



Hazel Wood
High School

Part of the

Oak



Learning Partnership

oaklp.co.uk

Geography
Overview 2023
**Hazel Wood
High School**

Our Curriculum Intent:

Our intent is to provide a curriculum that upholds our core values of Respect, Responsibility and Aspiration. The Hazel Wood learning journey provides opportunities for our diverse and disadvantaged community to bridge gaps and build aspirations. It places our students on the right path to compete with their peers and fulfil their hopes of a successful and positive future.

We aim to provide a curriculum that offers both breadth and depth at the right stages of learning and also maintains the integrity of individual subjects. Our learning journey is sequenced to build both knowledge and key skills. We are committed to following the National Curriculum complimented at KS3 by a range of engaging subjects including tectonics, rivers and coasts combined with bespoke topics of Zombie Apocalypse, Crime and War which offer our students a variety of transferrable skills.

Our Curriculum places an emphasis on spoken language and literacy, particularly reading. We also aim to provide opportunities to study palaces and locations that reflect our diverse population at Hazel Wood. We aim to offer our students a wide range of opportunities for structured talk the development of their literacy skills and collaborative learning.

Our learning journey places an emphasis on personal, social, health and citizenship education to build well developed, healthy and resilient young people. We aim to ensure our young people are work ready through Careers opportunities developed across our entire curriculum. They can take part in curricular and extra-curricular opportunities that enrich their lives providing experiences to build cultural capital and positive memories of their time at Hazel Wood High School.

Our learning journey recognises and celebrates cultural diversity; it aims to be fully inclusive and recognises that inclusivity can be different and personal.





Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Knowing Our World	What is the UK Like?	Man V Wild	Irwell's source to mouth	Hot Planet	Changing Landscapes
Key Knowledge and Understanding	<ul style="list-style-type: none"> What geography is? The economic gap between LICs and HICs. describe what the Brandt line is. Defining HIC, NEE and LIC. Why plastics are important to us as well as explaining why plastics pose a great risk to the planet. 	<ul style="list-style-type: none"> Pros and cons of Brexit. Reasons for migration and what misconceptions there are around this issue. Why there are sparsely and densely populated areas in the UK. Examine inequalities that exist in Greater Manchester. Understanding of homelessness in Manchester. 	<ul style="list-style-type: none"> What ecosystems are. Examine adaptations of plants and animals in Tropical Rainforests. Opportunities and challenges of deforestation in the Amazon rainforest. Ecosystems of Russia. How animals adapt to the Tundra. Look at the human impact on the Savanna Grasslands of Kenya. 	<ul style="list-style-type: none"> The water-cycle. Features of the drainage basin. Long and cross profiles of the river channel. Meander formation. Formation of waterfalls. Impacts of flooding in the UK. 	<ul style="list-style-type: none"> The evidence of climate change. Enhancing of greenhouse gases. Human impact of drought with a focus on famines in the Horn of Africa. Impact of climate change on Coral reefs. How Coral reefs are formed. Modern day piracy. - 	<ul style="list-style-type: none"> How the UK landscapes change. The geology of the Peak District. What forms the landscapes of the UK focusing on glaciation, coasts and rivers.
Key Skills (what we want students to be able to do)	<p>- The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Reading of choropleth maps. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Construct comparison line graph and describe them. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Reading of climate graphs. Describing location. use of written resource and 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Sequencing of formations. Sketches. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Speak like a geographer using SECK. Guided reading. Sketches. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Speak like a geographer using SECK. Sketches of cross sections.



	<ul style="list-style-type: none"> • Speak like a geographer using SECK. • Annotate and label photographs, maps and sketches. • Grid references • Draw sketch maps. • Ask geographical questions. • Construct and describe a histogram/bar graph. • Atlas work. 	<ul style="list-style-type: none"> • Interpret population density maps. • Interpret relief maps. • Speak like a geographer using SECK. 	<p>how we use them to form our arguments.</p> <ul style="list-style-type: none"> • Speak like a geographer using SECK. 			
Vocabulary	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Hinder, sanitation, solid fuel, child labour, annotations, Great Pacific Garbage Patch.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Migration, Brexit, immigration, density, sparsely, urban, rural.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Ecosystem, biotic, abiotic, Biodiversity, food chain, Canopy, Emergent, Tundra.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Erosion, Weathering, Solution, Hydraulic Action. Suspension. Traction, Abrasion, Attrition, Long Profile, Cross Profile, Drainage Basin,</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Climate, change, Global warming, fossil fuels, drought, Coral reefs.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Longshore Drift, Spit, Cave, Arch, Stack, Stump, Headlands, Bays.</p>



				Tributary, Confluence, Watershed.		
Assessment	<p>Throughout geography topics, students will be assessed on their geographical skills.</p> <p>Formative assessment will be completed through quizzes and homework activities.</p> <p>Summative assessment will be taken at the end of each topic testing students on key terms, recall of knowledge and longer answer questions which require the application of substantive knowledge.</p>					
Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Human Rights Human Wrongs	HICs and LICs	Disasters of the Earth	Geography of Conflict	Nigeria a land of contrast	Our unequal World
Key Knowledge and Understandin g	<ul style="list-style-type: none"> • What is globalisation? • What is it like to live in Shenzhen? • The impact of sweatshops on people's lives. • The opportunities and challenges of Transnational Corporations. • The successes 	<ul style="list-style-type: none"> • What are monsoons? • Where do monsoons hit? • What are the opportunities and challenges of monsoons? • The causes of rivers flooding. • Impact of flooding in Italy and Spain and how this compares to flooding in 	<ul style="list-style-type: none"> • What is Continental drift? • Why did the dinosaurs become extinct? • Why does Britain have no active volcanoes? • Are all volcanoes dangerous? • The impact of a Tsunami. 	<ul style="list-style-type: none"> • Where do wars exist? • The impact of war on Aleppo. • Challenges of Hot Deserts and desertification • Great Green Walls impact. • Why is Jakarta sinking? 	<ul style="list-style-type: none"> • Physical and human geography of Nigeria. • How employment has been affected. • Nigeria's earning potential. • Opportunities and challenges that face Nigeria. 	<ul style="list-style-type: none"> • What is the difference between HIC, NEE and LIC. • Distribution of food and water. • Challenges of water scarcity. • How can water insecurity be reduced in the UK? • Impact this has on people's lives and health.



	and failures of population control policies.	Bangladesh in 2023.	<ul style="list-style-type: none"> • What are Tropical storms and how are they formed? • The impact of Hurricane Katrina. 	<ul style="list-style-type: none"> • Dark tourism. 		
Key Skills (what we want students to be able to do)	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Timeline. • Speaking like a geographer using SECK. • Annotating infographics. • Describing locations. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Describing pattern from a graph. • Constructing a climate graph. • Producing monsoon maps • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Timeline. • Describing locations. • Annotating maps. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Locational maps • Annotating maps • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Longitude and latitude maps • Describing location. • Constructing climate graphs. • Constructing a compound bar graph. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Decision making skills. • Locational descriptions • Speaking like a geographer using SECK.
Vocabulary	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Globalisation, interconnection, Transnational Corporation, sweatshops,</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Monsoons, Hydroelectric Power, Flooding, Agriculture.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Viscosity, Cinder cone, Shield Volcanoes, Composite Volcanoes, Tephra, Lahars,</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Conflict, desertification, nomads, Great</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Cultural, political, compensation, militant, tied aid, long-term aid, pollutant.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Water scarcity, insecurity, famine, malnutrition, obesity.</p>



	opportunities, challenges.		Pyroclastic flows, Storm surges.	Green Wall, Dark Tourism, Megacity.		
Assessment	<p>Throughout geography topics, students will be assessed on their geographical skills.</p> <p>Formative assessment will be completed through quizzes and homework activities.</p> <p>Summative assessment will be taken at the end of each topic testing students on key terms, recall of knowledge and longer answer questions which require the application of substantive knowledge.</p>					
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Rio in the Urban World	Rich World Poor World	Is the Planet fighting back?	Geography of Russia	Rain or Shine	Geography of Sport
Key Knowledge and Understanding	<ul style="list-style-type: none"> Urban to rural migration and what the push and pull factors are. The growth of favelas in Rio. Challenges and opportunities of living in Favelas. How favelas are improving the quality of people's lives. 	<ul style="list-style-type: none"> What are development indicators? The impact of Blood diamonds. The impact and challenges of diseases on people and the countries development. Tectonic management is countries of different economic development. 	<ul style="list-style-type: none"> The cause of the Australian Bushfires and how this impacted on the environment and people. The positive impact of covid on the environment. The impact of increasing storms in Europe and around the World. The predicted impact of a Supervolcano. 	<ul style="list-style-type: none"> How the Ural Mountains are formed. What are the soil profile and climates like in 3 of Russia's biomes? The conflicts that exist between Russia and Ukraine. Why do Russia and other countries want the Arctic? 	<ul style="list-style-type: none"> The 3 rain types and their formation. London as a heat island. The impact of climate change. How we can live more sustainably. 	<ul style="list-style-type: none"> The impact of Transnational corporations. The opportunities and challenges sport brings to areas. The legacy of the Olympics in London.



<p>Key Skills (what we want students to be able to do)</p>	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Describing location. • Atlas work. • Analysing information. • Speaking like a geographer using SECK. - 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Describing distribution. • Satellite maps. • Analysing Population Pyramids. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Satellite maps. • Analysing information. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Describing location. • Atlas work • Labelled sketched diagrams. • Reading climate graphs. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Annotated sketches. • Satellite images. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Timeline • Atlas work • Analysing information. • Speaking like a geographer using SECK.
<p>Vocabulary</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Migration, urban, rural, megacity, favelas, Self help scheme.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Resource curse, Human Development Index, Tertiary employment, Infectious diseases.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Positive Indian Dipole, pyrocumulonimbus clouds, pandemic, caldera.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Conflict, Resources, Impacts, biomes, sedimentary rock, geosyncline.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p>	<p>Key vocabulary for this unit can be found at the front of work booklets.</p> <p>Examples of key terms include: Transnational corporations, sweatshops, Olympics, Legacy.</p>
<p>Assessment</p>	<p>Throughout geography topics, students will be assessed on their geographical skills.</p> <p>Formative assessment will be completed through quizzes and homework activities.</p> <p>Summative assessment will be taken at the end of each topic testing students on key terms, recall of knowledge and longer answer questions which require the application of substantive knowledge.</p>					
<p>AQA Geography (8035)</p>						
<p>Year 10</p>	<p>Half Term 1</p>	<p>Half Term 2</p>	<p>Half Term 3</p>	<p>Half Term 4</p>	<p>Half Term 5</p>	<p>Half Term 6</p>



Unit Title	The Living World	Urban issues and challenges	Coastal Landscapes	River Landscapes	Resources	Fieldwork
Key Knowledge and understanding	<ul style="list-style-type: none">• Interactions and interdependence between biotic and abiotic.• Describe and explain both the characteristic and adaptation of plants and animals in both tropical rainforests and hot deserts.• 2 investigations into the challenges and opportunities that tropical rainforests and hot deserts pose.• Causes and management of desertification.	<ul style="list-style-type: none">• World urban trends.• Factors that affect the rate of urbanisation.• Case study of a UK city - Manchester and a LIC/NEE- Rio. Analysis of opportunities and challenges that exist in both cities linked to social, economic and environmental factors.	<ul style="list-style-type: none">• Physical processes that form the coastline of the UK.• Erosional and depositional processes that form features such as Headland and Bays and Spits.• Management of coastlines looking at hard and soft engineering.• How does Lyme Regis protect its' coastline?	<ul style="list-style-type: none">• Changing long and cross profile of a river.• Erosional and depositional processes that form features such as waterfall and slip-off slopes.• Physical and human causes of flooding.• Management of rivers looking at hard and soft engineering.• How has Banbury been impacted by the river management chosen?	<ul style="list-style-type: none">• Resource security and insecurity and what affects this.• The inequality of global consumption of resources focusing on Food, Water and Energy.• Conflicts that exist due to consumption of resources.• Explain the changing energy mix in the UK and how renewable energy is becoming more important.• Sustainability of energy with a look at a small-scale HEP scheme in Peru and Wind Farms in the UK and Freiburg in Germany.	<ul style="list-style-type: none">• Knowledge of river processes and human impact on 2 contrasting fieldworks need to be conducted.• Knowledge taken from the fieldwork will be used to analyse data and form valid conclusions.



Key Skills (what we want students to be able to do)	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Linking the global distribution of biomes to the global atmospheric circulation. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Expediential line graphs constructed and analysed. • OS map skills. • Speaking like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • OS map skills. • Annotated diagrams. • sequencing. • Speak like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Analysing of hydrographs • OS map skills • Annotated diagrams. • Speak like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Interpret line graphs, compound bar graphs, pie charts. • Speak like a geographer using SECK. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> • Conduct 2 fieldworks from a hypothesis. • Produce methodologies. • Construct data presentations. • Produce data interpretations and form valid conclusions. • Speak like a geographer using SECK.
Vocabulary	<p>Key vocabulary for this unit and revision guide can be found at the front of work booklets. They are also on our subject TEAMS page.</p>	<p>Key vocabulary for this unit and revision guide can be found at the front of work booklets. They are also on our subject TEAMS page.</p>	<p>Key vocabulary for this unit and revision guide can be found at the front of work booklets. They are also on our subject TEAMS page.</p>	<p>Key vocabulary for this unit and revision guide can be found at the front of work booklets. They are also on our subject TEAMS page.</p>	<p>Key vocabulary for this unit and revision guide can be found at the front of work booklets. They are also on our subject TEAMS page.</p>	<p>Key vocabulary for this unit and revision guide can be found at the front of work booklets. They are also on our subject TEAMS page.</p>
Assessment	<p>Formative assessment in the form of Quizzes and SENECA homework's. In class formative exam questions followed by an end of topic summative exam</p>					
Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Living World	Urban issues and challenges	Resources management	Pre-release	Pre-release	Summer Exams



Key Knowledge and Understanding	<ul style="list-style-type: none">• Interactions and interdependence between biotic and abiotic.• Describe and explain both the characteristic and adaptation of plants and animals in both tropical rainforests and hot deserts.• 2 investigations into the challenges and opportunities that tropical rainforests and hot deserts pose.• Causes and management of desertification.	<ul style="list-style-type: none">• World urban trends.• Factors that affect the rate of urbanisation.• Case study of a UK city- Manchester and a LIC/NEE-Rio. Analysis of opportunities and challenges that exist in both cities linked to social, economic and environmental factors.	<ul style="list-style-type: none">• Resource security and insecurity and what affects this.• The inequality of global consumption of resources focusing on Food, Water and Energy.• Conflicts that exist due to consumption of resources.• Explain the changing energy mix in the UK and how renewable energy is becoming more important.• Sustainability of energy with a look at a small-scale HEP scheme in Peru and Wind Farms in the UK and Freiburg in Germany.	<ul style="list-style-type: none">• Apply geographical knowledge to new situations through critical thinking and problem solving.• Demonstrate understanding by looking at a particular issue derived from the core specification in AQA geography.	<ul style="list-style-type: none">• Food waste• Sustainable farming techniques <p>PAPER 3 Issue Evaluation (tbc)</p>	<ul style="list-style-type: none">• Summer Exams• AQA Geography (8035)• Paper 1 Physical Environments• Paper 2 Challenges in the human environment• Paper 3 Fieldwork and Issue Evaluation
--	---	---	---	--	--	--



Key Skills (what we want students to be able to do)	The key skills that we are introducing are: <ul style="list-style-type: none">• Linking the global distribution of biomes to the global atmospheric circulation.• Speaking like a geographer using SECK.	The key skills that we are introducing are: <ul style="list-style-type: none">• Expedient line graphs constructed and analysed.• OS map skills.• Speaking like a geographer using SECK.	The key skills that we are introducing are: <ul style="list-style-type: none">• Interpret line graphs, compound bar graphs, pie charts.• Speaking like a geographer using SECK.	The key skills that we are introducing are: <ul style="list-style-type: none">• Figures could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest.• Speaking like a geographer using SECK	The key skills that we are introducing are: <ul style="list-style-type: none">• Figures could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest. Speaking like a geographer using SECK.	The key skills that we are introducing are: <ul style="list-style-type: none">• We are also aiming to embed: Knowledge and understanding, Explanation of processes and interactions, Evaluation and Skill development.• Speaking like a geographer using SECK.
Vocabulary	Key vocabulary for this unit and revision guide can be found at the front of work booklets.	Key vocabulary for this unit and revision guide can be found at the front of work booklets.	Key vocabulary for this unit and revision guide can be found at the front of work booklets.	Key vocabulary for this unit and revision guide can be found at the front of work booklets.	Key vocabulary for this unit and revision guide can be found at the front of work booklets.	Key vocabulary for this unit and revision guide can be found at the front of work booklets.



Hazel Wood
High School

	They are also on our subject TEAMS page.	They are also on our subject TEAMS page.	They are also on our subject TEAMS page.	They are also on our subject TEAMS page.	They are also on our subject TEAMS page.	They are also on our subject TEAMS page.
Assessment	Formative assessment in the form of Quizzes and SENECA homework's. In class formative exam questions followed by an end of topic summative exam					

