Avonbourne Boys' & Girls' Academies
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United Sixth Form
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Subject Geography

Curriculum vision

The purpose of the geography curriculum is to inspire curiosity in pupils, and a fascination about the world and its people. Geography provides pupils with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum prepares pupils for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them.

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Curriculum Overview

Term 1	**Autumn 1**	**Why this? Why now?**	**Autumn 2**	**Why this? Why now?**
Year 7	What is geography?	Year 7 Geographers start the year by gaining key geographical skills, allowing them to unlock their Geographical thinking. These are built on throughout the rest of their Geographical studies.	What is development?	Year 7 Geographers begin to develop their skills and think globally during this unit. Students study several countries and explore AID, trade and the demographic transition model. This module has close links with all other topics.
Year 8	What is population?	Year 8 Pupils gain knowledge here that builds on population. Knowledge of development and rivers are built upon here, for example, why do populations tend to congregate near a body of water? This in turn links to development and trade.	What are tectonics?	Pupils gain knowledge that builds on climate change, coasts [why live near the sea], life in an NEE [trade and development including hazards] and global health [health in a population].
Year 9	What is Climate Change?	Pupils gain knowledge which draws upon life in an NEE [has climate change affected LIC and NEEs?], Global health [as above, also development and climate change and impact on people] and the living world [how it is affecting ecosystems]. We also build on knowledge from year 8 on weather hazards, population [including migration], development [industry and GHG], ecosystems [cause and effect of climate change], coasts [cause and effect of climate change].	What is life like in an Newly Emerging Economy (NEE)?	Pupils learn foundational knowledge that will link into future topics such as global health [development, resources] and changing economic world. Knowledge of development [health and wealth, HDI], population [DTM, Rostow model] and hazards. An
Year 10	The Changing Economic World	Year 10 geographers start their GCSE journey learning about the changes in development over space and time. This gives them a lens to understand their knowledge from KS3 and gives them excellent understanding in development for units moving forward.		

Year 11	The challenge of Natural Hazards	Year 11 geographers start by studying the causes, effects and management of natural hazards such as volcanoes, earthquakes and tropical storms. They will then bring in their knowledge about development, the urban world, and coasts to explore the varying effects that natural hazards in the past, present and future.
Year 12	Coasts and Diverse places	This unit further builds on what students have learned in Years 8 and 10. It also provides opportunity to engage with coastal issues in our local area. Bournemouth is a good case study as there is a lot of diversity in the area. We are ideally placed to draw comparison with urban and rural areas. These topics are studied first to provide the knowledge base needed for high quality and successful fieldwork to be completed in the spring term.
Year 13	Water and Superpowers and NEA	The NEA is completed in autumn term as it makes use of data students have collected over summer. Students are building on skills they have developed on data presentation in both Key Stage 3 and 4. These same skills and techniques will be even further developed for Paper 3. The NEA is intermingled between subject lessons. The unit on Superpowers is taught here to consolidate and build on the knowledge students already have on globalisation and the economy. The Water unit further builds on what has been taught in year 7 and 10 in Rivers, and year 8 in the Climate topic. The knowledge developed here will be revisited and built on at the end of the Carbon unit, which makes links between both units.

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Term 2	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	What is development?	Pupils gain knowledge here to help understand rivers and flooding [why do some places have worse impacts than others, locational knowledge].	What are fluvial processes?	Pupils gain knowledge here to start working on knowledge for coasts year 8 [erosion and transport, human interactions].
Year 8	What are tectonics?	Pupils gain knowledge about tectonic hazards and their impact on the human environment. This topic consolidates knowledge of climate change, coasts [why live near the sea], life in an NEE [trade and development including hazards] and global health [health in a population].	What are coastal processes?	Pupils gain knowledge on climate change and weather hazards [which are becoming more frequent due to climate change]. This topic builds on previous subject areas such as river processes [erosion and deposition], links to ecosystems [biological weathering], links to population [why do people live in certain places, trade]. This topic also includes a local connection to Lyme Regis.
Year 9	What is life like in an NEE?	Pupils learn knowledge that will link to global health [development, resources] and changing economic world. During this topic, we build upon subject areas such as development [health and wealth, HDI], population [DTM, Rostow model], hazards, rivers, from year 7 and 8.	How does geography affect health?	Pupils gain knowledge that revisits their understanding of a changing economic world and urban issues and challenges [development, DTM, HDI, resources].
Year 10	The UK's physical landscapes	Students study physical landscapes in the UK which brings the geographer 'closer to home'. By studying the natural world it offers students a variety of human and physical geography in their first two terms of study. This enables them to think like geographer as they make links between the natural and man-made world.		
Year 11	The living world	This unit will build on prior knowledge and understanding from the previous topics so students can assess the causes, effects, and management of different two major biomes tropical rainforests and hot deserts.	The challenge of resource management	The final thematic study in geography will be the challenge of resource management. This unit is well placed for students to use their previous knowledge and understanding to think like a geographer as they study the availability of resources on a global and national scale and look at the impact of water insecurity on people, the economy and the environment.
Year 12	Tectonics, globalisation and fieldwork	These core topics develop students understanding of tectonics gained in year 8 and at GCSE. This allows them to build on their understanding of plate margins and tectonic hazards. It also allows them to expand on their knowledge learning about hazard profiling and PAR models. The Globalisation unit consolidates and builds on what students have learned about development and population in years 7,8 and at GCSE. A lot of the content of this topic is needed and referred back to when students go on to look at the Superpower unit. Fieldwork is taught in the spring term to prepare students for NEAs. Here they learn physical and human data collection techniques, as well completing risk assessment and designing their own data collection sheets.		
Year 13	Carbon and Health, Human Rights and Intervention	The Carbon and Health unit links to the study of climate change that students have done previously in KS3 and 4. The knowledge on Health and Human Rights builds on understanding of development that students gained in year 7 and at GCSE. This knowledge supports students who wish to study development at degree level, or pursue a career in this field.		

Term 3	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	What are fluvial processes?	Pupils develop knowledge of the physical interaction of flowing water and the natural channels of rivers and streams, providing them a strong foundation for the coasts unit in year 8 [erosion and transport, human interactions].	The Middle East	Pupils gain knowledge here that builds back on knowledge of rivers. This topic develops students understanding of rivers and development, while exploring how the Middle East and its development.
Year 8	What are coastal processes?	Pupils gain knowledge on climate change and weather hazards here [climate change] while building heavily on knowledge from rivers [in year 7]. This topic will include a local connection to Bournemouth Beach.	What are weather hazards	Pupils gain knowledge building on their understanding of the living world [how weather will affect climates and therefore ecosystems], life in an NEE [cause and effect and development] and climate change. This topic consolidates knowledge from development [cause and effect, hazards], population [why live in a place, migration], ecosystems [how they will be affected], map skills [maps to show movement of a tropical storm], coasts [storm surge and hazards] and links to tectonics [cause and effect, responses, hazards].
Year 9	How does geography affect health?	Pupils gain knowledge that links to changing economic world and urban issues and challenges [development, DTM, HDI, resources]. Students consolidate knowledge from life in an NEE [development, HDI, Rostow], climate change [impacts of changing natural resources] and development.	What are ecosystems and biomes?	Pupils gain knowledge that links to Living with the physical environment while building on previous knowledge and skills from our development and population topics.
Year 10	Urban Issues and Challenges	Students study one of the key drivers behind the geography of the modern world, urbanisation. Where they will be exposed to past, present and future changes shaping the world. This will enable them to re-visit many of the key themes from The Changing Economic World and further better their understanding of human geography.	Urban Issues and Challenges / Local Area Investigation	During this term students will complete their fieldwork and develop their geographical skills conduction a physical and human investigation in and around Bournemouth. They will revisit many of the key concepts that have underpinned their study at KS3/4 such as coasts and urban environments and test out hypothesis in the real world.
Year 11	Issues evaluation (pre-release)	The course concludes with an issues evaluation. Students will be proposed with a real-life geographical issue that will be evaluated by considering the varying social, economic and environmental impacts on a wide range of stakeholders in the issue. The topic is released 12 weeks before the exam and provides an excellent opportunity for students to build upon their previous knowledge and understanding to think like a geographer about a relevant geographical issue.		
Year 12	Tectonics and globalisation NEAs -Selection of titles and hypothesis -Reviewing the literature -Writing up their literature review	Students start their NEAs, building upon their fieldwork studies at GCSE. Students are taught what is required for the NEA, and useful skills such as how to complete a literature review and reference sources correctly. Students are taught these skills and supported in choosing a topic, and forming questions, to enable them to collect their own data over the summer.	NEAs -Deciding on data collection methods and completing data collection sheets ready to collection in the summer. -Writing up their methodology	Students start their NEAs, to building upon their fieldwork studies at GCSE. Students are taught what is required for the NEA, and useful skills such as how to complete a literature review and reference sources correctly. Students are taught these skills and supported in choosing a topic, and forming questions, to enable them to collect their own data over the summer.

Year 13	Paper 3 and revision	Paper 3 builds on all the skills that have been taught over the entire of year 12 and 13. Teaching it here enables us to practise exam skills as close to the exam as possible. Students follow a bespoke revision programme.

Wider reading

Extracurricular Opportunities (competitions, associations and clubs)	**Revision Guides**
Geographer of the year competition: Royal Geographical Society - 2021 competition - Young Geographer of the Year (rgs.org) GA WorldWise international competition: GA WorldWise international competition (geography.org.uk) Physical geography photo competition: GA physical geography student photo competition	**KS3:** KS3 Geography Complete Revision & Practice (with Online Edition): superb for catch-up and learning at home (CGP KS3 Humanities) : CGP Books, CGP Books: Amazon.co.uk: Books KS4: Grade 9-1 GCSE Geography Revision Guide: perfect for catch-up and the 2022 and 2023 exams (CGP GCSE Geography 9-1 Revision) : CGP Books, CGP Books: Amazon.co.uk: Books New GCSE Geography AQA: Knowledge Organiser & Retriever Bundle (for the 2022 and 2023 exams): Amazon.co.uk: CGP: Books **KS5:** Prisoners of Geography (Tim Marshall), Factfulness, (Hans Rosling) This Changes Everything (Naomi Klein) How to avoid a climate disaster (Bill Gates) The Spirit Level (Kate Pickett) Geography for Edexcel A Level Year 1 and AS Student Book (A Level Geography for Edexcel 2016): Amazon.co.uk: Digby, Bob, Adams, Lynn, Chapman, Russell, Hurst, Catherine: 9780198366454: Books Geography for Edexcel A Level Year 2 Student Book (A Level Geography for Edexcel 2016): Amazon.co.uk: Digby, Bob, Chapman, Russell, Cowling, Dan, Sampson, Simon: 9780198366485: Books

Academic Reading

Geographical: Geographical - Geographical Magazine

Routes: Routes – The Journal for Student Geographers (routesjournal.org)

KS5 – Wider reading set throughout the year as homework along with additional reading. The reading will vary to keep up to date with changing geographical situations in the world.