Subject: Year 7 Geography

Year 7 Curriculum Intent: Our students arrive at the school with a range of geographical experiences, so we are conscious of the need to provide students the opportunity to display their learning from KS2 by asking them the key question of 'What is Geography?' allowing for collaboration within the classroom and the development of the student, teacher relationship. Students are taken on a journey from local to global in the topic of 'Biomes and Rainforests' analysing the influence of latitude on climate, vegetation, and animals. Climate graph analysis features heavily here as a weaker skill for our GCSE students. Finally, students are introduced to the interconnectedness of physical and human geography through the study of deforestation in the Amazon Rainforest. In the modern age of social media, our students are often aware of the need for environmental conservation yet fail to appreciate the economic circumstances underpinning environmental degradation. Through a decision-making exercise analysing conflict, students develop empathy for those involved in logging, mining, and farming practices and consider approaches to sustainable management supporting economic stability as well as environmental conservation. Students then analyse the geography of our local area through the topic of 'Settlement and map skills'. Students describe the site of Manchester through a variety of O.S map skills and explain the changing urban landscape through the periods of industrialisation, de-industrialisation and regeneration. The sustainability of this regeneration is evaluated through the lens of socio-economic circumstances. Urban sustainability largely revolves around the effective provision of food, water and energy. This is explored through the 'Resources and Energy' topic. Factors influencing surplus and deficit of food, water and energy are considered with explicit links to economic development. Through a decision-making exercise, students are asked to consider the future of energy supply in the U.K by analysing a range of renewable and non-renewable possibilities. The influence of energy supply on climate change exemplifies how local actions can have global consequences. In our final topic of the year 'Rivers and Coasts' students begin to understand the importance rivers play in providing one of our key resources while also shaping the landscape through which they pass. Links and connections are explored through the long profile of a river, settlement site as well as the hazards associated with river flooding. Coastal landscapes further demonstrate the influence water has in shaping our landscape as well as socio-economic issues of coastal management. Overall, year 7 students learn to appreciate how physical and human factors combine to change landscapes over time at both a local and global scale.

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	Scheme 1: What is Geography?	Scheme 2: Biomes and Rainforests	Scheme 3: Settlement and map skills	Scheme 4: Resources and Energy	Scheme 5: Rivers and Coasts
Acquire	Geography is the study of the earth's landscapes, people, places and environments. Physical geography is the study of the natural world Human geography is the study of human activity on our planet.	The world has several different climate zones. Global ecosystems are called biomes Biomes are characterised by their unique climate, plants and animals. The Tropical Rainforest biome has high levels of biodiversity.	Settlement site is influences by a range of physical factors. Settlements can be categorised and fit into a hierarchy depending on number of, population size and available services. Settlements can have	The distribution of food, water and energy around the world is uneven. The supply of food in the U.K involves a mixture of self-sufficiency and imports. The importance of water security.	All water is part of the global hydrological cycle. The surface of the earth is broken up into separate drainage basins. Drainage basins are shaped by physical processes of erosion, transportation, deposition and weathering.

	Environmental geography is the study of the interactions between human and physical processes. There are 7 continents and 5 oceans. Continents contain counties. Each country has a capital city.	Biodiversity in Tropical Rainforests is under threat from human activity. Sustainable management is a way of protecting biodiversity in Tropical Rainforests.	different patterns of land use. Urban areas change over time and create distinctive zones (Burgess Model). Inner city Manchester has experienced change (Industrialisation, De-industrialisation and Regeneration). Urban regeneration creates opportunities and challenges for different stakeholders. Sustainable urban areas consider social, economic and environmental issues both now and in the future.	U.K energy mix (Non-renewable and renewable) Factors influencing carbon footprint. The enhanced greenhouse effect. Impacts of climate change. Methods of mitigation and adaptation to climate change.	Fluvial processes create distinctive landforms along the course of a river. A coastline is where the land meets the sea. Coastlines are shaped by the physical processes of erosion, transportation, deposition and weathering. Coastal erosion poses a range of social, economic and environmental issues in the U.K
Apply	Analysing a variety of geographical sources to determine the difference between physical, human and environmental geography. Pie chart analysis continent and oceans.	Analysis of climate graphs to describe biomes using accurate data. Designing an animal to survive in the Rainforest. Analysing conflict around resource exploitation and conservation.	Justifying decisions on settlement site. Analysis of O.S maps to demonstrate a range of skills (symbols, grid references, distance and scale, relief). Analysing stakeholder viewpoints on urban regeneration.	Analysis of a range of maps to describe the distribution of resource supply and demand. Pie chart analysis of U.K energy supply. Collaboration. Working as part of a team during an energy debate. Justifying choices referring to sustainability.	Explaining how physical processes create distinctive landforms. Identifying river and coastal landforms on O.S maps. Understanding the conflict that exists around the management of U.K coastlines.
Vocabulary	Geography Physical Human Environmental Continent	Biomes Latitude Tropical Rainforest Environment Producers	Hierarchy Terraced Linear settlement Dispersed settlement Nucleated settlement	Consume Surplus Deficit Fossil fuel Environment	Hydrological cycle Drainage basin Process Landform Coastline

	Ocean Country Capital Antarctica Arctic	Photosynthesis Temperature Indigenous Deforestation Sustainable	Brownfield site Contour Environment Map symbol Settlement	Famine Climate Change Mitigation Nuclear energy Renewable energy	Weathering Geology Management Holderness Cost-benefit analysis
Assessment	World knowledge: Spellings and location of continents and oceans	Milestone 1: Describing climate graphs. Milestone 2: Term 1 assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 3: Analysis of map evidence to determine settlement site. Milestone 4: Term 2 assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 5: Write up of the energy debate justifying sustainable choices. Milestone 6: End of year milestone. Mixture of multiple choice, source analysis and extended writing questions based on all units covered in year 7 so far.	Milestone 7: Explaining the formation of river landforms.

Subject: Year 8 Geography
Year 8 curriculum intent: Our year 8 curriculum continues to challenge students learning with an increasingly global perspective focussing on the diversity that exists in life experiences across populations. The year starts with an analysis of world population growth since 1800 considering population distribution. In year 7 students were introduced to the concept of inequality at a local and global scale. By studying global inequalities in wealth, health and education students deepen their understanding considering the procedural knowledge of how development indicators are used to make judgements about nations. Critical thinking and numeracy skills are incorporated here to critically evaluate a range of possible development indicators. A variety of strategies to reduce the development gap are evaluated before students are asked to analyse the sustainability of the 'Sand Dam' project in rural Kenya. The challenge of service provision in rural parts of developing nations leads into our next topic 'Urban Life in Africa' where students analyse the opportunities and challenges of rapid urbanisation of Lagos, Nigeria. The concept of culture features strongly here and how this is influenced by a range of physical and

human factors. A decision-making exercise gives students the opportunity to evaluate a range of potential futures for the squatter settlement of Makoko. Ingenuity in the face of adversity makes this a very powerful learning experience for many pupils. The 'Weather and Climate' unit marks a shift towards physical geography for the remainder of year 8. Students explore the procedural knowledge of how weather data is collected to determine the climate of a place. This learning is then applied to their local area through a microclimate enquiry. Students analyse the temperature and wind speeds at various sites around the school site to judge the influence of the school building. Primary data is then analysed and presented back in the classroom for conclusions to be drawn. This builds a strong foundation for GCSE fieldwork completed in year 10. Year 8 concludes with a global study of 'Natural Hazards'. Geological timescales are explored with tectonic plate theory used to explain changes over time as well as an assessment of the scale of tectonic hazards facing the world today. Overall, year 8 students continue to explore how physical and human factors combine to change landscapes over time at both a local and global scale with increasing complexity compared to year 7.

	Scheme 1: Population and economic development	Scheme 2: Urban life in Africa	Scheme 3: Weather and climate	Scheme 4: Natural hazards	
Acquire	World population has increased rapidly over the last 200 years. The difference between LIC, NEE and HIC countries. Factors influencing economic development Demographic transition through the study of the Amazon, Mozambique, China, The U.K and Japan. How international aid can help to improve development. Sustainability of international aid. Sand dams in Kenya.	Urbanisation is the increasing percentage of people living in towns and cities. Lagos is a rapidly urbanising megacity in the West African country of Nigeria. Urbanisation is caused by a combination of natural increase and rural to urban migration. Rapid urbanisation in Lagos creates economic opportunities and challenges. Rapid urbanisation in Lagos creates social opportunities and challenges.	Weather is the day-to-day conditions in the atmosphere. Climate is the average weather conditions of a particular place. The climate of a place is largely influenced by latitude. Other factors are important too. The climate of the U.K is influenced by a wide range of factors. U.K weather is changeable due to air masses and air pressure (anticyclones and depressions) Microclimates help to explain small scale variations in weather.	Natural hazards are extreme natural events that can cause loss of life, extreme damage to property and / or disrupt human activities. Tectonic hazards are caused by the movement of the Earth's crust which is directly influenced by Earth's inner heat. Earthquakes and volcanoes are mainly distributed along tectonic plate boundaries. Tropical storms pose significant risks to coastal communities in tropical parts of the world. The impacts of natural hazards can vary depending on a variety of factors.	

		Improving the quality of life for the urban poor in Lagos is challenging due to a wide range of factors.		Managing the risk from natural hazards relies on effective monitoring, planning, prediction and protection. People continue to live in hazardous parts of the world.	
Apply	Explaining factors influencing population increase. Explaining global population distribution. Identifying reasons for limited economic development Explaining the link between demographic transition and economic development. Evaluating the sustainability of international aid.	Explaining why global patterns of urbanisation vary. Analysing the link between rural to urban migration and natural increase. Explaining the link between informal employment and housing / education provision in Lagos. Justifying sustainable choices to improve the quality of life for the urban poor in Lagos, Nigeria.	Understanding why the climate of the U.K varies from season to season. Understanding the variety of factors influencing climate (latitude, distance from the sea, altitude). Explaining the influence of air masses on U.K weather. Explaining how low and high pressure systems will influence weather patterns in the U.K Describing the passage of a depression. Accurately analyse primary data to draw valid conclusions for a microclimate enquiry.	Explaining the link between the structure of the Earth and tectonic hazards. Explaining the physical processes leading to a variety of natural hazards. Explaining the factors influencing hazard risk. Analysing the link between distribution of natural hazards and population density.	
Vocabulary	Development Population Distribution Demographic Economic Environmental Life expectancy Tertiary Dependent	Nigeria Migration Squatter settlement Informal Illegal Opportunities Challenges Cholera Makoko	Weather Climate Precipitation Anticyclone Depression Lightning Relief Convectional rainfall Anemometer	Tectonic Natural Hazard Boundary Volcano Earthquake Tropical storm Management Convection currents Friction	

	Mortality	Development	Microclimate	Destructive	
Assessment	Milestone 1: Write up of 'The Trade Game' explaining how the pattern of global trade leads to inequalities. Milestone 2: Term 1 assessment Mixture of multiple choice, source analysis and extended writing. Topic of population and economic development	Milestone 3: Opportunities and challenges of life in Makoko. Milestone 4: Term 1 assessment Mixture of multiple choice, source analysis and extended writing. Topic of urban life in Africa.	Milestone 4: Microclimate enquiry write up. Milestone 5: End of year assessment. Mixture of multiple choice, source analysis and extended writing. All topics studied in year 8 included with the addition of skills acquired in year 7.	Milestone 6: Managing the risk of natural hazards.	

Subject: Year 9 Geography
• Year 9 Curriculum Intent: The geography department aims to provide year 9 students with a challenging and diverse curriculum. In year 9 our focus is on understanding how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. This 'big idea' is supported by the foundational knowledge and skills developed during years 7 and 8. Students begin in our local area studying Etherow Country park as an example of a small-scale ecosystem. A wide range of biotic and abiotic features are analysed with the concept of interdependence made explicit by analysing of a range of physical and human influences. Global comparisons are then made through the study of the Tropical Rainforest and Hot Desert biome. The 'big idea' that human activity depends on effective ecosystem functioning is explored through deforestation in the Amazon Rainforest and tourism in the Thar Desert. In both locations, economic activity depends on the effective conservation of this fragile ecosystem. Students are encouraged to critically evaluate why this sustainable approach is often overlooked in the pursuit of rapid economic growth. Students then return to the U.K to consider the important role water has in shaping the physical landscape of the U.K both in terms of rivers and our extensive coastlines. Year 9 students are continually asked to reflect on how physical processes have influenced human activity and equally how human activity can influence physical processes. Students are

asked to complete a variety of decision-making exercises where the sustainability of strategies to manage river flooding and coastal erosion are assessed.					
	Scheme 1: Ecosystems	Scheme 2: Tropical Rainforests	Scheme 3: Hot Deserts	Scheme 4: River Landscapes in the U.K	Scheme 5: Coastal Landscapes in the U.K
Acquire	What is an ecosystem? Biotic and abiotic components. Producers, consumers and decomposers. Physical and human influences on ecosystems. Global biomes.	Distribution of Tropical Rainforests. Climate of Tropical Rainforests. Plant and animal adaptations. Causes of deforestation in the Amazon Impacts of deforestation in the Amazon. Sustainable management of the Amazon.	Distribution of Hot Deserts. Climate of Hot Deserts. Plant and animal adaptations. Opportunities and Challenges to human development in the Thar Desert. What is desertification? Physical and Human causes of desertification. Managing desertification in the Sahel region of Africa.	Characteristics of the upper, middle and lower courses of a river. Processes of erosion, transportation and deposition. Landforms of erosion and deposition. Physical and human factors influencing flooding. Impacts of flooding. Management of flooding.	Characteristics of constructive and destructive waves Processes of erosion, transportation and deposition. Landforms of erosion and deposition. How geology influences the risk of coastal erosion. Impacts of coastal flooding and erosion. Management of coastal flooding and erosion.
Apply	Food chain / web interpretation. Climate graph analysis. Factors influencing biomass. Distribution of global biomes.	Distribution of Tropical rainforests Climate graph analysis. Nutrient cycling in the Rainforest. Understanding a range of stakeholder views on deforestation. Evaluation of strategies to sustainably manage the Amazon rainforest.	Distribution of Hot Deserts. Climate graph analysis. Nutrient cycling in Hot Deserts. Understanding how opportunities and challenges to development in the Thar are influenced by location and climate. Evaluation of strategies to sustainably manage the risk of desertification in the Sahel region of Africa.	Explaining how river landforms change over time due to fluvial processes. Analysis of flood hydrographs. Analysis of O.S maps. Evaluation of strategies to manage river flooding.	Explaining the influence of constructive and destructive waves on beach profiles. Explaining how geology influences mass movement and coastal landforms. Analysis of O.S maps Evaluation of strategies to manage

					coastal flooding / erosion
Vocabulary	Ecosystem Biotic Abiotic Producer Consumer Decomposer Interdependence Biome Climate Etherow Country Park	Humid Biodiverse Convectional rainfall Leaching Adaptations Deforestation Subsistence Commercial Sustainable Amazon	Diurnal Infertile Hadley cell Adaptations Opportunities Challenges Irrigation Desertification Semi-arid Sahel	Long profile Valley Channel Process Landform Sediment Discharge Hydrograph Hard engineering Soft engineering	Coastline Constructive Destructive Swash Backwash Landform Process Geology Hard engineering Soft engineering
Assessment	Milestone 1: **'**All features of ecosystems are linked' (6 marks)	Milestone 2: 'Describe and explain the features of the vegetation shown (6 marks) Milestone 3: Term 1 exam on Ecosystems and Rainforests to provide progress judgement for monitoring window.	Milestone 4: 'To what extent does your chosen environment provide both opportunities and challenges to human development?' (6 marks)	Milestone 5: 'Explain how the landforms shown are created by physical processes' (6 marks) Milestone 6: End of year exam to provide progress judgement for monitoring window.	Milestone 7: 'Explain how the sea defences shown help to protect the coastline from erosion (4 marks)