The Geography Curriculum has the ultimate goal to ensure **ALL students** have the skills to become an inquisitive, enthusiastic & confident geographers & **become INFORMED GLOBAL CITIZENS**.					
Key Stage	Topic	Lesson by Lesson	What do pupils need to know (KPIs)	Key Geographical Skills	Links to National Curriculum
Year 7					
KS3	Geographic Skills & Current Issues*	Introduction to Human & Physical Geography Mount Everest New York City Where in the World The UK in the World *Climate Change	Locate and name the continents and oceans of the world. Be able to locate places using longitude and latitude and describe the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *To be aware of current geographic issues that have global impacts.	This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess pupils' geographical capabilities related to the expectations of an 11 year old; to provide a benchmark for the rest of Year This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge they have already gained, encouraging them to talk about the geography they already know. Use of a range of maps & atlases. Longitude & latitude. The causes, impacts & solutions to the Earth's changing climate.	Locational knowledge; Africa, Russia, Asia, The Middle East, The Poles & Hot Deserts. Key physical & human features of major cities & landmarks (Mount Everest & NYC). The interaction between human & physical geography; weather & climate (causes & impacts). Geographical skills; using a range of maps, satellite images & GIS.
	Mapping (geographic skills)	4 Figure Grid References Scale & Distance Symbols & Gradient 6 Figure Grid References End of Topic Test	Demonstrate use of Ordnance Survey map skills, including 4 and 6 figure grid references, eight points of the compass, scale, measure distances, map symbols, representation of height including contour patterns, draw cross-sections, to investigate places. Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Pupils will investigate features and characteristics of the area around their new school, while also further developing a range of geographical skills. Constructing accurate scale map homework	Geographic skills & fieldwork; OS maps. Using fieldwork in contrasting locations.

	Geology	Origins of Planet Earth Rock Types The Geological Timescale & Rocks of the UK Weathering & Soil End of Topic Test	To be able to describe the location of different rock types in the UK and the changes over time. To be able to describe different rock types and how these are affected by the physical processes of weathering. To be able to explain how physical processes lead to the formation of different features.	In this unit pupils further develop their understanding of the UK from KS2. They investigate the varied geology (rock types) and associated landscape scenery, which shapes the United Kingdom. Pupils will investigate how rocks are created in the rock cycle, as well as study the different categories of rocks; weathered by different physical and chemical processes, and how their resistance to weathering ultimately determines the topography of the UK. Opportunities are provided for pupils to conduct practical work and fieldwork individually, in pairs and in groups in order to determine and classify the 3 main rock types and groups (igneous, metamorphic and sedimentary) and to place their learning within the concept of the 'Rock Cycle'. Pupils may also have the opportunity to conduct experiments to determine how rocks are variously affected by physical and chemical weathering processes, which occur at different rates. Pupils will learn about key rock specific landforms such as limestone pavements and stalactites and stalagmites, and how they can be recognised and located using photographs, maps and satellite images at different scales. Pupils will explore in a final key assessment, how the UK's Geology brings both and advantages and disadvantages through extraction and use.	Human & physical geography; geological timescales & plate tectonics, rocks, weathering & Soils. Geographical skills; using a range of maps & GIS to view and analyse data. Locational knowledge; Europe (The UK).
	Global Development (World of Work)	Employment Sectors What is Development?	Describe the different sectors of the economy, how these differ between countries and change overtime.	Students will extend their locational knowledge and deepen their spatial awareness of the world's countries, using atlas maps, to focus on development.	Human & physical geography; economic activity in the primary, secondary, tertiary & quaternary. International Development, The use of natural resources.

		The Development Gap Fairtrade & Child Labour End of Topic Test	To be able to describe the distribution of developed, developing and newly emerging countries. To be able identify how development is measured through single development indicators and HDI. To explain the factors that affect development. Assess a strategy that can be used to improve quality of life in a developing country / or region.	Students will analyse the distribution of developed and developing countries. In this unit pupils are asked to examine the distribution of development globally. Students should consider methods of measuring and comparing development and explain the factors that affect the varying rates of development. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations. Pupils are required to consider the causes of world poverty before investigating what can be done to change people's quality of life, globally and from a personal and community scale. Students will then asses the effectiveness of one strategy which is being used to improve quality of life in a specific location, of the school's choice, in the developing world.	Place knowledge; understanding geographical differences between regions in Africa & Asia. Locational knowledge; Africa & Asia.
	Rivers	The Drainage Basin & Key Terms Processes & Landforms Causes of Flooding River & Flood Management HIC & LIC Flood Event Case Studies End of Topic Test	Can describe the features and processes within a drainage basin. Can explain the different processes of erosion, transportation and deposition and how these form different river landforms. Can explain the different factors which contribute to floods and how the flood risk can be reduced. Compare and contrast the causes, effects, and responses of a flooding event in a developed and developing country.	This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these processes. Pupils have the opportunity to progress their map skills. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, so as to appreciate the impact of flooding both locally, nationally and globally.	Human & physical geography; hydrology, population & urbanisation, rocks, weathering & soils, weather & climate. Geographic skills & fieldwork; OS maps, GIS, aerial & satellite photographs. Using fieldwork in contrasting locations. Locational knowledge; Asia, Africa & The UK.

				Pupils could also be encouraged to use sources such as the Environment Agency website to further their understanding of flood prevention measures. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention. There will be an out of school fieldwork opportunity for this topic.	
	The Middle East	The Human & Physical Geography of the Middle East Regional Importance Conflict in the Middle East Saudi Arabia DME	7To be able to locate the Middle East and some of its features & know how the human and physical geography of the Middle East has influenced the region. To know why the Middle East is an important economic region of the world To explain the factors that have led to differences in development across the Middle East	Within this unit students will explore the region of the Middle East. They will locate the region and the countries that make up the region. They will gain knowledge and understanding of the human and physical geography of the region. Students will look at the importance of the region for the rest of the world. Students will conclude the unit by investigating why conflict has been an ongoing issue in the Middle East, paying particular attention to the Sykes-Picot agreement and the legacy of this.	Locational knowledge; The Middle East. Place knowledge; characteristics of countries & cities. Human & physical geography; international development. Geographical skills & fieldwork; using a range of maps & GIS.
	The John Muir Award	Field Sketching Bio-Diversity Study (Hypothesis, Data Collection & Data Presentation)	Investigate the geography of the school grounds using fieldwork to observe, measure, record and present the human and physical features in the locality of the school using a range of methods, including sketch maps, plans and graphs, and digital technologies.	The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. The Trust's John Muir Award is an environmental award scheme focused on wild places. It is inclusive, accessible and	Geographical skills & fieldwork; use fieldwork in contrasting locations. Locational knowledge; Carlisle, Cumbria & The UK.

				non-competitive, though should challenge each participant. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration. There is the expectation for students to complete independent fieldwork during the summer break to achieve the Award.	
Key Stage	**Topic**	**Lesson by Lesson**	**What do pupils need to know (KPIs)**	**Key Geographical Skills**	**Links to National Curriculum**
Year 8					
KS3	Coasts	Wave & The Coastal Zone The Coastal Processes Erosional Landforms Depositional Landforms Coastal Management Impacts of Coastal Erosion Case Study	Explain the processes that lead to the formation of erosional landforms and the resulting features. Explain the processes that lead to the formation of depositional landforms and the resulting features. To be able to explain the causes and impacts of coastal erosion. 8To assess the effectiveness of coastal management strategies along a specific stretch of coastline.	This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Unit 5 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether to defend particular areas of coastline. Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline	Human & physical geography; coasts, economic activity, rocks, weathering & soils & geology. Geographic skills & fieldwork; OS maps, GIS, aerial & satellite photographs. Using fieldwork in contrasting locations. Locational knowledge; The UK.

		End of Topic Test		may change over time. In carrying out the latter activities' pupils will engage in enquiry based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria. There is also the potential for pupils to undertake fieldwork at a coastal location.	
	Tectonics	The Structure of the Earth & Convection Currents Tectonic Plates & Plate Margins Volcano! Earthquake; HIC & LIC Case Studies The 3Ps End of Topic Test	Describe the global distribution of plate boundaries and tectonic hazards. Explain how the movement at constructive, destructive, collision and conservative margins creates different tectonic events and landforms. Explain how tectonic hazards can be monitored, predicted and prepared for. Compare the causes, effects and responses to a tectonic hazard in a developed and developing country.	Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g., between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards. This unit provides an opportunity to build on pupil understanding of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development.	Human & physical geography; geological timescales, plate tectonics, the use of natural resources. Geographic skills & fieldwork; OS maps, GIS, aerial & satellite photographs. Locational knowledge; Asia New Zealand, Haiti, Iceland, Japan & South America.
	Population & Migration	Mapping Population Distribution & Density	Describe and explain the factors that influence the distribution of population at a variety of scales. To explain the factors affecting population growth	In this unit pupils study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of	Geographic skills & fieldwork; using fieldwork in contrasting locations.

		Population Growth Population Structure Push & Pull Factors The Impacts of Migration End of Topic Test	and structures within countries. Describe and explain the factors which people consider when migrating. Assess the impacts of migration using a chosen host and source country.	the world are currently living and understand the difference between density and distribution, as well as the factors that contribute for this distribution. Pupils will draw population pyramids for countries in different stages of development and consider the various issues of ageing and youthful populations. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a particular place. This unit provides opportunities for pupils to explore their personal geographies as well as topical news events. This topic has a human geography fieldwork element and requires learners to create a hypothesis, collect primary data (questionaries). Present the data and then analyse and conclude on their research.	Human & physical geography; population & urbanisation, economic activity, tectonics & weather & climate. Locational knowledge; Europe, Asia & Africa.
	Weather & Climate	What Causes Weather & Climate Graphs Rain! Air Masses Extreme Environment (Siberia/ Russia) & Climate Graphs	Describe and explain the factors which affect weather and climate. To be able to describe and explain the climate patterns of a chosen country or region. To be able to identify and explain the differences between high and low pressure systems. To explain the impacts of a high or low pressure event on a chosen location and to assess the strategies used to reduce this.	This unit focuses on patterns and processes associated with weather and climate and the differences between these. Pupils are encouraged to work together to develop an understanding of the principles of weather and climate and the features of weather systems – depressions and anticyclones. In carrying out these activities they engage in enquiry-based learning, interpret weather maps and satellite images. Pupils will investigate the impacts of a high and low pressure event from a chosen location and the possible	Human & physical geography; weather & climate. Geographic skills & fieldwork; GIS, satellite photographs. Using fieldwork in contrasting locations. Locational knowledge; Russia (Siberia), polar regions & hot deserts

				management strategies associated with these. This topic has a fieldwork project element and requires learners to collect primary data, present the data and then analyse and conclude on their research.	
	Ecosystems	Ecosystems, Food Webs & Balance Global Biomes The Tropical Rainforest (structure) The Tropical Rainforest (species & adaptations) The Tropical Rainforest (uses & sustainability) Hot Deserts (adaptations & climate) Desertification Development of the Hot Desert	Describe the global distribution of biomes. Understand the factors that influence the distribution of biomes. Can explain adaptations in two contrasting biomes. Assess the opportunities and challenges of human exploitation of biomes.	This unit develops students understanding of climate and its role in the development of a variety of biomes. Students will examine the processes which transfer and store energy within a named biome. Students will explore the effect of climate on plants and animals and investigate the specific adaptations associated with different biomes. Students will apply their understanding through a case study where they will investigate the opportunities and challenges which are presented through the exploitation of their chosen biome. This will be concluded by looking at the approach to sustainable development in such areas.	Locational knowledge; Russia (Siberia), Africa, South America. Place knowledge; The Amazon Rainforest, the Sahara Desert, The Sahel, The UK, North America (Yellowstone) & the Thar Desert. Human & physical geography; weather & climate as well as rocks, weathering & soils. Geographical skills; a range of maps, satellite images & GIS.
	East Afric	The Human & Physical Geography of Africa	To identify & describe characteristics of places of global importance.	Africa is a continent with spectacular human and physical features and student	Locational knowledge; Africa Place knowledge; East Africa (Kenya)

	a	A Kenyan Safari	To identify & describe the human & physical geography of Kenya	will gain a unique and objective view of the continent and a country within it. Students will be able to question the single-strand narrative that can often be linked to this great continent. The learners will build on their skills in the previous topic and explore the diversity and rich human & physical geography of the continent and then look specifically at Kenya.	Human & physical geography; population & urbanisation, development, economic activity, weather & climate & the use of natural resources.
Key Stage	**Topic**	**Lesson by Lesson**	**What do pupils need to know (KPIs)**	**Key Geographical Skills**	**Links to National Curriculum**
Year 9					
KS3	Climate Change	Natural Climate Change The Enhanced Greenhouse Effect Causes of Climate Change HIC & LIC Effects Case Studies Mitigation & Adaptation Local Solutions to Climate Change The Great Green Wall of Africa End of Topic Test	Can describe the evidence to suggest that the world's climate is changing. Can explain the natural and human processes that cause climate change. Can discuss the different impacts that climate change will have globally. Assess the effectiveness of methods that are used in response to climate change.	In this unit pupils will investigate the challenge of a changing climate, its causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their impact on global warming. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development.	Locational knowledge; Africa, Asia, Europe, Australasia, Antarctica, North America & South America. Place knowledge; understanding geographic similarities between a region in Africa (The Great Green Wall) & Asia (Bangladesh) – and the UK. Human & physical geography; weather & climate, population & urbanisation, economic activity, development, the use of natural resources, geological timescales, changes since the ice age, rocks weathering & soils & hydrology. Geographical skills; using a range of maps, satellite images & GIS.

	Glaciation	Ice Ages Types & Locations of the World's Ice Formation of Glaciers Glacial Processes Erosional Landforms Depositional Landforms Case Study; Perito Moreno Glacier (Patagonia, South America) The Use of Glacier & OS Maps Retreating Glaciers Case Study; The Himalayas (Asia) End of Topic Test (or Mid-Term Assessment)	Identify the features of glacial landforms using OS maps, as well as aerial and ground photographs. Explain how erosion, deposition and transportation, create glacial landforms. Explain why glacial landscapes are under threat. Assess the opportunities and challenges associated with human activity in a glacial landscape studied.	This unit further progresses pupil understanding of the processes of erosion, deposition, and transportation, building on previous physical geography units, but now applied to a glacial context. Pupils will be provided with further opportunities to interpret a variety of OS maps, photographs, and satellite images at different scales to understand the formation of glacial landforms. Pupils will investigate changes to glaciated areas of the world and further develop their understanding of the impact of climate change introduced in unit 11. Students will conclude the unit by investigating the opportunities and challenges associated with human activity in glacial landscapes. There is also the potential for pupils to undertake fieldwork with he FSC in the Lake District.	Locational knowledge; Asia, South America, Europe, Antarctica & the Polar regions. Human & physical geography; rocks, weathering, weather, climate, changes since the ice age & glaciation. Geographical skills & fieldwork; using a range of maps, data, GIS & satellite images. Using fieldwork in contrasting locations.

	Emerging Economies	BRICS & MINT Countries (China) India's Development Rural to Urban Migration Rapid Urbanisation (Dharavi Slum in Mumbai) China End of Topic Test Lagos Project (homework)	Describe the location of the newly emerging countries and the characteristics of them. Explain why rural to urban migration is a key feature of life in emerging countries. Assess the opportunities and challenges faced by people living in a city in an emerging country. Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.	Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the newly emerging economies. One of the key outcomes should be that pupils understand the characteristics and features of countries which are classed as newly emerging. Pupils will investigate, using a range of geographical data the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced within a rapidly growing urban area in an emerging country. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence.	Locational knowledge; Africa & Asia – China, India & Nigeria. Place knowledge; Lagos & Mumbai. The BIRICS & MINT countries. Human & physical geography; population & urbanisation, economic activity, development and the use of natural resources. Geographical skills; a range of maps & GIS.

	Urbanisation	Urbanisation & Settlement in the UK Green Cities; Stockholm Urban Greening Dereliction & Regeneration (The Olympic Park) End of Topic Test	Describe factors which led to the growth of cities in the UK and the land use patterns within these. Explain the causes of urban change and dereliction in the UK. Explain the ways in which urban areas can be made more sustainable. Assess the effectiveness of a regeneration project in improving life within a city.	This unit focuses on urban areas in the UK. A central theme through the unit is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK. Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors which have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon certain cities. The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of a town, or part of a city, of the schools' choice. There is an opportunity for fieldwork in the local area within this unit.	
	Resources (Energy)	What are the Essential Resources? Resource Consumption Energy Renewable Energy	Describe the uneven distribution of energy consumption and the reasons for this. Explain how the global energy mix is changing and the factors which influence this. Assess the challenges and opportunities linked to renewable and non-renewable energy sources. Assess the social, economic, environmental impacts of energy production in a chosen country.	This unit concludes KS3. The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future. Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. Pupil's will link their learning to the 'Climate Change' unit,	Locational knowledge; Africa & Europe. Place knowledge; similarities & differences between Kenya & the UK. Human & physical geography; development, use of natural resources & economic activity. Geographical skills; GIS data

		Russia DME & Speech		showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies. Pupils will conclude the unit by focussing on energy production in a particular country, assessing the impacts of this production socially, economically and environmentally.	
	The Geography of Extreme Sport	Mount Everest Expedition	To describe the interaction between people & places.	Geography is interdependent and the final lesson of KS3 visits a fantastic place that students researched in their 2nd lesson in year 7!	Locational knowledge; Asia. Place knowledge; Nepal & Tibet, Asia. Human & physical geography; geological timescales, tectonics, economic activity, glaciation & weather. Geographical skills; maps & GIS data.