

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	KNOWING WHAT (information, facts & content)	<p>1. <u>What is Geography?*</u></p> <ul style="list-style-type: none"> The three types of geography: human, physical and environmental. Defining geography. <p>2. <u>Map Skills*</u> What are the main cartographic skills we need to use in Geography?</p> <ul style="list-style-type: none"> Reading OS Maps, giving 4 & 6 figure grid references, using scale, reading contours and giving direction. Reading aerial photographs. <p>*Key Stage Two Foundation Knowledge.</p>	<p>3. <u>What is the British Isles?*</u></p> <ul style="list-style-type: none"> The location of the five nations of The British Isles and their capital cities. The location of the main seas, ocean, rivers and upland areas of The British Isles. <p>4. <u>The Rock Cycle & Weathering</u> How does rock become soil?</p> <ul style="list-style-type: none"> Geological time scale, three types of weathering, structure of soil. 	<p>4. <u>The Rock Cycle & Weathering</u> – Continued from Autumn Term 2</p> <ul style="list-style-type: none"> The issue of soil degradation. <p>5. <u>Population & Urbanisation</u> How has the Earth’s population changed? What is urbanisation?</p> <ul style="list-style-type: none"> The Earth’s population distribution, why distribution is so uneven, differences in population growth rates, how the UK’s population is changing. 	<p>5. <u>Population & Urbanisation</u> How has the Earth’s population changed? What is urbanisation?</p> <ul style="list-style-type: none"> The global impacts of population growth, with a focus on sustainability. Urbanisation – the emergence of global megacities. Case study: a focus on the regeneration of Liverpool over the last 30 years. Sustainable settlements and their features. 	<p>6. <u>Africa & Kenya</u>: In what ways is Africa a diverse continent? A Focus on Kenya.</p> <ul style="list-style-type: none"> The location of Africa, the key events in Africa’s History – the colonisation of Africa. The types and location of the physical features, climate and biomes of Africa. The population distribution and density of Africa. The physical features, climate and population of Kenya. 	<p>7. <u>The Coastal Zone: Why is the coastline a dynamic environment?</u></p> <ul style="list-style-type: none"> The causes of waves and tides, how waves shape the coast and coastal landforms. <p>8. <u>Fieldwork: Should Chapel Lane in Formby be Pedestrianised?</u></p> <ul style="list-style-type: none"> Year 7 Fieldwork enquiry. Students will know the structure of an effective geographical enquiry: aims, methodology, data collection, data presentation and analysis.
	KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Image enquiry. Writing definitions. Practising map skills by following the step-by-step sequences of how to master them. Reading the Southport & Chorley OS Explorer Map. Accurately locating political and physical features on outline maps, using Atlases, Google Maps and other maps. 	<ul style="list-style-type: none"> Accurately locating political and physical features of the British Isles on outline maps, using Atlases, Google Maps and other maps. Storyboarding processes. Sequencing processes. Cyclical flow charts. 	<ul style="list-style-type: none"> Interpreting line graphs. Describing and explaining distribution on choropleth maps. Categorising push and pull factors. 	<ul style="list-style-type: none"> Plotting population line graph and analysing the data. Video clip analysis. Storyboarding what makes a sustainable settlement. Case study analysis – Liverpool. The growth, decline and resurgence of the population of Liverpool. 	<ul style="list-style-type: none"> Accurately locating political and physical features on outline maps, using Atlases, Google Maps and other maps. Storyboarding the key events of the history of Africa. Annotation of icon grids. 	<ul style="list-style-type: none"> Definition heads and tails. OS Map skills – coastal landforms. Extended writing. Plotting data on bar and line graphs. Sequencing the methodology. Locating data sample sites on a base map.
	ASSESSMENT opportunities	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: locating the world’s 7 continents and 5 oceans, types of Geography & map skills MCQs. Summative: maps skills assessment – completed in assessment book. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: maps skills and British Isles MCQs. Summative: British Isles locating the main physical and human features. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval activities - weathering and erosion processes, geological timescale. Summative: rocks into soils – rock cycle assessment. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval activities: population distribution and UK population change. Summative: longer-answer question - suggest how urban resurgence strategies can improve the social and economic aspects of an area. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval activities: geographical key words test. Summative: 3 part Africa assessment: location of physical features and animal adaptations. 	<ul style="list-style-type: none"> Year 7 End of Year Examination.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	KNOWING WHAT (information, facts & content)	<p>1. <u>The Asian Giants: Why are India and China considered to be the Asian giants?</u></p> <ul style="list-style-type: none"> Location of India and the location of key physical and human features of the country. Variety of landscapes and how the monsoon season occurs. The impact of the Caste system and identifying socio-economic inequality across India. 	<p>1. <u>The Asian Giants – Continued from Autumn Term 1.</u></p> <p>2. <u>Weather & Climate: Why is Britain’s weather so changeable? What is extreme weather?</u></p> <ul style="list-style-type: none"> Difference between weather and climate. Britain’s air masses and the factors affecting climate. The Earth’s tri-cellular atmospheric model. 	<p>2. <u>Weather & Climate: Why is Britain’s weather so changeable? What is extreme weather?</u> – Continued from Autumn Term 2.</p> <ul style="list-style-type: none"> Location and characteristics of Earth’s biomes. Case study on the characteristics of a deciduous woodland. Definition of extreme weather and how tornadoes and tropical storms form. 	<p>3. <u>International Development & Resources: Why is the world so unequal?</u></p> <ul style="list-style-type: none"> That the world is unequal, a definition of development and how development is measured. The main reasons how the world became unequal. Renewable and non-renewable resources. 	<p>4. <u>Ice on the Land: How do glaciers shape the land?</u></p> <ul style="list-style-type: none"> Extent of the last glaciation over the British Isles. The types of glacial processes and the erosional & depositional landforms created by them. Avalanches as a hazard. Fieldwork: mapping the glacial features of Cwm Idwal, Snowdonia. 	<p>5. <u>Investigating Russia: Why is Russia a diverse country?</u></p> <ul style="list-style-type: none"> Location of Russia and the location of key physical and human features of the country. The climate zones and biomes of Russia. A focus on the characteristics of the Taiga. Economic activities and mining in Russia. A focus on the Ukraine & Russia conflict.
	KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Image enquiry. Accurately locating political and physical features on outline maps, using Atlases, Google Maps and other maps. Describing and explaining distribution on choropleth maps. Using the GLAH technique. Storyboarding and sequencing the stages of Monsoon formation. 	<ul style="list-style-type: none"> Image enquiry. Reading weather maps and pressure charts. Storyboarding/sequencing the formation of depressions and tropical storms. Definitions ‘heads & tails’. 	<ul style="list-style-type: none"> Storyboarding/sequencing the formation of depressions and tropical storms. Case study enquiries of extreme weather events: Hurricane Sandy (2012) and the El Reno Tornado (2013) Image enquiry. Video clip analysis. 	<ul style="list-style-type: none"> Head and tails of key definitions. Extended writing – factors which have caused an equal world. 	<ul style="list-style-type: none"> Image enquiry Mind mapping Mapping the last glacial ice extent in the British Isles. Storyboarding/sequencing the formation of the erosional and depositional landforms. Watching clips of documentaries and answering questions. 	<ul style="list-style-type: none"> Image enquiry. Accurately locating political and physical features on outline maps, using Atlases, Google Maps and other maps. Describing and explaining distribution on choropleth maps. DME: should mining at Norilsk be extended?
ASSESSMENT opportunities	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: weathering and erosion processes, coastal erosional and depositional landforms and early Asian Giants knowledge. Summative: Asian Giants Assessment – push and pull factors and the physical and human features of Asia. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: 20 question MCQs test. Summative: Global atmospheric circulation assessment. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: key word challenge, location of KS3 curriculum places studied so far. Summative: describe the path of a tropical storm & social and economic impacts of a tornado. 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: global impacts of population growth and The UK’s changing population. Summative: longer answer question – what are the causes of global uneven development? 	<ul style="list-style-type: none"> ‘Geog Your Knowledge’ – knowledge retrieval tasks: identifying the BI airmasses and tropical storm formation. Summative: longer answer question – describe and explain the formation of a corrie. 	<ul style="list-style-type: none"> Year 8 End of Year Examination. 	

YEAR 9		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	KNOWING WHAT (information, facts & content)	<p>1. <u>The Middle East: What is the Middle East region?</u></p> <ul style="list-style-type: none"> Location of the region and the countries which are in the region. Overview of the climate zones, biomes, ethnic groups, reasons for conflict and population density and distribution. <p>2. <u>Climate Change: How can we adapt to a warming world?</u></p> <ul style="list-style-type: none"> That the Earth's climate has changed over the last 5 million years. 	<p>2. <u>Climate Change: How can we adapt to a warming world?</u> – Continued from Autumn Term 2</p> <ul style="list-style-type: none"> Reasons for natural and human climate change: Earth's orbital cycles, sunspot activity, volcanic eruptions and us. Reasons for the warming since 1850 and the impacts of the warming. How the greenhouse effect works. Impacts of climate change and how we can mitigate and adapt. 	<p>3. <u>Restless Earth: What are the main tectonic hazards?</u></p> <ul style="list-style-type: none"> Defining a natural hazard. Categorising the geomorphological, atmospheric, tectonic and biological hazards. The internal structure of the Earth and the tectonic plate boundaries. How constructive, destructive and conservative plate boundaries work. 	<p>3. <u>Restless Earth: What are the main tectonic hazards?</u> – Continued from Spring Term 1</p> <ul style="list-style-type: none"> Nepal & Chile earthquake case studies. <p>4. <u>Economic Activity: What are the ways people earn a living?</u></p> <ul style="list-style-type: none"> Overview of the UK economy: employment sectors, job types and changes. Overview of the global economy and the impact of the COVID-19 pandemic. 	<p>5. <u>Water on the Land and Flooding: How do rivers shape the land?</u></p> <ul style="list-style-type: none"> Case study: The River Thames and its journey to the sea. The water cycle and how water reaches the river channel. The processes of erosion, transportation and deposition. 	<p>5. <u>Water on the Land and Flooding: How do rivers shape the land?</u> – Continued from Summer 1</p> <ul style="list-style-type: none"> River erosional and depositional landforms. Causes of river flooding, Case study: the River Tees and managing floods at Banbury.
	KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Image enquiry. Accurately locating political and physical features on outline maps, using Atlases, Google Maps and other maps. Describing and explaining distribution on choropleth maps. Using the GLAH technique. Video clip analysis. Definitions 'heads & tails'. 	<ul style="list-style-type: none"> Categorising. Definitions 'heads and tails'. Guided reading activity. Annotation of diagrams. Sequencing. Connections between previously learned topics and climate change. 	<ul style="list-style-type: none"> Categorising. Definitions 'heads and tails'. Annotation of diagrams. Video clip analysis. Storyboarding and sequencing the processes at each of the three plate boundaries. 	<ul style="list-style-type: none"> Categorising. Definitions 'heads and tails'. Guided reading activity. Annotation of diagrams. Sequencing. 	<ul style="list-style-type: none"> Sequencing. Annotation of diagrams. Use of OS Map extracts, Google Maps and aerial photographs. 'Describe and explain the formation of' landform questions. 	<ul style="list-style-type: none"> Sequencing. Annotation of diagrams. Use of OS Map extracts, Google Maps and aerial photographs. 'Describe and explain the formation of' landform questions.
ASSESSMENT opportunities	<ul style="list-style-type: none"> 'Geog Your Knowledge' – knowledge retrieval tasks: true and false, MCQs and what letter questions. Summative: The development of Dubai – extended writing task. 	<ul style="list-style-type: none"> 'Geog Your Knowledge' – knowledge retrieval tasks: key terms match up, what am I, last person standing & last lesson, last topic, last school year. Summative: how can we adapt to a warming world? – mitigation vs. adaptation. 	<ul style="list-style-type: none"> 'Geog Your Knowledge' – knowledge retrieval tasks: labelling Earth's structure/plate boundary diagrams, true and false, last lesson, last topic, last school year & MCQs. 	<ul style="list-style-type: none"> Summative: role and impact of a TNC. 	<ul style="list-style-type: none"> Interleaved end of Key Stage Three knowledge test. 	<ul style="list-style-type: none"> Interleaved end of Key Stage Three knowledge test. 	

