



## Year 7 Geography Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Map Skills	The UK	Weather and climate	Is Earth running out of natural resources?	Spotlight on Africa	Climate Fieldwork: Microclimate
Knowledge Covered	<ul style="list-style-type: none"> <li>Countries, continents and oceans C</li> <li>Physical/ Human/ Environmental C</li> <li>UK + Great Britain C</li> <li>Continents and Oceans C</li> <li>Lines of longitude and latitude C</li> <li>OS Maps</li> <li>Map symbols</li> <li>Four fig. grid references C</li> <li>Six figure grid references C</li> <li>Scale</li> </ul>	<ul style="list-style-type: none"> <li>Where people live in the UK?</li> <li>Settlement hierarchy - Nottingham</li> <li>Settlement pattern</li> <li>Urbanisation – land use patterns C</li> <li>UK economic activity C</li> <li>Migration - push and pull factors C</li> <li>Brownfield and greenfield sites</li> <li>North South divide</li> <li>UK Case Study – Manchester</li> </ul>	<ul style="list-style-type: none"> <li>Weather and climate</li> <li>UK weather and climate C</li> <li>Factors affecting climate C</li> <li>Extreme Weather in the UK C</li> <li>The Water Cycle</li> <li>Types of rainfall</li> <li>Climate zones</li> </ul>	<ul style="list-style-type: none"> <li>Natural resources</li> <li>Renewable energy C</li> <li>Non-renewable energy C</li> <li>Global distribution of energy</li> <li>The rock cycle C</li> <li>Weathering – Rocks</li> <li>Deforestation – Amazon.</li> </ul>	<ul style="list-style-type: none"> <li>Location – diversity C</li> <li>Biomes C</li> <li>Desertification C</li> <li>Urbanisation C</li> <li>Inequality C</li> <li>Mobile phones</li> <li>Blood diamonds</li> <li>Fairtrade</li> <li>Ecotourism</li> </ul>	<ul style="list-style-type: none"> <li>Introduction C</li> <li>Hypothesis C</li> <li>Method C</li> <li>Fieldwork C</li> <li>Data presentation C</li> <li>Data presentation C</li> <li>Analysis C</li> <li>Conclusion C</li> <li>Evaluation C</li> <li>Fieldwork presentations C</li> </ul>
Core Skills	<ul style="list-style-type: none"> <li>Grid references (4 and 6 figures)</li> <li>Compass directions (8 point)</li> </ul>	<ul style="list-style-type: none"> <li>Completion and analysis of a line graph.</li> <li>Analysis of a photograph –inferences from a photo</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the advantages and disadvantages of non-renewable and renewable resources</li> <li>Explain the formation of either sedimentary, igneous or metamorphic rock types</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and presentation of climate graphs.</li> <li>Interpretation of choropleth maps</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and presentation of data</li> <li>Map reading skills</li> <li>Evaluation skills</li> <li>Assessing skills</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of data collected in different ways e.g. bar graphs, pie charts etc.</li> <li>Evaluation of investigations</li> </ul>
Online resources	<ul style="list-style-type: none"> <li>KS3 bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a></li> <li>Seneca <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a></li> <li>Internet Geography <a href="https://www.internetgeography.net/">https://www.internetgeography.net/</a></li> <li>Oak Academy <a href="https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3</a></li> </ul>					



# Year 8 Geography Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Climate Change	Glaciation & Polar Regions	Coasts	Global Population	Spotlight on Asia	Urban Fieldwork: Traffic study
Knowledge Covered	<ul style="list-style-type: none"> <li>Climate change – historical</li> <li>Natural causes C</li> <li>Greenhouse + enhance greenhouse effect</li> <li>Human causes C</li> <li>Local and national effects C</li> <li>Global effects C</li> <li>Local responses</li> <li>Global responses</li> <li>Climate change in the future</li> </ul>	<ul style="list-style-type: none"> <li>What are glaciers?</li> <li>Glacial processes</li> <li>Erosional landforms C</li> <li>Depositional landforms C</li> <li>Impact – glaciers around the world – decision making C</li> <li>Glacial Tourism</li> <li>Future of glaciers - climate change</li> </ul>	<ul style="list-style-type: none"> <li>Uses of the coast</li> <li>Waves</li> <li>Longshore drift</li> <li>Coastal processes C</li> <li>Erosional landforms C</li> <li>Depositional landforms C</li> <li>Coastal management</li> </ul>	<ul style="list-style-type: none"> <li>Population patterns</li> <li>Population change C</li> <li>Population pyramids C</li> <li>One child policy C</li> <li>Ageing population</li> <li>Migration</li> <li>Overpopulation</li> <li>Population game</li> </ul>	<ul style="list-style-type: none"> <li>Megacity distribution</li> <li>Mumbai – migration</li> <li>Impacts of urbanisation C</li> <li>Climate – monsoon C</li> <li>Climate – effects – Bangladesh C</li> <li>Three Gorges Dam</li> <li>Boxing Day Tsunami</li> <li>Boxing Day Tsunami – effects</li> </ul>	<ul style="list-style-type: none"> <li>What is traffic? C</li> <li>Hypothesis – traffic congestion C</li> <li>Methods C</li> <li>Data collection C</li> <li>Data presentation C</li> <li>Analysis C</li> <li>Conclusion C</li> <li>Evaluation C</li> </ul>
Core Skills	<ul style="list-style-type: none"> <li>Labelling maps or diagrams</li> <li>Completion and interpretation of a scatter graph</li> </ul>	<ul style="list-style-type: none"> <li>Identifying glacial landforms from an image</li> <li>Extended writing / decision making linked to case study.</li> </ul>	<ul style="list-style-type: none"> <li>Annotating and sequencing coastal landforms</li> <li>Identifying coastal landforms on OS maps -</li> </ul>	<ul style="list-style-type: none"> <li>Interpret population pyramids</li> <li>Answer a 'to what extent' question.</li> </ul>	<ul style="list-style-type: none"> <li>Proportional circles map showing megacity distribution and population</li> <li>Interpreting GIS</li> </ul>	<ul style="list-style-type: none"> <li>Using a number of mathematical skills – mean, median, mode and range.</li> <li>Be able to complete, draw and interpret compound bar graphs.</li> </ul>
Online resources	<ul style="list-style-type: none"> <li>KS3 bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sq">https://www.bbc.co.uk/bitesize/subjects/zrw76sq</a></li> <li>Seneca <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a></li> <li>Internet Geography <a href="https://www.internetgeography.net/">https://www.internetgeography.net/</a></li> <li>Oak Academy <a href="https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3</a></li> </ul>					



## Year 9 Geography Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Spotlight on The Middle East</b>	<b>Globalisation</b>	<b>Sustainability</b>	<b>Our Violent Planet (Volcanoes)</b>	<b>Our Violent Planet (Earthquakes)</b>	<b>Our Violent Planet (Topical Storms)</b>
Knowledge Covered	<ul style="list-style-type: none"> <li>• Location</li> <li>• Climate</li> <li>• Water conflict</li> <li>• The heroin trail</li> <li>• Conflict – Syria C</li> <li>• Refugees – Syria C</li> <li>• Tourism – Dubai C</li> </ul>	<ul style="list-style-type: none"> <li>• What is globalisation</li> <li>• Fashion</li> <li>• TNCs – Nike C</li> <li>• Trading Trainers</li> <li>• Globalisation of fashion</li> <li>• Apple</li> <li>• Food Miles</li> <li>• Fairtrade</li> <li>• Future Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• What is sustainability?</li> <li>• Sustainability model C</li> <li>• Ecological footprint</li> <li>• Reducing ecological footprints</li> <li>• Sustainable housing</li> <li>• BedZed, UK C</li> <li>• Masdar City, Dubai C</li> <li>• Sustainable fishing</li> <li>• Global food crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Natural hazards – types and factors affecting risk</li> <li>• Plate tectonics – processes – plate boundaries</li> <li>• Tectonic hazard – volcanoes - effects</li> <li>• Tectonic hazard volcanoes – responses</li> <li>• Why do people live in hazardous environments?</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of earthquakes</li> <li>• Tectonic hazards – earthquake – effects</li> <li>• Tectonic hazards – earthquake – responses</li> <li>• Case studies of two tectonic hazard events at different levels of development – Nepal and Japan</li> <li>• Management of tectonic hazards – monitoring, prediction, preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Global atmospheric circulation</li> <li>• Global distribution</li> <li>• Causes</li> <li>• Structure</li> <li>• Climate change – distribution</li> <li>• Primary and secondary effects</li> <li>• Responses</li> <li>• Case study - Hurricanes Katrina</li> <li>• Monitoring, planning, prediction</li> </ul>
Core Skills	<ul style="list-style-type: none"> <li>• Assess written work</li> <li>• Command word for GCSE, giving an informed judgement</li> <li>• Use of a figure – source based skill, geographical understanding and interpretation of the figure linked to key content.</li> </ul>	<ul style="list-style-type: none"> <li>• Photo analysis - source based skill, geographical understanding of the source linked to key content</li> <li>• Newspaper clip comprehension - literacy, ability to read and understand a written source and apply geographical knowledge to this</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation written work - command word for GCSE, giving two sides to an issue, links to geographical understanding – positive, negative, student opinion</li> <li>• Problem solving - GCSE preparation for Paper 3. Interpreting range of sources linking back to content of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Write descriptively</li> <li>• Use and interpret Atlas maps</li> <li>• Develop distribution skills</li> <li>• Develop evaluative and analytical skills</li> <li>• Interpret visual resources</li> <li>• Complete cross-sectional diagrams</li> <li>• Comparison of two contrasting case studies</li> <li>• Make future predictions based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Write descriptively</li> <li>• Use and interpret Atlas maps</li> <li>• Develop distribution skills</li> <li>• Develop evaluative and analytical skills</li> <li>• Interpret visual resources</li> <li>• Complete cross-sectional diagrams</li> <li>• Comparison of two contrasting case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing of processes</li> <li>• Interpret and analyse distribution graphs and maps</li> <li>• Analyse aerial and satellite images</li> <li>• Link cause, effect and response</li> <li>• Evaluate different strategies</li> </ul>
Online Resources	<ul style="list-style-type: none"> <li>• KS3 bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sq">https://www.bbc.co.uk/bitesize/subjects/zrw76sq</a></li> <li>• Seneca <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a></li> <li>• Internet Geography <a href="https://www.internetgeography.net/">https://www.internetgeography.net/</a></li> <li>• Oak Academy <a href="https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-3</a></li> </ul>					