

Geography at Essa Academy - 2021

Year group	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
7	Exploring the UK: what are the human and physical characteristics?	Exploring the UK: what are the human and physical characteristics?	How does population change?	How have settlements changed over time?	Why is the weather and climate different around the world?	Exploring South America
	Why isn't everyone equal?	Exploring Africa	How do humans use our resources?	How do humans use our resources?	What are river, coastal and glacial processes?	What are river, coastal and glacial processes?
8	Why do people live in areas prone to natural disasters? (Weather Hazards)	Can we agree on a way to fight Climate Change?	Where do my iPhone come from?	Why do people live in areas prone to natural disasters? (Tectonic Hazards)	Exploring Antarctica – what are the human and physical characteristics?	How does Geography affect politics in the world today?
	The Challenge of Natural Hazards	The Challenge of Natural Hazards	Changing Economic World	Changing Economic World	Physical Landscapes in the UK	Physical Landscapes in the UK
9	The Living World	The Living World	Urban Issues and Challenges (Manchester/Sustainable settlements)	Physical Landscapes in the UK: Coasts	Issue Evaluation preparation/ Resource Management	GCSE Geography exams
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Key of Geographical themes

Population and Urbanisation	Weather, Climate & Natural hazards	UK Geography and introduction	Globalisation, economic growth and development	Specific 'place' study	Coastal, fluvial and glacial landscapes	Resource management	Environment, climate change and sustainability
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7	We establish the prior knowledge of students from KS2 , whilst building their geographic skills and establishing a sense of location on a local community and country level.	Year 7 will work on OS maps to develop skills, learning UK Geography physical and human geography, such as weather patterns and social, economic and environmental challenges. This topic aims to establish the basic skills and knowledge required for further learning.	Students learn about our growing global population and the challenges. Students use graphs and statistics appropriately. Student's explore topical issues such as migration, China's one child policy and the refugee crisis.	Following on from population , students will explore changing settlements over time and explore their local settlement in more detail. They will then plan their ideal future sustainable settlement. There will be strong links with history and development.	This unit focuses on the fundamentals of weather, why it varies and how its measured. Forms the foundation of weather and global weather to later learn about biomes in South America, Africa and Antarctica.	Sense of place and locational knowledge focussing on South America. Clear links between human and physical geography. Builds on prior knowledge, to determine rainforest biomes and migration to megacities. Compare to the UK.
8	Students learn about global inequality and promotes political engagement. Builds on population taught in y7 to help students understand pressures in different regions. Topic is embedded with literacy, reading Hans Rosling's Factfulness.	Sense of place and knowledge focussing on Africa. Addresses common misconceptions. Clear links between human and physical geography. Further builds on tectonics, rainforest and desert biomes and migration to megacities. Can compare to the UK and South America.	Topic links to Science and the pressures humans put on natural resources. Link to future challenges such as Climate Change and previous topics of population and development. Accessing more complex maps and graphs.	Topic links to Science and the pressures humans put on natural resources. Link to future challenges such as Climate Change and previous topics of population and development. Accessing more complex maps and graphs.	Focus on physical/geomorphic processes; ability to sketch, draw diagrams and sequence formation of landforms. Taught before the fieldwork enquiry. Making more links on how physical processes have impacts on humans.	Focus on physical/geomorphic processes; ability to sketch, draw diagrams and sequence formation of landforms. Taught before the fieldwork enquiry. Making more links on how physical processes have impacts on humans.
9	Building on sequencing and sketching skills which link human and physical geography enquiries. Learning about different hazards that will not be covered in depth at GCSE. Difficult concepts and processes introduced to be recapped in Y10.	Students collaborate to run a mock 'COP26 Climate Conference', which will run concurrently with the actual COP26 in Glasgow. This introduces the idea of geopolitics, touched upon again in Y9 HT6 and shows students why it is difficult to reach a consensus on climate change.	Builds on Development topic taught in Y8 HT1 and natural resources in Y8 HT3&4. First introduction to 'globalisation' and the opportunities and challenges that TNCs bring.	Building on sequencing and sketching skills which link human and physical geography enquiries. Learning about different hazards that will not be covered in depth at GCSE. Difficult concepts and processes introduced to be recapped in Y10.	Teaching Antarctica as an example of a cold environment which is not covered at KS4. Links to global atmospheric circulation, climate change and natural resources (Y7 HT5, Y8 HT3&4) and global politics taught in Y8 HT1.	A focus on geopolitics allows students to draw together their synoptic knowledge from throughout KS3, and start to apply it to complex global issues. If students stop Geography here, it introduces them to potential courses such as IR and Politics.
10	Students can draw on the tectonics/weather theory and processes taught at the start of Y9 and apply this to new tectonic and weather hazards. Builds on knowledge acquired during Y7 HT5 and Y8 HT3/4. Also links to uneven development (Y8 HT1, Y9 HT3 & Y10HT3/4)	Students make sense of disasters that they see in the news and understand why some people may choose/have to live in these areas and how hazards can be managed.	Students explore Nigeria's rapidly developing economy. Links to development and international politics (Y8 HT1), Resource Management (Y8 HT3&4) and Y9 HT3 (iPhone TNC globalisation).	This term students compare Nigeria's economy to the UK's developed economy. Introducing science and business parks. Links to prior knowledge and understanding of the UK , right back to Y7 HT1 & 2.	Students work to understand complex physical processes of rivers and coasts, and draw accurate diagrams, previously practiced in the course (Y8 HT5/6). Students can make synoptic links between physical processes and human development / impacts.	Students work to understand complex physical processes and draw accurate diagrams, previously practiced in the course. Applied to an in depth fieldwork assignment, previously practiced in Y8 HT5/6 and can implement skills from Science and Maths.
11	Links with biodiversity in Science. Builds on knowledge of global biomes, exploring deserts and rainforests, opportunities and challenges. Links weather, climate and biomes (Y7 HT4, Y9 HT1), natural resources (Y8 HT3/4) and links uneven development (Y8 HT1, Y9 HT3 & Y10HT3/4)	Students explore human impacts on global biomes, drawing on knowledge from Year 8 Students get an official exam issue evaluation which has been practiced throughout the course. This is where students demonstrate their ability to critically think and apply there geographical understanding to a real world problem.	Students focus on Manchester – the closest UK city to them to understand local area/context. Students will have already inquired greater understanding of Manchester's challenges from fieldwork. The key principle of population was taught in Y7.	Students work to understand complex physical processes of coasts, and draw accurate diagrams, previously practiced in the course (Y8 HT5/6). Students can make synoptic links between physical processes and human development / impacts.	Students work to understand complex physical processes of coasts, and draw accurate diagrams, previously practiced in the course (Y8 HT5/6). Students can make synoptic links between physical processes and human development / impacts.	GCSE exams

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