and professional practice.</p>	<p>Ecosystems, geology, engineering and environmental management, policy and governance.</p>	<p>Disciplinary Knowledge: Ecosystems, geology, engineering and environmental management, policy and governance.</p>			
<p>Topic B: NEA Write Up</p> <p>Substantive Knowledge: Research question formulation, literature review, methodology, data collection, analysis, presentation and evaluation. Conclusion and reflections.</p> <p>Disciplinary Knowledge: Geographical concepts and theories, synoptic links, ethics and professional practice.</p>	<p>Topic B: <b>Global Governance Cont.</b></p> <p>Globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on</p>	<p>Topic B: <b>Global Governance Finish</b></p> <p>Globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world</p>	<p>Topic B: <b>Revision and Exam Preparation</b></p>	<p>Topic B: <b>REVISION</b></p>	



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	them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.	affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.			
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