

Geography Detailed Overview

Year 5/6	
Volcanoes – a Lost world	<p>Know which countries contain active and dormant volcanoes</p> <p>Within Europe to locate main volcanic sites and investigate the impact of previous eruptions</p> <p>To know the sections within a volcanoes and the causes of eruptions</p> <p>To know the different types of volcanoes and be able to draw diagrams of them</p> <p>Country study – New Zealand – to be able to use knowledge of previous eruptions in other world locations to design a volcano response</p> <p>To study the land around volcanoes in terms of use – tourism, farmland; why are they areas that are highly populated?</p> <p>Map work skills – symbols, terrain, scale. Locate continents and key countries on a map of the world</p> <p>Diagram skills – to be able to represent volcanoes in diagram form</p> <p>Graphical skills – to be able to create impact zone diagrams and plot data relating to impact</p>
City Living	<p>To compare Bramley as a locality to a city location – Hull</p> <p>To be able to discuss the main methods of city centre regeneration, including status as ‘city as culture’ and a case study on the impacts of the London Olympics on regeneration in key areas of the capital</p> <p>To be able to describe the plus points and minus points of city and village living within the UK</p> <p>Map work skills – symbols, analysis</p> <p>Graphical skills – population graphs</p>
Economic Activity	<p>To compare main economic activities within different counties of the UK</p> <p>To know key exports from the UK to different regions of the world and to know the types of products we import and from where</p> <p>To understand the environmental impact, including carbon footprint, associated with importing and exporting goods</p>
Brazil / Rainforests	<p>To locate the main rainforest areas of the world</p> <p>To look at conflicts within the Brazilian rainforest and to understand that there are very different viewpoints; tribal peoples, conservationists, logging companies, Beef farmers, government. To write a balanced argument of the issues</p> <p>To know key facts about the variety of flora and fauna within the rainforest</p> <p>To investigate the water cycle – linked to biology</p> <p>To be able to discuss how Brazil has very varied levels of economic development; compare the life of the rich with those in the Flavella</p>
Japan	<p>To be able to discuss the varied landscape of Japan</p> <p>To be able to state key flora and fauna, including endangered species, native to Japan</p> <p>To investigate the impact of natural disasters upon Japan</p> <p>To look at the issue of urbanisation within Japan and how they cope with over-crowding</p> <p>Cultural topic – visit from a Japanese family, artefacts and attitudes discussion. Shinto temple.</p>

Weather & climate	<p>To understand the seasons within the UK and how they are created</p> <p>To be able to define the meaning of climate compared to weather</p> <p>To be able to use standard geographical weather measuring tools to develop a local 'weather station' and record results in geographical format</p> <p>To understand how climate affects human activity – compare the climate of the UK to Australia and related cultural differences</p>
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Year 7/8	
China	<p>To consider issues around over-population and critically review the impact of China's one child policy using a wide range of geographical sources, including raw data, graphs and reports</p> <p>To consider China's development and progress as one of the world's leading economic powers; considering impacts and changes to different sections of society</p> <p>To consider conservation of wildlife in China and why there are difficulties around preservation of key species and habitats</p> <p>To know cultural similarities and differences – what is life like for a child in China?</p>
Coasts – should we protect Holderness coastline	<p>To be able to use physical modelling and computer generated simulation to consider the issues around protecting the Holderness coastline</p> <p>To show a clear understanding that coastal defences in one area may impact negatively on areas further up the coastline, and that coastal management is complex and dynamic</p> <p>To understand, and critically consider, different view points within the locality</p> <p>To visit a more local beach area and carry out sampling and other fieldwork techniques accurately, then compare to Holderness</p>
Hot environments	<p>To know the key data, including location, climate, population and types of flora and fauna for 3 distinctive hot environments:</p> <p>Savanna</p> <p>Rainforests</p> <p>Deserts</p> <p>To link climatic features to their solar studies in physics and their knowledge of the equatorial belt</p> <p>To critically consider how humans are impacting, both positively and negatively, on ecosystems within these hot environments</p>
Migration	<p>To critically consider the push and pull factors for migration</p> <p>To be able to articulate the difference between a refugee and a migrant</p> <p>To consider how migration has altered the UK and to investigate the impact of migrant communities as part of our long term heritage (as part of this work we will visit several established communities locally and also have first and second generation migrants visit us)</p> <p>To critically review news articles around the issue of migration and to learn to recognise both bias and fake news</p> <p>To investigate migration within a world context</p>

Weather and climate / hazards	<p>Linked to studies previously carried out about hot environments, to know key areas of the world affected by drought</p> <p>To consider drought protection schemes and critically assess their impact</p> <p>To consider the impact of global warming and to interpret graphical data accurately to make predictions around the future of the planet</p> <p>To know ways in which countries are working together to try to stem the affects of global warming</p> <p>To know key areas of the UK, and areas of the world, where flooding takes place</p> <p>To investigate the key differences between the response to flooding within the UK and the response to flooding within an LEDC (Bangladesh)</p>
Tectonic Hazards	<p>To know why earthquakes can be difficult to predict in time for areas to be evacuated</p> <p>To know and understand the main fault lines of the world and where Earthquakes occur</p> <p>To carry out independent research, using a wide variety of sources, into a specific modern earthquake event of their choice (class to study a variety of countries so that when the work is shared the contrast between prevention and responses can be linked to economic development factors)</p> <p>To make and use accurate models of fault lines that physically demonstrate the risk factors – either physical models or computer aided simulations</p>
Cold environments	<p>To locate the arctic and Antarctic circles and understand the differences and similarities between the two areas including flora and fauna adaptations</p> <p>To carry out a cultural study of how native peoples have adapted to life in cold places – Inuit, Sami</p> <p>To investigate Iceland and be able to discuss how it's cold climate impacts upon its economy, culture and environment</p>
UK landscapes	<p>To use a variety of different maps to locate and interpret the different landscapes within the UK</p> <p>To know that the UK has a huge variety of landscapes and what has caused these to exist</p> <p>To critically consider 4 key landscapes (mountain, wetlands, coast, pastural) making detailed, critical analysis of the pressures upon them, the people living within them, their value to the UK as a whole and their economic activity.</p> <p>The New Forest – to visit the New Forest and carry out fieldwork exercises to feed into a study of the area covering tourism, ecosystems, protection and conservation issues. (Field trip residential)</p>

Year 9 / 10	
Natural Hazards and tectonic Hazards	To demonstrate a good understanding of the key hazards discussed; why they occur, predictability, impact

	<p>To demonstrate knowledge of key case studies of past events, including the reconstruction efforts post event</p> <p>To use a variety of sources to investigate differing opinions around case study events – newspapers, geographical reports</p> <p>Tsunami, volcanoes, earthquakes,</p>
Weather Hazards and climate change	<p>To understand hurricanes including predictability, how they form</p> <p>To demonstrate knowledge of key case studies of past events, including the reconstruction efforts post event</p> <p>To be able to discuss the causes of climate change and the evidence for climate change</p> <p>To know the impact of climate change for different parts of the world, and in particular how it may differ between different economic levels; LEDCs</p> <p>To use fieldwork techniques to track the weather within a microclimate locally (Winkworth)</p>
The living world – ecosystems	<p>To show an understanding of key terms such as ecosystem and biosphere</p> <p>To understand the relationships within an ecosystem and how these are affected by human activity</p> <p>To be able to discuss the flora, fauna, issues and location of several key ecosystems case studies</p> <p>Rainforests, grasslands, deserts, polar regions, freshwater, saltwater, coral reefs, deciduous woodland</p> <p>To use key geographical investigative techniques to investigate accessible ecosystems : the beach, river mole, camber sands</p>
Physical landscapes - coasts	<p>To visit two contrasting coastlines in the UK and use fieldwork techniques to collect accurate data; use the data to write a comparison report covering the environment, the economy and sustainability</p> <p>To demonstrate a firm understanding of coastal erosion and deposition processes including the formation of key coastal features</p> <p>To use coastal cliff mock ups to physically demonstrate coastal processes, including the action of longshore drift</p> <p>To demonstrate a comprehensive understanding of hard and soft engineering solutions, and why they have been used in different areas around the world</p>
Physical Landscapes – Rivers	<p>To visit two contrasting river environments in the UK and use fieldwork techniques to collect accurate data; use the data to write a comparison report covering the environment, the economy and sustainability</p> <p>To demonstrate a firm understanding of river erosion and deposition processes, and potential pros and cons of solutions</p> <p>To be able to locate and name several key waterways within the UK</p>
Urban issues and resource management	<p>Demonstrate a comprehensive understanding of the push and pull factors for human migration to cities, using examples from several world case studies.</p> <p>To demonstrate an understanding of why in some situations people are leaving the city to return to the countryside</p> <p>To study the issue of globalisation and various refugee ‘crisis’ and issues around the world</p> <p>To look at key charities and world organisations and their work within global issues of resource management</p>

	<p>To look at the global economy and debt management within LEDCs To consider inequalities and sustainability of a growing world population</p>
<p>Fieldwork techniques which will be covered in year 7- 10</p>	<p>Sketching and photography Field sketching and field photography are fundamental parts of any field work investigation.</p> <p>Sampling techniques An appropriate sampling strategy is adopted to obtain a representative, and statistically valid sample of the whole.</p> <p>Coasts Beach profiles, sediment analysis, measuring longshore drift, cliff surveys.</p> <p>Microclimate Wind speed and direction, temperature, relative humidity and light levels, precipitation.</p> <p>Rivers Cross-sections, velocity, sediment analysis.</p> <p>Ecosystems Sand dune transects, woodland transects, soil analysis, invertebrate sampling, freshwater invertebrate sampling, water quality measurements, zone sampling.</p> <p>Rural investigations Land-use and function surveys, rural services provision, rural changes and issues investigations.</p> <p>Human impact studies Investigating pollution, carrying out an environmental impact assessment, judgement surveys and environmental evaluation surveys.</p> <p>Tourism and recreation Impact of tourism and recreation, impact of new tourism and recreation developments.</p> <p>Urban and settlement Investigating landuse and function, retailing and commerce investigations, urban changes and issues.</p> <p>Fieldwork technology Free GIS and maps, Google Earth, ESRI ArcGIS, Infomapper, geocaching, geotagging, soundscapes.</p> <p>Transport Investigating provision, investigating issues and management.</p> <p>Investigating opinions Carrying out interview surveys, conducting questionnaires.</p>

