



KS3 Curriculum Map – Geography: Year 7

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Around the world in 80 days	<ul style="list-style-type: none"> • Conducting geographical enquiries and understanding locational knowledge • Key aspects of studying people and places • How to use geographical data including maps and graphs. 	<ul style="list-style-type: none"> • To apply knowledge of a sense of place, locale and location to various locations around the world • Application of four and six figure grid references • Application of relief and scale on a map • Being able to read an OS map (geography literacy) 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • Mid-assessment • End of topic assessment
Population (focus on population change)	<ul style="list-style-type: none"> • Distribution of population around the world • Migration: Looking at types of migration / recent case studies such as Syria war and Ukrainian – Russia conflict • Population policies to increase and decrease a population 	<ul style="list-style-type: none"> • Interpretation of population pyramids from different countries in terms of development • Interpretation of the Demographic Transition model with examples for each stage • Interpreting line graphs using the TEA acronym. • To apply knowledge of a sense of place, locale and location to various locations around the world 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • Immigration PEEL extended writing task

Biomes: Tropical rainforests	<ul style="list-style-type: none"> • Distribution of biomes around the world • The physical and human geography of the Amazon Rainforest • Challenges and opportunities facing the Amazon, e.g. deforestation 	<ul style="list-style-type: none"> • Interpretation of climate graphs and how to analyse them using TEA and PEEL • Analysing and comparing the opportunities and challenges of deforestation – decision making. • To apply knowledge of a sense of place, locale and location to the Amazon 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • End of topic assessment
Weather and climate (Focus on fieldwork)	<ul style="list-style-type: none"> • Understanding how to set up a geographical investigation through keywords such as hypothesis, methodology. • Understanding how to use fieldwork equipment such as an anemometer, wind vane and thermometer. 	<ul style="list-style-type: none"> • Analysing and interpreting fieldwork techniques by creating graphs and using PEEL paragraphs to answer their hypothesis. • To apply knowledge of a sense of place, locale and location to the school area. • Using GIS to interpret maps 	<ul style="list-style-type: none"> • Retrieval tracking in lessons • Primary data write up using PEEL paragraphs
Global issues	<ul style="list-style-type: none"> • Looking at plastics in our oceans and solutions towards this. • Global fashion industry and how it affects the water supply around the world and climate change • Bug burgers – better for the environment than meat burgers? • Climate change – challenges of climate change / solutions to climate change and examples of countries being affected by climate change. 	<ul style="list-style-type: none"> • Interpreting the “hockey stick” climate change graph • To apply knowledge of a sense of place, locale and location to Antarctica • Decision making tasks with reasons for their decision 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • Sustainable clothing brand PEEL extended writing task
Locational knowledge: Africa	<ul style="list-style-type: none"> • Distribution of biomes around the world • The physical and human geography of Nigeria • Challenges and opportunities facing the Nigeria, e.g. squatter settlements 	<ul style="list-style-type: none"> • Interpretation of climate graphs and how to analyse them using TEA and PEEL • Analysing and comparing the opportunities and challenges of squatter settlements (Makoko) – decision making. • To apply knowledge of a sense of place, locale and location to Nigeria 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • TEA analysis on climate graphs • Lagos / Makoko PEEL extended writing task

KS3 Curriculum Map – Geography: Year 8

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Population (focus on population change)	<ul style="list-style-type: none"> • Distribution of population around the world • Migration: Looking at types of migration / recent case studies such as Syria war and Ukrainian – Russia conflict • Population policies to increase and decrease a population 	<ul style="list-style-type: none"> • Interpretation of population pyramids from different countries in terms of development • Interpretation of the Demographic Transition model with examples for each stage • Interpreting line graphs using the TEA acronym. • To apply knowledge of a sense of place, locale and location to various locations around the world 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • Immigration PEEL extended writing task
Urbanisation	<ul style="list-style-type: none"> • Urbanisation around the world • Looking at megacities and the challenges facing them. Specifically, China (nail houses), Jakarta (sinking city) and Dharavi, India (Squatter settlements) 	<ul style="list-style-type: none"> • Interpretation of aerial photographs. Annotating and labelling them. • Annotating diagrams • Interpreting Proportional symbol graphs • Interpreting choropleth maps • To apply knowledge of a sense of place, locale and location to various locations around the world 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • Population & map skills end of topic assessment

<p>Cold environments: A focus on Russia.</p>	<ul style="list-style-type: none"> • Distribution of biomes around the world • Understanding how Britain is shaped by ice and water • The physical and human geography of the UK glaciers • Challenges and opportunities facing the glaciers, e.g. tourism 	<ul style="list-style-type: none"> • Interpretation of climate graphs and how to analyse them using TEA and PEEL • Analysing and comparing the opportunities and challenges of glaciers – decision making. • To apply knowledge of a sense of place, locale and location to the UK and Russia 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • TEA analysis on climate graphs • Decision making PEEL writing task
<p>Our unequal world (development with a focus on globalisation)</p>	<ul style="list-style-type: none"> • Understanding and impacts of inequality around the world • Understanding of food insecurity and security • Understanding of health insecurity and security • Globalisation and development around the world • Solutions to inequality around the world. 	<ul style="list-style-type: none"> • Understanding numerical data and how to interpret this • Interpreting bar and scatter graphs using TEA and PEEL analysis • To apply knowledge of a sense of place, locale and location to different locations around the world 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • PEEL writing task on development factors • End of topic assessment
<p>Prisoner of Geography (Conflict around the world) Based on Tim Marshall literacy</p>	<ul style="list-style-type: none"> • The causes of conflict (physical geography) • The impact of conflict through development and inequality • Conflict and me – building character and understanding of different conflicts around the world 	<ul style="list-style-type: none"> • Understanding OS map and google earth work • Using GIS to interpret maps • A focus on debating skills • To apply knowledge of a sense of place, locale and location to different locations around the world 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • PEEL writing task on causes of conflict around the world
<p>How is Asia being transformed? Focus on China and India</p>	<ul style="list-style-type: none"> • Asia's diverse physical and human geography • How Asia is a continent of dynamic change • The changing relationship between Asia and the rest of the world. 	<ul style="list-style-type: none"> • Interpretation of population pyramids from different countries in terms of development • Interpretation of the Demographic Transition model with examples for each stage • Interpreting line graphs using the TEA acronym. • To apply knowledge of a sense of place, locale and location to China and India 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • Decision making PEEL writing task

KS3 Curriculum Map – Geography: Year 9

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
<p>Our physical world</p> <p>Tectonic hazards around the world</p>	<ul style="list-style-type: none"> • Understanding natural hazards pose major risks to people / property • Physical processes (plate tectonic theory / plate margins) • The distribution of tectonic hazards • The effects of, and responses to a tectonic hazard vary between areas of contrasting wealth. Looking at Haiti earthquake 2010 and Christchurch, New Zealand earthquake 2011. • Management to reduce the effects of tectonic hazards 	<ul style="list-style-type: none"> • Understanding numerical data and how to interpret this • Understanding OS map and google earth work • Using GIS to interpret maps • A focus on debating skills • Annotating maps and photographs • The use of TEA / CLOCC and PEEL acronyms • Analyse different countries of wealth • To apply knowledge of a sense of place, locale and location to Haiti and New Zealand 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • PEEL exam style question on volcanic impacts • End of topic assessment of plate tectonics and volcanoes • Earthquake comparison PEEL GCSE style questions.
<p>Resource management</p> <p>Focus on food, water and health inequalities</p>	<ul style="list-style-type: none"> • Rock and soil as a resource and the reliance of oil around the world • Water as a resource and the challenges / opportunities for water in the UK • Food as a resource and the challenges / solutions for food insecurity • Sustainable food production 	<ul style="list-style-type: none"> • Understanding numerical data and how to interpret this • Interpreting bar and scatter graphs / analysing through TEA and PEEL • The use of TEA / CLOCC and PEEL acronyms • Analyse different countries of wealth • To apply knowledge of a sense of place, locale and location to the UK and other countries around the world. 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • PEEL exam style questions • End of topic assessment with GCSE style questions

<p>Our Island</p> <p>Physical landscapes (rivers, coasts and glaciers)</p>	<ul style="list-style-type: none"> • Understanding the physical processes that make Britain, e.g. erosion / deposition. • UK landforms due to physical processes • The human impact of coasts / rivers and glaciers • The challenges and solutions to coasts / rivers / glaciers 	<ul style="list-style-type: none"> • Understanding OS map and google earth work • Using GIS to interpret maps • Annotating maps and photographs • The use of TEA / CLOCC and PEEL acronyms • Analyse different countries of wealth • To apply knowledge of a sense of place, locale and location to the UK 	<ul style="list-style-type: none"> • Seneca quizzes • Retrieval tracking in lessons • PEEL exam style questions • End of topic assessment with GCSE style questions
<p>Our Island</p> <p>Coastal fieldwork with geographical skills</p>	<ul style="list-style-type: none"> • Understanding how to set up a geographical investigation through keywords such as hypothesis, methodology. • Understanding how to use fieldwork equipment such as ranging poles / clinometers / tape measure 	<ul style="list-style-type: none"> • Analysing and interpreting fieldwork techniques by creating graphs and using PEEL paragraphs to answer their hypothesis. • To apply knowledge of a sense of place, locale and location to Seaford, UK • Using GIS to interpret maps 	<ul style="list-style-type: none"> • Retrieval tracking in lessons • Primary data write up using PEEL paragraphs