



Year 7 Overall Curriculum Goal & Intent		Key prior knowledge and skills	
<p>Students in year 7 are given the opportunity in the first unit to learn some key geographical skills while exploring the wider world. The Geography curriculum is taught through themes with skills taught amongst these to allow students to understand the dynamic subject Geography is.</p>		<p>Students have not previously studied Geography as a discreet subject. The first topic we go through the skills for KS3 Geography. This will then ensure all students are starting from the same baseline.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Fantastic Places	Africa and Kenya	Wasteful World
<p>Summary of <u>key</u> knowledge & skills</p> <p>What do you want students to <i>know</i> and <i>learn</i>?</p> <p>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</p>	<ul style="list-style-type: none"> - An understanding of what Geography is and what we mean by the terms physical and human Geography - Locations of continents and oceans - How we live in a connected world - Different biomes of the world - How climate change is impact the world - Use of climate data to evaluate and reflect on ice loss in Antarctica - By the end of this introduction, students should have a clear understanding of the complexity of our planet and how human and physical geography is closely linked 	<ul style="list-style-type: none"> - Review the misconceptions about the continent - Use of data to look at climate and population data - Understand the different biomes that are in the continent of Africa - Then focus our student on the country of Kenya - Assessing the issues of rapid population growth on the country - A specific case study of Kibera - Appreciating the culture and the impact of tourism on the local community 	<ul style="list-style-type: none"> - Understanding the world we live in is wasteful and the impact this having locally, nationally and globally - Energy - Food - Water - Plastic - Could nuclear power be the answer- the Chernobyl disaster considered?
Main common assessments	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions
Extended writing tasks	<ul style="list-style-type: none"> - Summative Assessment - Explain the impact of climate change in Tuvalu and what are the possible solutions 	<ul style="list-style-type: none"> - Writing an extended piece of writing about the slums - Summative Assessment 	<ul style="list-style-type: none"> - About the impacts of plastic on the environment - Summative Assessment



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Examples of opportunities for challenge	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class 	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class - To be able to use data to make informed judgement about countries 	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class
Links to numeracy, literacy and other subjects	<ul style="list-style-type: none"> - Newspaper reports - Map work - Graphs 	<ul style="list-style-type: none"> - Newspaper reports - Map work - Climate graphs - Population data 	<ul style="list-style-type: none"> - Climate data - Waste data - Use of newspaper reports to look at misconceptions
Enrichment, clubs, trips and other extra-curricular activities	<ul style="list-style-type: none"> - Trip to the farm - Encourage extra reading use the Geography magazines in the library 		
<u>Opportunities for links to careers</u> <ul style="list-style-type: none"> - Reflect on what we study and how this can be used in the wider world 		<u>Opportunities for links to SMSC, PSHE, ethos and values</u> <ul style="list-style-type: none"> - Different cultures - Understanding different viewpoints - Be aware of how landscapes impact people 	
<u>How can parents support learning?</u> <ul style="list-style-type: none"> - Keeping up to date with current affairs - Consider further research of different topics we study in class 		<u>Other comments</u>	



<p>Year 8 Overall Curriculum Goal & Intent Students will have been developing the key geographical skills in year 7. In year 8, these skills will be developed further. There will be new topics taught in year 8. However, the skills that have been introduced in year 7 will be continued to be developed. This will be looking at Geographical writing, reading and key numeracy work.</p>		<p>Key prior knowledge and skills Students will have developed the following skills</p> <ul style="list-style-type: none"> • Climate graphs • How to use key words in geographical writing • Use of data in geographical writing • Four and six figure grid references • Use of images and enquiry questions 	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Natural Hazards	Asia and India	Rivers and Coasts
<p>Summary of <u>key</u> knowledge & skills</p> <p>What do you want students to <i>know and learn</i>?</p> <p>What are the opportunities for <i>repetition and over-learning</i>?</p>	<ul style="list-style-type: none"> - Understand what the term means "Natural Hazard." - Explain how convection currents work - Understand how plate boundaries move in different directions and cause different hazards - Study a current volcanic eruption and look at the impact it has had on an area - Understand what is meant by the term "super-volcano" and the impact this could have locally, nationally and globally - Compare a HIC and LIC earthquake and how economic data can impact their effects and responses - Explain why people may choose to live near a natural hazard - Explain how tropical storms form - Understand the impacts they can cause and how a storm surge can cause devastating damage 	<ul style="list-style-type: none"> - Location knowledge and key facts about the large continent-including climate and economic - Decide what Japan is like and address misconceptions - Explain what are sweatshops - A case study focus on Mumbai - Understand why there has been rapid growth in China - Discuss migration and the positive and negative impacts - Investigation to look at the impacts of deforestation in Asia and how these impacts can be limited - Explain the causes of a tsunami and how the impacts can devastate an area 	<ul style="list-style-type: none"> - Explain how a river changes from source to mouth - Understand how erosion can change the landscape-this is for coastal and fluvial landscapes - Review the range of river features along the course of a river and explain how they are created - Explain the causes of flooding - Analysis of case studies to review the impacts and responses to flooding In the UK - Compare flooding in the wider world and how the impacts vary from the UK - Describe flood defences and explain how hard and soft engineering can limit the effects of flooding - Complete a <i>Decision Making Exercise</i>. This will look at comparing, evaluating and discussing flooding and prevention



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Main common assessments	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions
Extended writing tasks	<ul style="list-style-type: none"> - Explain exam questions about the effects of earthquakes - Summative Assessment 	<ul style="list-style-type: none"> - Writing an extended piece on sweatshops - Writing an extended piece of writing on the impacts of deforestation and how we can reduce these impacts - Summative Assessment 	<ul style="list-style-type: none"> - Extended writing about the impacts of flooding - Summative Assessment
Examples of opportunities for challenge	<ul style="list-style-type: none"> - Understanding the links between human and physical geography - Use of specific facts and figures from examples we have studied in class - Analysis of data to look at how we can respond to earthquakes 	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class - To be able to use data to make informed judgement about countries 	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class
Links to numeracy, literacy and other subjects	<ul style="list-style-type: none"> - Newspaper reports - Map work - Graphs - Use of demographic data 	<ul style="list-style-type: none"> - Newspaper reports - Map work - Climate graphs - Population data use of newspaper reports to look at misconceptions 	<ul style="list-style-type: none"> - Climate data - Climate graphs - Hydrographs
Enrichment, clubs, trips and other extra-curricular activities	<ul style="list-style-type: none"> - Encourage extra reading use the Geography magazines in the library 		



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<u>Opportunities for links to careers</u> <ul style="list-style-type: none"> - Reflect on what we study and how this can used in the wider world. 		<u>Opportunities for links to SMSC, PSHE, ethos and values</u> <ul style="list-style-type: none"> - Different cultures - Understanding different viewpoints - Be aware of how landscapes impact people - Understand how humans are damaging the environment - Migration 	
<u>How can parents support learning?</u> <ul style="list-style-type: none"> - Keeping up to date with current affairs - Consider further research of different topics we study in class 		<u>Other comments</u>	



<p><u>Year 9 Overall Curriculum Goal & Intent</u> In year 9, students will continue to develop their geographical skills. They will be developing these skills and linking these to GCSE. Students will be able to discuss, evaluate, compare and analyse with more confidence. They will then be applying these skills to longer style questions to encourage development of ideas and the ability to critique points and write conclusions.</p>		<p><u>Key prior knowledge and skills</u> Students will have developed the following skills</p> <ul style="list-style-type: none"> • Climate graphs • How to use key words in geographical writing • Use of data in geographical writing • To be able to formulate opinions using scientific research • Use of research • Extended geographical writing 	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Environmental Issue	Icy World	Oceans
<p>Summary of <u>key</u> knowledge & skills</p> <p>What do you want students to <i>know and learn</i>?</p> <p>What are the opportunities for <i>repetition and over-learning</i>?</p>	<p>This unit demonstrates to students the complex relationship between humans and the environment. It gives them the opportunity to look at data and research to make decisions and opinions about how human's impact the environment.</p> <p>It encourages students to think about how we can create a sustainable world and how this can be easier in some places than others.</p>	<p>This new unit has been created to highlight to students the fascinating cold environments in our world.</p> <ul style="list-style-type: none"> - What is a cold environment? - Explain geographical processes in cold environments - Discover glacial erosion, transportation and depositional landforms - Explore glacial landforms at Cadair Idris - Discuss the economic opportunities in glaciated areas - Understand the conflict in glaciated areas - Managing tourism in the Lake District - Discover the complex environment of Antarctica. Looking at resources, ownership, tourism and the future - Opportunity for decision making exercise - Explore Iceland - Understand the journey to Mount Everest 	<ul style="list-style-type: none"> - Students will learn geographical where the oceans are - Explain how currents work and how they are all connected. Demonstrating how Nemo reached his final destination - Understand how tides work and how dangerous tides can be - Discussing the impacts of overfishing and how we can make fishing more sustainable and if we do not explain what the consequences would be - Explain what El Nino is and how climate change can impact this. Then use specific case study examples to show the impacts - Explain the impacts of rising sea levels on small islands and the UK (Thames Barrier) - Understand the dynamic environments of coral reefs and how these sensitive environments can be damaged. Then understanding how we can protect these environments - Discuss what the Pacific Garbage Patch is
Main common assessments	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions	Formative Assessment-MCQ Summative Assessment- MCQ and 2 longer extended writing questions



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Extended writing tasks	<ul style="list-style-type: none"> - Speech about climate change - A report on deforestation - Skills and technique of exam questions 	<ul style="list-style-type: none"> - A report about the impacts of tourism on Antarctica - A piece of writing discussing and evaluating ownership and research in Antarctica - Skills and technique of exam questions 	<ul style="list-style-type: none"> - A newspaper report about how cockle pickers were killed and explanation of how tides are dangerous - A report about the impact of rising sea levels on two contrasting areas - Skills and technique of exam questions
Examples of opportunities for challenge	<ul style="list-style-type: none"> - Understanding the links between human and physical geography - Use of specific facts and figures from examples we have studied in class - Analysis of data 	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class - To be able describe and explain geographical processes 	<ul style="list-style-type: none"> - Linking together different points to show an understanding of wider context - Use of specific facts and figures from examples we have studied in class - Contrast different environments
Links to numeracy, literacy and other subjects	<ul style="list-style-type: none"> - Newspaper reports - Map work - Climate graphs - Use of demographic data 	<ul style="list-style-type: none"> - Newspaper reports - Map work - Climate graphs - Images - Population data of newspaper reports to look at misconceptions 	<ul style="list-style-type: none"> - Climate data - Climate graphs - Newspaper reports - Scientific research
Enrichment, clubs, trips and other extra-curricular activities	<ul style="list-style-type: none"> • Encourage extra reading use the Geography magazines in the library 		
<p><u>Opportunities for links to careers</u> Reflect on what we study and how this can be used in the wider world.</p>		<p><u>Opportunities for links to SMSC, PSHE, ethos and values</u></p> <ul style="list-style-type: none"> • Different cultures • Understanding different viewpoints • Be aware of how landscapes impact people • Understand how humans are damaging the environment 	



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