Curriculum Map

Subject: **Geography** Year: **7**

|  | **Autumn** | **Spring** | **Summer** |
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| **Content** | **Fantastic places**  What is a Geographer? What are the 3 different types of Geography?  An introduction to the world, including continents, oceans, landscapes & landforms, with a focus on map skills:  Ecosystems - Great Barrier Reef  Scale and variation - Russia  Settlements - Rio de Janeiro  Waterfalls - Victoria Falls  Volcanoes - Mount St Helens  Cold Environments - Antarctica  Rivers - The River Ganges  OS Map skills in Hitchin | **UK Landscapes** How can we locate the UK on different scales? What are the physical features of the UK?  What is a physical landscape? How do river, coastal, and glacial processes (of erosion, transportation and deposition) operate?  How do these processes shape physical landscapes?  What can OS maps tell us about physical landscapes?  Case studies of physical landscapes | **Local to Global Economies**  What is happening down on the farm?  Why is manufacturing about choosing the right site?  Why did Nissan locate in the UK?  Why is the tertiary sector increasing?  How does a chocolate bar connect sectors of the economy?  How does the UK trade with other countries?  What is globalisation and how is it measured?  How has containerisation accelerated globalisation?  Why are so many goods made in China?  What is the informal economy in Nigeria?  Is North Korea a switched off country? |
| **Skills** | **Cartographic skills**  Atlas skills – navigating physical and political maps  Use of physical and political maps to examine unfamiliar environments.  OS Maps, including grid references, use of scale, symbols, relief  Use of geographical information systems (GIS)  **Graphical Skills**  Drawing cross profiles  **Other**  Interpretation of photographs and geographical sources  Numeracy - calculation and percentages | **Cartographic skills**  OS Maps, including grid references, use of scale, symbols, relief  Use of geographical information systems (GIS)  **Graphical skills**  Interpreting line graphs and bar graphs  **Other**  Interpretation of photos and satellite images  Creating and presenting using PowerPoint  Creation of sequenced diagrams as a form of geographical explanation (eg. processes and landforms) | **Cartographic skills**  Use of historical and contemporary maps for comparison and to examine trade  Use of OS Maps to identify areas of specified land use, and to aid decision-making  **Graphical skills**  Construction and interpretation of pie charts  **Other**  Interpretation of images/cartoons (use of layers of inference) ¬ Decision-making scenario – how to make informed decisions using geographical evidence |
| **Assessment** | 1. Mid unit Google form with multiple-choice questions.  2. End of topic test using an OS map extract, completed in class in timed conditions. | 1. Extended written piece with a criterion on the journey down the River Tees.  2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs. | 1. Mid unit Google form with multiple-choice questions and longer questions requiring the use of PEEL paragraphs.  2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class |

Curriculum Map

Subject: **Geography** Year: **8**

|  | **Autumn** | **Spring** | **Summer** |
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| **Content** | **One Planet, Many People**  How is the global population changing?  What is Kenya’s population changing as it develops?  Where are people migrating in Kenya?  What are the opportunities and challenges of urbanisation in Kenya?  What is it like to live in poverty in Kenya?  What is China’s One Child Policy and what are its impacts?  What does the future look like for China?  How is China supporting the development of other countries?  What are the population and development patterns in the USA?  What are the opportunities and challenges of urban sprawl in the USA? | **Weather and Climate**  What is the difference between weather and climate?  How does climate vary across the world?  What are clouds and why does it rain?  What is an air mass and how do they vary?  What is air pressure and how does it affect our weather?  What is the climate like in Britain and why?  What are tropical storms and how do they vary?  How does urbanisation affect climate and drainage?  How does urbanisation increase the risk of flooding?  Is extreme weather on the rise?  How do floods threaten lives in Asia and how can this be managed? | **Global Commons**  What is a Global Commons?  To include   * Outer space * The atmosphere * The high seas * Antarctica   How are the Global Common at risk?  What is in place to protect the global commons?  What might happen to the Global Commons in the future?  What more can be done to manage the global commons? |
| **Skills** | **Cartographic skills**  Using Google maps to navigate and examine unfamiliar environments.  **Graphical Skills**  Drawing population pyramids and line graphs.  Using Google sheets to create line graphs, pie charts and choropleth maps.  Interpreting proportional circles (Gapminder), choropleth maps and flow lines.  **Other**  Interpretation of photographs.  Numeracy skills – percentages and fractions | **Cartographic skills**  Interpreting weather maps  Use of school map to identify appropriate sites for a school microclimate investigation  **Graphical skills**  Drawing, interpreting, and comparing climate graphs and hydrographs.  Interpreting choropleth maps. Ability to select suitable graphs to present microclimate data.  **Other**  Interpretation of photographs.  Units of weather measurements  Weather report writing.  Numeracy skills – averages and ranges. | **Cartographic skills**  Use of aerial images to examine changes over time.  **Graphical skills**  Drawing and interpreting choropleth maps and line graphs.  Using Google sheets to create a bar graph.  **Other**  Interpretation of photographs.  Calculating carbon footprint.  Creating spider diagrams  Creating and interpreting cartoons.  Creating a word cloud. |
| **Assessment** | 1. Mid unit assessment completed in timed conditions, open book - on the topic of evaluating China’s One Child Policy  2. End of topic test in timed conditions, testing a combination of geographical knowledge and skills requiring the use of PEEL paragraphs. | 1. Extended written piece with a criterion to show the journey of a raindrop in the water cycle.  2. Mid Unit Google form assessment including a range of questions from multi choice to a 6-mark question on weather and climate in the UK.  3. An extended writing piece which compares the severity of tropical storms. | 1. Extended written piece on the impacts of human activity on the Global Commons.  2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs. |

Curriculum Map

Subject: **Geography** Year: **9**

|  | **Autumn** | **Spring** | **Summer** |
| --- | --- | --- | --- |
| **Content** | **Our Restless World**  What is a natural hazard and why does it pose risk to people?  Do continents fit together like a jigsaw puzzle?  What is happening beneath our feet?  Why do we experience earthquakes and volcanoes?  What do we know about earthquakes and volcanoes?  Why do the effects and responses of earthquakes and volcanoes vary between countries of contrasting levels of wealth?  What are super volcanoes and how big is the scale of their effects?  How can monitoring, prediction, protection and planning reduce the risks from a tectonic hazard? | **Our Resourceful World**  How do we use our planet as a natural resource?  What are rocks and how are they a natural resource?  What is coal and how has demand changed in the UK?  Why are soils the root of life?  How does the biosphere and hydrosphere provide natural resources?  How is water distributed around the world?  Where is the Grand Ethiopian Renaissance Dam and who does it affect?  What resources are found in the Middle East and how does this benefit the region?  Why is there ongoing conflict in the Middle East?  Does Geography help or hinder the Russian economy?  Why did Russia plant their flag on the seabed of the North Pole?  What natural resources can be used to generate electricity?  How can we use natural resources more sustainably? | **Our Living World**  What is an ecosystem and how do biotic and abiotic components interact?  What are the characteristics of our school plantation?  What are the characteristics of the tropical rainforest?  What are the economic and environmental impacts of deforestation?  How can tropical rainforests be managed sustainably?  What are the characteristics of cold environments?  What are the development opportunities and challenges in Alaska?  How are cold environments at risk of economic development and how can this be managed? |
| **Skills** | **Cartographic skills**  Comparing historical maps to contemporary maps to show changes over geological history.  Plotting earthquakes and volcanoes using latitudes and longitudes  **Graphical Skills**  Interpreting choropleth maps  Interpreting contours to create cross profiles, drawing and interpreting scatter graphs and adding a line of best fit.  **Other**  Interpretation of photographs and geographical sources  Numeracy skills – calculating increase.  Drawing and annotating diagrams | **Cartographic skills**  Using 360° videos to explore the Blue Nile  Exploring physical and political maps of the Middle East  Use of OS Maps to identify areas of specified land use, and to aid decision-making.  **Graphical skills**  Interpreting line graphs, choropleth maps, proportional circles, and flow lines.  Drawing and interpreting pie charts, stacked bar graphs and climate graphs.  **Other**  Compressing Earth’s history into an imaginary day  Examining changes using historical and contemporary images  UN Mediation Meeting role play on the construction of the Grand Renaissance HEP Dam in Ethiopia  Interpreting cartoons. | **Cartographic skills**  Use of historical and contemporary maps to examine changes.  **Graphical skills**  Interpreting proportional circles and flow diagrams, choropleth maps, climate graphs and pie charts.  Drawing and interpreting a bar graph  **Other**  Numeracy skills – percentage decrease  Creation of a model to show the distinctive characteristics of the tropical rainforest.  A conference of deforestation where students represent different interest groups to discuss how Brazil should aim to proceed with development in the Amazon.  Escape room activity exploring the Amazon rainforest |
| **Assessment** | 1. Extended written piece with a criterion on a ‘Journey to the Centre of the Earth’.  2. An extended writing piece which compares the severity of earthquakes  3. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs. | 1. Extended written piece on factors which influence the availability of water.  2. Mid unit assessment in timed conditions on the content up to ‘Why is there an ongoing conflict in the Middle East?’  3. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs. | 1. Extended written piece on interdependence in an ecosystem.  2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs. |