

OVERVIEW

The Geography curriculum at Salford City Academy inspires a fascination in students about our world and its people. Geography provides pupils with a knowledge of diverse places, people, resources, and natural and human environments. It enables students to develop a deep understanding of the Earth's physical and human processes allowing students to celebrate the opportunities and understand the challenges of a range of places. The curriculum ensures students can think like geographers and use their valuable geographic knowledge to make sense of the world around them. This will allow them to take part in the geographical debates of today and tomorrow.

Aut

The challenge of natural hazards

- Tectonic hazards; plate tectonics theory, global distribution, processes taking place at different plate margins, the effects and responses to tectonic hazards across contrasting levels of wealth (New Zealand and Nepal), hazard risk, reducing the effects of tectonic hazards.
- Weather hazards; global atmospheric circulation, tropical storms (distribution, features, effects, responses, management), Typhoon Haiyan, extreme weather in the UK, Somerset Levels flooding.
- Climate change; evidence, causes, impacts, management.

Assessment:

- November Mock:
- Paper 1 (Coasts, Rivers, Living world, Natural hazards)
 - Paper 2 (Urban issues and challenges)

Evaluate the long-term responses to a tectonic hazard in a named LIC country.
'Adaptation methods are the best response strategy to climate change.' How far you agree?

Spr

The changing economic world

- Global variations in economic development; classifying development, development indicators, the demographic transition model, causes and consequences of uneven development.
- The development gap; strategies to reduce the development gap, tourism as a strategy to reduce the development gap (Kenya).
- India; location and importance, wider context, changing industrial structure, role of TNCs, changing relationships, aid, environmental and social impacts of economic development.
- Economic futures in the UK; causes of economic change, post-industrial economy, modern industrial development, changes in the rural landscape, north-south divide, links to the wider world.

Fieldwork

- Human and physical fieldwork investigations
- Unseen fieldwork

Assessment:

- March Mock:
- Paper 1 (Coasts, Rivers, Living world, Natural hazards)
 - Paper 2 (Urban issues and challenges, Changing economic world)

Using an example of a LIC/ NEE that you have studied, evaluate the impacts of economic growth on people and the environment.

The UK has important links to the rest of the World. Discuss.

Sum

The challenge of resource management

- An overview of resources in relation to the UK; food (changing trends, food miles and carbon footprints, agribusiness), water (changing demand, pollution management, deficit and surplus, water transfer), energy (changing energy mix, economic and environmental issues).
- Water; global patterns of surplus and deficit, reasons for increasing consumption, factors affecting availability, impacts of insecurity, strategies to increase water supply, China's water transfer scheme, moving towards a sustainable future, Kenya's sand dams.

Geographical applications

- Pre release booklet

Assessment:

"Agribusiness is a more effective solution for UK food challenges than organic farming." To what extent do you agree with this statement?

Using an example of a sustainable water management strategy that you have studied, evaluate the strategy.

Useful resources for supporting your child at home:

- BBC Bitesize
- National Geographic

Homework:

Students will be set homework weekly. This will be a mixture of assignments set on Seneca, questions from the revision guide and practice 6 and 9 mark questions. Revision will take place during P5 interventions every fortnight and students are expected to be completing independent revision outside of this time.