

5 Year Curriculum Overview

Ellesmere Park High School

Department:

Geography

Head of Department:

Miss Middleton

Department Vision



“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together” – Barack Obama

5 Year Overview -Departmental Curricular Intent

At Ellesmere Park High School, our geography curriculum engenders the excitement, creativity and critical thinking about the world that will equip young people to make their own way in it. We aim to create the very best geographers and inspire our learners to become global citizens and lifelong learners. We challenge students to think, act and speak like those working in the field would. We vary topics between human and physical geography, using substantive and disciplinary knowledge, to provide a varied appreciation of the ideas, skills and topics in this subject. At EPHS, we extend from the familiar and concrete to the unfamiliar and abstract, making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments. Our curriculum ensures students develop geographical skills, embedding cartographic, graphical, numerical, statistical and literacy.

The curriculum provides opportunities for collaborative working as well as independent learning. Students are explicitly taught skill, knowledge and the vocabulary needed to effectively explain and understand geographical issues in the past, present and future. The geography curriculum is designed to support and challenge all students, appropriate to their age and ability and inspire and motivate the next generation of leading thinkers, scientists, geographers and policy makers. Geography at EPHS aims to work with complex information about the world, including the relevance of people's attitudes, values and beliefs. Our curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas which can and are used to promote their spiritual, moral, social and cultural development.

	Autumn 1	Autumn 2 & Spring 1	Spring 2	Summer 1	Summer 2
	Tourism	Extreme Weather	Resources	Coasts	Climate Change
	<p>Enquiry Question: Does wanderlust exist?</p> <p>Students will: Learn what physical and human features are and why people visit certain places. Identify what tourism is and which jobs are included. Understand why tourism has grown and how the places we visit have changed over time. Identify the impacts of tourism and what national parks are. Practice completing a fieldwork enquiry, based on tourism.</p> <p>Skills studied: Four and six figure grid references, latitude and longitude, drawing divided bar charts, fieldwork enquiry, drawing line graphs and bar charts.</p> <p>Geographical concepts: Place, space, scale, physical and human processes and cultural understanding and diversity.</p>	<p>Enquiry Question: How extreme is weather?</p> <p>Students will: Identify the difference between weather and climate and what a microclimate is. Understand what extreme weather hazards are and give specific examples including flooding and tropical storms. Identify what tornadoes are and where tornado alley is. Identify what tropical storms are and what effects they can cause. Explain what droughts and blizzards are and the impacts they can have on different locations. Understand what extreme weather events we get in the UK and the impacts they can have. Identify and explain why we get certain weather patterns in the UK. Undertake a microclimate enquiry.</p> <p>Skills studied: Drawing bar charts, creating relief maps, understanding isotherm maps, drawing climate graphs, creating choropleth maps, drawing pie charts, using GIS to monitor weather, field sketches and microclimate study.</p> <p>Geographical concepts: Place, scale, physical and human processes, environmental interaction and sustainable development.</p>	<p>Enquiry Question: Are resources destroying our planet?</p> <p>Students will: Understand what resources are and the difference between renewable and non-renewable resources. Identify the three main types of pollution and understand the impacts these can have. Understand where our food comes from and identify what food miles are. Identify which resources are used to power the UK and which resources are used to power the rest of the world. Identify what controversial energy is and why certain sources are controversial. Understand why we pollute our oceans and what the Great Pacific Garbage Patch is. Understand what reduce, reuse, recycle means and how we can be more sustainable.</p> <p>Skills studied: Categorising information, drawing and annotating field sketches, six figure grid references, latitude and longitude, interpreting photographs and drawing pie charts.</p> <p>Geographical concepts: Place, interdependence, physical and human process, environmental interaction and sustainable development.</p>	<p>Enquiry Question: How will the outline of our world map change?</p> <p>Students will: Identify and explain what the coastal zone is, the different types of rock and what erosion is. Explain the main coastal processes including erosion, deposition and transportation. Explain why people are attracted to the coast and give examples of coastal locations. Explain what the coast is like in a local location and why that area is considered a coastal hotspot. Identify what impacts tourism is having on the coastal location and what can be done to tackle this. Explain what coastal sea defences are and what the difference is between hard and soft engineering. Explain how coastal erosion is impacting California and how Dubai is impacting the sea. Assess the impacts of sea level rise and how our world could change.</p> <p>Skills studied: Field sketches, interpreting hydrographs, using GIS to evaluate flood likeliness, categorising information, four and six figure grid references, interpreting and understanding OS maps.</p> <p>Geographical concepts: Space, place, interdependence and physical and human processes.</p>	<p>Enquiry Question: Who is responsible for climate change?</p> <p>Students will: Identify the key differences between global warming and climate change and what the key greenhouse gases are. Explain the recent and long-term evidence of climate change. Identify what the natural and human causes of climate change are. Understand if there is a link between population increase and carbon dioxide. Identify the impacts that climate change can have socially, economically and environmentally. Explain what we can do to mitigate against climate change. Identify how influential Greta Thunberg is and what we can do to protect our resources.</p> <p>Skills studied: Interpreting climate graphs, asking geographical questions, latitude and longitude and categorising impacts and responses.</p> <p>Geographical concepts: Place, scale, physical and human processes, fieldwork, environmental interaction and sustainable development and cultural understanding and diversity.</p>

Population and Urbanisation	Water	Extreme Weather	Climate Change	Africa
<p>Enquiry Question: 7 billion and counting?</p> <p>Students will: Understand how populations are changing and how this links to the demographic transition model. Understand if and how population can be controlled and how urbanisation links to migration and disease. Explain how urbanisation has impacted high income and low-income countries.</p> <p>Skills studied: Calculating natural increase, creating choropleth maps, drawing population pyramids, categorising information, using GIS to interpret data and understanding the Burgess model.</p> <p>Geographical concepts: Place, interdependence, physical and human processes and cultural understanding and diversity.</p>	<p>Enquiry Question: How does water change the world?</p> <p>Students will: Understand where the main coastal towns are in the UK and what we use the sea for. Explain what the main types of coastal erosion and waves are and how they shape the coast. Explain how glaciers are formed, the key types of glacial erosion and deposition and how major landforms are formed. Understand how glaciers can be both a hazard and a resource and how river floods can have a profound impact. Understand the key river processes and how they shape the land.</p> <p>Skills studied: Field sketches, interpreting hydrographs, using GIS to evaluate flood likeliness, categorising information, four and six figure grid references, interpreting and understanding OS maps.</p> <p>Geographical concepts: Space, place, interdependence and physical and human processes.</p>	<p>Enquiry Question: What is weather and climate?</p> <p>Students will: Understand how monsoons impact the Himalayan region, evaluate how wind impacts the earth through hurricanes and tornadoes. Explain how both Russia and the UK are impacted by cold spells, understand what depressions are and how they impact the UK. Understand what heatwaves are and why Africa gets so many droughts.</p> <p>Skills studied: Weather enquiry, categorising impacts, group presentation, field sketches, using GIS to monitor weather, interpreting isotherm maps and drawing climate graphs, fieldwork.</p> <p>Geographical concepts: Space, Interdependence, Physical and human processes and environmental interaction and sustainable development.</p>	<p>Enquiry Question: What is the future for our planet?</p> <p>Students will: Understand how Earth’s temperatures have changed over time and reasons why. Identify the difference between climate change and global warming. Evaluate who will be impacted most due to climate change and who is being impacted right now. Understand what we can do about climate change and how Kiribati is trying to manage climate change sustainably.</p> <p>Skills studied: Interpreting climate graphs, asking geographical questions, latitude and longitude and categorising impacts and responses.</p> <p>Geographical concepts: Place, scale, physical and human processes, environmental interaction and sustainable development and cultural understanding and diversity.</p>	<p>Enquiry Question: What are the challenges and opportunities facing Africa?</p> <p>Students will: Identify what the primary biomes and climates are in Africa and what the physical landscape is like. Understand how Africa’s past has shaped its future and how developed African countries are. Evaluate if there is a future for the Sahel and what the challenges of population and urbanisation are in Africa. Explain what opportunities for tourism there are and why Africa is so important to the rest of the world.</p> <p>Skills studied: Issue evaluation, latitude and longitude, grid references, reading climate graphs, asking geographical questions, understanding population pyramids and bar charts.</p> <p>Geographical concepts: Place, space, scale, physical and human processes and cultural understanding and diversity.</p>

Asia	The Middle East	Disasters	Globalisation	Superpowers
<p>Enquiry Question: How is Asia being transformed?</p> <p>Students will: Identify why Asia is important to the rest of the world. Understand where Asia’s main countries and regions are and their key features. Identify the key physical landforms in Asia and why Mount Everest is so deadly. Explain how Asia’s population is distributed and why some areas are densely populated in Japan.</p> <p>Skills studied: Describing distribution, drawing bar charts, OS map skills, categorising information, field sketches, creating choropleth maps, drawing population pyramids and describing trends.</p> <p>Geographical concepts: Place, scale, interdependence, physical and human processes and cultural understanding and diversity.</p>	<p>Enquiry Question: How is the Middle East being transformed?</p> <p>Students will: Explain why the Middle East is an important world region, the key physical features and how they are linked to the climate and influence the population distribution. Understand why the Middle East is a major economic region and how the United Arab Emirates have developed due to this. Evaluate why Yemen is the poorest country in the Middle East and how the area is being impacted by conflict.</p> <p>Skills studied: Interpreting satellite images, understanding and drawing climate graphs, drawing bar charts, interpreting choropleth maps, completing an enquiry grid, field sketches and creating economic reports.</p> <p>Geographical concepts: Place, space, physical and human processes and cultural understanding and diversity.</p>	<p>Enquiry Question: How do people respond to disasters?</p> <p>Students will: Understand what disasters are and what the primary responses to them are. Study key examples of disasters including Chernobyl, the Australian forest fires and the 2004 Indian Ocean tsunami. Evaluate why the yellow river disaster is considered the deadliest disaster ever and why the 2010 Haiti earthquake was so devastating. Predict what could happen if Yellowstone erupted.</p> <p>Skills studied: Interpret various graphs and charts including pictograms, histograms, scatter graphs and dot maps, statistical skills and comparing satellite photos and maps.</p> <p>Geographical concepts: Place, physical and human processes, environmental interaction and sustainable development.</p>	<p>Enquiry Question: How are the world’s countries connected?</p> <p>Students will: Understand what global connections there are between countries, understand how TNC’s and world trade work and what impacts they have. Explain where global products come from and how fashion connects us to other parts of the world. Evaluate if the UK needs the EU, if fair trade actually helps low income countries and if we can help other countries through aid.</p> <p>Skills studied: Categorising information, asking geographical questions, describing trends, drawing divided bar charts and creating choropleth maps, fieldwork.</p> <p>Geographical concepts: Space, interdependence, environmental interaction and sustainable development.</p>	<p>Enquiry Question: Who are the superpowers?</p> <p>Students will: Understand who the world’s superpowers are and how their power has developed over time. Evaluate why there was a scramble for Africa and why the USSR broke up. Understand what challenges and opportunities the world faced during the breakup of the British empire and why China is a rising superpower. Identify which countries are likely to be superpowers in the future.</p> <p>Skills studied: Ranking and organising data, latitude and longitude, reading choropleth maps, studying dot maps and issue evaluation.</p> <p>Geographical concepts: Place, space, scale, environmental interaction and sustainable development and cultural understanding and diversity.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2
YEAR 10	Natural Hazards	Urban Issues and Challenges	The Challenge of Resource Management	Natural Hazards	Urban Issues and Challenges	The Changing Economic World	Physical Landscapes in the UK	Geographical Applications and Skills
	<p>Key Themes: Weather Hazards</p> <p>Students will: Identify what natural hazards are, the distribution, causes, effects and responses of earthquakes. Understand how the risks of hazards are reduced. Explain the features, causes, distribution and effects of tropical storms. Identify how the weather in the UK is worsening.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central</p>	<p>Key Themes: The Urban World and Sustainable Urban Development</p> <p>Students will: Identify how and why our world is becoming more urban and what makes cities grow. Explain what Rio is like, the different challenges the city faces and how they manage these challenges. Understand how to plan an urban area sustainably and what strategies have been put in place to manage sustainability in Freiburg, including water supply and traffic management.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including</p>	<p>Key Themes: Resource Management and Water Management</p> <p>Students will: Explain how resources are distributed globally and how food, water and energy are provided in the UK. The impacts of water insecurity and how supplies can be increased. Evaluate if and how water can be provided sustainably by studying specific examples.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including</p>	<p>Key Themes: Climate Change</p> <p>Students will: Understand the key climate change and what the causes are. Explain what the impacts of climate change are and how they can be managed.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.</p>	<p>Key Themes: UK Urban Change</p> <p>Students will: Describe where people live in the UK and how urban change has created social and economic opportunities in Manchester. Explain what the environmental challenges are in Manchester and how these are being addressed. Understand what social inequalities there are in Manchester and how these are being addressed through regeneration and development.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and</p>	<p>Key Themes: The Development Gap</p> <p>Students will: Identify what development is and how it can be measured. Identify what causes development to be uneven including wealth and migration and how this links to the demographic transition model. Explain how the development gap can be reduced through tourism, debt relief and fair trade.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central</p>	<p>Key Themes: UK Physical Landscapes and Coastal Landscapes</p> <p>Students will: Identify the main types of wave, weathering and mass movement and how these shape the landscape. Learn the key coastal processes including erosion, deposition and transportation and how these shape the landscape. Evaluate how successful hard and soft engineering techniques are.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including</p>	<p>Key Themes: Fieldwork Preparation and Write Up</p> <p>Students will: Learn how to develop a fieldwork enquiry question and how to formulate an enquiry. Understand the main types of data collection and practise these out in the field. Understand how to process and present data they have collected and how to analyse this data. Practise, writing up their fieldwork enquiry and evaluating it effectively, whilst being critical of their work.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and</p>

	tendency and calculating percentages. Case studies: Typhoon Mangkhut and Storm Cristoph	graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages. Case studies: Rio de Janeiro and Freiburg	range, mode, median, central tendency and calculating percentages. Case studies: Las Vegas and Wakel River Basin Project		calculating percentages. Case studies: Manchester and Salford	tendency and calculating percentages. Case studies: Jamaica tourism model	range, mode, median, central tendency and calculating percentages. Case studies: Lyme Regis and Medmerry	calculating percentages. Fieldwork: Coastal management on the Fylde Coast
YEAR 11	The Changing Economic World	The Changing Economic World	Urban Issues and Challenges	Urban Issues and Challenges	Geographical Applications and Skills	Revision and Exam Time		
	Key Themes: The Development Gap Students will: Identify what development is and how it can be measured. Identify what causes development to be uneven including wealth and migration and how this links to the demographic transition model. Explain how the development gap can be reduced through tourism, debt relief and fair trade. Skills studied: Cartographic including OS maps, scale, relief,	Key Themes: Nigeria: A Newly Emerging Economy and The Changing UK Economy Students will: Identify where Nigeria is located and how it impacts the wider world. Understand how TNC's and international aid have impacted the country. Explain how Nigeria has managed environmental issues and what quality of life is like. Identify how the UK economy has changed over time and how industry has impacted the environment. Explain how rural landscapes	Key Themes: The Urban World and Sustainable Urban Development Students will: Identify how and why our world is becoming more urban and what makes cities grow. Explain what Rio is like, the different challenges the city faces and how they manage these challenges. Understand how to plan an urban area sustainably and what strategies have been put in place to manage sustainability in Freiburg, including water supply and	Key Themes: Urban Change in the UK Students will: Describe where people live in the UK and how urban change has created social and economic opportunities in Manchester. Explain what the environmental challenges are in Manchester and how these are being addressed. Understand what social inequalities there are in Manchester and	Key Themes: Issue Evaluation Students will: Develop their critical thinking and problem-solving skills by looking at an issue derived from the geography specification. A resource booklet will be available twelve weeks before the exam so students have the opportunity to work through the resources and familiarise themselves with the material. Students will develop a critical perspective on the issue studied. Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections	Key Themes: Geographical Skills Students will: Develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills. Prepare for exams by practicing these skills alongside subject content that will be relevant for their assessment. Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.		

	<p>drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.</p> <p>Case studies: Jamaica tourism</p>	<p>and transport in the UK have changed. Identify how the UK is important to the wider world.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.</p> <p>Case studies: Nigeria</p>	<p>traffic management.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.</p> <p>Case studies: Rio de Janeiro and Freiburg</p>	<p>how these are being addressed through regeneration and development.</p> <p>Skills studied: Cartographic including OS maps, scale, relief, drawing cross sections and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.</p> <p>Case studies: Manchester</p>	<p>and drawing sketches. Graphical including histograms, bar and pie charts, scatter graphs and flow line maps. Statistical including range, mode, median, central tendency and calculating percentages.</p>	
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