

Geography 5 Year Curriculum Journey

| Year group: 7 | | Exam Board: |
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| | Content | Department Assessment |
| Autumn Term 1 | Introduction to geography Mapwork | End of unit test |
| Autumn Term 2 | Mapwork (continued) Coasts | End of unit test |
| Spring Term 1 | Coasts (continued) Settlement | End of unit test |
| Spring Term 2 | Settlement (continued) Weather and climate | End of unit test |
| Summer Term 1 | Weather and climate (continued) Farming or Tsunami case study | End of unit test |
| Summer Term 2 | Farming or Tsunami case study | |

| Homework | Set as is appropriate with the content and skills taught in lessons |
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| Subject / Department KeyTerms | There are key terms for each unit of work eg. Direction, distance, grid references for the mapwork unit |
| | The Snail and the Whale (what is geography) |
| Recommended Reading / Viewing | Around the world in 80 days by Michael Palin (what is geography) |
| | The perfect storm by Sebastian Junger (weather and climate) |
| | The Salt Path by Raynor Winn (settlement, weather) |
| How can technology help in this subject? | GIS map work, including the OS map site |
| Skills required to succeed in this subject | Literacy, numeracy, map skills, empathy (for the coasts unit) |
| Vision for this subject | To give students a grounding in the major areas and issues that could affect their lives. |

| Year group: 8 | | Exam Board: |
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| | Content | Department Assessment |
| Autumn Term 1 | Population and migration Rivers and flooding | End of unit in class literacy assessment |
| Autumn Term 2 | Rivers and flooding (continued) | End of unit test |
| Spring Term 1 | Work and industry | End of unit test |
| Spring Term 2 | Work and industry (continued) Energy | |
| Summer Term 1 | Energy (continued) | End of unit test or researched essay on the future of UK energy supplies |
| Summer Term 2 | Case study: Brazil | End of unit test, including map work exercise |

| Homework | Set as appropriate to the skills and content in lessons. |
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| Subject / Department KeyTerms | Numeracy, literacy, analysis of data (for the population unit), empathy |
| Recommended Reading / Viewing | Journey through a small planet by Emanuel Litvinoff (what is geography) Brick Lane Monica Ali(settlement) Violent land by Gorge Amado (Brazil) Oliver Twist by Charles Dickens (industry) Stark; a satirical thriller by Ben Elton (resources) Oil! By Upton Sinclair (resources) |
| How can technology help in this subject? | Research for the end of unit essay eg. Current issues and government policy |
| Skills required to succeed in this subject | Numeracy, literacy, an interest in current developments |
| Vision for this subject | To give students a grounding in the major areas that could affect their lives. |

| Year group: 9 | | Exam Board: |
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| | Content | Department Assessment |
| Autumn Term 1 | Tectonics | End of unit test |
| Autumn Term 2 | Tectonics | |
| Spring Term 1 | Settlement, crime and redevelopment | End of unit test |
| Spring Term 2 | Patterns of global development (continued) | End of unit test |
| Summer Term 1 | Ecosystems | |
| Summer Term 2 | Patterns of global development | End of unit test |

| Homework | Set as appropriate to the skills and content in the lessons |
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| Subject / Department Key Terms | There are specific key terms for each unit of work |
| Recommended Reading / Viewing | After the Quake by Haruki Murakami (tectonics) Great Expectations by Charles Dickens (industry) 100 years of Solitude by Gabriel Garcia Marquez (development) Long Walk to freedom by Nelson Mandela (development) |
| How can technology help in this subject? | Research on current tectonic hazards |
| Skills required to succeed in this subject | Numeracy, literacy, cultural capital (if that can be seen as a skill) |
| Vision for this subject | To give students a grounding in the major areas and issues that could affect their lives. |

| Year group: Year 10 | 0 | Exam Board: OCR |
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| | Content | Department Assessment |
| Autumn Term 1 | Sustaining Ecosystems | |
| Autumn Term 2 | Sustaining ecosystems (continued) Changing climate | End of unit test |
| Spring Term 1 | Human fieldwork (Westfield Stratford trip) | End of unit test Fieldwork test |
| Spring Term 2 | Urban futures | End of unit test |
| Summer Term 1 | Dynamic development | |
| Summer Term 2 | Physical fieldwork (Epping Forest) Dynamic development (continued) | End of unit test Fieldwork test |

| Homework | Set every week, as per the progress with the syllabus |
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| Subject / Department KeyTerms | Each unit of work has its own key terms |
| | BBC bitesize website |
| Recommended Reading / Viewing | Coolgeography website |
| | Prisoners of geography by Tim Marshall |
| | Worst Journey in the world by Apsley cherry Gerrard |
| How can technology help in this subject? | OS map work site is good for revision |
| | Literacy eg. PEE (Point.Evidence.Explain) |
| Skills required to succeed in this subject | Numeracy, map work, analysis, empathy, evaluation and justification |
| Vision for this subject | To give students the start of a lifelong awareness and appreciation of how their world works. |

| Subject: Geography | | |
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| Year group: 11 | | Exam Board: OCR syllabus B |
| | Content | Department Assessment |
| Autumn Term 1 | Distinctive landscapes | End of unit test |
| Autumn Term 2 | Resource reliance | End of unit test Year 11 first mock |
| Spring Term 1 | Global hazards | End of unit test |
| Spring Term 2 | UK in the 21 st century | End of unit test Year 11 second mock |
| Summer Term 1 | Final revision | Past exam questions and a further review of mock exams Individual revision focused around exam questions |
| Homework | Set to improve knowledge and skills linked to results in tests and exams. | |

| Subject / Department Key Terms | There are specific key terms for each unit of work | |
|---|---|--|
| Recommended Reading / Viewing | After the Quake by Haruki Murakami | |
| How can technology help in this subject? | Revision websites, wider reading for MAP | |
| Skills required to succeed in this subject | Perseverance and interest | |
| Vision for this subject | To give students the start of a lifelong awareness and appreciation of how the world works. | |