



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Geography
Curriculum Overview
**Hazel Wood
High School**

Our Curriculum Content:

Planet Earth is our home, it is awesome, diverse, inspiring and ever changing. Studying geography takes us on a journey that excites as well as challenges our understanding of the dynamic world we live in. The term “geography” comes from the ancient Greeks who needed a word to describe the writings and maps that were helping them make sense of the world around them. In Greek, geo means “earth” and graphy means “to write”. Today’s geographers are the same, here at the Hazel Wood the curriculum focuses on four goals for life-long learning, so students leave having the best knowledge of the world around them. The 4 learning goals are:

1. What do geographers need to ask to begin to learn about place and interactions? What questions do we need to ask about the geography we are learning to further our understanding?
2. How do geographers consider opposing views from all global citizens? Investigating different viewpoints in order to form a balanced judgement.
3. How do geographers find solutions to protect our planet and all living things? Investigating how humans overcome challenges in order to sustain the planet and its inhabitants.
4. How do geographers communicate with each other? How do geographers write and verbalise their findings?

Learning geography will create citizens who are able to understand and utilise both human and physical processes to enable something to be done about the major issues and problems facing the world today. The students at Hazel Wood hold the key to the future and need to understand the issues facing our world, including Climate Crisis, energy dependence, war, regional conflicts and diseases, which are all studied in our curriculum.

Barack Obama famously said “The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents”.

Now more than ever geography is a crucial subject for the 21st Century. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places. It enables us to explore sciences through the physical processes of the earth and its atmosphere, as well as looking critically at the impact of mankind on our environment. The UK’s and world decision makers need geographic knowledge to maintain our moral, political, and economic leadership in a world of complex cultural and environmental relationships.

As Michael Palin said “Geography is the subject that holds the key to our future”



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 Vs Wild	Irwell's source to mouth	Hot Planet	Changing Landscapes
Key knowledge and understanding	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:					
	<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)	The key skills that we are introducing are:					
	<ul style="list-style-type: none"> Reading of choropleth maps. Speak like a geographer using SECK. 	<ul style="list-style-type: none"> Construct comparison line graph and describe them. Interpret population density maps. 	<ul style="list-style-type: none"> Reading of climate graphs. Describing location. use of written resource and how we use them to 	<ul style="list-style-type: none"> Sequencing of formations. Sketches. 	<ul style="list-style-type: none"> Speak like a geographer using SECK. Guided reading. Sketches. 	<ul style="list-style-type: none"> Speak like a geographer using SECK. Sketches of cross sections.



	<ul style="list-style-type: none"> 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 relief maps. Speak like a geographer using SECK. 	<p>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, densely, 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, Tributary, Confluence, Watershed.</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>



Assessment	Throughout these units, students will be assessed using Geography 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoints and Endpoints Assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them understand how to progress in Geography.
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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 understanding	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:					
	<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 and failures of population control policies. 	<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 Bangladesh in 2023. 	<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. • What are Tropical storms and how are they formed? • The impact of Hurricane Katrina. 	<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? • Dark tourism. 	<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.
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"> • Timeline. 	<ul style="list-style-type: none"> • Describing pattern from a graph. 	<ul style="list-style-type: none"> • Timeline. • Describing locations. 	<ul style="list-style-type: none"> • Locational maps • Annotating maps 	<ul style="list-style-type: none"> • Longitude and latitude maps 	<ul style="list-style-type: none"> • Decision making skills.



	<ul style="list-style-type: none"> • Speaking like a geographer using SECK. • Annotating infographics. • Describing locations. 	<ul style="list-style-type: none"> • Constructing a climate graph. • Producing monsoon maps • Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> • Annotating maps. • Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> • Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> • Describing location. • Constructing climate graphs. • Constructing a compound bar graph. • Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> • 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, opportunities, challenges.</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, Pyroclastic flows, Storm surges.</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 Green Wall, Dark Tourism, Megacity.</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>
Assessment	<p>Throughout these units, students will be assessed using Geography 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoints and Endpoints Assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them understand how to progress in Geography.</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	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:					
	<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 Super volcano. 	<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.
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"> Describing location. Atlas work. Analysing information. 	<ul style="list-style-type: none"> Describing distribution. Satellite maps. Analysing Population Pyramids. 	<ul style="list-style-type: none"> Satellite maps. Analysing information. Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> Describing location. Atlas work Labelled sketched diagrams. 	<ul style="list-style-type: none"> Annotated sketches. Satellite images. 	<ul style="list-style-type: none"> Timeline Atlas work Analysing information.



	<ul style="list-style-type: none"> Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> Speaking like a geographer using SECK. 		<ul style="list-style-type: none"> Reading climate graphs. 	<ul style="list-style-type: none"> Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> 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: 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>
Assessment	<p>Throughout these units, students will be assessed using Geography 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoints and Endpoints Assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them understand how to progress in Geography.</p>					





AQA GCSE Geography (8035)						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	The Living World	Urban issues and challenges	Coastal Landscapes	River Landscapes	Resources	Fieldwork
Key knowledge and understanding	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:					
	<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 	<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 	<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 	<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.



	<p>deserts pose.</p> <ul style="list-style-type: none"> Causes and management of desertification. 			management chosen?	and Wind Farms in the UK and Freiburg in Germany.	
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. 	<ul style="list-style-type: none"> Expedient line graphs constructed and analysed. OS map skills. Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> OS map skills. Annotated diagrams. sequencing. Speak like a geographer using SECK. 	<ul style="list-style-type: none"> Analysing of hydrographs OS map skills Annotated diagrams. Speak like a geographer using SECK. 	<ul style="list-style-type: none"> Interpret line graphs, compound bar graphs, pie charts. Speak like a geographer using SECK. 	<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	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.					
Assessment	Formative assessment in the form of Quizzes and SENECA homework's. Within each topic students will answer exam questions which will be provided with feedback, so that students can improve their work. Mock exams will also take place throughout KS4.					



Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	The challenges of natural hazards	The economic changing world	The economic changing world	Pre-release	Pre-release	Summer Exams
Key knowledge and understanding	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:					
	<ul style="list-style-type: none"> Gain knowledge about the risks natural hazards pose and the natural and human causes of climate change. Explain global atmospheric circulation model and describe the distribution of tectonic hazards. Investigate the Chile and Nepal earthquake, Typhoon Haiyan and Somerset level floods. They must then analyse the impact and responses to each of the hazards. Investigate the mitigation 	<ul style="list-style-type: none"> Gain knowledge about the economic gap that exist and why this is. Apply their understanding of indicators of development to levels of economic growth. Examine, in depth, the economic change Nigeria and the UK have experienced. Students must be able to use specific facts and figures to back up their findings. 	<ul style="list-style-type: none"> Gain knowledge about the economic gap that exist and why this is. Apply their understanding of indicators of development to levels of economic growth. Examine, in depth, the economic change Nigeria and the UK have experienced. Students must be able to use specific facts and figures to back up their findings. 	<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. 	PAPER 3 Issue Evaluation (tbc)	<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



	<p>strategies of climate change and how countries have adapted.</p> <ul style="list-style-type: none"> explain the physical processes of 3 plate margins and formation of tropical storms in the right sequencing. 					
<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"> Linking the understanding of how physical factors impact on humans. Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> Read and interpret data in the Demographic Transition Model and Population Pyramids. OS map skills. Speaking like a geographer using SECK. 	<ul style="list-style-type: none"> Interpret line graphs, compound bar graphs, pie charts. Speaking like a geographer using SECK. 	<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 	<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. 	<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.



				<p>different interest.</p> <ul style="list-style-type: none">• Speaking like a geographer using SECK	<p>Speaking like a geographer using SECK.</p>	
Vocabulary	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 .					
Assessment	Formative assessment in the form of Quizzes and SENECA homework's. Within each topic students will answer exam questions which will be provided with feedback, so that students can improve their work. Mock exams will also take place throughout KS4.					

