

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
A u t u m	<p>Local Geography</p> <ul style="list-style-type: none"> 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. 	<p>Local Geography</p> <ul style="list-style-type: none"> 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 	<p>Local Geography</p> <ul style="list-style-type: none"> 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
S p r i n g	<p>Landscape features</p> <p>To identify and compare physical and human features</p> <ul style="list-style-type: none"> 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. 	<p>Landscape features</p> <p>To know some physical and human features</p> <ul style="list-style-type: none"> 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. 	<p>Landscape features</p> <ul style="list-style-type: none"> 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.

S u m m e r	OS map skills <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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	Year 8 x	Year 8 y	Year 8 z
A u t u m n	Weather and Climate <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

S p r i n g	World cultures <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
	The Environment and Climate Change <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

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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
A u t u m n	Kenya/Tanzania <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

S p r i n g	<p>France</p> <ul style="list-style-type: none"> • Methods of travel to and around France • Identify different regions-compare 2 • Geographical features, places of interest • <i>Including European travel, how prepare for travel, working abroad.</i> <p>What makes us British / European? Tolerance and acceptance of difference Taste some French foods, learn basic words</p>	<p>France</p> <ul style="list-style-type: none"> • How might you travel to France- pros and cons • Compare 2 regions of France • Geographical features, places of interest- <p>What makes us British / European? Tolerance and acceptance of difference Taste some French foods</p>	<p>France</p> <ul style="list-style-type: none"> • 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 <p>How is France different to England Taste some French foods</p>
S u m m e r	<p>Physical Geography</p> <ul style="list-style-type: none"> • To know key physical features of Britain • To know about features of Coastal erosion: Cliffs, caves, arches, stacks. • <i>Including the journey of rivers and the vocabulary associated with waterways.</i> <p>Discuss protection of the coastline. Britishness through natural physical features. Safety on the beach</p>	<p>Physical Geography</p> <ul style="list-style-type: none"> • To know some physical features of Britain • To begin to know how some coastal features are formed: Cliffs, caves, arches, stacks. • <i>To know about the journey of rivers and the vocabulary associated with waterways.</i> <p>Discuss protection of the coastline. Britishness through natural physical features. Safety on the beach</p>	<p>Physical Geography</p> <ul style="list-style-type: none"> • 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. • <i>To have some awareness of rivers and how they start on high ground and flow to the sea.</i> <p>Vocabulary associated with the beach How to keep safe at the beach</p>

KS4 Curriculum overview: Geography

	Year 10	Year 11
A u t u m n 1	<p>A British society in the past</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>The Environment</p> <p>Section A Complete 4 challenges from the following for 1 credit:</p> <ul style="list-style-type: none"> • 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:

A u t u m n 2		<p>a plant or animal found wild in Britain or a historic building or archaeological site</p> <p>Importance of looking after the environment / Understand how we can make a difference.</p> <p>Be pro-active in response to environmental issues- how can we raise awareness?</p>
S p r i n g 1	<p style="text-align: center;">The Wider World</p> <p>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</p> <p>British values- tolerance through understanding of other cultures. To experience foods from a different country. Team work, research.</p>	<p style="text-align: center;">Fragile Environments</p> <ul style="list-style-type: none"> • Know features of fragile natural environments • Know how people endanger the natural environment • Know how people can protect the natural environment <p>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.</p>
S p r i n g 2		
S u m m e r 1	<p style="text-align: center;">Beliefs and Values</p> <p>Section B Choose 1 challenge from the following for 1 credit:</p> <ol style="list-style-type: none"> 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 <p>To understand different viewpoints. Team work/ problem solving skills.</p>	<p><i>ASDAN has replaced WJEC and pupils will work towards achieving a bronze, silver or gold award.</i></p>
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