



Through our Geography curriculum we provide pupils with knowledge and competence in geographical enquiry by exploring how human cultures interact with the environment in a wide range of places. Our pupils become global citizens, by having the tools to become empathetic learners with an awareness of diverse cultures and societies. We empower pupils to take an active role in exploring sustainable solutions to major global challenges, such as our changing climate and resource management.

<b>Year 7 Curriculum</b>					
<b>Learning Focus</b>	<b>How does geography relate to my life?</b>	<b>Why are rivers important?</b>	<b>What is weather and climate?</b>	<b>How does climate change impact our future?</b>	<b>What are the issues facing tropical rainforests?</b>
<b>Learning Hours Associated</b>	Approx. 11 hours Week 1-6	Approx. 11 hours Week 7-15	Approx. 9 hours Week 16-21	Approx. 16 hours Week 22-31	Approx. 10 hours Week 32-39
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> <li>✓ To understand how geography relates to the world around them.</li> <li>✓ To know how to apply this knowledge to map work and geographical skills.</li> <li>✓ To understand their physical place in the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how the key processes of erosion and deposition shape the UK's rivers.</li> <li>✓ To use key maps to understand how river landscapes change, as well as the impacts they can have on our lives.</li> <li>✓ To understand the process of river flooding and complete fieldwork based on the topic of flood risk.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how the weather can be observed and recorded.</li> <li>✓ To understand the key processes that form the UK's weather and climate patterns.</li> <li>✓ To explore the causes and impacts of extreme weather in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the human and physical causes of climate change.</li> <li>✓ To understand the local and global impacts of climate change.</li> <li>✓ To understand how climate change can be tackled locally, nationally and internationally.</li> <li>✓ To evaluate the actions that can be personally taken to tackle climate change.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the location and features of tropical rainforests.</li> <li>✓ To understand the threats that tropical rainforests face.</li> <li>✓ To evaluate the solutions put in place to sustainably manage the tropical rainforest.</li> </ul>
<b>Subject Vocabulary</b>	Town, city, country, continent, industrial, choropleth, grid reference.	Source, mouth, erosion, deposition, waterfall, meander, levee, flooding.	Weather, climate, climate graph, thermometer, anemometer, extreme weather	Global warming, greenhouse effect, fossil fuel, renewable, carbon footprint.	Equator, climate, canopy, emergent, adaptation, deforestation, sustainable, agriculture, subsistence.

Subject Texts Used	KS3 Progress in Geography, Run Every Street: Manchester: Exploring a City's History in the Least Efficient Way	KS3 Progress in Geography, the social effects of flooding on small rural communities in the UK; comparing Littleborough, Hebden Bridge and Whitworth.	KS3 progress in geography, Royal meteorological society- State of the UK climate report.	KS3 progress in geography, Royal meteorological society- State of the UK climate report, Greta Thunberg- no one is too small to make a difference.	KS3 progress in geography, WWF- The Amazon rainforest.
Cultural Enrichment Opportunities	Local events	School trip and visit/ virtual tour.	Leaders in discipline fields- video exposure/ future career pathways	Current affairs/topical news story	Current affairs/topical news story/virtual tour
Learning Behaviours	Setting goals, observation, purposeful conversation	Logical thinking, precision, observation, collaboration, safe choices	Logical thinking, collaboration, following instructions	Leadership, creative thinking, problem solving, collaboration	Creative thinking, problem solving, observation

Geography Curriculum Time – 3 hours per fortnight (2 Week Timetable)

<b>Year 8 Curriculum</b>					
<b>Learning Focus</b>	<b>Is there a link between Earth's population &amp; natural resources?</b>	<b>What is an economy?</b>	<b>What are the issues &amp; opportunities facing Africa?</b>	<b>How is Asia being transformed?</b>	<b>Why are our coastlines always changing?</b>
Learning Hours Associated	Approx. 22 hours Week 1-15	Approx. 9 hours Week 16-21	Approx. 9 hours Week 21-26	Approx. 7 hours Week 27-31	Approx. 10 hours Week 31-39
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> <li>✓ To know why resource management is vital.</li> <li>✓ To understand the consequences of running out of natural resources</li> <li>✓ To explain how our resource management can be sustainable.</li> <li>✓ To understand how and why populations are changing.</li> <li>✓ To know how changing populations impact our natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know the 4 sectors that make up the UK's economy.</li> <li>✓ To understand the impacts of economic change.</li> <li>✓ To evaluate the roles of globalisation and MNCs on a country's development.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how Africa's location, context and physical landscape has impacted development.</li> <li>✓ To understand how issues such as desertification provide a challenge.</li> <li>✓ To know about the opportunities associated with population change and urbanisation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how wealth is distributed across Asia.</li> <li>✓ To understand the impacts of tourism in Asia.</li> <li>✓ To understand the impact of flooding in Asia.</li> <li>✓ To explore the geography of Russia.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know why coastlines are important for a country's development.</li> <li>✓ To understand the processes that shape the coastline.</li> <li>✓ To appreciate the impact of coastal erosion and evaluate the methods used to protect the coast.</li> </ul>
Subject Vocabulary	Sustainability, natural resources, energy, sedimentary, metamorphic, igneous, population, transition, overpopulation, Mumbai, rural-	Primary, secondary, tertiary, quaternary, social, economic, environmental, political, multinational corporation, globalisation, interconnected.	Continent, resources, colonialism, slave trade, development, HIC, LIC, NIC, biome, desertification, urbanisation.	Development, GNI per capita, continental, HIC, NIC, LIC, tourism, deforestation, sustainable.	Trade, transportation, erosion, deposition, landform, spit, wave cut notch, headland, bay.

	urban migration, natural increase, slum.				
Subject Texts Used	KS3 Progress in Geography, Prisoners of Geography.	Where on earth? Geography without all the boring bits— Jim Doyle	KS3 Progress in Geography, Africa: facts at your fingertips.	Prisoners of geography, A walk in the woods- Bill Bryson.	KS3 Progress in Geography, Notes from a small island Bill Bryson
Cultural Enrichment Opportunities	Current affairs/topical news story, global events, experiencing and understanding different cultures	Future career pathways, further education pathways	Past global events, Q and A opportunity, understanding different cultures	Virtual tours/experiences/ experiencing & understanding different cultures	School trop/ virtual tour
Learning Behaviours	Creative thinking, problem solving, logical thinking	Logical thinking, strategy, empathy, democracy	Democracy, empathy, resilience, responsibility, leadership	Empathy, resilience, democracy, purposeful conversation	Logical thinking, problem solving, creative thinking

Geography Curriculum Time – 3 hours per fortnight (2 Week Timetable)

<b>Year 9 Curriculum</b>					
<b>Learning Focus</b>	<b>What is development?</b>	<b>How can we live safely around tectonic hazards?</b>	<b>How do weather hazards affect our lives?</b>	<b>Why is the Middle East an important world region?</b>	<b>How does ice change our landscape?</b>
Learning Hours Associated	11 hours Week 1-6	20 hours Week 7-20	9 hours Week 21-26	7 hours Week 27-31	10 hours Week 32-39
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> <li>✓ To know how we can measure the development of a country.</li> <li>✓ To use existing knowledge of Africa to understand how money is spread around the world</li> <li>✓ To explore how development can be sustainably improved.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To explore how our tectonic plates move to create tectonic hazards such as earthquakes, volcanoes and tsunamis.</li> <li>✓ To understand how hazards create unique landscapes and</li> <li>✓ To evaluate the impacts of these hazards in a range of locations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how weather hazards affect the UK.</li> <li>✓ To understand the impacts of extreme weather events in tropical regions.</li> <li>✓ To explore the impact of Typhoon Haiyan on The Philippines.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how physical factors affect the middle east.</li> <li>✓ To understand the demographic and economic characteristics of the middle east.</li> <li>✓ To explore the development of the UAE.</li> <li>✓ To understand the impact of conflict in the Middle East.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how and why glaciers form and move.</li> <li>✓ To understand how glaciers shape the land.</li> <li>✓ To explore how people use glacial landforms in the Lake district.</li> </ul>
Subject Vocabulary	Development gap, GNI, GDP, HDI, bilateral, multilateral, non-governmental organisation, HIC, LIC, NIC.	Tectonic plate, continental drift, crust, mantle, core, earthquake, liquefaction, tsunami, shoaling, stratovolcano, shield volcano, magma, lava, pyroclastic flow.	Tropical cyclone, heatwave, drought, formation, cause, impact, social, economic, environmental, political.	Oil, solar power, climate, desert, challenges, opportunities, population, economy, conflict, NIC, HIC.	Arete, Corrie, glacial period, ice age, u-shaped valley, erosion, transportation, deposition, landform, tourism.

Subject Texts Used	KS3 Progress in Geography, Prisoners of Geography.	KS3 Progress in Geography, The Volcano, Montserrat and Me: Twenty years with an active volcano.	KS3 Progress in Geography	KS3 Progress in Geography	KS3 Progress in Geography, Geography with the wild bits left in- Perishing poles
Cultural Enrichment Opportunities	Experiencing and understanding different cultures, current affairs/topical news stories/ future career pathways	Virtual tours/experiences, topical news stories	Current affairs/topical news stories/ experiencing different cultures	Experiencing and understanding different cultures, current affairs/topical news story	Virtual tours/experiences, school trips/visits.
Learning Behaviours	Logical thinking, strategy, empathy, democracy	Logical thinking, leadership, strategy, responsibility	Logical thinking, leadership, strategy, responsibility	Empathy, resilience, democracy, purposeful conversation	Logical thinking, problem solving, creative thinking

Geography Curriculum Time – 3 hours per fortnight (2 Week Timetable)

**For Information:**

Autumn Term – 15 Weeks (Week 1 – 15)- 22 hours

Spring Term – 11 Weeks (Week 16 – 26)- 16 hours

Summer Term – 13 Weeks (Week 27-39)- 19 hours