

**Stepney Green School: Humanities Faculty Curriculum Maps: *Geography***

<b>YEAR 8</b>					
<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring term 1</b>	<b>Spring term 2</b>	<b>Summer term 1</b>	<b>Summer term 2</b>
<b>Approx: 7 weeks</b>	<b>Approx: 7 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 7 weeks</b>
<p><b>Water for all</b></p> <p>1. How much water do we use? Direct and indirect use of water</p> <p>2. Human rights and sanitations – laws on water safety</p> <p>3. Impacts of limited access to fresh clean water</p> <p>4. Conflict over water – Israel and Palestine</p> <p>5. Las Vegas water issues</p> <p>6. London’s future water issues</p> <p>7. Providing clean water in developing regions</p>	<p><b>The rise of China</b></p> <p>1. The physical and human features of China</p> <p>2/3. Chinese traditions and way of life (2)</p> <p>4. population distribution of China</p> <p>5/6. The one child policy (2)</p> <p>7. The costs and benefits of China’s development</p>	<p><b>The rise of China</b></p> <p>8/9. The Three Gorges Dam - key case study (2)</p> <p>10. Pollution in China</p> <p>11. China as a growing global superpower</p>	<p><b>Restless Earth</b></p> <p>1. The structure of the earth</p> <p>2. tectonic plates</p> <p>3. Destructive volcanoes</p> <p>4. Living with volcanoes</p> <p>5. Learning from past eruptions</p> <p>6. formation of an earthquake</p>	<p><b>Restless Earth</b></p> <p>1/2. San Francisco’s next big one – learning from 2 past major earthquakes - key case study (2)</p> <p>3. Coping with earthquakes in California</p> <p>4. Haiti earthquake – a developing country example</p> <p>5. Formation and impacts of the Boxing Day Tsunami</p> <p>6. The Impossible – film</p>	<p><b>Globalisation</b></p> <p>1. What is globalisation?</p> <p>2. environmental impacts of globalisation</p> <p>3. globalisation and sweatshops</p> <p>4. Globalisation and child labour</p> <p>5. What is outsourcing and how has it benefited developing countries?</p> <p>6. How has globalisation impacted migration?</p>

**Stepney Green School: Humanities Faculty Curriculum Maps: *Geography***

<b>YEAR 9</b>					
<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring term 1</b>	<b>Spring term 2</b>	<b>Summer term 1</b>	<b>Summer term 2</b>
<b>Approx: 7 weeks</b>	<b>Approx: 7 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 7 weeks</b>
<p><b>Forests Under Treat (4 weeks)</b></p> <p>1. What are tropical rainforests like?</p> <p>2. Soil fertility and biodiversity</p> <p>3. What is the taiga like?</p> <p>4. Direct threats to tropical rainforests</p> <p>5. Indirect threats to tropical rainforests</p> <p>6. Direct threats to the taiga</p> <p>7. Taiga under pressure</p> <p>8. Protecting tropical rainforests</p> <p>9. A sustainable future for rainforests</p> <p>10. Conserving Taiga wilderness</p>	<p><b>Hazardous Earth</b></p> <p>6. Tropical storms case studies – Hurricane Katrina and Cyclone Aila.</p> <p>7. Structure of the earth and tectonic plates.</p> <p>8. Convergent plate boundaries.</p> <p>7. Structure of the earth and tectonic plates.</p> <p>8. Convergent plate boundaries.</p> <p>9. comparing volcanic eruptions – Monserrat 1995 and Japan.</p> <p>10. Comparing earthquakes – Haiti and Christchurch.</p> <p><b>Challenges of an urbanised world</b></p> <p>1. Global urbanisation trends</p>	<p><b>Development Dynamics</b></p> <p>1. What is development and how is it measured?</p> <p>2. Global inequality in wealth.</p> <p>3. Barriers to development in Malawi – key case study (2)</p> <p>4. Describe and explain population pyramids</p> <p>5. Theories of development. (2) - Rostow’s modernisation theory - Franks dependency theory</p>	<p><b>Development Dynamics</b></p> <p>1. How has Vietnam developed? Employment sectors and the Clark Fisher Model</p> <p>2. How developed is India? Using a range of developing indicators.</p> <p>3. How FDI and economic liberalisation has increased the wealth of India.</p> <p>4. The costs and benefits of TNC’s operating in India.</p> <p>5. Regional differences of development - Bihar and Maharashtra – key case studies</p> <p>6. Bottom up projects - the biogas tank - case study</p>	<p><b>Changing Physical Landscape of the UK</b></p> <p>1. How the Pennines are formed and rock profiles.</p> <p>2. Physical processes in the landscape.</p> <p>3. How human activity has influenced the UK landscape</p> <p>4. How the land and sea constantly changes</p> <p>5. Geology at the coast</p> <p>6. Different types and formation of waves</p> <p>7. Transportation by Long Shore Drift</p> <p>8. Weathering and Mass Movement</p>	<p><b>Changing Physical Landscape of the UK</b></p> <p>9. Coastal flooding causes and consequences</p> <p>10. Coastal defences</p> <p>11. Sustainable coastal management</p> <p>12. River processes</p> <p>13. River features and formations</p> <p>14. Causes of river flooding</p> <p>15. Sheffield floods case study</p> <p>16. Flood management and prevention</p> <p>17. What if London floods?</p>

Stepney Green School: Humanities Faculty Curriculum Maps: *Geography*

<p>11. Balancing exploitation and protection in the Taiga</p> <p><b>Hazardous Earth (6 weeks)</b></p> <p>1. Patterns of global circulation and ocean currents.</p> <p>2. Natural causes of climate change. The volcanic theory, sun spots and the orbital theory.</p> <p>3. Proxy data used as evidence for past climate change – Little Ice Age case study.</p> <p>4. Human causes of the enhanced greenhouse effect.</p> <p>5. The formation and global distribution of tropical storms.</p>	<p>2. Reasons for the growth and decline of cities.</p> <p>3. Deindustrialisation in Glasgow.</p> <p>4. Land use models</p> <p>5. Issues caused by the growth of Mumbai and the Dharavi slums</p> <p>6. Vision Mumbai – a top down project</p> <p>7. LSS – a bottom up project</p>		<p>7. Top Down project - Sardar Sarovar Dam</p>		
--	--	--	---	--	--

**Stepney Green School: Humanities Faculty Curriculum Maps: *Geography***

<b>YEAR 10</b>					
<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring term 1</b>	<b>Spring term 2</b>	<b>Summer term 1</b>	<b>Summer term 2</b>
<b>Approx: 7 weeks</b>	<b>Approx: 7 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 7 weeks</b>
<b>Changing Physical Landscape of the UK</b>  9. Coastal flooding causes and consequences  10. Coastal defences  11. Sustainable coastal management  12. River processes  13. River features and formations  14. Causes of river flooding  15. Sheffield floods case study  16. Flood management and prevention  17. What if London floods?	<b>Changing Human Landscape of the UK</b>  1. Population distribution of the UK.  2. UK population pyramids.  3. Deindustrialisation of the UK – the decline of the old economy.  4. The rise of the new digital economy.  5. Impacts of globalisation on the UK.  6. How has London’s location influenced its success?  7. London’s structure and land uses.  8. Migration and inequalities in London.  9. East London case study –	<b>Forests Under Treat</b>  1.What are tropical rainforests like?  2. Soil fertility and biodiversity  3. What is the taiga like?  4. Direct threats to tropical rainforests  5. Indirect threats to tropical rainforests  6. Direct threats to the taiga  7. Taiga under pressure  8. Protecting tropical rainforests  9. A sustainable future for rainforests  10. Conserving Taiga	<b>Consuming Energy Resources</b>  1.Different types of resources  2. Environmental impacts of energy use  3. Access to energy resources  4. Renewable and non-renewable energy  5. Global and UK energy distribution  6. Increase in energy demand  7. Different attitudes to energy consumption  8. Use of energy case studies	<b>People and the biosphere</b>  1.What are biomes?  2. Local factors affecting biomes  3. Biomes as a life support system  4. How do biomes maintain a healthy plant?  5. Food and population theories. (Malthus Vs Boesuoup)	<b>Fieldwork skills/trips/write-up</b>

**Stepney Green School: Humanities Faculty Curriculum Maps: *Geography***

	from decline to regeneration and rebranding. (3 lessons)	wilderness 11. Balancing exploitation and protection in the Taiga			
--	--	--	--	--	--

**Stepney Green School: Humanities Faculty Curriculum Maps: Geography**

**YEAR 11**

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring term 1</b>	<b>Spring term 2</b>	<b>Summer term 1</b>	<b>Summer term 2</b>
<b>Approx: 7 weeks</b>	<b>Approx: 7 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 6 weeks</b>	<b>Approx: 7 weeks</b>
<p><b>People and the Biosphere</b></p> <p>1. What are biomes?</p> <p>2. Local factors affecting biomes</p> <p>3. Biomes as a life support system</p> <p>4. How do biomes maintain a healthy planet?</p> <p>5. Food and population theories. (Malthus Vs Boesuoop)</p>	<p><b>Consuming Energy Resources</b></p> <p>1. Different types of resources</p> <p>2. Environmental impacts of energy use</p> <p>3. Access to energy resources</p> <p>4. Renewable and non-renewable energy</p> <p>5. Global and UK energy distribution</p> <p>6. Increase in energy demand</p> <p>7. Different attitudes to energy consumption</p> <p>8. Use of energy case studies</p>	<p><b>Forests Under Treat</b></p> <p>1. What are tropical rainforests like?</p> <p>2. Soil fertility and biodiversity</p> <p>3. What is the taiga like?</p> <p>4. Direct threats to tropical rainforests</p> <p>5. Indirect threats to tropical rainforests</p> <p>6. Direct threats to the taiga</p> <p>7. Taiga under pressure</p> <p>8. Protecting tropical rainforests</p> <p>9. A sustainable future for rainforests</p> <p>10. Conserving Taiga</p>	<p><b>Making geographical decisions</b></p> <p>1. Analysis of geographical data - maps and graphs</p> <p>2. Making sustainable decisions</p> <p>3. Exam practice.</p>	<p><b>Exam Preparation</b></p> <p>1. Development Dynamics</p> <p>2. Challenges of an urban world</p> <p>3. The UK's physical landscape</p> <p>4. Hazardous Earth</p> <p>5. UK's human landscape</p>	

**Stepney Green School: Humanities Faculty Curriculum Maps: *Geography***

		wilderness 11. Balancing exploitation and protection in the Taiga			
--	--	---	--	--	--