Subject: Geography

Year 7	Term one – Our Planet Rocks!	Term two – Living in the UK	Term three – Water on the Land (Rivers)
Knowledge and understanding	This unit looks at the big bang theory and the evolution of life on Earth. It will focus on the Earth's geological timescales and the key processes in rock formation, weathering and soil formation.	This unit focuses on the human and physical characteristics and processes found in the UK and how they interact. The unit will cover spatial patterns, the conditions which influence these patterns, and the processes which lead to change.	This unit starts by looking at the processes and landforms found along rivers course. It then moves onto exploring the factors which increase the risk of flooding, the impacts of a flood hazard and how we can protect ourselves against future floods
Progression	Students will have a more detailed and extensive framework of knowledge of the Earth and the human and physical processes that shape and change it over time. Students will build on their knowledge of places, environments and features.	This unit looks to consolidate and extend the students' knowledge and understanding of a variety of human and physical features found in the UK. Students will explain how processes change over time and vary between different areas of the UK.	Students will develop an extensive framework of knowledge of specific river landforms and the causes, consequences and solutions of river flooding. They will gain an understanding of both the human and physical processes that shape and change river environments over time.
Challenge	To carry out investigations using a range of geographical questions, skills and sources of information. Expressing and explaining opinions, and recognition why others may have different points of view.	Students will have the opportunity to show their knowledge and understanding of the unit's content by trying to make links between places, people and environments. They will explore the potential impacts of the UKs decision to leave the EU.	Students will be challenged to show an understanding of the links between the human and physical landscape and the impact such links have on the people and environments. They will plan and undertake independent enquiry to investigate geographical questions.
Skills	Interpretation of a range of geographical information, including maps, diagrams, graphs and Geographical Information Systems.	Competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information. Cartographical, graphical and numerical skills.	Interpretation of a range of geographical information, including OS maps, diagrams, statistics, aerial photographs and GIS. Communicate data graphically through hydrographs and cross-sections and formulate enquiry.
Scope	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.
Assessment	Resource based summative assessment assessing the students' geographical knowledge, understanding and skills.	Summative assessment in the form of a 'Pen Pal' letter giving the opportunity for students to write a length about the knowledge and understanding gained during the unit.	Formative mid-unit assessment assessing students understanding of river landforms and processes. Summative assessment in the form of a decision making exercise on flood risk.

Year 7	Term Four – The Horn of Africa	Term five – People, People, Everywhere!	Term six – Extreme Environments
Knowledge and understanding	This unit begins by exploring the human and physical geography of the continent of Africa before moving onto the four countries that make up the region known as 'The Horn of Africa'. The unit looks at what life is like in the region for its inhabitants and how developed the four countries are.	This unit explores natural change and net migration and how it varies around the world. It investigates the spatial distribution of the world's population and the population structure of different countries. The unit finishes looking at the UK's ageing population and the consequences of it.	This unit explores three of the Earth's main biomes – hot deserts, tropical rainforests and tundra regions. It starts by looking at the main components of an ecosystem and then focuses on the characteristics and spatial distribution of the biomes. The unit finishes by investigating the impact of human activity on the three biomes and the changes this has caused.
Progression	Students will be introduced to an area of the world that the majority are unfamiliar with. The unit will provide students with an extensive framework of knowledge of the region and an understanding of the human and physical geography that makes it unique.	This unit looks to consolidate and extend the students' knowledge and understanding of the world's population. It will develop their understanding of the factors that cause a country's population to change and how these are linked to a countries level of development.	This unit looks to consolidate and extend the students' knowledge and understanding of the Earth's biomes. It will develop their understanding of the factors that determine their characteristics and location, and the impact of human activities over a variety of scales.
Challenge	Students will have the opportunity to apply the knowledge, understanding and skills they have developed so far during the Year 7 course to investigate an unfamiliar region of the world. Students will be challenged to show an understanding of the links between the four countries, the people that inhabit the region and the physical environments.	Students will use a variety of complex population statistics to predict future population change on a variety of scales. They will strive to show an understanding of the challenges facing the UK due to its ageing population and how this can impact upon the social and economic well-being of its citizens, including themselves.	Students will be challenged to show an understanding of the links between climate and the physical characteristics (plants and animals) of a biome. They will be challenged to explain how human activity relies on effective functioning of natural systems.
Skills	Interpretation of a range geographical information, including OS, choropleth and thematic maps, climate graphs, development statistics and Geographical Information Systems.	Interpretation of a range geographical information, including choropleth maps, line graphs, population statistics including census data and GIS. Graphical skills including the construction of population pyramids.	Interpretation of a range geographical information, including maps, climate graphs, diagrams, aerial photographs and Geographical Information Systems. Graphical skills including the construction of climate graphs.
Scope	Understanding will be developed at an international, national, regional and local scale.	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.
Assessment	Resource based summative assessment assessing the students' geographical knowledge and understanding of the region.	Summative assessment in the form of a decision making exercise on the issue of the UK's ageing population.	Summative assessment in the form of a newspaper front page about one of the biomes to show their knowledge and understanding of the unit's content.

Year 8	Term one – Resource Security	Term two – Asia and China	Term three – Our Warming Planet
Knowledge and understanding	This unit starts by exploring the concept of a resource and how they can be classified. It then investigates the resource security of water, food and energy and how then can be managed sustainably. The unit finishes by looking at alternative resource futures.	After a general introduction on Asia, this unit focuses on China, a country that has developed faster than any other in history. The unit will explore the human and physical geography of the country and compare and contrast the life of its citizens in rural and urban areas. It explores the global importance of the country and finishes with a focus on the current issues facing the country.	This unit looks to investigate the changes in the Earth's climate from the Ice Age to the present. The focus then moves on to explore the causes and consequences of the unprecedented rise in global temperature over the last century. The unit finishes by exploring possible solutions at a variety of scales.
Progression	This unit looks to consolidate and extend the students' knowledge and understanding of the Earth's vital resources. It will develop their understanding of the seriousness of this issue and allow then to make informed decisions about the resources they use in their everyday lives. They will continue to develop their role as a global citizen in helping to preserve and manage the resources they use.	Students will be introduced to an area of the world that the majority are unfamiliar with. The unit will provide students with an extensive framework of knowledge and an understanding of the human and physical conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places.	This unit looks to consolidate and extend the students' knowledge and understanding of the causes, consequences and solutions of global warming, including greater awareness of the importance of scale. They will continue to develop their role as a global citizen in helping to combat the causes and effects of global warming.
Challenge	Students will be challenged to show an understanding of the issues associated with the supply and demand of the Earth's resources. Students will hypothesise alternative resource futures. Students will apply their knowledge, understanding and skills to investigate geographical questions that contain elements of synthesis and evaluation.	Students will be challenged to show an understanding of the links between the human and physical landscape and the significance of China as a leading economy in a globalising world. Students will apply their knowledge, understanding and skills to investigate geographical questions that contain elements of synthesis and evaluation.	Students will be challenged to show an understanding of the links between human activity and the earth's physical systems. Students will express and engage with different points of view based upon the issue. Students will apply their knowledge, understanding and skills to investigate geographical questions that contain elements of synthesis and evaluation.
Skills	Interpretation of a range of sources, including thematic maps, proportional diagrams, aerial photographs and Geographical Information Systems.	Interpretation of a range geographical information, including OS, choropleth and thematic maps, climate graphs, development statistics and GIS.	Students will be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions.
Scope	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.
Assessment	Summative assessment in the form of a decision making exercise on the issue of the resource security.	Resource based summative assessment assessing the students' geographical knowledge and understanding.	Summative assessment in the form of a group presentation on the issues associated with global warming.

Year 8	Term Four – Water on the Land (Coasts)	Term Five – Economic Activity	Term Six – Restless Earth (Climatic hazards)
Knowledge and understanding	This unit looks at the physical processes that continually shape and change the UK coastline. It explores how places such as the Holderness Coast are at risk from flooding and erosion and the methods used to protect them from the sea.	This unit look at the different employment opportunities in the primary, secondary, tertiary and quaternary sectors. It explores the changes in the UKs employment structure over time and what it could be like in the future. The unit investigates the changing location of different industries and the factors that determine these locations as well as the role of multi-national corporations.	This unit starts with an introduction to the weather of the British Isles and the factors that affect it. It then goes on to explore the causes, impacts and responses to tropical storms, with an in-depth focus on Hurricane Katrina. The unit finishes with a look at the possibility of increased storm activity in the UK.
Progression	Students will have a more detailed and extensive framework of knowledge of the UKs physical landscape. They will continue to improve their understanding of both the human and physical processes that shape and change physical environments over time. Students will make connections with different geographical phenomena they have previously studied such as global warming.	Students will be introduced to an area of study that the majority are unfamiliar with. The unit will provide students with an extensive framework of knowledge and an understanding of the changes in the Uks job market including political priorities, changing employment sectors and working hours.	Students will continue to improve their understanding of the processes that shape and change physical environments over time. Students will make connections with different geographical phenomena they have previously studied such as global warming.
Challenge	Students will be challenged to show an understanding of the links between the human and physical landscape and the impact such links have on people and environments. Students will investigate geographical questions that contain elements of synthesis and evaluation.	Students will be challenged to show an understanding of the links between the changing global economy and the impact it has on the UKs job market.	Students will be challenged to show an understanding of the relationship between increasing ocean temperatures and the frequency and magnitude of tropical storms. Students will explore different ways to classify the impacts of natural hazards.
Skills	Interpretation of a range of sources of geographical information, including maps, diagrams, aerial photographs and Geographical Information Systems.	To extract, interpret, analyse and evaluate a range of geographical information. Students' will continue to develop cartographic skills such as grid references and communicate data through graphs and charts.	To extract, interpret, analyse and evaluate cartographical information and interpret coordinates, scale and distance. Communicate data through graphs and charts and statistical skills.
Scope	Understanding will be developed at a local, regional and national scale.	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.
Assessment	Resource based summative assessment assessing the students' geographical knowledge, understanding and skills developed during the unit.	Formative mid-unit assessment assessing students understanding of changes in employment structure. Summative assessment in the form of a decision making exercise on the location of industry.	Summative assessment in the form of a voiceover for a television programme on the causes, consequences and responses to Hurricane Katrina.

Year 9	Term One – Restless Earth (Tectonic hazards)	Term two – Global Connections	Term three – Oceans of Plastic
Knowledge and understanding	This unit explores how the movement of the Earth's crust can cause both volcanic eruptions and earthquakes. It explores the physical processes that take place and investigates the causes, consequences and responses of a recent volcanic and earthquake event.	This unit explores the interconnectedness of the world's countries and economies. It focuses on the trade of commodities past, present and future and the advantages and disadvantages of multi-national corporations on host countries. The unit finishes by exploring different types of aid used to assist development.	After a general introduction to the Earth's oceans and the life found in them, this unit focuses on single use plastic and the problems associated with its disposal. The unit goes on to explore the waste found in the Earth's oceans and the detrimental impact this is having on aquatic life. The unit finishes by looking at sustainable ways to clean up the oceans and strategies to reduce our dependence of plastic.
Progression	Students will continue to improve their understanding of the processes that shape and change physical environments over time and space. Students will make connections with different geographical phenomena they have previously studied such as climatic hazards.	The unit will provide students with an extensive framework of knowledge and an understanding of the current and future movement of commodities on a global scale. It will build upon the content explored during the Year 8 units on 'Economic Activity' and 'Asia and China', allowing students to have an greater understanding of the functions of a global economy.	This unit looks to consolidate and extend the students' knowledge and understanding of the issues associated with waste, including greater awareness of the importance of scale. They will continue to develop their role as a global citizen in helping to reduce the waste they produce and become more ethical consumers.
Challenge	Students will be challenged to show an understanding of the factors that affect the impacts of a tectonic hazard. Students will apply their knowledge, understanding and skills to investigate geographical questions that contain elements of synthesis and evaluation.	Students will be challenged to show an understanding of the interdependence of countries with regards to trade and aid. There will be an opportunity to critically evaluate the effectiveness of the different types of aid used to help countries develop.	Students will be challenged to show an understanding of the complex system of ocean currents and how the introduction of a foreign body into a fragile ecosystem can have such devastating impact. Students will also investigate geographical questions that contain elements of synthesis and evaluation.
Skills	Students will extract, interpret, analyse and evaluate cartographical information and geo-spatial data presented by GIS. Students' will select and construct appropriate graphs and charts, using scales and annotations.	Students will be able, with increasing independence, to choose and use a wide range of data and information to help investigate, interpret, make judgements and draw conclusions.	Students will extract, interpret, analyse and evaluate cartographical, graphical, numerical and statistical information. They will explore geo-spatial data presented by Geographical Information Systems.
Scope	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.
Assessment	Resource based summative assessment on the knowledge, understanding and skills developed during the unit.	Summative assessment in the form of a decision making exercise on the effectiveness of aid.	Summative assessment in the form of a school campaign to increase awareness of the issues associated with waste.

Year 9	Term Four – Development	Term Five – Water on the Land (Ice)	Term Six – The Middle East
Knowledge and understanding	This unit explores the process of growth and change which allows countries to progress and become better places to live for its citizens. It looks at theoretical frameworks that students then apply to the real world. Students will explore the indicators used to measure development and how development varies between countries.	This unit explores the impact of ice on the physical landscape. The unit looks at the processes occurring in the cryosphere and the spatial distribution of the Earth's major ice stores. This unit goes on to explore human activity in Arctic and Antarctic and investigates the impact it has on the fragile ecosystems and environments found in these regions.	This unit explores the human and physical geography of the region along with the causes, consequences and possible solutions to the on-going conflict. Students will become familiar with its long, unsettled history the social and economic importance of the region.
Progression	Students will have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global. Students will make connections with different geographical phenomena they have previously studied such as the content from G14 (Global connections).	Students will continue to improve their understanding of both the human and physical processes that shape and change physical environments over time. Students will make connections with different geographical phenomena they have previously studied such as river and coastal environments, climate change and extreme environments.	This unit looks to consolidate and extend the students' knowledge and understanding the region and will provide students with an extensive framework of knowledge and an understanding of the human and physical characteristics of the area. Students will make connections with different geographical phenomena they have previously studied such as trade, aid and resource security.
Challenge	Students will become more aware of the importance of theoretical perspectives and conceptual frameworks in geography as students' progress towards the start of their Key Stage Four education. They will have the opportunity to be critical of the indicators used to measure development and the strategies used to help countries develop.	Students will be challenged to show a deeper understanding of the processes that lead to geographical changes and multivariate nature of human-physical relationships and interactions. Student will hypothesise future changes in the cryosphere and the resulting consequences associated with that change.	Students will be challenged to show an understanding of the links between the countries in the region, the people that inhabit the area and the physical environments. They will also explore the importance of the region to the global economy and how its political instability could impact upon the UKs resource security.
Skills	Students will extract, interpret, analyse and evaluate cartographical and statistical information as well as geo-spatial data presented by GIS. Students will effectively present and communicate data through the use of scatter graphs and choropleth maps.	Students will extract, interpret, analyse and evaluate cartographical information and geo-spatial data presented by GIS. Students will also make predictions, interpolate and extrapolate trends from data.	Students will be able, with increasing independence, to choose and use a wide range of data and information to help investigate, interpret, make judgements and draw conclusions.
Scope	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.	Understanding will be developed at a variety of scales from global to local.
Assessment	Resource based summative assessment on the knowledge, understanding and skills developed during the unit.	Resource based summative assessment on the knowledge, understanding and skills developed during the unit.	Resource based summative assessment on the knowledge, understanding and skills developed during the unit.