



# **GEOGRAPHY**

## **CURRICULUM OVERVIEW**



# GEOGRAPHY CURRICULUM- LONG TERM PLAN

## CURRICULUM INTENT

At Nottingham Academy, our Geography curriculum is designed to establish a culture of intellectual curiosity and high achievement, fostering an environment that encourages independent thought and critical thinking. We aim to provide students with contextual knowledge of location, people, places, and geographical features, enabling them to understand changes over time and space.

Our curriculum is structured to develop students' competence in enquiry and decision-making, preparing them to be active citizens in a changing world. Through every key stage, we build substantive and disciplinary knowledge, ensuring a high-quality geography education that equips students to become global citizens who can effect positive change.

We aim to provide a curriculum that not only covers the necessary academic content but also instils a deep understanding of the world's complexities and interconnections. By doing so, we prepare students to engage thoughtfully and responsibly with the world around them.

Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We use visual aids, interactive activities, and technology to support understanding and engagement. Regular assessments and personalized feedback are key to our approach, ensuring all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Geography, gaining more knowledge, retaining it effectively, and applying it confidently.

Our ultimate goal is to inspire students to become knowledgeable, critical thinkers who are prepared to contribute meaningfully to society. By providing an engaging and comprehensive Geography curriculum, we ensure that all students leave Nottingham Academy with a profound understanding of the world and the skills to make a difference.

## KEY CONCEPTS

<p><b>Map Skills and Geospatial Awareness</b></p> <p>Understanding and interpreting maps, including reading scales and coordinates.</p> <p>Using satellite imagery and GIS tools for spatial analysis.</p>	<p><b>Physical Geography and Landscapes</b></p> <p>Studying natural landscapes, their formation, and changes over time.</p> <p>Examining the interaction between physical geography and human activities.</p>	<p><b>Human Geography and Urbanization</b></p> <p>Analysing human settlement patterns and urban development.</p> <p>Exploring the social, economic, and environmental impacts of urbanization.</p>	<p><b>Environmental Sustainability and Conservation</b></p> <p>Investigating sustainable practices and the impact of human activities on the environment.</p> <p>Evaluating the role of individuals and corporations in environmental conservation.</p>
<p><b>Global Development and Inequality</b></p> <p>Understanding the disparities in development across different regions.</p> <p>Exploring factors contributing to economic and social inequalities.</p>	<p><b>Climate Change and Natural Hazards</b></p> <p>Studying the causes and effects of climate change and natural hazards.</p> <p>Assessing mitigation and adaptation strategies for climate-related risks.</p>	<p><b>Cultural and Political Geography</b></p> <p>Exploring the relationship between geography and cultural/political processes.</p> <p>Understanding the impact of geopolitical issues on global and local scales.</p>	<p><b>Resource Management and Economic Geography</b></p> <p>Investigating the distribution and management of natural resources.</p> <p>Analysing economic activities and their geographical implications.</p>

# KEY CONCEPTS MAPPING

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<b>Succeeding in Geography</b>	<b>Urbanisation</b>	<b>Should We Exploit the Poles?</b>	<b>Geological Timescales</b>	<b>Oceans</b>	<b>The Geography of Africa</b>
Year 8	<b>Volcanoes</b>	<b>Flooding</b>	<b>World of Work</b>	<b>Forests and Soil</b>	<b>Population</b>	<b>Caring for Our World</b>
Year 9	<b>Conflict &amp; Geography</b>	<b>Food &amp; Drink - Is There Enough?</b>	<b>Middle East and Its Deserts</b>	<b>Globalisation and China</b>	<b>Rocks and Coasts</b>	<b>Extreme Weather</b>
Year 10	<b>Hazardous World</b>		<b>Changing Economic World</b>		<b>Coasts and Glaciation</b>	
Year 11	<b>Living world</b>		<b>Urban Issues and Challenges</b>		<b>Resource Management and Food Resources</b>	

## GEOGRAPHY KEY CONCEPTS

<b>Map Skills and Geospatial Awareness</b>	<b>Physical Geography and Landscapes</b>	<b>Human Geography and Urbanization</b>	<b>Environmental Sustainability and Conservation</b>
<b>Global Development and Inequality</b>	<b>Climate Change and Natural Hazards</b>	<b>Cultural and Political Geography</b>	<b>Resource Management and Economic Geography</b>

# DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<b>Succeeding in Geography</b> Equator, Longitude, Latitude, Scale Bar, Distribution, Upland Area, Continent, Ocean, Country, Sea	<b>Urbanisation</b> Inequality, Infrastructure, Informal jobs, LIC, Migration, NEE, Push factor, Pull factor, Migration, Sanitation, Informal Settlement, Urbanisation, Water borne diseases.	<b>Should We Exploit the Poles?</b> Arctic, Antarctic, Climate, Precipitation, Tundra, Erosion, Deposition, Weathering, Adapted, Exploit	<b>Geological Timescales</b> weathering, erosion, transportation, deposition, landforms, geological, rock, Metamorphic, sedimentary and igneous	<b>Oceans</b> Coral, oceans, marine, biodiversity, threats, restoration, sustainability, aquatic, habitat, conservation	<b>The Geography of Africa</b> Colonisation, Population Density, Relief, Biome, Natural Resources, Active Volcano, Humanitarian crisis, Great African Rift Valley, Urbanisation, Landlocked
Year 8	<b>Volcanoes</b> Continental Drift, Mantle, Core, Crust, Lava, Magma, Dormant volcano, Active volcano, Extinct volcano, Composite volcano, Shield volcano, Constructive boundary, Deconstructive boundary, Conservative boundary, Pyroclastic flow, Lahar	<b>Flooding</b> Erosion, Deposition, Meander, Hard engineering, Soft engineering, Tributary, Confluence, Source, Mouth, Sediment	<b>World of Work</b> Work, Primary Sector, Secondary Sector, Tertiary Sector, Quaternary Sector, Human Factors, Physical Factors, High-Tech industries, Social Impacts, Environmental impacts, Economic impacts, Tourism, Consumer spending, Disposable income, Globalisation	<b>Forests and Soil</b> Biome, Abiotic, Biotic, Ecosystem, Climate Graph, Climate, Deforestation, Extreme Environments, Temperate Deciduous Woodland (TDW), Tropical Rainforest (TRF), Nutrient cycle	<b>Population</b> Development Indicators, HDI, GNI, Quality of life, Demographic Transition Model (DTM), Population Pyramids, Birth Rate, Death rate, Life expectancy, Aging population, Push Factors, Pull factors.	<b>Caring for Our World</b> Adaptation, Mitigation, Conservation, Pasture, NGO, Conflict, Agriculture, Carbon Footprint, Fossil Fuels, Renewable, Sustainable, Eco-Tourism
Year 9	<b>Conflict &amp; Geography</b> Conflict, Civil war, Development, HDI, Resource scarcity, Sustainable, Industrialisation, Infrastructure, NIMBY, Border	<b>Food &amp; Drink - Is There Enough?</b> Surplus, Deficit, Water Stress, Precipitation, Water Quality, Water Transfer, Water Security, Drought, Desalination, Grey Water, Soil Erosion, Crop Rotation	<b>Middle East and Its Deserts</b> Adaptation, Income, Desert, Middle East, Development, Arid, Sustainable, Climate, Urban, Mineral, Irrigation	<b>Globalisation and China</b> Investment, Profit, Trade, Export, Import, Transnational Company (TNC), Globalisation, Exploitation, Migration, Soft Power, Source country, Host country	<b>Rocks and Coasts</b> Waves, Transportation, Soft engineering, Slumping, Mechanical weathering, Mass movement, Longshore drift, Hydraulic action, Hard engineering, Deposition, Cliff, Chemical weathering, Beach, Attrition, Abrasion	<b>Extreme Weather</b> extreme weather, adaptation, mitigation, destructive, Primary impact, secondary impact, tropical storm, tornado, flooding, drought



Year 10	<p><b>Hazardous World</b></p> <ul style="list-style-type: none"> <li>Hazard risk</li> <li>Natural hazard</li> <li>Conservative plate margin</li> <li>Constructive plate margin</li> <li>Destructive plate margin</li> <li>Earthquake</li> <li>Immediate responses</li> <li>Long-term responses</li> <li>Monitoring</li> <li>Plate margin</li> <li>Planning</li> <li>Prediction</li> <li>Primary effects</li> <li>Protection</li> <li>Secondary effects</li> <li>Tectonic hazard</li> <li>Tectonic plate</li> <li>Volcano</li> <li>Economic impact</li> <li>Environmental impact</li> <li>Extreme weather</li> <li>Global atmospheric circulation</li> <li>Management strategies</li> <li>Social impact</li> <li>Adaptation</li> <li>Climate change</li> <li>Mitigation</li> <li>Orbital changes</li> <li>Quaternary period</li> </ul>	<p><b>Changing Economic World</b></p> <ul style="list-style-type: none"> <li>Birth rate</li> <li>Commonwealth</li> <li>Death rate</li> <li>De-industrialisation</li> <li>Demographic Transition Model</li> <li>Development</li> <li>Development gap</li> <li>European Union</li> <li>Fairtrade</li> <li>Globalisation</li> <li>Gross National Income (GNI)</li> <li>Human Development Index (HDI)</li> <li>Industrial structure</li> <li>Infant mortality</li> <li>Information technologies</li> <li>Intermediate technology</li> <li>International aid</li> <li>Life expectancy</li> <li>Literacy rate</li> </ul>	<p><b>Coasts and Glaciers</b></p> <ul style="list-style-type: none"> <li>Landscape</li> <li>Abrasion (or corrasion)</li> <li>Arch</li> <li>Attrition</li> <li>Bar</li> <li>Beach</li> <li>Beach nourishment</li> <li>Beach reprofiling</li> <li>Cave</li> <li>Chemical weathering</li> <li>Cliff</li> <li>Deposition</li> <li>Dune regeneration</li> <li>Erosion</li> <li>Gabion</li> <li>Groyne</li> <li>Hard engineering</li> <li>Headlands and bays</li> <li>Hydraulic power</li> <li>Longshore drift</li> <li>Managed retreat</li> <li>Mass movement</li> <li>Mechanical weathering</li> <li>Rock armour</li> <li>Sand dune</li> <li>Sea wall</li> <li>Sliding</li> <li>Slumping</li> <li>Arête</li> <li>Bulldozing</li> <li>Conservation</li> <li>Corrie (or Cirque)</li> <li>Drumlin</li> <li>Erratics</li> <li>Freeze-thaw weathering (or frost-shattering)</li> <li>Glacial trough</li> <li>Hanging valley</li> <li>Land use conflicts</li> <li>Moraine</li> <li>Outwash</li> <li>Plucking</li> <li>Pyramidal peak</li> <li>Ribbon lake</li> <li>Rotational slip</li> <li>Till</li> <li>Truncated spur</li> </ul>
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<p>Year 11</p>	<p><b>Living world</b></p> <ul style="list-style-type: none"> <li>Abiotic</li> <li>Biotic</li> <li>Consumer</li> <li>Decomposer</li> <li>Ecosystem</li> <li>Food chain</li> <li>Food web</li> <li>Nutrient cycling</li> <li>Producer</li> <li>Biodiversity</li> <li>Commercial farming</li> <li>Debt reduction</li> <li>Deforestation</li> <li>Ecotourism</li> <li>Logging</li> <li>Mineral extraction</li> <li>Selective logging</li> <li>Soil erosion</li> <li>Subsistence farming</li> <li>Fragile environment</li> <li>Infrastructure</li> <li>Permafrost</li> <li>Polar</li> <li>Tundra</li> <li>Wilderness area</li> </ul>	<p><b>Urban Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>Brownfield site</li> <li>Dereliction</li> <li>Economic opportunities</li> <li>Greenfield site</li> <li>Inequalities</li> <li>Integrated transport systems</li> <li>Mega-cities</li> <li>Migration</li> <li>Natural increase</li> <li>Pollution</li> <li>Rural-urban fringe</li> <li>Sanitation</li> <li>Social deprivation</li> <li>Social opportunities</li> <li>Squatter settlement</li> <li>Traffic congestion</li> <li>Urban greening</li> <li>Urbanisation</li> </ul>	<p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>Agribusiness</li> <li>Deficit</li> <li>Surplus</li> <li>Carbon footprint</li> <li>Energy mix</li> <li>Food miles</li> <li>Fossil fuel</li> <li>Local food sourcing</li> <li>Organic produce</li> <li>Resource Management</li> <li>Aeroponics</li> <li>Biotechnology</li> <li>Famine</li> <li>Food insecurity</li> <li>Food security</li> <li>Hydroponics</li> <li>Permaculture</li> <li>Sustainable development</li> <li>Sustainable food supply</li> <li>The new green revolution</li> <li>Undernutrition</li> <li>Urban farming</li> </ul>
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# ADAPTATIONS FOR SEND STUDENTS IN GEOGRAPHY LESSONS

## GENERAL GEOGRAPHY SEND STRATEGIES

### READING SUPPORT

- Use texts with varied reading levels to cater to different abilities.
- Integrate visual aids, diagrams, and infographics to support text comprehension.
- Provide pre-reading activities to activate prior knowledge and set context.
- Use paired reading and reading circles to encourage collaborative learning.
- Provide glossaries of key terms and concepts for each topic.
- Use comprehension questions and summaries to reinforce understanding.
- Implement digital reading tools and audiobooks to support diverse learners.

### EXAM PREPARATION

- Break down revision into manageable chunks with clear goals.
- Use visual aids and timelines to organize study sessions.
- Provide checklists and progress trackers to monitor learning.
- Use past exam papers and practice questions to familiarize students with the format.
- Provide detailed, constructive feedback to help students improve.
- Incorporate regular, low-stakes quizzes to build confidence and reinforce knowledge.

## SEND WITHIN GEOGRAPHY KEY CONCEPTS

<p><b>Map Skills and Geospatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Use large, clear maps with simple symbols and legends.</li> <li>• Incorporate interactive digital maps and hands-on activities.</li> </ul>	<p><b>Physical Geography and Landscapes</b></p> <ul style="list-style-type: none"> <li>• Use visual aids and 3D models to explain landscape formations.</li> <li>• Provide step-by-step guides and scaffolded learning materials.</li> </ul>	<p><b>Human Geography and Urbanization</b></p> <ul style="list-style-type: none"> <li>• Use case studies and real-life examples to illustrate concepts.</li> <li>• Simplify complex texts and use graphic organizers to aid understanding.</li> </ul>	<p><b>Environmental Sustainability and Conservation</b></p> <ul style="list-style-type: none"> <li>• Integrate multimedia resources to explain sustainability concepts.</li> <li>• Use project-based learning to engage students in real-world scenarios.</li> </ul>
<p><b>Global Development and Inequality</b></p> <ul style="list-style-type: none"> <li>• Provide differentiated texts and visual summaries of key ideas.</li> <li>• Use role-playing and simulations to illustrate development issues.</li> </ul>	<p><b>Climate Change and Natural Hazards</b></p> <ul style="list-style-type: none"> <li>• Use clear, concise explanations of scientific terms and processes.</li> <li>• Provide opportunities for hands-on experiments and investigations.</li> </ul>	<p><b>Cultural and Political Geography</b></p> <ul style="list-style-type: none"> <li>• Use storytelling and narrative techniques to explain cultural and political contexts.</li> <li>• Incorporate visual timelines and maps to show historical changes.</li> </ul>	<p><b>Resource Management and Economic Geography</b></p> <ul style="list-style-type: none"> <li>• Use case studies and multimedia presentations to illustrate resource management.</li> <li>• Provide scaffolded activities and step-by-step guides for economic concepts.</li> </ul>

# LONG TERM PLAN- A CURRICULUM OVERVIEW

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><b>Succeeding in Geography</b></p> <p>Students will master basics like map reading and understanding geographical concepts. They will engage with personal interests and explore perspectives on place and space. They will advance into topics like satellite photography and decision-making. Staying curious, asking questions, and applying knowledge, they will stay organized, manage time effectively, and seek support when needed. With dedication, they will become successful geographers.8</p>	<p><b>Urbanisation</b></p> <p>Students will examine the living conditions and initiatives aimed at enhancing the quality of life in cities, contrasting London and India. They will explore urbanisation trends, migration factors, and efforts to uplift communities in these areas.</p>	<p><b>Should We Exploit the Poles?</b></p> <p>Students will explore the importance of protecting the Poles and the consequences of exploitation. They will study how the Arctic has faced heavy exploitation, while Antarctica remains a global common protected from any form of exploitation. They will delve into the resources available and the unique environmental features of these regions.</p>	<p><b>Geological Timescales</b></p> <p>Students will explore the geological rock record, including changes to geological landforms over time and what caused these changes. They will study how landscapes constantly change due to weathering, erosion, transportation, and deposition.</p>	<p><b>Oceans</b></p> <p>Students will examine how oceans make up the largest part of our planet and are our biggest biome. They will study how oceans change our lives, their importance around the world, and how we affect them. They will look at the biggest threats to oceans and how to restore them in the future.</p>	<p><b>The Geography of Africa</b></p> <p>Students will explore the rich diversity of Africa, encompassing varied cultures and a storied history of resilience. They will study how Africa presents numerous trade opportunities due to its strategic location and diverse ecosystems, while also facing challenges to the continent's development.</p>
Year 8	<p><b>Volcanoes</b></p> <p>Students will understand the physical processes and associated risks of living near volcanoes. They will explore why people choose to live near these areas, examining the benefits and drawbacks of such decisions. Additionally, students will analyse Mount Nyiragongo's volcanic eruption to comprehend its dramatic impact.</p>	<p><b>Flooding</b></p> <p>Students will study how to mitigate river flooding by comprehending the natural environment, particularly rivers. They will explore how rivers significantly influence our lives, from flooding to management practices, and essential physical processes like deposition and erosion. Understanding these dynamics is crucial for implementing effective flood prevention measures.</p>	<p><b>World of Work</b></p> <p>Students will explore Nottingham's future world of work, confronting a rapidly changing landscape where many jobs of tomorrow are yet to be defined. They will examine various job types and their geographical distribution, analysing the impact of globalization on employment trends. Additionally, they will assess how Brexit has influenced the job market in the UK.</p>	<p><b>Forests and Soil</b></p> <p>Students will study the world's forests, understanding the threats they face. They will explore the importance of deciduous forests and rainforests, as well as the climates and locations needed for each to grow. They will examine the soil cycle, how nutrients are leached from soils and the effect of deforestation on rainforests.</p>	<p><b>Population</b></p> <p>Students will closely examine the interconnectedness of development and population. They will explore how the world rapidly evolves, with improvements in quality of life and significant shifts in population movement. They will analyse how these factors influence each other, anticipating substantial transformations ahead and shaping the future world.</p>	<p><b>Caring for Our World</b></p> <p>Students will study climate change and sustainability. They will research the causes and effects of global warming and explore how to be more environmentally friendly. Finally, they will look at adaptation and mitigation strategies for climate change.</p>



<p style="text-align: center;"><b>Year 9</b></p>	<p><b>Conflict &amp; Geography</b></p> <p>Students will explore the relationship between conflict and geography, examining how factors like climate and development intersect with conflicts. They will analyse both the physical and human causes and impacts of conflicts, assessing why conflicts persist despite the known harm they cause, both presently and in the future.</p>	<p><b>Food &amp; Drink - Is There Enough?</b></p> <p>Students will study the availability of food and water, a pressing concern due to finite Earth resources. They will explore how soil degradation complicates agriculture, exacerbated by a rapidly growing population. Additionally, they will examine the issue of diminishing usable fresh water, with several urban areas already facing water scarcity.</p>	<p><b>Middle East and Its Deserts</b></p> <p>Students will explore the deserts of the Middle East, including the Arabian Desert, the largest sand-only desert in the world. They will examine the opportunities and challenges within the desert biome, including climate, location, and plant and animal adaptations. Additionally, they will study other physical and human features of the Middle East beyond the desert biome.</p>	<p><b>Globalisation and China</b></p> <p>Students will explore the impact of globalisation, driven by large companies, on our world. They will examine how globalisation creates winners and losers globally, addressing issues such as fast fashion and modern slavery. Additionally, they will delve into China as an emerging country most impacted by globalisation, covering its development and ever-changing geopolitical landscape.</p>	<p><b>Rocks and Coasts</b></p> <p>Students will study the relationship between water and rock and how it has changed our planet. They will explore how oceans and rocks interact to create coastal landscapes and apply this knowledge to determine the best ways to protect coasts from rapid erosion, common on much of the UK's coastline.</p>	<p><b>Extreme Weather</b></p> <p>Students will study the destructive force of weather and its profound impact on everyday lives around the world. They will explore what extreme weather is, the location of different types of extreme weather, and the impacts of extreme weather. They will understand why it is so hard to adapt and mitigate against extreme weather.</p>
<p style="text-align: center;"><b>Year 10</b></p>	<p><b>Hazardous World</b></p> <p>Students will explore the causes, effects, and management of tectonic hazards, weather hazards, and climate change through case studies.</p>		<p><b>Changing Economic World</b></p> <p>Students will analyse the economic development of countries, focusing on Nigeria as an emerging economy and the UK's redevelopment.</p>		<p><b>Coasts and Glaciation</b></p> <p>Students will study coastal and glacial processes, landforms, and engineering strategies for managing these environments.</p>	
<p style="text-align: center;"><b>Year 11</b></p>	<p><b>Living world</b></p> <p>Students will examine the processes within small and large scale ecosystems, applying their knowledge to a small-scale UK ecosystem, rainforests and cold environments.</p>		<p><b>Urban Issues and Challenges</b></p> <p>Students will investigate urban development issues in Rio and the UK, assessing sustainable solutions through case studies.</p>		<p><b>Resource Management and Food</b></p> <p>Students will explore the provision and security of food, water, and energy in the UK and globally, understanding the challenges and strategies for increasing supply.</p>	

# GEOGRAPHY AT PRIMARY PHASE- AT A GLANCE

## Early Years Foundation Stage (EYFS)

- **Term 1:** All about us - we live in Nottingham.
- **Term 2:** We're going in a bear hunt/ Walking through the Jungle
- **Term 3:** Space topic - comparing and contrasting environments on planet earth
- **Term 4:** Our World topic - Clean up text
- **Term 5:** Let it grow topic. Introduction to maps and their purpose
- **Term 6:** Know that there are other countries in the world

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Place knowledge/ Geographical skills (Local area study - Colwick woods trip and library)</li> <li>• <b>Term 2:</b> Human and physical (Identifying and comparing weather patterns in UK and North and South poles)</li> <li>• <b>Term 3:</b> Location knowledge (4 countries and capital cities of UK)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Human and Physical features</li> <li>• <b>Term 2:</b> Location Knowledge/ place knowledge (Comparing UK and small area of non-European Country)</li> <li>• <b>Term 3:</b> Geographical skills and field work (Maps of the school environment)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Location study (Countries, continents, and oceans)</li> <li>• <b>Term 2:</b> Place Knowledge/ human and physical (Volcanoes around the world)</li> <li>• <b>Term 3:</b> Physical Geography/ Geographical skills and field work (River study)</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Physical geography (Water cycle and thunderstorms)</li> <li>• <b>Term 2:</b> Location/ place knowledge (Cities of the UK, Countries, continents)</li> <li>• <b>Term 3:</b> Human geography (Comparing and contrasting types of settlements)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Location knowledge</li> <li>• <b>Term 2:</b> Physical/ Human geography (Biomes and the impact humans have on the environment)</li> <li>• <b>Term 3:</b> Place knowledge (Similarities and differences between region in UK and region in South America)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Location/ Place knowledge (Comparing UK and Greece)</li> <li>• <b>Term 2:</b> Physical and human (Linked to climate change and impact on planet)</li> <li>• <b>Term 3:</b> Location knowledge/ geographical field work</li> </ul>

## GEOGRAPHY KEY CONCEPTS

Map Skills and Geospatial Awareness	Physical Geography and Landscapes	Human Geography and Urbanization	Environmental Sustainability and Conservation
Global Development and Inequality	Climate Change and Natural Hazards	Cultural and Political Geography	Resource Management and Economic Geography

# NOTTINGHAM ACADEMY GEOGRAPHY & NATIONAL CURRICULUM COMPLIANCE

1. Locational Knowledge	2. Place Knowledge	3. Human and Physical Geography
<p><b>Nottingham Academy Curriculum Alignment:</b></p> <ul style="list-style-type: none"> <li>Year 7 - HT6: The Geography of Africa</li> <li>Year 8 - HT3: World of Work</li> <li>Year 9 - HT3: Middle East and Its Deserts</li> </ul>	<p><b>Nottingham Academy Curriculum Alignment:</b></p> <ul style="list-style-type: none"> <li>Year 7 - HT6: The Geography of Africa</li> <li>Year 9 - HT3: Middle East and Its Deserts</li> <li>Year 9 - HT4: Globalisation and China</li> </ul>	<p><b>Nottingham Academy Curriculum Alignment:</b></p> <ul style="list-style-type: none"> <li>Year 7 - HT2: Improving the Lives of People in Indian Slums</li> <li>Year 7 - HT3: Should We Exploit the Poles?</li> <li>Year 7 - HT4: Geological Timescales</li> <li>Year 8 - HT1: Volcanoes</li> <li>Year 8 - HT2: Flooding</li> <li>Year 8 - HT3: World of Work</li> <li>Year 8 - HT4: Forests and Soil</li> <li>Year 8 - HT5: Population</li> <li>Year 8 - HT6: Caring for Our World</li> <li>Year 9 - HT1: Conflict &amp; Geography</li> <li>Year 9 - HT2: Food &amp; Drink - Is There Enough?</li> <li>Year 9 - HT3: Middle East and Its Deserts</li> <li>Year 9 - HT4: Globalisation and China</li> <li>Year 9 - HT5: Rocks and Coasts</li> <li>Year 9 - HT6: Extreme Weather</li> </ul>
4. Interaction of Human and Physical Processes	5. Geographical Skills and Fieldwork	
<p><b>Nottingham Academy Curriculum Alignment:</b></p> <ul style="list-style-type: none"> <li>Year 7 - HT2: How can we solve problems in our cities?</li> <li>Year 7 - HT3: Should We Exploit the Poles?</li> <li>Year 7 - HT4: Geological Timescales</li> <li>Year 7 - HT5: Oceans</li> <li>Year 7 - HT6: The Geography of Africa</li> <li>Year 8 - HT1: Volcanoes</li> <li>Year 8 - HT2: Flooding</li> <li>Year 8 - HT3: World of Work</li> <li>Year 8 - HT4: Forests and Soil</li> <li>Year 8 - HT5: Population</li> <li>Year 8 - HT6: Caring for Our World</li> <li>Year 9 - HT1: Conflict &amp; Geography</li> <li>Year 9 - HT2: Food &amp; Drink - Is There Enough?</li> <li>Year 9 - HT3: Middle East and Its Deserts</li> <li>Year 9 - HT4: Globalisation and China</li> <li>Year 9 - HT5: Rocks and Coasts</li> <li>Year 9 - HT6: Extreme Weather</li> </ul>	<p><b>Nottingham Academy Curriculum Alignment:</b></p> <ul style="list-style-type: none"> <li>Year 7 - HT1: Succeeding in Geography</li> <li>Year 8 - HT2: Flooding</li> </ul>	