



Northampton International Academy Geography Curriculum Overview



Why Teach Geography?

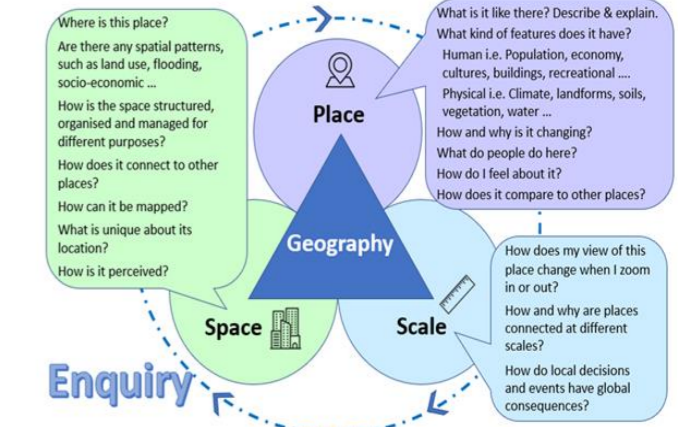
We believe that Geography will raise awareness of learning about human, physical and environmental topics on a local, national, and global scale. Learners will learn about their planet outside of the classroom, assessing the spatial and temporal factors that have shaped it and the impacts this has on their lives and in turn, the impact they have on it. It is our intention that our Geography curriculum will:

- Help learners to raise and answer questions about the physical landscape, how humans live and the impacts that we have.
- Enable learners to think critically about the impact human activity has on the natural landscape and human-made environments.
- Spark learners' curiosity about the world around them.
- Help learners to become knowledgeable citizens, concerned about the future of our planet through the connections that exist between people and place.

Disciplinary big ideas

	Place – what it's like, what happens there, how it changes, emotion response
	Space – location, distribution, patterns and network connections, layout
	Environment – physical & human processes, actions and features, change
	Scale – local, regional, national, continental, global
	Environmental Impact – interactions, change, usage, sustainability, effects, response
	Cultural Awareness – diversity, disparity, connections, social identify, values
	Interconnections – links between features, places, events and people

Disciplinary Knowledge



Learning for Life and Careers

Employability Skills	Literacy, numeracy, ICT, research, analysis, evaluation, creativity, leadership, organisation, empathy, decision making, critical thinking, justification, teamwork, presentation skills, graphicacy, negotiation.
Linking the Curriculum to Careers	Carried out within the subject via the teaching of skills and content but then linking these to specific careers as learners progress through the curriculum. E.g. When teaching about urbanisation, learners will encounter a variety of careers within this unit such as Town Planner, Architect and Conservationist.
Examples of Qualification Pathways	Geography is considered to be a facilitating subject at degree level and can therefore lead to many different career pathways. Learners with a qualification in the subject can be regarded as highly employable due to the varied topics that they investigate. Geography links closely to other subjects taught at NIA including Maths, Biology, Computer Science, Sociology, Criminology and Health and Social Care. Examples of career pathways are: Town Planner, Architect, Data Analyst, Cabin Crew and many more.

Research and Development	Environment and Society	Business	Leisure and Culture
Cartographer, GIS Analyst, Lecturer, Data Analyst, Geospatial Analyst, Meteorologist, Climatologist, Environmental Scientist.	Architect, Town Planner, Infrastructure Developer, Emergency Responder, Politician/Government, Aid Worker, Conservationist, Marine Biologist, Charity Worker, Waste Management Officer, Transport Planner, Humanitarian responder, Teacher, Meteorologist.	Manager, Sustainability Officer, Human Resources, Data Analyst, Logistics Planner, Public Relations, Consultant.	Wildlife Photographer, Cabin Crew, Travel Rep, Air Traffic Controller, Events Planner, Travel Consultant, Media Researcher, Expedition Leader.

Substantive Big Ideas

Locational Knowledge		Developing contextual knowledge of the location of globally significant places.
Place Knowledge		Understanding Geographical similarities and differences through the study of Human and Physical Geography.
Human and Physical Geography		Studies of trade, resources, settlements, agriculture, etc and the processes that create Geographical phenomena such as earthquakes, rivers, volcanoes etc.
Skills and Fieldwork		Geographical enquiry and the application of skills in observing, collecting, analysing, presenting and evaluating Geographical information.

Purpose of Study and Aims

Inspire curiosity and fascination	Physical features/characteristics	Interdependence	Physical processes	Identify, explain, extrapolate patterns	Scale	Change over time	Interpretation of data and sources
Communicate geographical information	Interconnections	Human features/characteristics	Interactions	Human processes	Collect, analyse, communicate	Spatial Variation	Understand similarities and differences



Northampton International Academy Secondary Geography Curriculum Map



Locational Knowledge Developing contextual knowledge of the location of globally significant places.	Place Knowledge Understanding Geographical similarities and differences through the study of Human and Physical Geography.	Human and Physical Geography Studies of trade, resources, settlements, agriculture, etc and the processes that create Geographical phenomena such as earthquakes, rivers, volcanoes etc.	Skills and Fieldwork Geographical enquiry and the application of skills in observing, collecting, analysing, presenting and evaluating Geographical information.
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	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Rivers The water cycle The drainage basin Shaping the landscape Flooding River management Case study – The Ganges	Climate Change What are resources? How has the Earth’s temperature changed over time? Greenhouse effect and climate change Impacts of climate change Case study – Australian bush fires How can we tackle climate change?	Geomorphological Hazards Earth’s structure Where and why do tectonic hazards happen? Case study - earthquake Deggs model/ Parks model Case study – tsunami Mitigating earthquakes Volcanoes Case study - volcano	Living in the UK Today Upland, Lowland and Glaciated Environments Geomorphic Processes River Systems and Landform Development Case Study – The River Wye	People of the Planet What is an Ecosystem? Climate, location and plant/animal adaptations for various biomes Nutrient cycling Case Study – The Peruvian Amazon Rainforest Case Study – The Andros Barrier Reef	Paper 1 and 2 Water and Carbon Cycles Global Systems and Global Governance	Paper 1 and 2 Hazards Population and the Environment
Autumn 2	Cold Environments Glaciers and the Ice Age Formation of glaciers Shaping the landscape Depositional landforms Erosional landforms Do glaciers matter? Antarctica Svalbard Russia	Coasts What is the coast? How waves are formed Processes – erosion, transportation and deposition Erosional landforms Depositional landforms Tourism Coastal management Case study- Lyme Regis Case study – The Maldives	Meteorological Hazards How do tropical storms happen? Case study - tropical storm Flooding Case study – floods Droughts Case study - droughts	Living in the UK Today River Systems and Landform Development (continued) Case Study – The River Wye Coastal Systems and Landform Development Case Study – The North Norfolk Coastline	People of the Planet Nutrient cycling Case Study – The Peruvian Amazon Rainforest Case Study – The Andros Barrier Reef	Water and Carbon Cycles Global Systems and Global Governance	Hazards Population and the Environment
Spring 1	Africa Introduction to Africa Countries and biomes in Africa Measuring development Comparing development data	India Introduction to India India’s climate What is India’s landscape like? India’s population Changing India TNCs Uneven development Tourism in India Development projects in India	Urban and Rural Environments What is a settlement? Settlement functions Site and situation Why do settlements change over time? The Burgess model	Living in the UK Today Population Structure Ageing Population Migration The Cycle of Urbanisation Urban Challenges and Management Case Study - Birmingham	People of the Planet Development Indicators Types of aid Uneven Development Case Study – Ethiopia Global urbanisation rates Case Study - Mumbai	Changing Places Coastal Systems and Landscapes	Revision

Spring 2	Africa Case study - Introduction to Kenya What is life like in Kenya? Tourism in Kenya – Maasai Mara	Development What is development? How do countries develop? Development indicators Uneven development Health and wealth Trade Globalisation Economic activities Top-down and bottom-up development Aid Fairtrade	Urban and Rural Environments Changes in retail Micro-economies Brownfield vs greenfield Regeneration and gentrification	Living in the UK Today Trade Diversity Unequal Development Decline and Growth Regeneration	People of the Planet Global Atmospheric Circulation Extreme World Climate Tropical Storms El Nino and La Nina	Changing Places Coastal Systems and Landscapes	Revision
Summer 1	Hot Deserts Characteristics of deserts Location of deserts Climate of deserts Desert ecosystems and adaptation Geomorphic processes Desert landforms Case study - Dubai Desertification	The Geography of Crime Crime wave Geography and crime What is the distribution of crime? Crime hotspots What are impacts of crime? Case study - Crime in Northampton Designing out crime Case study – gun crime in Rio Case study - Knife crime Case study - Heroin trail Case study – Crime in India	Northampton History of Northampton Northampton’s function Urban models How has Northampton changed over time? Sense of place Perception of place Economic landscape of Northampton The challenges Northampton faces	Living in the UK Today Airmasses, climate and extreme weather Case Study – The Somerset Floods Farming and Fishing	People of the Planet Causes and consequences of climate change Australia’s Big Dry Sea level rise and its’ impacts Revision	Non Examination Assessment	Revision
Summer 2	Weather and Climate Weather and climate Weather forecasting Clouds Types of rainfall Air pressure How can we measure weather? Factors affecting climate Climatic regions Extreme weather events	Going Green Plastics Light pollution Ecotourism Oceans Environmental quality survey Recycling Biodiversity Food production – Should we all become vegetarians? Insect farms Containerisation Water security	NEA/Skills Process of enquiry Introduction Data collection methods Recording results Data presentation methods Data analysis Conclusion Evaluation	Living in the UK Today Energy sources in the UK The UK’s energy mix Windfarms and Fracking	Exams	Non Examination Assessment	Exams