

GEOGRAPHY

Curriculum Intent	The Geography curriculum at Salford City Academy will inspire in students a love and curiosity of the world around them that will remain with them for the rest of their lives.
KS3 Curriculum	The curriculum builds on students' cumulative understanding of geographical places, processes and systems. The curriculum is strategically planned to ensure that pupils gain an appreciation of the layers of human and physical interactions with increasing complexity.
KS4 Curriculum	The curriculum ensures that students access knowledge of real-world place-specific case studies in great depth using an acquired set of specialist geographical skills. Students will judge, analyse and evaluate a breadth of geographical dilemmas as they progress to public examinations.

Year Group		HT1	HT2	HT3	HT4	HT5	HT6
7	Content	Unit 1: Geographical Skills - Location of cities/countries - Plotting grid references - Measuring distance - OS skills	Unit 1: Geographical Skills Unit 2: River Landscapes - OS Skills continued Begin River Landscapes	Unit 2: River Landscapes - Drainage basins - Erosion, transportation, deposition - Flooding UK	Unit 3: Development - Distribution of HICs/LICs/NEEs - Measuring development - Factors affecting development	Unit 3: Development - Assess a strategy that can be used to improve quality of life in a developing country / or region.	Fieldwork Enquiry ON-SITE - Setting a hypothesis - Methodology - Data collection - Analysis
8	Content	Unit 4: UK Coastlines - Importance of coastlines - Processes and formation of coastal landforms - Impacts of coastal erosion	Unit 4: UK Coastlines Unit 5: Tectonics - Coastal management case study - Introduction to tectonics	Unit 5: Tectonics - Global distribution of plate boundaries - Plate margins - Managing hazards	Unit 6: Population & Migration - Distribution of human population - Population growth	Unit 6: Population & Migration - Factors causing migration - Assessment of impacts of migration on host/source country.	Fieldwork Enquiry - Setting a hypothesis - Methodology - Data collection - Analysis
9	Content	Unit 7: Life in a Newly Emerging Economy - Distribution of NEEs - Rural-urban migration - Opportunities of NEE cities	Unit 7: Life in a Newly Emerging Economy - Evaluation of social, environmental and political impacts of TNCS.	Unit 8: Climate Change - Evidence for climate change - Natural/human processes of CC - Impacts of CC globally	Unit 8: Climate Change - Methods used to manage CC. Adaptation and Mitigation.	Unit 9: (Optional) Urbanisation - Growth of cities in the UK - Urban change in the UK - Sustainable urban areas	Fieldwork Enquiry - Setting a hypothesis - Methodology - Data collection - Analysis
10	Content	UK Landscapes: Coasts 3.1.3.1 UK physical landscapes 3.1.3.2 Coastal landscapes in the UK	UK Landscapes: Rivers 3.1.3.3 River landscapes in the UK	Urban Environments 3.2.1 Section A: Urban issues and challenges NEE/LIC: Rio de Janeiro* HIC: Liverpool*	Urban Environments The Living World 3.1.2 Section B: The living world 3.1.2.1 Ecosystems	The Living World 3.1.2.2 Tropical rainforests 3.1.2.3 Hot deserts*	The Challenge of Natural Hazards 3.1.1 Section A: The challenge of natural hazards 3.1.1.1 Natural hazards 3.1.1.2 Tectonic hazards 3.1.1.3 Weather hazards 3.1.1.4 Climate change
11	Content	The Challenge of Natural Hazards 3.1.1 Section A: The challenge of natural hazards 3.1.1.1 Natural hazards 3.1.1.2 Tectonic hazards 3.1.1.3 Weather hazards 3.1.1.4 Climate change	3.2.2 Section B: The changing economic world NEE tourism example: Jamaica NEE case study: India Economic features of the UK.	3.2.2 Section B: The changing economic world NEE tourism example: Jamaica NEE case study: India Economic features of the UK	3.2.3 Section C: The challenge of resource management 3.2.3.1 Resource management 3.2.3.2 Food*	3.3.2 Section B: Fieldwork Cleveleys – Coastal environments* Blackpool – Impact of tourism* Decision-Making Exercise.	End of Course