

1. Our country, my place

We begin studying in Year 7 by introducing students to the varied subject of geography, with a focus on the UK and the local area



3. Our Urban World

How many people live on planet Earth? Why do humans increasingly live in urban areas? What are the positive and negative impacts of urbanisation?



5. The Geography of Africa

What and where is Africa? What are the major human and physical features of this vast continent? How are human populations shaped by the physical environment? Has the past had an influence on development in Africa?



1. The Lithosphere/ Geography Rocks

Why do we need to study rocks? How do these rocks affect our physical landscape? How does geology affect how humans use the landscape?



2. The Cryosphere

What are glaciers? What features do glacial landscapes form? Why are glaciers melting, and what are the impacts? What are the opportunities in glacial landscapes?



3. Unequal World

How is population going to change? How can we measure how good peoples lives are? How can we measure development? What are the natural and human causes of uneven development? What are the causes and effects



START!

Key Stage 3

Year 7

Year 8

2. Hazardous Earth

Why do certain areas on our planet experience natural hazards such as earthquakes, volcanoes and tsunamis?



4. River Landscapes

Why do humans often live near rivers? How do rivers and their surrounding environment change through natural processes? What happens when rivers flood and how can humans respond to this?



6. The Atmosphere

What is weather and climate? How does weather work? Why does the UK have such changeable weather? How are humans impacted by weather?



1. The Biosphere

What is an ecosystem? What affects climate? How do ecosystems change? What are temperate deciduous and tropical rainforest biomes? Which areas of wilderness are under threat?



Year 9

5. Middle East

Where is the Middle East? What is the human and physical geography like here? Why is it an important region to study? What conflicts exist here? How has oil and tourism affected this region?



4. Coastal Lands

What is the UK coastline like? How do waves work? What is coastal erosion, and what impacts does it have? What are coastal landforms? How do we use the coast? How can we protect the coast?



2. The Anthropocene

How have Earth's temperatures change over time? What are greenhouse gases? What is global warming? What are the impacts of climate change? How can we limit the impacts of climate change.



3. The Global Economy

What is the economy? What are employment sectors? Why is the world more connected now? How do countries earn their money? How do we make decisions about the economy?



4&5. The Geography of Russia

How big is Russia? Is Russia a global superpower? Why does Russia have power? Is Russia a developed nation? What role will Russia play globally in the future?



6. The Hydrosphere

How much water do we have on Earth? How has plastic had an impact on the world? Do we need fish? What happens when we use too much water?



1. Our country, my place

To help pupils transfer between KS2 and KS3, this unit will identify what the main characteristics of the subject are. We will build on locality studies that they are likely to have carried out at KS2 to rapidly close any gaps in learning. This topic will also give students the opportunity to study places at **different scales** with a focus on **UK** and their **local area**. This will further develop their knowledge and understanding of places. Pupils will investigate some of the features and characteristics of the **area around their new school** and **where they live**, whilst also developing a range of **geographical skills, such as collecting data and presenting it, GIS skills and using OS maps**.



Assessment 1 (Oct)

"My patch":

Pupils will identify the major human and physical features of their 'patch', using GIS tools. Pupils will analyse and communicate this information in a report.

2. Hazardous Earth



Pupils will start this unit by investigating the structure of the Earth and the theory of **plate tectonics**. Students will then learn about the **location of earthquakes and volcanoes**, and how they occur. This will be re-visited during the Africa unit later in the year, where students will study the volcanic eruption of **Mt. Nyiragongo in DR Congo**. To finish this topic students will investigate the **impacts, effects and responses** to the **Japanese earthquake and tsunami** of 2011. Finally, we will consider why millions of people live in hazardous areas, such as **Japan and Iceland**. Students will develop mapping skills such as **latitude and longitude, grid references** and use of **satellite imagery** in this unit.



Assessment 2 (Dec)

"Montserrat Volcano":

We will test students knowledge and understanding of this unit. This will assess key words, graph skills and understanding of impacts, effects and responses.



4. River Landscapes



Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. Students start by understanding where **major global river systems** are located, which will develop their locational knowledge and spatial awareness of local and global scale. They will then build on KS2 learning about the

transfer of water through the **water cycle** by introducing more challenging vocabulary and concepts. Students explore the features of a river and the surrounding **drainage basin**. They will further develop their knowledge of the river system by studying **fluvial processes** (erosion, transportation and deposition). These processes result in the formation of river landforms, and there is a specific focus on the **River Severn** and the **River Tees**. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. The final part of the unit explores what happens if rivers flood, specifically impacts, effects and responses. There is a focus on the **Boscastle floods**. Skills developed in this unit include **grid references, describing locations, graphs** and the opportunity to use **GIS**.

Assessment 3 (Feb)

"Our Urban world":

A summative assessment to test the knowledge and skills learned in this unit



Half term 4

Half term 3

3. Our Urban World

The main purpose of this unit is to introduce students to the concept of **urbanisation**, as in recent years the majority of humans now live in urban areas. Students start by learning about current world population, causes of population change and **megacities**. They then learn about urbanisation and it causes. Urbanisation occurs at different rates around the world, and this unit focuses on an example of urbanisation in **Mumbai, India**, a Newly Emerging Economy. Students will then explore the development of **squatter settlements** and the positive and negative aspects associated with them. They will then explore the concept of sustainable cities, a UN **sustainable development** goal, and explore what makes a city sustainable. The example of **Copenhagen, Denmark** is studied. Finally students develop the skill of **using and interpreting choropleth maps** when studying urbanisation and population distribution in the **UK**.

Half term 5

Half term 6



Assessment 4 (March), "Rivers":

A summative assessment to test the knowledge and skills learned in this unit



5. The Geography of Africa

The penultimate unit for Y7 allows students to draw on the themes studied earlier in the year highlighting the synoptic links in geography, through a detailed case study of a place, at a **range of scales**. Students will start by locating Africa and identify some of the major **human and physical geography** features. They will then describe the characteristics of the major **biomes and climate** across this huge continent. Pupils will build on map skills by **interpreting choropleth maps** of the population distribution in Africa and explain the reasons for the patterns. Some of these reasons are physical but they will also study the historical factors influencing **population and development** in Africa, with a focus on the **DR Congo**. Using their knowledge of rivers students will look at the geography of the **River Nile** and its importance. Students revisit **tectonic processes** and study the volcanic eruption of **Mt. Nyiragongo in DR Congo**. Finally, students will use their knowledge of urbanisation to understand key issues in Kenya's urban areas. Pupils will further develop **map skills, graphical skills** and **atlas skills**.



Assessment 5 (May)

"Africa":

A summative assessment to test the knowledge and skills learned in this unit

6. The Atmosphere

This unit will introduce students to the concepts of **weather** and **geographical enquiry**. Weather ultimately affects everyone on Earth and everything that we try to do. These systems are complex. The unit aims to explain some of the mechanisms that result in highly changeable weather that the **United Kingdom** experiences. Students will briefly look at global examples of climate such as **Sydney, Greece** and the **Sahara Desert**. The unit starts by introducing what weather is and how it is measured. Students are then introduced to the concept of **air masses**, followed by an exploration of clouds and **precipitation**. The final component of the unit is a piece of **fieldwork**, and the first geographical enquiry students will complete at KS3. They will complete an **enquiry** into **microclimates** at **CLHS**. This piece of fieldwork will be teacher led to introduce students to the process of geographical enquiry.



Assessment 6 (July)

"The Atmosphere":

A summative assessment to test the knowledge and skills learned in this unit

1. The Lithosphere/ Geography Rocks

This unit introduces students to processes underpinning **physical geography**. In Y7, students learned how river landscapes change and have learnt about erosion, transportation and deposition. These will be revisited later in Y8 when studying Coasts. This unit focuses on how geology affects landscapes, both physical and human, specifically through **weathering**. There is also an opportunity to gather data through fieldwork in the school grounds, developing their geographical skills, such as **collecting and recording data**. Furthermore there is a detailed look at the topography at a **range of scales** of the **UK**, the landscape of our **local area**, alongside global case study examples such as **New York**. Pupils will be **interpreting geological maps** to understand the complexity of landscapes. Students will also study **places at different scales** with a focus on the UK and their local area, developing their knowledge and **understanding of places**.



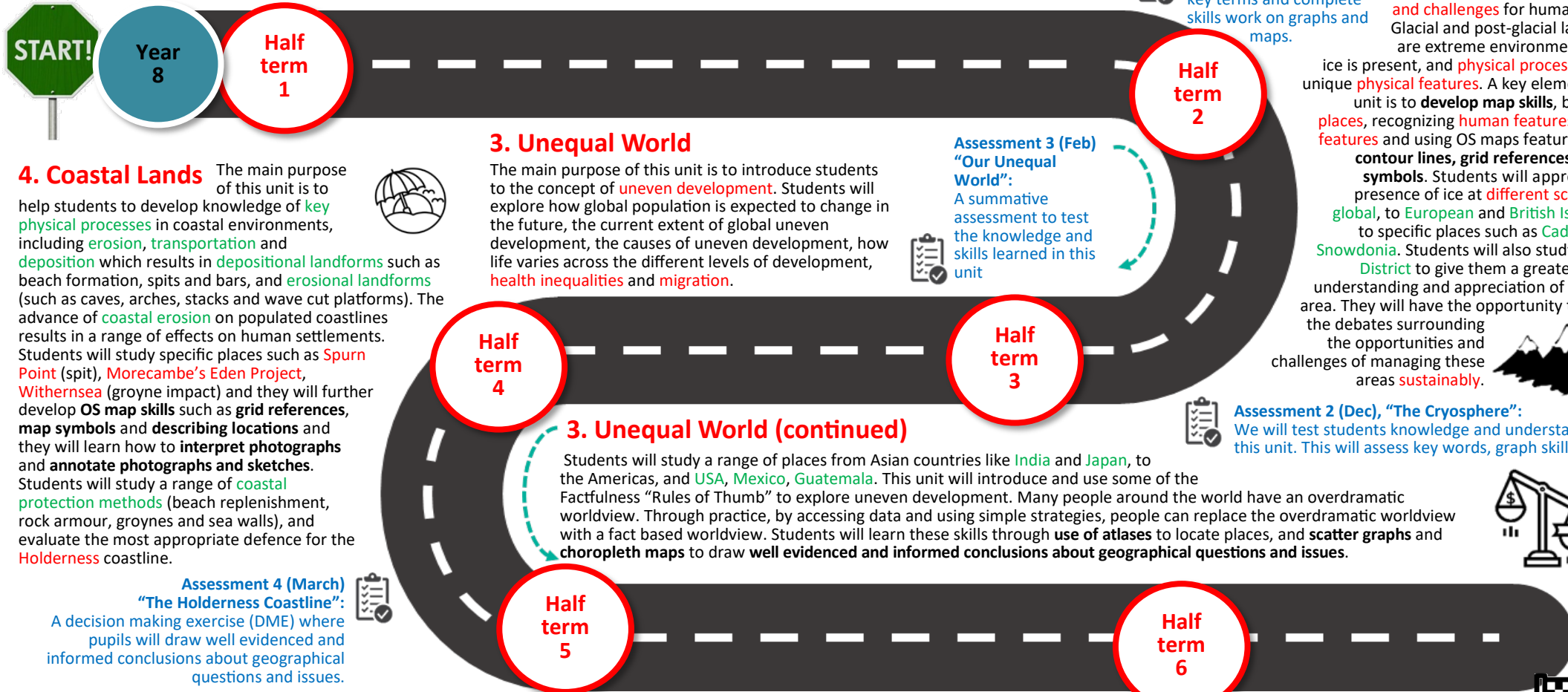
Assessment 1 (Oct) "Geography from the ground up":
Pupils will identify major rock types, key features, key terms and complete skills work on graphs and maps.

2. The Cryosphere

This unit follows on from rocks and weathering, to a type of landscape, and its **opportunities and challenges** for human activity. Glacial and post-glacial landscapes are extreme environments where ice is present, and **physical processes** create unique **physical features**. A key element of this unit is to **develop map skills**, by **locating places**, recognizing **human features**, **physical features** and using OS maps features such as **contour lines**, **grid references** and **map symbols**. Students will appreciate the presence of ice at **different scales**, from **global**, to **European** and **British Isles**, down to specific places such as **Cadair Idris** in **Snowdonia**. Students will also study the **Lake District** to give them a greater sense of understanding and appreciation of their local area. They will have the opportunity to explore the debates surrounding the opportunities and challenges of managing these areas **sustainably**.



Assessment 2 (Dec), "The Cryosphere":
We will test students knowledge and understanding of this unit. This will assess key words, graph skills and



3. Unequal World

The main purpose of this unit is to introduce students to the concept of **uneven development**. Students will explore how global population is expected to change in the future, the current extent of global uneven development, the causes of uneven development, how life varies across the different levels of development, **health inequalities** and **migration**.

Assessment 3 (Feb) "Our Unequal World":
A summative assessment to test the knowledge and skills learned in this unit



Half term 4

3. Unequal World (continued)

Students will study a range of places from Asian countries like **India** and **Japan**, to the Americas, and **USA**, **Mexico**, **Guatemala**. This unit will introduce and use some of the Factfulness "Rules of Thumb" to explore uneven development. Many people around the world have an overdramatic worldview. Through practice, by accessing data and using simple strategies, people can replace the overdramatic worldview with a fact based worldview. Students will learn these skills through **use of atlases** to locate places, and **scatter graphs** and **choropleth maps** to draw **well evidenced and informed conclusions** about geographical questions and issues.

Half term 5

Half term 6

4. Coastal Lands

The main purpose of this unit is to help students to develop knowledge of **key physical processes** in coastal environments, including **erosion**, **transportation** and **deposition** which results in **depositional landforms** such as beach formation, spits and bars, and **erosional landforms** (such as caves, arches, stacks and wave cut platforms). The advance of **coastal erosion** on populated coastlines results in a range of effects on human settlements. Students will study specific places such as **Spurn Point** (spit), **Morecambe's Eden Project**, **Withernsea** (groyne impact) and they will further develop **OS map skills** such as **grid references**, **map symbols** and **describing locations** and they will learn how to **interpret photographs** and **annotate photographs and sketches**. Students will study a range of **coastal protection methods** (beach replenishment, rock armour, groynes and sea walls), and evaluate the most appropriate defence for the **Holderness** coastline.



Assessment 4 (March) "The Holderness Coastline":
A decision making exercise (DME) where pupils will draw well evidenced and informed conclusions about geographical questions and issues.

5. Middle East

In this unit students will extend their **locational knowledge** and deepen **spatial awareness** of the **Middle East**. They will begin with an introduction to its location and the countries it is comprised of, with a little history. Students will then identify the main physical features and bodies of water surrounding it. They will understand why the Middle East is hot and dry overall and be able to explain using maps and descriptions its **climate zones** and corresponding biomes. A closer look at the people of the area will present an overview of **population density** and the ethnicities and religions present. A deeper look at how developed the region is, through the use of **development indicators**, will reveal a wealth divide created in part by the presence of natural resources. Students will then study how the region has undergone a great deal of **conflict**, with the root cause often being border creation and religious tensions. This is further complicated by the political and military interference by other countries, often it is said with an eye on the oil supplies in the region. Students will further their understanding of **map interpretation** and **mathematical skills** through charts, graphs and data.



Assessment 5 (May) "The Middle East":
A summative assessment to test the knowledge and skills learned in this unit





1. The Biosphere

This unit introduces students to the variety of ecosystems that exist, at a **variety of scales**, across the world. Students will explore how **geographical processes** interact to create and change ecosystems.

Students will study the **Mediterranean**, **Tropical Rainforest** (specifically **Borneo**) and **Temperate Deciduous** (specifically the **UK**) biomes in detail, including the development of **OS map**, and **atlas map**, skills. Throughout this topic students will deepen their understanding of how human activity relies on effective functioning of natural systems and study the use of natural resources from various ecosystems. The topic will end by considering the United Nations Sustainable Development Goal 15 – Life on Land, reflecting on the importance of **sustainable use** of terrestrial ecosystems. This unit will give students the opportunity to practice and develop their **fieldwork skills** through completing a fieldwork enquiry based on the **local school ecosystem**. Students will **collect, present, analyse** and **draw conclusions from geographical data**.

Assessment 1 (Oct), "Ecosystems":

We will test students knowledge and understanding of this unit through the use of a summative assessment.



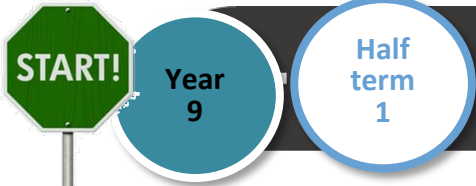
2. The Anthropocene

In this unit, students study the controversial topic of climate change, and how it brings spatial variation and change over time. Students start by understanding that

Earth's temperatures have always risen and fallen. They then focus on the recent global temperature increase since the 1950's. Students will study a clear, objective explanation of the connections between **human activities** and the **natural greenhouse effect**. They will study how these activities **influence and change environments** and the climate, and how humans rely on effective **functioning of natural systems**.

Students will study the impacts at a **range of scales**. **Bangladesh** is at major risk from climate change because of the rise in sea level and more extreme tropical storms. They will study the **positive and negative impacts** on the **UK**.

In response to climate change, many countries are working to reduce the emission of greenhouse gases and move to a more **sustainable future**. In considering these responses we want students to feel empowered to make a difference through community and individual actions. This unit will give students the chance to **use and interpret line graphs, photos and diagrams**. As well as **drawing considered conclusions** from their knowledge.



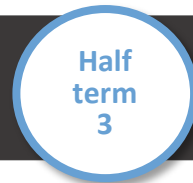
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Assessment 3 (Feb) "The Global Economy":
A summative assessment to test the knowledge and skills learned in this unit



Assessment 2 (Dec) "The Anthropocene":

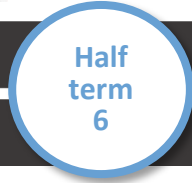
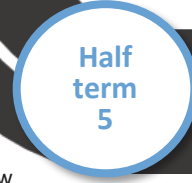


Assessment 4 (March) "Russia":



4/5. The Geography of Russia

In this unit students will develop an understanding of how **Russia** is a globally significant place and home to a diverse **range of landscapes and environments**. In the first few lessons, students will explore Russia's varied physical regions, as defined by their landforms, climate, vegetation and soils. They will analyse enormous **spatial variations**, from hot desert to icy tundra. In later lessons, the emphasis shifts from Russia's regions towards its role in the world. Today, Russia is a so-called **'BRIC' economy** and a G8 nation. Fossil fuel sales to neighbouring countries in Europe, as well as China, provide Russia with wealth, power and influence. As they explore this relationship, students will learn how **finite supplies of natural resources** can result in global interdependency between different places. According to most economic and social **indicators of development**, Russia is a developed country like the UK or France.



6. The Hydrosphere

In this unit students will begin by understanding the availability of water and freshwater globally, and the human uses and importance of it. They will then learn about huge ocean currents called 'gyres', that are trapping large amounts of plastic in our oceans (**Pacific Ocean**). Students will understand the impact plastic has on our environment, and living things, plus the role we play in contributing to this global issue. To sustain life on earth fishing is a significant part of human sustenance and the economy, particularly in many LIC nations around the **Indian Ocean**. This great **natural resource** is being exploited and declining fish stocks are having an impact on marine ecosystems. Another **global issue** in the hydrosphere is the state of our coral reefs, one of the world's richest and most **diverse ecosystems**. This **fragile** ecosystem is valuable, not just for its biodiversity, but its ability to sustain fishing, a base for scientific research, a tourism pull factor and coastal protection from storms and tsunami for some very poor countries. They are under threat from **human activities** and this can only be solved through careful **ecosystem management**. Finally, students will understand the **cause and effects** of water scarcity on the **Aral Sea**. Student will practice **interpreting and completing diagrams**, understanding **numerical data** and **drawing conclusions** from knowledge they learn.



Assessment 5 (May) "The Hydrosphere":
A summative assessment to test the knowledge and skills learned in this unit

