Geography

KS2

- **Locational knowledge** – the location, key physical and human characteristics of the world's countries and major cities
- **Place knowledge** – the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- **Human and Physical geography** – human and physical geography, including: climate zones, biomes and vegetation belts, rivers, types of settlement and land use.
- **Geographical skills and fieldwork -** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 7

- **Geography toolkit – why is geography important?** ***Enquiry questions include:*** What is Geography and what will I study? What are continents and oceans? What are the British Isles? Why is a compass helpful? Why is an atlas useful? Where am I in the world?
- **Are rivers a friend or foe?** ***Enquiry questions include:*** Where does the water in a river come from? Why are rivers important to humans? How do rivers shape the landscape? Why do rivers flood? How can river flooding be managed?
- **Is Africa a continent of contrast?** ***Enquiry questions include:*** What are Africa's major physical features? Why does Africa have a contrasting physical landscape? What are Africa's major human features? Why does Africa have a contrasting Human landscape?
- **Why are our coastlines crumbling?** ***Enquiry questions include:*** What is a coastline and why are coastlines different? How and why do coastlines change? How can coastlines be managed? Why are some coastlines managed and others not?

Year 8

- **Earth vs Atmosphere: which is the most hazardous?** ***Enquiry questions include:*** What are the layers of the Earth and what are their characteristics? What happens when the plates meet? What are the causes and characteristics of earthquakes? What is a tropical storm and where are they located? What is a tropical storm and where are they located?
- **How and why is the world's climate changing?** ***Enquiry questions include:*** *w*hat is climate and how have climates changed in the past? What is climate and how have climates changed in the past? What are the environmental impacts of climate change? How can the impacts of climate change be reduced?
- **Is China a country of contrast?** ***Enquiry questions include:*** What are China's major physical features? Why does China have a contrasting physical landscape? What are China's major human features? Why does China have a contrasting Human landscape?
- **Is the world drowning in rubbish?** ***Enquiry questions include:*** Where does the world's waste come from and what are the different types of rubbish? What is a throwaway society and what are the impacts? Why does plastic end up in the ocean and what are the impacts?
- **Field work project - George Abbot School Rubbish Research Project**

Year 9

- **People and the Biosphere** - an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources
- **Forests under Threat** - a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management

- **Consuming Energy Resources** – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management
- **Development Dynamics introduction** - an understanding of the scale of global inequality and factors affecting contrasting levels of development.

Year 10

- **Development Dynamics (India Case Study) –** an in depth study of how India (case study) is developing and the consequences for people, environment and the country's relationship with the wider world
- **Hazardous Earth** - an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.
- **Challenges of an Urbanising** World - an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study on Mumbai.
- **Decision making exercise** – this requires students to consider physical and human geography together, draw on information in the booklet of sources, and make reasoned justifications for proposed solutions in terms of their likely impact on both people and environment.

Year 11

- **The UK's evolving physical landscape** - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures
- **The UK's evolving human landscape** - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - Dynamic UK cities.
- **Geographical investigations** - two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' or 'River processes and pressures' and one of either 'Dynamic urban areas' or 'Changing rural areas'

Year 12

- **Changing Places** - focuses on places and their dynamic characteristics. While the UK and especially the place(s) where the learner lives / lived and / or studies are the context for study, a range of locations from different regional and national contexts may be used, both in class and in the field.
- **Coastal Landscapes** - involves the study of coastal landscapes developed by the interaction of winds, waves and currents and the sediment supply from terrestrial and offshore sources.
- **Tectonic Hazards** - is based on a study of the structure of the Earth and the processes operative within the asthenosphere and lithosphere. These processes and their distribution are closely related to tectonic activity at plate boundaries
- **Global Governance: Oceans** - is processes and patterns of global migration, a global flow which has historically had a major impact on most countries. Technological developments have accelerated migration over time, giving rise to a shrinking world.
- **Global systems - Water Cycle** - is based on the physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere. It takes place within a systems framework to emphasise the integrated nature of land, oceans and atmosphere.

Year 13

- **Global Governance: Migration** - is processes and patterns of global migration, a global flow which has historically had a major impact on most countries. Technological developments have accelerated migration over time, giving rise to a shrinking world.
- **Global systems – Carbon Cycle** - is based on the physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere. It takes place within a systems framework to emphasise the integrated nature of land, oceans and atmosphere.
- **Ecosystems** - covers the processes that maintain or change ecosystems and the interactions between the component parts at a range of spatial and temporal scales.
- **Energy Challenges and Dilemmas -** covers the classification and distribution of energy resources and the physical factors determining their supply. Reasons for the growing demand for energy are explored, together with the issues associated with the management of energy supplies.
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Preparing for the future:

With about 80 universities offering geography degrees across the UK, there is a wide range of choice. Universities generally provide courses in both physical (BSc) and human (BA) geography. Most first year courses will be a mixture of human, physical and integrated geography and during your second and third year you might select mainly physical, human or integrated options or a mixture of them.

Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do.