

Curriculum Mapping: Geography Year 7-9

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 -	What is Geography?	Global Issues	Glaciation	Africa	Weather and Climate	Fieldwork Skills
	Concepts/Tier 3 vocabulary Physical, human, environmental, continent, scale, 4 and 6 figure grid reference, contour line, field sketch, compass rose	Concepts/Tier 3 vocabulary Renewable, non-renewable, fossil fuels, wind turbine, offshore farm, onshore farm, drought, aquifer, reservoir, sanitation, famine, malnutrition, climate, poverty, pollution, overpopulation, agriculture, fair-trade, cholera, typhoid, choropleth map	Concepts/Tier 3 vocabulary Glaciers, V shaped valley, U shaped valley, corrie, plucking, erosion, glaciation, abrasion, striation, weathering, freeze-thaw, arete, pyramidal peak, tarn, adaptation, moraine, valley	Concepts/Tier 3 vocabulary Relief, vegetation, topography, ecosystems, climate, climate graph, deserts, semi-desert, savanna, grassland, woodland, scrub, rainforest, plateau, source, latitude, equator, precipitation, perception, colonialism, Scramble for Africa, Empire, military, navy, propaganda, development, life expectancy, GDP, HDI, industry, HIC, LIC, wilderness, piracy	Concepts/Tier 3 vocabulary Weather, climate, anemometer, barometer, rain gauge, Stevenson screen, wind vane, cloud cover, atmosphere, meteorologist, air pressure, latitude, ocean currents, altitude, topography, equator, polar, tropical, desert, temperate, climate graphs, relief, maritime, continental, flooding, drought, climate change, hurricane, heatwave, bushfire	Concepts Tier 3 vocabulary Hypothesis, biodiversity, transect, clinometer, ranging pole, methodology, presentation, protractor, axis, annotation
	Justification: Students join SMS with different experiences of geography. This first topic is to introduce what the subject geography entails and provide students with the necessary foundation of geographical skills to explore other topics – using maps, numerical calculations, categorising into social, environmental, economic, political, cause and effect. This unit will provide the foundation for their geographical understanding for KS3 and beyond.	Justification: Students will investigate a range of topical issues, considering their causes and also their solutions. This topic takes them to locations around the world and looks at many aspects of daily life – food, water, energy, housing, money, pollution etc. This topic gives students an opportunity to see the relevance and dynamic nature of geography, building on their own knowledge and experiences and developing critical thinking and problem solving skills.	Justification: Students acquire knowledge about the processes that have shaped the physical landscapes around them in the past and investigate how these environments are interacted with in the modern day. Students spend time developing their ability to sequence geographical processes (looking at how glaciation creates landforms). Students are also given another opportunity to analyse at the impacts of these environments and examine solutions.	Justification: Students take a deep look into the continent of Africa, revisiting some familiar landscapes from previous topics as well as places many have seen in KS1 and 2. The topic also strikes a strong cross-curricular link, with an exploration of how the British Empire and colonialism has shaped the world we see today. Students are able to exercise a range of geographical skills through interpreting different type4s of map, using climate graphs and categorising development levels. This topic is an important opportunity to address common misconceptions about the continent.	Justification: This topic starts with a skills focus, looking at how we are able to measure our weather and monitor our climate. Students have been making use of climate information throughout previous topics and now gain a deeper understanding of what this consists of. Links back to previous learning are also made through looking at our global climates and understanding why they vary. An investigation into the UK's weather and extreme weather around the world, links the theory of weather and climate to the rapidly changing world surrounding us as we discuss topical events and students' experiences.	Justification: Similar to the start of the year, this topic is focusing on students building a foundation of skills. This topic leads students through the process of enquiry – selecting an area of research, constructing a method of collecting information, practically sampling and measuring the site, presenting information and evaluating their approach. There is ample opportunity for students to work as part of a team and experience a variety of roles within this. This topic introduced skills which they will have to replicate in KS4 and KS5 geography, but also provides them with experience of the process of organising a plan, achieving practical tasks and evaluating their performance which will help them in any future projects.

	<p>Assessment: Geography Map Work Assessment Includes a range of short answer questions and practical tasks e.g. field sketch, map interpretation.</p>	<p>Assessment: Global Issues Assessment Includes short answer questions, map interpretation and some medium-length responses (GCSE style).</p>	<p>Assessment: Glaciation Assessment Includes multiple choice, short answer questions, graph analysis and medium-length responses (GCSE style).</p>	<p>Assessment: Africa Assessment Includes multiple choice, short answer questions, graph analysis, map reading and medium-length responses (GCSE style).</p>	<p>Assessment: Weather and Climate Assessment Includes a range of short answer questions, climate graph interpretation with numerical skills.</p>	<p>Assessment: Fieldwork write-up Booklets from across the term are assessed for quality of methodology, results collected, presentation of data and analysis of findings.</p>
<p>Wider reading/Cultural capital Students are encouraged to widen their knowledge and understanding by engaging with the world around them, in particular through watching/reading/listening to the news. Students also recommended to watch relevant documentaries e.g. Richard Hammond's Wild Weather series, Bear Grylls survival in the wilderness series and a large range of BBC documentaries about our changing planet.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tourism and Dubai	Coasts	Development	Rivers	India	Population
Year 8 -	<p>Concepts/Tier 3 vocabulary Tourism, the Butler Model (exploration, involvement, development, consolidation, stagnation, decline, rejuvenation), ecotourism, sustainability</p>	<p>Concepts/Tier 3 vocabulary Constructive, destructive, swash, backwash, erosion, hydraulic action, solution, abrasion, attrition, longshore drift, arch, stack, stump, headland, bay, prevailing wind, coastal retreat, soft engineering, hard engineering, groynes, revetments, sea walls, gabions, beach replenishment, spits, secondary wind, hook, salt marsh</p>	<p>Concepts/Tier 3 vocabulary Development, HDI, GDP, literacy rates, life expectancy, emerging economies, poverty, globalisation, fair trade, inequality, United Nations, industry</p>	<p>Concepts/Tier 3 vocabulary Drainage basin, source, mouth, watershed, precipitation, long profile, upper course, middle course, lower course, levees, floodplains, meanders, oxbow lakes, waterfalls, gorge, plunge pool, flooding, impermeable, permeable, urbanisation, dams, reservoirs, flood barriers, dredging, afforestation, deforestation, hard and soft engineering</p>	<p>Concepts/Tier 3 vocabulary Colonialism, the British Empire, export, import, physical, latitude, longitude, equator, slum, settlement, sanitation, diversity, choropleth, labour</p>	<p>Concepts Tier 3 vocabulary Population density, rural to urban migration, natural increase, overpopulation, birth rate, death rate, relief, climate, urbanisation</p>
	<p>Justification: Year 8 students start with a topic that allows many of them to use their experiences over the summer holiday. Tourism looks at solving common misconceptions (such as that tourism can only be in countries abroad) and gives students the chance to evaluate the theory of</p>	<p>Justification The coasts topic starts with an in-depth look at the physical aspects of geography – what controls our oceans and how we control their impact. There is a large volume of terminology covered and there is a focus on introducing them early in the year to give time to re-visit and embed them. In the</p>	<p>Justification: The levels of development around the world vary and often have a fundamental influence on the structure of a place's human geography. Underpinning development levels are a range of physical factors as well as human, with links to history and PRE through colonialism. This topic re-</p>	<p>Justification: Through our rivers topic we are able to look deeper into the physical landscapes that surround us and how we interact with them. This is another topic heavy with new terminology, but similarities are highlighted between this and the previous topics, e.g. coasts (management, impacts)</p>	<p>Justification: Students look at one of the world's fastest growing countries, in terms of both population and economy. Students revisit themes from global issues in Y7, consider the history of India's development (links to development topic and Y8 history) as well as leading them into their next topic of</p>	<p>Justification: Population is an evolving topic that looks into both the history and future trends of human geography. The topic begins by looking at patterns in world population, linking back to India's large population as well as the constraints of physical geography and development pressures. In Y9</p>

<p>development through the Butler Model and different tourist regions around the world. Our lessons on ecotourism aligns closely to their Global Issues topic in Y7 and while looking at different drivers for tourism, we consider the climate, physical surroundings and cultures that may attract visitors. This topic is designed to not only make use of student's previous experiences but to also foster an interest in travel both domestically and abroad. We also spend time considering our impact of tourism, to encourage students to see the bigger picture – their impact on local people and the environment.</p>	<p>latter stages of the topic we seek to see the human side of our coastal environments. We investigate how people interact with these rapidly changing environments and gain awareness of how coasts globally are affected by our changing climate, plastic pollution and rapid retreat.</p>	<p>visits events and themes from Y7 with the development of Africa resurfacing in these lessons, the effect of climate, the influence of business such as tourism as well as a link between development and coping with global issues such as poverty, climate change and Covid-19. Students develop their understanding of the drivers of development but also evaluate the impacts and solutions of this.</p>	<p>and global issues (deforestation, flooding). Students are taken along the River Tees to investigate the variety of landscapes and to also understand the experience of living along a river and the flooding risks they pose. Students consider how to manage the rivers and look at the impact of human development and the role of the Environment Agency in reducing flood risk.</p>	<p>world populations. While looking at this topic, students are encouraged to imagine a life very different to theirs, where we look at the Dharavi slum and consider how people adapt to this lifestyle and why some people choose to live there.</p>	<p>students will consider migration and a topic on Asia, which will link back heavily to their knowledge of populations.</p>
<p>Assessment: Tourism assessment Includes multiple choice, short answer questions, graph analysis and medium-length responses (GCSE style).</p>	<p>Assessment: Coasts assessment Includes multiple choice, short answer questions, graph analysis, use of figures, medium and longer length responses with SPAG marks (GCSE style).</p>	<p>Assessment: Development assessment Includes short answer questions, graph analysis, medium-length responses and longer length responses with SPAG marks (GCSE style).</p>	<p>Assessment: Rivers assessment Includes multiple choice, short answer questions, graph analysis and medium-length responses (GCSE style).</p>	<p>Assessment: India assessment Includes short answer questions, map, figure and pie chart analysis medium-length responses as well as extended writing with SPAG (GCSE style).</p>	<p>Assessment: Population assessment Includes short answer questions, graph and figure analysis as well as medium-length responses and extended writing with SPAG (GCSE style).</p>
<p>Wider reading/Cultural capital Students are encouraged to widen their knowledge and understanding by engaging with the world around them, in particular through watching/reading/listening to the news. Students also recommended to watch relevant documentaries e.g. Rivers with Simon Reeves and 7.7 billion and counting. There are also books such as Factfulness and The Almighty Dollar which are referenced in some lessons with a focus on population and development.</p>					

	Autumn 1	Autumn 2	Spring 1(2)	Spring 2	Summer 1	Summer 2
	Plate Tectonics	Wasteful World	World Biomes	Russia	Migration	Looking Into Asia
	Concepts/Tier 3 vocabulary Plate boundary, tectonic theory, hazard, earthquake, volcano, constructive, destructive, conservative, collision, seismic, seismograph, pyroclastic flow, mantle, primary effect, secondary effect, fault line, tourism, mining, industry, geothermal, renewable energy	Concepts/Tier 3 vocabulary Incineration, recycling, landfill, materialistic, consumer, renewable energy, climate change, non-renewable energy, carbon footprint, sustainable, hydroelectric power, pollution	Concepts/Tier 3 vocabulary Biome, biotic, abiotic, ecosystem, deforestation, latitude, longitude, equator, climate, altitude, relief, adaptation, buttress roots, drip tips, diurnal, nocturnal	Concepts/Tier 3 vocabulary Rural to urban migration, population density, population pyramid, youthful population ageing, population, self-sufficient, superpower, climate, relief, conflict	Concepts/Tier 3 vocabulary Economic migration, rural to urban, emigration, immigration, refugee, asylum seeker, internal, external, border control	Concepts Tier 3 vocabulary Climate, conflict, globalisation, employment, industry, population pyramid, relief, deforestation, monsoon, flooding, natural hazard
Year 9 -	Justification: <i>This topic looks into the heart of our world, understanding the processes taking place beneath our feet. We look at the physical aspects of how the plates interact and the result of these movements, as well as how civilisations have been shaped by the presence of these boundaries. This unit is highly technical with a large volume of terminology. Students who go on to take Geography as an option at GCSE will revisit this topic at the beginning of KS4 in depth.</i>	Justification: <i>The Wasteful World topic is designed as an update on the Y7 topic Global Issues. Our diverse world is changing rapidly and there is a vast variety of issues that students can discover. This topic makes use of relevant news themes such as managing energy, plastic pollution and climate change – giving the students a chance to learn about the cause but also the solutions. Comparisons are made between similar topics covered in Y7 and it gives students a chance to go into more depth about the issues, building on their foundational knowledge and interpreting more complex sources and graphs. Students who go on to take Geography as an option at GCSE will revisit this topic during various points of KS4 in depth.</i>	Justification: <i>Students tie in their knowledge from across the previous topics, to look further in depth at the biomes around the world. Students understand not only what these biomes are like, but also why they have these characteristics and how adaptations support survival. This topic gives students another opportunity to practice practical skills, with a focus on creating and analysing climate graphs for different biomes – understanding how the climate data has been collected over time. Students who go on to take Geography as an option at GCSE will revisit this topic in Y11 in depth.</i>	Justification: <i>After looking at biomes and populations, students have a chance to look at one of the world's biggest countries – Russia. It has a varied physical landscape which students begin to explore, highlighting where tectonics plays a role in splitting the country into two continents. We then look at their human geography, understanding how their populations are changing over time and what influences it. Russia's status in the world is fast evolving and it's ability to remain self-sufficient and a superpower evokes critical thinking. The ongoing conflict with Ukraine is explored, raising some topical discussions from the students.</i>	Justification: <i>Migration is a topic primed to address many misconceptions about our human geography. The topic helps distinguish the different types of migration and identify patterns across the world, as well as factors that influence these patterns – both physical and human. This draws upon ideas from many of our previous topics such as the influence of climate, hazards and tourism. We develop students ability to critically analyse complex situations and display empathy. Discussion forms a key part of the topic, with students being able to express their own and consider others'.</i>	Justification: <i>This topic spans a large, dynamic continent. Linking in to many topics across their KS3 journey, the physical landscape is explored look into the processes that shape their environment and the people that live there. This is a rapidly changing area of the world and so we are able to investigate the ways in which our world is rapidly evolving. Asia can feel like a distant location to some students and through looking at globalisation we are able to signal the relevance of this region to them.</i>

<p>Assessment: <i>Includes multiple choice, short answer questions, map analysis, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style).</i></p>	<p>Assessment: <i>Includes multiple choice, short answer questions, map analysis, graph completion, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style).</i></p>	<p>Assessment: <i>Includes multiple choice, short answer questions, map analysis, graph completion, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style).</i></p>	<p>Assessment: <i>Includes short answer questions, map and graph analysis, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style).</i></p>	<p>Assessment: <i>Includes short answer questions, graph analysis, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style).</i></p>	<p>Assessment: <i>Includes short answer questions, map and graph analysis, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style).</i></p>
<p>Wider reading/Cultural capital <i>Students are encouraged to widen their knowledge and understanding by engaging with the world around them, in particular through watching/reading/listening to the news. Students also recommended to watch relevant documentaries e.g. Magical Andes, Chasing Coral, Russia with Simon Reeves. There are also a range of books such as Disaster By Choice, Prisoners of Geography and Worth Dying For.</i></p>					