KS3 Curriculum overview: *Geography*

In year 7/8 a term of History may be taught followed by a term of Geography where appropriate

	Year 7 *x*	Year 7 *y*	Year 7 *z*
Autumn	Local Geography • Explore and describe local environment • Make/interpret simple maps and plans • To be able to compare 2 different places • To recognize OS symbols and features • Able to identify nations of UK & capitals • Able to locate continents and seas • Importance of care of environment • London landmarks and union jack • To follow a simple route using a map • To know where we live in relation to other places.	Local Geography • Explore and describe local environment • Interpret simple maps and plans • To be able to compare 2 different places • To recognize some OS symbols • Able to identify nations of UK • Able to locate some continent • Importance of care of environment • London landmarks and union jack • To interpret a simple map • To be able to follow simple directions	Local Geography • Explore local environment • Look at a simple map • To know some features of school environment, • To match image to simple symbol • To know we live in England • To identify land and sea on a map London landmarks / Importance of care of environment Identify local permanent features Become independent around school
Spring	Landscape features To identify and compare physical and human features • Compare England with China: landscape • Develop map skills use atlases, globe, google maps. • Compare housing, population, religion • Festivals, schooling, work • Rural/urban UK/ China • Imports from China- child labour - cultural celebrations • To recognise cultural differences between England and China- taste foods etc.	Landscape features To know some physical and human features • Compare 2 different places e.g .Redhill and Brighton • Explore different types of map: globe, atlas, google earth • Explore a different culture: China • Chinese new year celebrations/ schooling • Comparisons Imports from China- child labour- cultural celebrations. Cultural differences between England and China- try foods, chopsticks.	Landscape features • To know simple features e.g. hill, river, • To identify some man made and natural features around the school • To be aware of some features in local area e.g Redhill is a town with shops • To be aware that some people live in other countries. • To have some awareness that food may look and taste different in China. Chinese new year celebrations To be aware/experience foods from different countries.

Summer	OS map skills • Study of local area using OS map • Able to recognize symbols/features • To be able to use 4 fig grid references • Plan journeys locally • Identify features of village, town , city • Population distribution-urban/rural • M25-pros and cons/ Visit beauty spots in conservation area • To be able to use a variety of maps including google maps. • To know address and phone number	OS map skills • To explore local area using OS map • To recognize some symbols/features • To be able to use coordinates on a map • Plot a simple route on a map • To know some features of a village, town and city. • M25-pros and cons/ Visit beauty spots in conservation area • To follow a simple route on a map. To know address	OS map skills • To look at simple map • To match images to basic symbols • To begin to use coordinates on a map • Follow a simple route on a map • To know there are villages, towns and cities. To begin to know how they differ. • To know about local roads/ motorways. • Visit beauty spots in conservation area • To recognize key features on a map e.g. lake.To know where they live

KS3 Curriculum overview: *Geography*

In year 7/8 a term of History may be taught followed by a term of Geography where appropriate

	Year 8 *x*	Year 8 *y*	Year 8 *z*
Autumn	Weather and Climate • How the weather affects us. • Interpret weather maps/symbols • Measure and record weather-interpret data • How & why climates differ around the world- identify and locate on world map • How people/ animals adapt to their environment e.g. camels in desert • Discuss effects of extreme weather • Global warming –effect on climate • To explain ways to keep safe in extreme weather. To wear appropriate outerwear depending on the weather.	Weather and Climate • Identify different types of weather • Interpret simple weather maps/symbols • Measure and record weather over a week • To know that climates differ around the world- identify some different climates. • To know how some people/ animals adapt to their environment e.g. camels in desert • Discuss extreme weather • Global warming –effect on climate • To dress appropriately for the weather and to identify ways to stay safe in extreme weather.	Weather and Climate • To identify daily weather • To be able to dress for different weather • To know the four seasons • To identify what weather each season brings • To be able to match images with the seasons. • To know about extreme weather • What you need for different seasons e.g clothing, sun lotion, hat • To begin to dress appropriately for weather and to think about staying safe.

Spring	World cultures • Maps, atlases etc. to locate UK /India • Developed and developing countries • Compare rural/urban India with UK • How cultures vary in different continents • Produce fact files for variety of countries in different continents • Discuss poverty and beggars • Displacement of indigenous people • To be aware of different cultures and their way of life comparing with our own	World cultures • Maps, atlases etc. to locate UK /India • To know how life differs in India • To compare food/ spices/ clothes with UK • To know some cultures in different continents • To identify some features of different cultures • Discuss poverty and beggars • Why do people choose to live in other countries • To be respectful towards other cultures	World cultures • Map/ globe to see where UK/India is • To be aware that things differ in other countries e.g food, clothing, weather. • To be aware of some other cultures • To be aware of different clothing, food, weather • To explore a culture through art • To taste, smell, explore Indian food • Holiday destinations • To be aware that life is different in other countries
Summer	The Environment and Climate Change • The need to reduce, reuse and recycle • How to save energy-eco-friendly products • To understand the water cycle • How & why we need to protect against global warming • Prevention -who are the biggest culprits? Save water-visit Bough Beech reservoir • Raise money for disaster appeal • Take an active part in recycling at home and in school	The Environment and Climate Change • Identify items that can be recycled • To know why it is important to recycle • To know about the water cycle • To know what global warming is and to begin to understand the need to stop it. • How can we help? Save water-visit Bough Beech reservoir • Raise money for disaster appeal • Understand how to recycle different products-what goes where	The Environment and Climate Change • To know that some items can be recycled • How to save water/ electricity • To listen to the water cycle song • How to do your bit by recycling • To take part in recycling activities • To listen to Dear Children of the Earth Save water-visit Bough Beech reservoir • Raise money for disaster appeal • To know what items can be recycled and how.

KS3 Curriculum overview: *Geography*

In year 9 pupils are taught humanities 1 lesson a week. History & geography are alternated each ½ term

	Year 9 *x*	**Year 9 *y***	**Year 9 *z***
Autumn	Kenya/Tanzania • Physical and human aspects of Kenya • To know how a rift valley is made • Distribution of wealth in Kenya • How big a part does tourism play in wealth. • Differences between developed and developing countries. To identify interesting places to visit on holiday	Kenya/Tanzania • Identify some physical/ human features of kenya • To know what a rift valley is • To be aware that there are rich and poor areas. How important is tourism to the country. Differences between developed and developing countries. Holidays- places to visit	Kenya/Tanzania • To know Kenya is an African country • To identify and colour the flag • To know some parts are rich and some are poor • Why would people visit for a holiday? Holidays- places to visit

Spring	France • Methods of travel to and around France • Identify different regions-compare 2 • Geographical features, places of interest • *Including European travel, how prepare for travel, working abroad.* What makes us British / European? Tolerance and acceptance of difference Taste some French foods, learn basic words	France • How might you travel to France- pros and cons • Compare 2 regions of France • Geographical features, places of interest- What makes us British / European? Tolerance and acceptance of difference Taste some French foods	France • Locate England and France on a map of Europe with support • Identify different ways to travel to France • Places of interest e.g Eiffel tower How is France different to England Taste some French foods
Summer	Physical Geography • To know key physical features of Britain • To know about features of Coastal erosion: Cliffs, caves, arches, stacks. • *Including the journey of rivers and the vocabulary associated with waterways.* Discuss protection of the coastline. Britishness through natural physical features. Safety on the beach	Physical Geography • To know some physical features of Britain • To begin to know how some coastal features are formed: Cliffs, caves, arches, stacks. • *To know about the journey of rivers and the vocabulary associated with waterways.* Discuss protection of the coastline. Britishness through natural physical features. Safety on the beach	Physical Geography • To name some physical features of Britain • To have some awareness that the waves wear away the cliffs. • To identify some things you may find at the beach. • *To have some awareness of rivers and how they start on high ground and flow to the sea.* Vocabulary associated with the beach How to keep safe at the beach

KS4 Curriculum overview: *Geography*

	Year 10	Year 11
Autumn 1	A British society in the past • Use a variety of sources to explore affect of rationing, evacuation, changing role of women during WWII. • To know about Winston Churchill and his importance during the war. • Compare lives of young people with those of today. • Compare the status of women during the war with today. • Interpret information using various sources, chronology etc. Discuss change in role of women in the workplace. Iconic images and non-defeatist attitude imparted by Churchill To know difference between fact and opinion. Recognise bias and to identify reliable sources of information.	The Environment Section A Complete 4 challenges from the following for 1 credit: • Either follow a public footpath taking note of the Countryside Code or visit a local park or country park. • Identify **two** products in a local shop that are environmentally friendly and explain why you would recommend using them. • Carry out a traffic survey and list ways in which this traffic may be damaging the environment and people's health. Suggest **two** ways of helping to prevent or reduce this impact on the environment. • .Present a study of one of the following:

Autumn 2		a plant or animal found wild in Britain *or* a historic building or archaeological site Importance of looking after the environment / Understand how we can make a difference. Be pro-active in response to environmental issues- how can we raise awareness?
Spring 1 **Spring 2**	The Wider World Section B Choose 1 challenge from the following for 1 credit: e.g: 1.Study a particular country in depth in relation to a theme 2.Choose 3 activities related to a foreign city/ holiday destination 3.Organize a celebration with an international theme of your Choice 4.Take part in a cultural event with an international link British values- tolerance through understanding of other cultures. To experience foods from a different country. Team work, research.	**Fragile Environments** • Know features of fragile natural environments • Know how people endanger the natural environment • Know how people can protect the natural environment To share views and opinions with others To understand what action can be taken and what choices we can make to help protect certain environments.
Summer 1 **Summe**	Beliefs and Values Section B Choose 1 challenge from the following for 1 credit: 1. Carry out an in depth study of one of the following issues: Euthanasia, abortion, marriage, capital punishment… 2. Investigate causes of one of the following: Poverty, drug abuse, racism, third world debt…. 3. Find out more about a specific charity e.g Oxfam 4. Identify a genocide, find out about it and produce a wall display to illustrate findings To understand different viewpoints. Team work/ problem solving skills.	*ASDAN has replaced WJEC and pupils will work towards achieving a bronze, silver or gold award.*

r 2		