

## Year 7 Geography Curriculum Overview

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Inferring from photos. Building and describing choropleth maps Interpreting graphs Decision making Fieldwork data collection, presentation and analysis	OS mapping skills (grid references, distance, inference, direction and interpretation, matching OS to aerial photos and photos. Decision-making – locating a wind farm	Calculating Range, mean average, and percentage and range. Decision making. Introducing evaluation (Tsunamis)	Calculating Range, mean average, and percentage and range. Decision making. Introducing evaluation (Tsunamis)	Inferring from photos. Building and describing choropleth maps Interpreting graphs Decision making Building, describing and analysing graphs, calculating %	Inferring from photos. Building and describing choropleth maps Interpreting graphs Decision making Building, describing and analysing graphs, calculating %
<b>Knowledge</b>	Settlement: Focus on Bristol	Map skills	Plate Tectonics	Plate Tectonics	Exploring Africa	Exploring Africa
<b>Alive and British Values</b>	<b>Justice and respect</b> - Bristol and its role in enslaved peoples. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons. <b>We are Interdependent</b> – links between. Bristol and global links Decision making tasks in groups includes team working activities – such as where to locate a wind farm using map skills	<b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons <b>We are Interdependent</b> – includes team working activities – such as where to locate a wind farm using map skills	<b>Justice and respect.</b> Building design / codes in earthquake Zones <b>We are creative</b> – build an aseismic ally designed building. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons	<b>Justice and respect.</b> Building design / codes in earthquake Zones <b>We are creative</b> – build an aseismic ally designed building. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons	<b>Justice and respect</b> Stereotyping in places <b>We are questioning</b> Research – homework on developing countries. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons	<b>Justice and respect</b> Stereotyping in places. Respect for diverse cultures. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons <b>We are Interdependent</b> – links between places at all scales and between places e.g. Coffee, Ethiopia and UK
<b>Assessment</b>	Ongoing formative and Summative assessment:	Ongoing formative and Summative assessment	Ongoing formative and Summative assessment	Ongoing formative and Summative assessment	Ongoing formative assessment	Ongoing formative assessment
<b>Careers</b>	Sustainability officer, Urban planner	Mapping specialist. Field surveyor, cartographer,	Aid worker, urban planner, Volcanologist, seismologist	Aid worker, urban planner, Volcanologist, seismologist		International relations

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**How this builds on learning (knowledge and skills) from Key Stage Two:**

**Locational knowledge:** Continue to build on place using maps to focus on Africa, Asia and Antarctica having studied Europe at KS2. Building on broad understanding of places and regions of the UK in KS2 by exploring human and physical characteristics and topographical characteristics of the UK via focus areas such as coasts and weather and climate. Revisit and build on detail to describe location using tropics, Equator, hemispheres etc across all place foci.

**Place knowledge:** Continue to build on the work done at KS2 on understanding the geographical similarities and differences through the study of UK regions, Europe and the Americas but examining contrasts in both Asia and African continents

**Human and Physical Geography:** Continue to build on description and understanding key human and physical aspects at key stage 2 by moving towards explanation on topics such as: Physical geography, including: climate zones, biomes and vegetation belts, tectonic hazards, coastal processes, and the water cycle as well as on human geography, including: local settlement, economic activity, globalisation and development and crime.

**Geographical procedural skills and fieldwork:** Continue to deepen and broaden students' skill sets in the subject developed at key stage 2 to include 1) Basic mathematical manipulation and calculation (ratio, %, % increase/decrease, central tendency and range) 2) Analysis of sources such as GIS maps, Choropleth maps, graphs, photos 3) use fieldwork to observe, measure, record and present and ana

## Year 8 Geography Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Map skills revisited (identifying coastal features on maps), Decision- making skills – protecting a coastal stretch. Graphing skills – plotting data, describing data, extrapolating information (plastics in the oceans)	Graphing skills – plotting data, describing data, extrapolating information, (population, Indonesia) Calculating percentage and mean average (population, Indonesia) . Researching physical features in Asia, Ratio (Tibet)	Graphing skills – plotting data, describing data, extrapolating information, (population, Indonesia) Calculating percentage and mean average (population, Indonesia) . Researching physical features in Asia, Ratio (Tibet)	Calculating ratio (rainfall) Data collection: weather data. Drawing and interpreting climate graphs. Interpreting weather maps. Linking biomes to climate belts Calculating percentage increase (temperatures and co2 levels) Drawing and analysing bar graphs	Calculating ratio (rainfall) Data collection: weather data. Drawing and interpreting climate graphs. Interpreting weather maps. Linking biomes to climate belts Calculating percentage increase (temperatures and co2 levels) Drawing and analysing bar graphs	Reading bar graphs. Fieldwork – secondary data collection focus - research and analysis of crime statistics in the local area, online GIS maps and perceptions, questionnaires.
<b>Knowledge</b>	Coastal processes and management	Introducing Asia	Introducing Asia	Weather, climate and change	Weather, climate and change	The Geography of crime
<b>Alive and British Values</b>	<b>Justice and respect</b> - Plastic pollution in our oceans. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons <b>We are Interdependent</b> Decision-making tasks in groups includes team working activities – such as what parts of a coast to defend. <b>We are creative</b> – building coastal models	<b>Justice and respect</b> - River pollution in Asia, Palm oil and tropical deforestation. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons <b>We are questioning</b> – Damage to the environment such as rainforests and its wider implications. <b>We can communicate</b> – developing complaint letters – palm oil	<b>Justice and respect</b> - Tibet and its relationship with China. <b>Rule of law + Individual liberty</b> - Tibet and its relationship with China. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons. <b>We are questioning</b> – Damage to the environment such as rivers and its wider implications.	<b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons	<b>Justice and respect</b> – climate justice and respect for the planet. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons. <b>We are questioning</b> – Damage to the environment such as through climate change	<b>Rule of law</b> – managing crime in society. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons. <b>We can research</b> – crime in our local community
<b>Assessment</b>	Ongoing formative and Summative assessment	Ongoing formative assessment	Ongoing formative and summative assessment	Ongoing formative assessment	Ongoing formative and Summative assessment	Ongoing formative assessment
<b>Careers</b>	Coastal engineer, Environment agency, Coastal flood management consultant	Environmental campaigner	Hydrologist	Meteorologist, Climate hazard advisor	Hazard management. Climate modelling specialist. Climate advisor	Police / crime / risk analyst

## Year 9 Geography Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Percentage and percentage increase / decrease (focus on animal numbers and climate change), mean average. Reading climate graphs (Antarctica)	Map skills revisited (identifying employment sectors on maps) calculating percentage and percentage increase / decrease	Map skills revisited (identifying employment sectors on maps) calculating percentage and percentage increase / decrease	Data collection and presentation. Completing and analysing graphs, consideration of range, median and mean (Fashion victim) Fieldwork data collection – secondary data research and analysis – perceptions of fashion questionnaires	Completing and analysing graphs, consideration of range, median and mean. Map skills revisited in local context	Completing and analysing graphs. Revisit range, median, mean, percentage and percentage increase / decrease
<b>Knowledge</b>	Antarctica	Economic activity	Economic activity	Globalisation (Global fashion Industry)	Resources	Resources
<b>Alive and British Values</b>	<b>Justice and respect</b> - Global warming and its impact on Antarctica Rule of law – The Antarctic Treaty. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons. <b>We are creative</b> - designing Antarctic stations. <b>We are interdependent</b> – collaborative management of a continent (The Antarctic Treaty)	<b>Justice and respect</b> – impacts of economic change on places. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons. <b>We are questioning</b> – Encouraging students to question the ethics, morals and environmental consequences of some of our consumption choices	<b>Justice and respect</b> - Impact of our consumption on countries and supply chains focusing on mobile phones on the environment. <b>Respect</b> – green employment. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons	<b>Justice and respect</b> – exploitation of the environment and employees in the fast fashion industry. <b>Respect</b> – sustainable fashion. <b>We can communicate and research, we are interdependent</b> – research and presenting data in group work on ethics etc of global fashion. <b>We are questioning</b> – Encouraging students to question the ethics, morals and environmental consequences of some of our consumption choices.	<b>Justice and respect</b> – resource management. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons	<b>Justice and respect</b> – sustainable management of resources. <b>We can review</b> – in retrieval activities and revision lessons as well as assessment feedback lessons
<b>Assessment</b>	Ongoing formative and summative assessment	Ongoing formative assessment	Ongoing formative and summative assessment	Ongoing formative assessment	Ongoing formative assessment	Ongoing formative and summative assessment
<b>Careers</b>	Scientific researcher	Urban planner, regeneration consultation	Various green employment roles	Sustainability officer. Corporate responsibility officers	Environment agency Environmental consultant	Sustainability consultant Town / urban planner

How will studying this subject in Key Stage Three help students to make their unique contribution to the world?:

The RE topics are designed to help pupils engage with philosophy, social science and theology and to consider authority, data and personal experience as sources of evidence. Pupils will have the opportunity to consider big issues and big questions and to have opportunities to develop courageous advocacy for the topics that matter to them.