

Geography curriculum overview – Year 7 (KS3)

<u>Topic</u>	Map skills	Exploring Britain	Ecosystems	Settlement	Glaciation	India
<u>Length of topic</u>	13 Lessons	13 Lessons	16 Lessons	13 Lessons	13 Lessons	13 Lessons
<u>Link to national curriculum and Primary</u>	Geographical skills (Y1&3 continents and oceans, Yr3, 4 & 6 map skills)	Location Knowledge Place knowledge Human and physical geography (Yr1 parts of the UK and Yr4 geographical features of the UK and industries)	Location Knowledge Human and physical geography (Yr3 desserts, Yr2 climate, Yr3 climate zones)	Location Knowledge Human and physical geography (Yr6 types of settlement. Yr4 development of settlement)	Location Knowledge Place knowledge Human and physical geography	Location Knowledge Place knowledge Human and physical geography
<u>Assessment Task</u>	Baseline assessment Making a country	School environment enquiry. Exploring Britain test..	Chicco Mendes Mystery. Design an animal that is adapted to living in the hot desert. (Extended writing.)	Where is the best site for your settlement? (decision making exercise) Settlement test.	Test on glacial landforms Conflict in the national parks	Britain had a harmful impact on the Indian nation. How far do you agree? (Extended writing.) India test.
<u>Key Knowledge</u>	To develop a range of skills related to map reading.	To identify and investigate the human and physical features of Britain.	To develop an understanding of ecosystems where they are and how plants and animals adapted to them.	To develop an understanding of how settlements develop and change over time in both HIS's, LIC's and NEE's.	To develop a understanding of the features and processes of a glaciation.	To identify and investigate the human and physical features of India.
<u>Key Skills</u>	4 figure grid references 6 figure grid references Scale Direction BLOTS Atlas skills	Drawing bar graphs Interpreting graphs Fieldwork skills Atlas skills	Drawing and interpreting climate graphs. Annotated diagrams BLOTS	Map skills Decision making Fieldwork skills BLOTS	Map skills Drawing and Annotating diagrams. Identifying key features. Decision making.	Drawing bar graphs Interpreting graphs Atlas skills
<u>Enrichment</u>	Geography club to be offered on a lunchtime. (throughout the year)	School environment enquiry. No Pen day on the climate crisis	Chester zoo either visit to or visit from	Earth day assembly		

Geography curriculum overview – Year 8 (KS3)

<u>Topic</u>	Middle East	Tectonics	Population	Energy- a matter of resources	Rivers	Russia
<u>Length of topic</u>	12 lessons	19Lessons	15 Lessons	11 Lessons	16 Lessons	10 Lessons
<u>Link to national curriculum and Primary</u>	Location Knowledge Place knowledge Human and physical geography	Location Knowledge Human and physical geography (Yr5 plate tectonics)	Location Knowledge Human and physical geography (Yr3 size of population in different countries)	Location Knowledge Human and physical geography	Location Knowledge Human and physical geography (Yr6 river investigation)	Location Knowledge Place knowledge Human and physical geography (Yr4 locating where Russia is)
<u>Assessment Task</u>	Knowledge test Dubai assessment	Nepal earthquake Montserrat decision making (both extended writing)	Overpopulation assessment. Illegal migration assessment	Geographical enquiry about the siting of a wind turbine.	Rivers test Decision making activity.	Knowledge test Russia assessment
<u>Key Knowledge</u>	To identify and investigate the human and physical features of the middle East.	To develop an understanding of plate tectonics and the impacts these have on the people who live in these areas.	To develop an understanding of how population changes and change over time in both HIC's, LIC's and NEE's.	To develop an understanding of how and why energy use is changing.	To develop a understanding of the features and processes of a river.	To identify and investigate the human and physical features of Russia.
<u>Key Skills</u>	Map skills Drawing and Annotating diagrams. Identifying key features.	Maps skills Annotating diagrams Identifying primary and secondary affects Identifying responses	Map skills Decision making Drawing graphs Interpreting graphs	Fieldwork skills Drawing graphs Identifying responses and effects (primary and secondary) Map skills	Map skills Drawing and Annotating diagrams. Identifying key features.	Map skills Drawing and Annotating diagrams. Identifying key features.
<u>Enrichment</u>	Geography club to be offered on a lunchtime. (throughout the year)	No Pen day on the climate crisis		Wind turbine enquiry Earth day assembly	Virtual fieldwork	

Geography curriculum overview – Year 9 (KS3)

<u>Topic</u>	China	Extreme Weather	Development – a question of money?	Africa	Coasts
<u>Length of topic</u>	14 Lessons	17 Lessons	19 Lessons	14 Lessons	16 Lessons
<u>Link to national curriculum and Primary</u>	Location Knowledge Place knowledge Human and physical geography	Location Knowledge Human and physical geography (Yr6 Global temperature and weather data, Yr3 Climate)	Location Knowledge Human and physical geography	Location Knowledge Place knowledge Human and physical geography (Yr2 Kenya)	Location Knowledge Human and physical geography
<u>Assessment Task</u>	Chinas one child policy (extended writing) China test	Storm Frank (extended Writing) Comparing hurricanes (extended writing)	Reducing the development gap. South Sudan DME	Should we buy African or British grown food? Boy soldiers (extended writing)	Human Use of the coast. (extended writing) Coastal management DME
<u>Key Knowledge</u>	To identify and investigate the human and physical features of Africa.	To develop an understanding the causes, effects and responses to extreme hazards.	To identify and investigate development.	To identify and investigate the human and physical features of Africa.	To develop a understanding of the features and processes of the coast.
<u>Key Skills</u>	Drawing bar graphs Interpreting graphs Atlas skills Identifying primary and secondary affects Identifying responses	Maps skills Annotating diagrams Identifying primary and secondary affects Identifying responses	Drawing bar graphs Interpreting graphs Atlas skills Identifying key features.	Drawing bar graphs Interpreting graphs Atlas skills Identifying primary and secondary affects Identifying responses	Map skills Drawing and Annotating diagrams. Identifying key features.
<u>Enrichment</u>	Geography club to be offered on a lunchtime. (throughout the year)	No Pen day on the climate crisis		Earth day assembly	Virtual fieldwork

Geography curriculum overview – Year 10 (KS4) Exam board: AQA

<u>Topic</u>	<u>The challenge of natural hazards.</u>	<u>Urban Issues and Challenges</u>	<u>UK landscapes and River Landscapes</u>	<u>Fieldwork</u>	<u>Resource management and Water management.</u>
<u>Length of topic (in lessons)</u>	<u>Tectonic hazards</u> :12 lessons <u>Weather Hazards</u> : 14 Lessons <u>Climate Change</u> : 9 lessons	<u>The urban World</u> :10 lessons <u>Urban challenges</u> in the UK: 17 lessons	<u>UK landscapes</u> : 3 lessons <u>River landscapes</u> : 12 lessons	<u>Human Fieldwork</u> : 12 lessons and 1 day out of school to collect data <u>Physical lessons</u> : 12 lessons 1 day out of school to collect data	<u>Resource management</u> :6Lessons <u>Water Resources</u> : 10 lessons
<u>Links to specification</u>	3.1.1 Section A: The challenge of natural hazards 3.1.1.1 Natural Hazards 3.1.1.2 Tectonic Hazards 3.1.1.3 Weather Hazards 3.1.1.4 Climate Change	3.2.1 Section : Urban issues and challenges	3.1.3 Section C: Physical Landscapes in the UK 3.1.3.1 UK Physical landscapes 3.1.3.3 River landscapes in the UK	3.3.2 Section B: Fieldwork	3.2.3 Section C: The challenge of resource management. 3.2.3.1 Resource management 3.2.3.3 Water
<u>Assessment Task(s)</u>	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two lessons built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two lessons built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two lessons built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two lessons built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two lessons built into the unit to address gaps in knowledge.
<u>Key Knowledge</u>	Earthquakes and volcanic eruptions - physical processes Effects / responses of tectonic hazard vary between areas of contrasting levels of wealth Management Global atmospheric circulation model Tropical storms development and effects on people and environment Extreme weather events in the UK and impacts on human activity Climate change (natural and human causes and effects) Managing climate change –mitigation and adaptation	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEES. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.	The UK has a range of diverse landscapes. The shape of a river valleys changes as rivers flow downstream.. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.	Suitable question for geographical enquiry. Selecting, measuring and recording data appropriate to chosen enquiry. Selecting appropriate ways of processing and presenting fieldwork data. Describing, analysing and explain fieldwork data. Reaching conclusions. Evaluation of geographical enquiry.	Food, water and energy are fundamental to human development. The changes demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.
<u>Key Skills</u>	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data Formulate enquiry and argument	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data
<u>Enrichment</u>	Lunch time homework and revision club.	Lunch time homework and revision club.	Lunch time homework and revision club. Earth day assembly	Lunch time homework and revision club. Visit to Dunsop bridge and Kirkby town Centre	Lunch time homework and revision club.

Geography curriculum overview – Year 11 (KS4) Exam board: AQA

<u>Topic</u>	<u>The changing UK economy.</u>	<u>The Living World</u>	<u>The Development gap and Nigeria a newly emerging economy</u>	<u>Coastal landscapes</u>	<u>Revision</u>	<u>Issue evaluation.</u>
<u>Length of topic (in lessons)</u>	10 lessons	Ecosystems: 3 lessons Tropical Rainforest: 8 lessons Hot Deserts: 8 lessons	The development gap: 10 lessons Nigeria: a newly emerging economy: 9 lessons	12 lessons	Amount time will determined by when we finish teaching content.	6 to 8 lessons.
<u>Links to specification</u>	3.2.2 Section B: The changing economic world	3.1.2 Section B: The living World 3.1.2.1 Ecosystems 3.1.2.2 Tropical rainforests 3.1.2.3 Hot deserts	3.2.2 Section B: The changing economic world	3.1.3 Section C: Physical Landscapes in the UK 3.1.3.2 Coastal landscapes of the UK	Paper 1: Living with the physical environment. Paper 2: Challenges in the human environment. Paper 3: Geographical applications.	3.3.1 Section A: Issue evaluation
<u>Assessment Task(s)</u>	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two lessons built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two weeks built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two weeks built into the unit to address gaps in knowledge.	Exam question once per week completed. Written feedback given for students to responds to. End of topic assessment to identify gaps in learning. Two weeks built into the unit to address gaps in knowledge.	Exam question twice per week completed. Written feedback given for students to responds to.	Exam question twice per week completed. Written feedback given for students to responds to.
<u>Key Knowledge</u>	Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	Ecosystems exist at a range scales and involve the interaction between biotic and abiotic components Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed. Hot deserts ecosystems have range of distinctive characteristics. Development of hot deserts environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.	There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes.	Review, revise and recall learning on both human and physical geography units. Review, revise and recall learning on human and physical fieldwork.	Contributes a critical thinking and problem-solving element. T Develop knowledge and understanding of physical and human geography themes from the compulsory elements of the course.. Consider and select a possible option in relation to issue(s) and justify their decision.
<u>Key Skills</u>	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data
<u>Enrichment</u>	Lunch time homework and revision club.	Lunch time homework and revision club.	Lunch time homework and revision club.	Lunch time homework and revision club. Earth day assembly	Lunch time homework and revision club. Holiday and weekend revision prior to the exam.	Lunch time homework and revision club.