

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	Weather and climate	Africa	Rivers	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 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 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 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	Concepts Tier 3 vocabulary Hypothesis, biodiversity, transect, clinometer, ranging pole, methodology, presentation, protractor, axis, annotation
	Justification: Pupils join SMS with different experiences of geography. This first topic is to introduce what the subject geography entails and provide pupils 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: Pupils 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 pupils 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: This topic starts with a skills focus, looking at how we are able to measure our weather and monitor our climate. Pupils have been making use of climate information in 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 pupils' experiences.	Justification: Pupils 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. Pupils are able to exercise a range of geographical skills through interpreting different types of map, using climate graphs and categorising development levels. This topic is an important opportunity to address common misconceptions about the continent.	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 a topic heavy with new terminology, but similarities are highlighted between this and previous topics, e.g. global issues (deforestation, flooding). Pupils 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. Pupils 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.	Justification: Similar to the start of the year, this topic is focusing on pupils building a foundation of skills. This topic leads pupils 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 pupils 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 mini assessment Includes short answer questions, map interpretation and multiple choice retrieval questions.</p>	<p>Assessment: Weather and Climate Assessment Includes multiple choice, short answer questions, graph analysis and medium-length responses (GCSE style) as well as retrieval questions.</p>	<p>Assessment: Africa mini assessment Includes multiple choice, short answer questions, graph analysis, map reading and medium-length responses (GCSE style).</p>	<p>Assessment: Rivers Assessment Includes a range of short answer questions, climate graph interpretation with numerical skills as well as retrieval questions.</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 Pupils are encouraged to widen their knowledge and understanding by engaging with the world around them, in particular through watching/reading/listening to the news. Pupils also recommended to watch relevant documentaries e.g. Richard Hammond's Wild Weather series, Rivers with Simon Reeves 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	India	Glaciation	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, groyne, 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 Colonialism, the British Empire, export, import, physical, latitude, longitude, equator, slum, settlement, sanitation, diversity, choropleth, labour</p>	<p>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</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 pupils 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 pupils the chance to</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</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</p>	<p>Justification: Pupils look at one of the world's fastest growing countries, in terms of both population and economy. Pupils 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</p>	<p>Justification: Pupils 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. Pupils utilise their ability to sequence geographical processes from topics such as</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</p>

<p>evaluate the theory of 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 pupils to see the bigger picture – their impact on local people and the environment.</p>	<p>early in the year to give time to re-visit and embed them. In the 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>colonialism. This topic re-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. Pupils develop their understanding of the drivers of development but also evaluate the impacts and solutions of this.</p>	<p>them into their next topic of world populations. While looking at this topic, pupils 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>coasts and rivers by looking at how glaciation creates landforms. Pupils are also given another opportunity to analyse at the impacts of these environments and examine solutions. This topic has a high volume and complexity of tier 3 vocabulary, which are reinforced by previous topics such as coasts and rivers.</p>	<p>development pressures. In Y9 pupils 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 mini assessment Includes multiple choice, short answer questions, graph analysis, use of figures and multiple-choice retrieval questions.</p>	<p>Assessment: Development assessment Includes short answer questions, graph analysis, medium-length responses and longer length responses with SPAG marks (GCSE style) as well as multiple choice retrieval questions.</p>	<p>Assessment: India mini assessment Includes short answer questions, map, figure and pie chart analysis multiple choice retrieval questions.</p>	<p>Assessment: Glaciation 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 mini assessment Includes short answer questions, graph and figure analysis as well as multiple choice retrieval questions.</p>
<p>Wider reading/Cultural capital Pupils are encouraged to widen their knowledge and understanding by engaging with the world around them, in particular through watching/reading/listening to the news. Pupils also recommended to watch relevant documentaries e.g. 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: 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. Pupils who go on to take Geography as an option at GCSE will revisit this topic at the beginning of KS4 in depth.	Justification: 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 pupils can discover. This topic makes use of relevant news themes such as managing energy, plastic pollution and climate change – giving the pupils a chance to learn about the cause but also the solutions. Comparisons are made between similar topics covered in Y7 and it gives pupils a chance to go into more depth about the issues, building on their foundational knowledge and interpreting more complex sources and graphs. Pupils who go on to take Geography as an option at GCSE will revisit	Justification: Pupils tie in their knowledge from across the previous topics, to look further in depth at the biomes around the world. Pupils understand not only what these biomes are like, but also why they have these characteristics and how adaptations support survival. This topic gives pupils 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. Pupils who go on to take Geography as an option at GCSE will revisit this topic in Y11 in depth.	Justification: After looking at biomes and populations, pupils have a chance to look at one of the world's biggest countries – Russia. It has a varied physical landscape which pupils 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 pupils.	Justification: 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 pupils ability to critically analyse complex situations and display empathy. Discussion forms a key part of the topic, with pupils being able to express their own and consider others'.	Justification: 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 pupils and through looking at globalisation we are able to signal the relevance of this region to them.

		<i>this topic during various points of KS4 in depth.</i>				
	<p>Assessment: Plate tectonics 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: Wasteful world 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) as well as multiple choice retrieval questions.</i></p>	<p>Assessment: World Biomes mini assessment <i>Includes multiple choice, short answer questions, map analysis, graph completion, use of figures and multiple choice retrieval questions.</i></p>	<p>Assessment: Russia mini assessment <i>Includes short answer questions, map and graph analysis, use of figures and multiple choice retrieval questions.</i></p>	<p>Assessment: Migration assessment <i>Includes short answer questions, graph analysis, use of figures, medium and length responses and extended writing with SPAG marks (GCSE style) as well as multiple choice retrieval questions.</i></p>	<p>Assessment: Looking Into Asia mini assessment <i>Includes short answer questions, map and graph analysis, use of figures and multiple choice retrieval questions.</i></p>
<p>Wider reading/Cultural capital <i>Pupils are encouraged to widen their knowledge and understanding by engaging with the world around them, in particular through watching/reading/listening to the news. Pupils 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>						