

KS3: Year 7 Curriculum Overview: Geography

Rationale: In Year 7 Geography, we build on place knowledge and geographical skills developed at Key Stages 1 and 2. Students will learn how to use OS maps and practice this throughout the year. We introduce students to the first of three physical landscapes with coasts, while building further foundational of core physical geography knowledge of weather and climate, including climate change and the local and global impacts of this. Through case studies, students develop an understanding of how people interact with the environment and attempt to manage environmental issues. In the 'Population' and 'Africa' topic, students develop their human geography knowledge, consider misconceptions and develop a deep understanding of the complexities of places and human geography issues. Throughout the year, students learn different geographical skills and use a range of literature such as books and articles to enhance their knowledge. A core theme that runs through each topic is the idea of sustainability - we explore the environmental, social and economic sustainability of various themes and issues.

Term / Length of Unit	Outline	Assessment	Home Learning	Knowledge/Skills End Points	Literacy
<p style="text-align: center;">Coastal Landscapes and Map Skills</p>	<p><i>Build on knowledge of globes, maps and atlases and apply and develop this knowledge</i> <i>Understand the difference between physical and human geography and how they are linked</i> <i>Embed and expand on place and locational knowledge from KS1</i> <i>Interpret Ordnance Survey maps using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</i> <i>To understand the physical processes leading to the formation of coastal landscapes and to appreciate how human activity relies on the effective functioning of coastal areas as a natural system.</i> <i>Build on key terminology from KS1 (eg. Sea, coast, cliff) and introduce processes to build on knowledge of coastal features at KS2.</i></p>	<p style="text-align: center;">Baseline assessment UK Geography test and Map skills test</p>	<p style="text-align: center;">Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Difference between physical and human geography • Location of countries and cities of the UK • Link between physical and human features <ul style="list-style-type: none"> • What an OS map is and how we use them • Physical processes of weathering and erosion, transportation and deposition – applied to coastal environments • How humans rely on coastal areas as a natural system • Apply learnt knowledge to a case study and create a fieldwork proposal <p><u>Skills</u></p> <ul style="list-style-type: none"> • Atlas skills • Map skills • Topographical mapping • Interpretation of pictures • 16-point compass • OS symbols and key • 4 and 6-figure grid references • Scale • Contours 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Map Keys • Key term list for topic
<p style="text-align: center;">Wild Weather</p>	<p><i>To be inspired by the world around them, take an interest in current issues, develop empathy for people who experience natural hazards.</i> <i>Deepen understanding of USA from KS2</i> <i>Interactions between people and the environment – human activity reliance on natural systems and human effect on natural systems</i></p>	<p style="text-align: center;">Tornado test/assessment (introduce idea using examples/case studies)</p>	<p style="text-align: center;">Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Water cycle (hydrology) • Difference between weather and climate • What a microclimate is • Formation, impacts and responses to tornadoes (USA) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Group work • Collect, analyse and draw conclusions for fieldwork • Research • Photograph, graph, map interpretation 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • News articles to examine current wild weather events
<p style="text-align: center;">Population</p>	<p><i>Understand population patterns, processes and urbanisation. And the impacts this has on the environment.</i> <i>Explain how migration links to population and examine the conflict this can lead to using current examples.</i></p>	<p style="text-align: center;">Population assessment including case study question</p>	<p style="text-align: center;">Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Patterns of population growth • Impact of population growth on the environment • Examine the impacts of migration and apply to current case studies <p><u>Skills</u></p> <ul style="list-style-type: none"> • Graph interpretation (population pyramids) • Numerical data 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • News articles to examine current changes to the

	<i>To apply and embed understanding from KS2 regarding resources, settlement and physical geography features of places.</i>			<ul style="list-style-type: none"> • Interpretation of various map types and graphics • Picture interpretation 	population focusing specifically on current migration patterns
Environmental Issues	<i>To understand their role as global citizens with regard to coral reefs, wildfires and climate change and develop a sense of stewardship for the planet. Interactions between people and the environment – human activity reliance on natural systems and human effect on natural systems.</i>	Extended writing and test	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • The nature of climate change • Causes, impacts and management of climate change • Waste management at various scales • Environmental issues associated with human activity, such as wildfires and coral reef damage <u>Skills</u> <ul style="list-style-type: none"> • Photograph interpretation • Map interpretation • Map skills - choropleth maps, distribution maps • Graph interpretation • Extended writing (literacy) 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • News articles to examine current changes to the climate and figures that support this • Extended writing through judgements around climate change causes
Africa	<i>Students will explore the diverse continent of Africa, exploring the various climatic zones, natural resources and how Africa's history has shaped the current geography. Students will study the resources of the Democratic Republic of Congo, technology and entrepreneurship in Kenya and the role of China in Africa</i>	End of topic test	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • Africa's climatic zones and natural resources • The impact of colonialism • Resource exploitation in the DRC • China in Africa • Appropriate technology and entrepreneurship in farming and the impact of climate change in Kenya <u>Skills</u> <ul style="list-style-type: none"> • OS Map skills • Annotation of photographs and diagrams • Atlas skills • Graph and photograph interpretation 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • Prisoners of Geography by Tim Marshall

KS3: Year 8 Curriculum Overview: Geography

Rationale: In Year 8 Geography, we build on place knowledge and geographical skills. Students continue to use geographical skills and . We study rivers as our second physical landscapes, embedding our understanding of physical processes, while building further core physical geography knowledge of tectonic processes and hazards, exploring more deeply how humans interact with the natural environment, considering vulnerability factors and capacity to cope. This years place study of Asia allows students to develop a broad knowledge of wide ranging human and physical geography in the region, and similarly to their Africa study in Year 7, they will tackle misconceptions and consider how places have changed over time and factors that will affect their future sustainability. By the end of this year, students are ready to deepen their understanding of globalisation and development and consider the impact of this on their own lives and people around the world. Throughout the year, students learn different geographical skills and use a range of literature such as books and articles to enhance their knowledge.

Term / Length of Unit	Outline	Assessment	Home Learning	Knowledge/Skills End Points	Literacy
World Regions	<i>Embed understanding and application of latitude and longitude at KS2 Extend locational knowledge and deepen their spatial awareness of the world's countries using maps of the world Deepen understanding of physical, human and environmental</i>	World Regions test	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • Locate continents and major world cities – in addition physical and human characteristics and environmental regions of Africa, Russia and the Middle East • Major physical features of the world <u>Skills</u> <ul style="list-style-type: none"> • Use of longitude and latitude to find and locate places 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic

	<i>characteristics of certain regions around the world</i>			<ul style="list-style-type: none"> • Map skills • Atlas skills 	
Tectonics	<i>Build on understanding of volcanoes and earthquakes from KS2. Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in geological timescales and plate tectonics. To understand the interaction of human and tectonic activity.</i>	Tectonics assessment (physical processes)	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • How and why tectonic plates move and the hazards they create • Causes, effects and management of earthquakes and volcanoes • How tsunamis are created • Why people live in danger zones <u>Skills</u> <ul style="list-style-type: none"> • Graph drawing and interpretation • Numerical data manipulation and analysis • Map analysis – tectonic activity location (plate boundaries etc) Evaluation of management strategies	<u>Wider Reading</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • Use of news reports to use as examples for recent case studies
Asia	<i>Students will learn about areas of South Asia, particularly India, their physical, human and environmental geography and the global connections and importance of these places.</i>	End of topic test	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • The physical and human geography of countries in South Asia • The connections these places have with the wider world <u>Skills</u> <ul style="list-style-type: none"> • Graph drawing and interpretation • Numerical data manipulation and analysis • Map, photograph and text analysis 	<u>Wider Reading</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • Use of news reports to use as examples for recent case studies
Rivers	<i>To identify a range of diverse landscapes within the UK and around the world Students will explore the changing characteristics, processes and landforms in the river system from source to mouth. They will examine the management strategies used to protect river landscapes from the effects of flooding.</i> <i>LINKS: revisits key physical processes (weathering, erosion, transportation and deposition) from coasts but applied to river systems.</i>	Rivers assessment	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • UK physical landscapes • Fluvial processes • River landforms of erosion and deposition in each course • Human and physical causes of flooding <u>Skills</u> <ul style="list-style-type: none"> • OS Map Skills • Picture and OS Map comparisons/links • Cross sections • Flood hydrographs • Picture interpretation • Diagram drawing and annotation 	<u>Wider Reading and Models</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • Bradshaw model
Global Connections	<i>To understand our place in the world, our connections, the impact this has on development, people's lives. To explore the positive impacts and injustices that arise from globalisation.</i> <i>Use recent academic literature (Factfulness) to challenge our pre-</i>	End of topic test	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> • Understand the concept of globalisation • Inequalities caused by globalisation through the fashion industry – sweatshops • Rana Plaza collapse, Bangladesh • The globalisation and development of China and Russia as global superpowers 	<u>Wider Reading</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic

	<p><i>existing misconceptions around the issues associated with our world. To explore the positive changes that have been made globally to overcome the obstacles that we face.</i></p>			<ul style="list-style-type: none"> • Understand what challenges the world faces • Explain how progress has been made and make a judgement on the success • Analyse and challenge our preconceived views <p><u>Skills</u></p> <ul style="list-style-type: none"> • Interpretation of various graphics and images • Map interpretation –flow maps <ul style="list-style-type: none"> • Numerical data interpretation • Analysis of sources 	<ul style="list-style-type: none"> • Extended writing to make judgements and analyse sources • Factfulness
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Year 9 Curriculum Overview: Geography

Rationale: In Year 9 Geography, students are able to apply their foundational knowledge to current issues associated with people’s interaction with the natural world and deepen their knowledge of sustainability issues. They will be able to understand some of the complexities within current geographical issues such as rapid urbanisation, deforestation, and glacial retreat. Students study glacial landscapes as the last of the three physical landscapes in Key Stage Three. Students learn about the complexities of overtourism, linking this to their understanding of globalisation and development from Year 8 and consider the need for the Sustainable Development Goals and their impact. Throughout the year, students learn different geographical skills and use a range of literature such as books and articles to enhance their knowledge. Students are well prepared to build on their KS3 Geography skills and knowledge into GCSE at KS4.

Term / Length of Unit	Outline	Assessment	Home Learning	Knowledge/Skills End Points	Literacy
<p>Extreme environments</p>	<p><i>To build on the understanding of ecosystems at a range of scales and explore their characteristics, interactions and human development and management, with particular focus on tropical rainforests and hot deserts.</i></p> <p><i>LINKS: Builds on biomes introduction in Antarctica topic at the end of Year 8. GAC – will revisit in GCSE Hazards, Living World, A Level Water and Carbon Links to idea of development and environmental responsibility. Introduced desertification in climate change Y7</i></p>	<p><i>Mid topic assessment</i></p> <p><i>End of unit assessment/PPE Exams (cumulative)</i></p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Concept of an ecosystem and its characteristics • Tropical rainforests and deforestation – causes, impacts, sustainable management. • Hot deserts and how people interact with and exploit them, as well as how they adapt their lives to extreme hot desert environments • The importance of soil <p><u>Skills</u></p> <ul style="list-style-type: none"> • OS Map skills - Interpreting physical and human features • Picture interpretation • Research • Graphical skills • Decision making • Pictograms • Maps interpretation 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic
<p>Tourism</p>	<p><i>To enhance our understanding of place through locational knowledge and the interactions between people and places. This will cover the local and global scale, looking at tourism in the UK as well as New Zealand and Europe.</i></p> <p><i>Students will critically evaluate the benefits of tourism as well as the negative impacts of dark tourism and how COVID has affected the industry. They will also learn about the</i></p>	<p><i>End of topic assessment</i></p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • What is tourism and why it is important • Why rates of tourism have changed over time • The social and economic impacts of tourism and how these can be positive or negative. • Sustainable tourism • Dark tourism and why it is a growing trend • The practicalities of travel and differences in passports <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic

	<p>power of different passports and the practicalities of travel.</p> <p><i>LINKS: Builds on World Regions knowledge of place focused on human and physical landforms. Links to Changing Economic World in Y10 through the analysis of tourism as a method of closing the development gap.</i></p>			<ul style="list-style-type: none"> • Map skills – choropleths, dot maps • Graphical skills – line graphs, bar charts, pie charts – producing and analysing • Picture interpretation • Research • Decision making 	
Geopolitics	<p><i>Students examine the impacts of geographical issues that cross political borders, focusing on water conflicts, resources. They also explore the idea of global governance through the UN Sustainable Development Goals</i></p> <p><i>LINKS: Global Connections, Rivers</i></p>	Extended writing	Set by class teacher for individual classes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Lake conflicts: Water pollution in Lake Baikal and Aral Sea depletion • River conflicts: conflicts arising from dam building (Middle East, Asia) • The water access gap – conflicts arising from unequal access to water around the globe • Sustainable Development Goals • Geopolitical issues surrounding Antarctica and Greenland <p><u>Skills</u></p> <ul style="list-style-type: none"> • Map, picture and graph interpretation • Statistical analysis • Research skills 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • Books include Prisoners of Geography and Power of Geography • Extended writing
Glaciation	<p><i>Students develop an understanding of active and relict glacial landscapes, exploring how ice can shape landscapes through erosion. They also examine the impact of human activity and climate change and how glacial environments are managed.</i></p> <p><i>Links: Physical landscapes, Climate change</i></p>	End of topic test	Set by class teacher for individual classes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • UK physical landscapes • glacial processes • glacial landforms of erosion • Management of Antarctica and Himalayan glacial landscapes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Picture, graph and map interpretation • Drawing and annotating diagrams • Decision making 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic
People and Cities	<p><i>To develop and deepen the understanding of population patterns and urbanisation and the opportunities and challenges associated with this in both HICs and LICs. Students will also examine issues such as urban transport strategies and sustainable urban living and focus particularly on informal settlements in various parts of the world in terms of the nature and management of them.</i></p> <p><i>LINKS: Builds on urbanisation from Year 7. LIC focus for this is Mumbai, India – develop</i></p>	<p>Mid unit assessment</p> <p>End of topic assessment</p>	Set by class teacher for individual classes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Global population patterns, particularly in urban areas • Contrasting urban areas in HICs and LICs • Informal settlements - Mumbai and Rio de Janeiro • Urban transport • Urban sustainability in Curitiba, Freiburg and BEDZed <p><u>Skills</u></p> <ul style="list-style-type: none"> • Map skills – choropleths, dot maps 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic • Extended writing

	<i>understanding of another global superpower in Asia. Foundation for Urban Environments topic at A Level</i>			<ul style="list-style-type: none">• Graphical skills – line graphs, bar charts, pie charts – producing and analysing• OS Map skills• Decision making skills	
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