

Key Stage 3 Geography Curriculum Map

Year 7



| Term | Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content. |
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| Term 1 A (Autum) | To introduce the key skills required to study Geography What makes a Geographer a Geographer? 1. What is Geography? 2. Compass directions and grid references 3. Map symbols and scale 4. Showing height on maps 5. Field sketches 6. The Geography of the UK 7. Continents and oceans | Identify the range of topics studied in Geography Discuss the skills needed to study this subject Learn to use maps effectively including the 16 point compass Use OS maps confidently including map symbols and scale on a local 1:25 000 OS map To draw and interpret field sketches To be aware of key features of UK Geography including home nations, key rivers and mountain ranges. To be able to name and identify the continents and oceans | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
| Term 1 b (Autum) | To help students make sense of one of the biggest challenges facing us today Weather and climate change 1. Weather and climate overview 2. Atmospheric circulation 3. Changing global climates 4. Impacts of climate change | Understand the difference between weather and climate and the components of each To understand the process of global atmospheric circulation in giving us patterns of climate zones around the world | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |

| | Moral dilemma and decision making around climate change Adaptation v mitigation | Causes of and evidence for changing global climate Local and global impacts of climate change To understand the impact of wealth and development on climate change Strategies that help us adapt to, and mitigate human induced climate change | |
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| Term 2 A (Spring) | Water is one of our planet's most important resources <u>Raging rivers</u> 1. Introduction to rivers 2. How do rivers change the landscape? 3. Human uses of rivers 4. Conflict around river use 5. River pollution 6. River case study (if time allows in this short term) | The river's drainage basin and journey from source to mouth Overview of processes of erosion plus the formation of selected river landforms Ways in which humans make use of rivers The example of the Great Ethiopian Renaissance Dam as a source of conflict on the River Nile Causes and consequences of river pollution Possible individual case study research but this is time-dependent | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
| Term 2 A (Spring) | To appreciate that the planet has changed and evolved over large expanses of geological time What was the planet like for the dinosaurs? 1. Introduction to geological timescales 2. How do we know that dinosaurs existed – fossilisation 3. How do palaeontologists find and use fossils? 4. The Triassic period and Pangaea 5. The Jurassic period 6. The Cretaceous period 7. Extinction of dinosaurs | Introduce the concept of geological time in terms of eras and periods Investigate the process and stages of fossilisation Use evidence to piece together the stories of ancient species To understand the long-term changes in the position of the continents See how earth's climate, continents and species evolved during the time of the dinosaurs Decide on the most likely cause of the mass extinction event at the end of the Cretaceous | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |

| Term 3 A | To introduce the concept of biogeography and | | |
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| (Summer) | the study of ecosystems Coral reefs . What are corals and coral reefs 2. What conditions do coral reefs need? 3. Why are coral reefs important? 4. Coral reefs under threat 5. Ecosystems and food webs 6. Ocean species – focus on sharks | Explore corals as a unique ocean species and coral reefs as a vital habitat Understand the very specific environmental conditions needed for coral reefs to thrive Recognise that coral reefs are hugely important and biodiverse marine ecosystems Weigh up the different threats facing reefs today Make links between Geography and Biology in coral reef food webs Develop research skills and challenging assumptions when finding out about sharks, a much-misunderstood species | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
| Term 3 A (Summer) | To introduce fieldwork as a key geographical skill. Due to variable term length some topics may take longer than a half term and spill over into the next one. This final term is used to complete any Coral Reef lessons and assessment and then we move on to skills: <u>Fieldwork</u> 1. Introduction to the process of fieldwork in Geography 2. Local area fieldwork testing the question 'To what extent is Bexleyheath a clone town?' | To understand the importance of collecting data to test a hypothesis The sequence of Geographical investigation Possible local area fieldwork to gather own primary data | |



Key Stage 3 Geography Curriculum Map

Year 8



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|---------------------|---|---|--|
| Term 1 A (Autum) | A cornerstone of physical geographical understanding Crazy Coasts 1. Why do we study coasts? 2. The role of waves at the coast 3. How do coastlines change over time? 4. UK case study – The Holderness coastline 5. International case study – Tuvalu 6. Coastal management | To appreciate the role that coasts play for people and communities Use and interpret a range of photos and maps at different scales Look at different types of wave and their impact on the coastline To understand that coasts are dynamic environments that constantly change and evolve To compare coastal processes and issues in contrasting parts of the world To make connections with Year 7 content about climate change and appreciate how this impacts coasts To evaluate the different ways that people intervene and manage coastlines | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
| Term 1 b (Autum) | Progresses on from the coasts topic as the majority of the world's population are crowded around coastal zones. Understanding development issues, a key theme through all key stages | Check current world population clocks and appreciate trends of population growth UK and London population patterns of distribution and density Drawing and interpreting choropleth maps | |

| | <u>Crowded Planet</u> Where do we live? Local geography and population patterns Population distribution Demographic Transition Model Population density case studies Population pyramids – geographical skills | Global patterns of population distribution, the physical and human factors that affect this Linking demographic change to level of development Comparing case study areas of dense and sparse population – Kolkata and Western Ireland Developing graphical skills by drawing and interpreting population pyramids | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
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| Term 2 A (Spring) | Developing an understanding of a threatened global biome, and the impact that increasing population has on the natural world Tropical rainforests 1. Where are the world's rainforests? 2. What are rainforests like? 3. How have animals and plants adapted to rainforest environments? 4. Why are rainforests important? 5. Why are rainforests being cut down? 6. Saving the rainforest | The concept of biomes Understanding global distribution of ecosystems and the role of latitude Climate graph interpretation and diagram drawing to understand the nature and structure of rainforest ecosystems To appreciate the vital role that rainforests play at a variety of scales – local, national and international Evaluating the range of threats that face rainforests in an increasingly globalised world Actions that can be taken to safeguard nature including the value and importance of individual action | Peer assessment of rainforest animal homework task End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
| Term 2 A (Spring) | A research- based unit to encourage students to select and present information with precision <u>Adventure of a lifetime</u> 1. The adventure starts in the UK 2. Tourism at the beach 3. On safari | Growth in the tourism industry over time and key tourist destinations in the UK Students research destinations they would like to visit in the UK The importance and impacts of beach tourism, both positive and negative Safari tourism and its role in helping development | An on-going project where students plan and map their own world adventure PLUS |

| | Ecotourism Decision making – should we visit Antarctica? Mapping the adventure | Ecotourism, looking at overlapping issues of biodiversity loss, climate change and development pressures Weighing up the moral dilemma of whether we tourism should take place in wilderness areas such as Antarctica Mapping skills and choosing ways to | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |
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| Term 3 A (Summer) | Brings issues of sustainability down to a local scale, develops fieldwork and geographical investigation skills | present individual research Understand and work through the stages of geographical investigation Go out around the school site to collect | |
| | Fieldwork – How can Beths be made more sustainable? 1. Undertaking environmental quality surveys 2. School energy use survey 3. Sustainable travel questionnaires 4. Future planning and sustainable schools | Go out around the school site to collect data about environmental quality Undertake surveys of energy use and find out about more renewable methods of generating power Compiling questionnaires in a small group, encouragement of students to use more sustainable methods of travel such as public transport Research how schools around the world are working to become more sustainable | Geographical investigation write-up including methods of data collection, presentation of results, conclusion and evaluation |
| Term 3 A (Summer) | Introduces the geography of extreme climates and draws together key themes whilst introducing less studied places <u>How do people thrive in extreme</u> <u>environments?</u> 1. Characteristics of cold environments 2. The original cold weather inhabitants 3. Case study - Opportunities in Alaska 4. Case study - The challenges of living in Alaska 5. How do we protect cold environments? | Identify the differences between tundra and polar areas Interpret climate graphs Interdependence of soil, climate, water, plants and human activity in cold areas Weigh up and evaluate the opportunities and challenges of living in Alaska Protecting cold environments, includes decision making activity around the development of oil pipelines | End of unit test after the final lesson using a mixture of short and longer answer question styles. Knowledge and skills will both be assessed |



Key Stage 3 Geography Curriculum Map

Year 9



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|---------------------|--|--|--|
| Term 1 A (Autum) | To attain knowledge and skills that link to the GCSE topic The Changing Economic World. To learn case study examples. Why is the World so unequal? 8. What is development? GNI, HDI, range of development indicators. 9. What is the development Gap? 10. Causes of uneven development (historical, physical & economic) 11. Strategies to reduce the development gap. 12. Ghana- an LIC case study 13. The trade game. | Understanding of development, the different development indicators & global patterns of development. Understanding of the development gap, spatial patterns of HDI, GNI & the Lorenz Curve. Understanding of the historical, physical & economic factors that have caused the development gap. Understanding a range of strategies to reduce the development gap and their effectiveness. Understanding the historical, economic, social, and physical characteristics of Ghana, an LIC. | Development project- comparing a HIC with an LIC (locational & historical context, research of development indicators) End of unit test after the final lesson using a mixture of short and longer GCSE style questions. Including figure led questions (maps, graphs, pie charts) Knowledge and skills will both be assessed |
| Term 1 b (Autum) | To engage students in Geography and focus on numerical skills (10% of the GCSE Course) <u>Statistics in Sport</u> 7. The geography of sport 8. What is the cost of a football? 9. The geography of the Olympics | Understand the globalisation of sport. Use of statistics- central tendency & Interquartile range. Case study of Sialkot in Pakistan, economic, social & environmental impacts of manufacturing footballs. | |

| | 10. The impacts of hosting the Olympics 11. Building a new velodrome 12. Qatar World Cup | Understanding the factors that make a country good at sport. Use of statistics, drawing a scatter graph. Understanding the positives & negatives of hosting the Olympics (London 2012 & Rio 2016) Decision making activity on where to build a new velodrome. Bipolar analysis & interpreting OS maps. Understanding the impacts of the Men's Football World Cup in Qatar. Oracy, 1 minute speech. | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts) Knowledge and skills will both be assessed. |
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| Term 2 A (Spring) | To attain knowledge and skills that link to the GCSE topic Urban Challenges & Issues. To learn case study examples. <u>Why do cities change?</u> 7. Urbanisation 8. The emergence of megacities 9. NEE case study Mumbai 10. HIC case study London. 11. Urban sustainability UK- Death of the high street | Understanding urbanisation and global patterns. Interpreting Choropleth maps and line graphs. Understanding factors that have led to the growth of Megacities. The problems caused by rapid urbanisation. Understanding the challenges and opportunities in an NEE city. Focus on Dharavi, a slum settlement. What makes London an important global city. Understanding the challenges in a HIC city. Focus on urban sprawl. Understanding of sustainability and how cities can become more sustainable. Case study on Copenhagen (Carbon Neutral by 2025) Group activity on redeveloping the local high street to attract more footfall. | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts) Knowledge and skills will both be assessed. |

| Term 2 A (Spring) | To attain knowledge and skills that link to the GCSE topic Natural Hazards. To learn case study examples. Plate Tectonics 8. Natural hazards 9. Plate tectonics 10. Plate boundaries 11. Earthquake case study- Haiti 12. Volcanic hazards 13. Volcano case study- Montserrat | Understanding of natural hazards Understanding the structure of the Earth. The theory of plate tectonics and evidence of continental drift. Understanding the different types of plate boundaries (constructive, destructive & conservative) Completing annotated diagrams. Earthquake case study (Haiti) Causes, effects & responses Understanding the structure & characterises of a volcano. Composite Cone & Shield volcanoes. Volcanic eruption case study (Montserrat) Causes, effects & responses. | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts) Knowledge and skills will both be assessed. |
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| Term 3 A (Summer) | To attain knowledge and skills that link to the GCSE topic Resource Management. To engage students in a topical global issue. Hungry Introduction to food Food insecurity Environmental impacts of food production Strategies to reduce the environmental impacts of food production. How can we ensure food security? | Introducing key terminology. Understanding spatial patterns of food security. Reasons for increased demand for food. Understanding the reasons for food insecurity. Evaluating the significance of these factors. Weigh up the different threats facing reefs today. Understanding the environmental impacts of food production. Skills task calculating food miles. Understanding the different strategies to reduce the environmental impacts of food production. Understanding the strategies to ensure food security. Debate on the most effective strategy. | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts) Knowledge and skills will both be assessed. |

| Term 3 A | To introduce fieldwork as a key geographical | | Completion of a fieldwork booklet. |
|----------------------|--|---|--|
| Term 3 A (Summer) | To introduce fieldwork as a key geographical skill. Due to variable term length some topics may take longer than a half term and spill over into the next one. This final term is used to complete any Hungry lessons and assessment and then we move on to skills: <u>Fieldwork</u> 3. Introduction to the process of fieldwork in Coography | To understand the importance of collecting data to test a hypothesis. The sequence of Geographical investigation- Key enquiry question, Geographical theory, primary data collection, data presentation and analysis, evaluation. Possible local area fieldwork to gather own primary data. | Completion of a fieldwork booklet. Students receive a score and feedback on the different aspect of the investigation. |
| | fieldwork in Geography 4. Local area fieldwork testing the question 'What microclimates exist at Beth's?' | | |