

KEY STAGE THREE CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL Subject: Geography

	KNOWLEDGE	SKILLS
YEAR 7	<p>Students at Formby High School will be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities, differences and links between places through the study of human and physical geography of Africa and a region within Asia. <p>Topic areas:</p> <ul style="list-style-type: none"> The Year 7 <i>Fantastic Places</i> unit of study provides grounding in many of these regions and places. Tibet, Egypt, South Africa, Shanghai and Tokyo are studied in depth. The <i>This is Africa</i> unit develops the human and physical links between regions and countries in east Africa, extending students' knowledge of socio-economic issues and indicators. <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> physical geography relating to: geological timescales, hydrology and weather and climate. Evidenced in the <i>All Started With a Big Bang</i>, <i>Wicked Weather</i> and <i>Be a Storm Chaser</i> units of study. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how the human activity relies on effective functioning of natural systems. Evidenced in the <i>Fantastic Places</i> unit of study. 	<p>Students at Formby High School will be taught to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Evidenced in the <i>What is Geography?</i> and <i>Mapskills</i> Unit of Study. Interpret Ordnance Survey maps in the classroom and the field including using grid references and scale, topographical and other thematic mapping and aerial and satellite photographs. Evidenced in the <i>What is Geography?</i> and <i>Fantastic Places</i> unit of study. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use local fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Evidenced in the Formby Village <i>Walk This Way</i> fieldwork enquiry.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	What is Geography? All started with a Big Bang! The British Isles. Mapskills.	Mapskills continued. Investigating Fantastic Places.	Fantastic Places continued. Wicked Weather.	Extreme Weather. Be a Storm Chaser – hurricanes and tornadoes.	This is Africa.	Walk this Way: Formby Village Fieldwork (student enquiry).
Skills	Use of maps, globes and atlases. Interpreting OS maps. Topographical maps.	Interpreting OS maps. Understanding geographical similarities and differences inc. physical and human features.	Use of maps, globes and atlases. Aerial photographs. Satellite photographs. GIS.	Hazard distribution maps. Similarities and differences. Data interpretation.	Use of maps, globes and atlases. Aerial photographs. Satellite photographs. Interpreting data for misconceptions.	Primary data collection. Data presentation. Data interpretation. Analyse and draw conclusions.
Assessment	1. <i>Dynamic Dozen</i> keywords spelling test. 2. Knowledge of Place & Map skills.	1. Four and Six Grid Reference OS Map skills. 2. Describe the location of a specific studied Fantastic Place.	1. Fantastic Places poster. (independent research project). 2. <i>Dynamic Dozen</i> keywords spelling test.	1. Distribution of TRS (legacy PPQ). 2. Differences between hurricanes and tornadoes.	1. <i>Dynamic Dozen</i> keywords spelling test. 2. End of Year Examination.	Formby Village fieldwork write-up booklet.

	KNOWLEDGE	SKILLS
YEAR 8	<p>Students at Formby High School will be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on North America and Asia (with a focus on India), focusing on their environmental regions, including mountainous areas and hot deserts, key physical and human characteristics, countries and major cities. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities, differences and links between places through the study of human and physical geography of central and South-East Asia. <p>Topic areas:</p> <ul style="list-style-type: none"> The Year 8 <i>Incredible India</i> unit of study provides grounding in many of these regions and places. Additionally, the Risky World and Tsunami Risky World units provide a further opportunity to extend students' knowledge. <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> physical geography relating to: plate tectonics, weathering and erosion and glaciation. Evidenced in the topic areas of <i>Ice On the Land</i> and <i>Risky World</i>. <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how the human activity relies on effective functioning of natural systems. Evidenced in the <i>Risky World</i>, <i>Incredible India</i> and <i>Who Wants to Live Forever?</i> units of study.</p>	<p>Students at Formby High School will be taught to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Evidenced in the <i>Risky World</i> and <i>Who Wants to Live Forever?</i> units of study. Interpret Ordnance Survey maps in the classroom and the field including using grid references and scale, topographical and other thematic mapping and aerial and satellite photographs. Evidenced in the <i>Risky World</i> unit of study. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use local fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Evidenced in the Cwm Idwal Snowdonia fieldwork for the <i>Ice on the Land</i> unit of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Risky World.	Risky Tsunamis. Formation of tsunamis and their risks.	Who Wants to Live Forever? Population studies.	Ice on the Land (glaciation).	Incredible India. The physical and human processes and interactions in India.	Sustainable Sands – Coastal Landscapes.
Skills	Choropleth mapping. Data interpretation. Use of maps, globes and atlases. Interpreting OS maps.	Aerial photographs. Satellite photographs. GIS.	Sketches, maps and photographs.	Data interpretation. Graphical skills.	Similarities and differences. Data interpretation. Use of maps, globes and atlases. Interpreting data for misconceptions.	Describing and explaining the formation of coastal landforms.
Assessment	1. Risky World map. (independent research project). 2. Hazards of The USA.	1. <i>Dynamic Dozen</i> spelling test. 2. Describe & explain the formation of a tsunami.	1/2. Two past paper GCSE questions.	1. <i>Dynamic Dozen</i> spelling test. 2. Life expectancy newspaper (independent research project).	1. End of Year Examination. 2. Incredible India knowledge test.	1. <i>Dynamic Dozen</i> spelling test. 2. Extended written legacy PPQ.