

Department Curriculum and Assessment Outline

Department: Geography

Year Group: 7

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title | Key Question(s) | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit |
|----------------------------------|---|---|---|---|
| 8 weeks | Maps and mapping | How are we connected to people and places around the World? What different types of map are there? What human and physical features are shown on a map? How do you interpret and use OS maps? | Pupils describe a route between two points on an OS map using learned and observational skills. | Develop locational knowledge of world countries and physical/human landscape features on maps. Learn how to use globes, maps and atlases. Interpret OS maps |
| 8 weeks | Around the UK | Which countries make up the UK? What and where are the main physical features of the UK? Where do people live in the UK and what are the main cities? What is the weather and climate like in the UK? What is the UK economy like? What is London like? | Test of key facts Mini, guided project – investigate the geography of London | Extend locational knowledge and deepen spatial awareness of the UK (countries, cities, mountains and rivers). Understand key processes relating to weather and climate, population and economic activity in the UK. Focus on and create a city case study. |
| 10 weeks | Africa with focus on the Horn of Africa | Where is Africa and what are some of its countries, capitals and regions? What are the key physical features of Africa + biomes, weather and climate. What is the history of Africa and what effect did colonisation have on the continent? Where do people live and what natural resources are there in Africa? | Extended written task - report on the Masai Mara National Reserve. | Extend locational knowledge and deepen spatial awareness of Africa and of a region within the continent. Understand the key processes relating to the physical and human geography of Africa. Produce a report that offers advice (advantages/disadvantages) for sustainable development. |

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| | | What is the Horn of Africa and what is life like for people who live there | | Case study development. |
| 8 weeks | Rivers | <p>Where are the locations of the main rivers of the World and the UK?</p> <p>What are the key processes in hydrology, river processes and formation of river land forms.</p> <p>In what kinds of ways do we use rivers?</p> <p>What causes flooding and which factors make flooding more likely? How can we protect ourselves from flooding?</p> <p>What is the River Thames like?</p> | Newspaper or TV report on a major flooding event – Boscastle (2004) | <p>Extend locational knowledge of the major rivers of the world and UK.</p> <p>Learn about key river processes and describe the formation of river landforms.</p> <p>Explore how people use and control rivers.</p> <p>Study and present information in a journalistic style about a major UK river and flooding event (possible performance)</p> |

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Department: Geography

Year Group: 8

Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title | Key Question(s) | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit |
|----------------------------|-----------------------------|--|--|---|
| 12 weeks | Asia with focus on SW China | <p>What and where is Asia?</p> <p>What are Asia's main physical features such as mountains, deserts and seas?</p> <p>Where do people live in Asia?</p> <p>How does the climate of Asia create different biomes?</p> <p>What are the main physical and human characteristics of China and what can we learn by studying the South West region?</p> | <p>Informative guide to Asia using a selection of pictures, maps, graphs and diagrams as prompts.</p> | <p>Locational knowledge and spatial awareness of Asia and of a region within the continent (SW China).</p> <p>Key processes relating to the physical and human geography of Asia.</p> <p>Write a general overview to inform about Asia, using a variety of different sources and learned knowledge.</p> |
| 8 weeks | Population | <p>How many people are there on Earth and where do they live?</p> <p>How have the Earth and UK populations grown since 10000 BC and how will they change in the future?</p> <p>What does life expectancy mean, and how is it changing – and why?</p> <p>What problems might a country face if its population...keeps rising?...keeps falling?</p> <p>What impact does our growing population have on the planet?</p> | <p>Exam style question - Explain how changes in the population may have a negative impact on the world's resources, and the problems this can cause.</p> <p>End of unit test</p> | <p>World population distribution and density</p> <p>Key processes in human geography relating to population growth and the use of natural resources</p> <p>Prediction of the impacts of rising/falling populations on the Earth</p> |
| 8 weeks | Coasts | <p>What causes waves?</p> <p>How do waves erode the coast and transport/deposit eroded material?</p> <p>What landforms are created by waves?</p> <p>What do we use the coast for?</p> | <p>Extended task - decision making exercise about the management of the Holderness coast</p> <p>End of unit test</p> | <p>Key processes in physical Geography relating to hydrology and coasts</p> <p>Human and physical processes that interact to influence and change</p> |

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| | | <p>What factors contribute to coastal flooding? What is a storm surge? Why is the coastline eroding fast in some parts of the UK? How can we protect land and homes from the sea?</p> | | <p>landscapes and environments Use of Ordnance Survey maps including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> |
| 7 weeks | Using GIS | <p>What does GIS stand for and what data does it use? What are data layers? How can I work out latitude and longitude? What is GIS used for? In what ways is GIS different from and better than using paper maps?</p> | <p>Produce a guide to flooding for residents of a local area. The guide should explain what GIS is, what data is used to create a map showing the risk of flooding in a particular area, and how residents can use the map to help prepare and protect themselves from flooding in the future.</p> | <p>Interpretation of Ordnance Survey maps in the classroom and the field, using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> |

Department Curriculum and Assessment Outline

Department: Geography

Year Group: 9 Teaching, learning and assessment during the course:

| Timing (Weeks, half terms) | Unit Title | Key Question(s) | How will we know that pupils can answer the key question(s)? Data that will inform attainment grade | Key Themes of the unit |
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| Approx. 8 weeks | Restless Planet | <p>What are Earth's plates - how and why do they move?</p> <p>What causes earthquakes? What kind of damage do they do?</p> <p>What causes tsunamis? What kind of damage do they do?</p> <p>What are volcanoes? What kind of damage do eruptions do?</p> <p>How was Iceland formed and what are the benefits of living there?</p> <p>Why do people live near plate edges, even though they are danger zones?</p> | <p>Test</p> <p>Iceland information booklet.</p> | <p>Locational knowledge of the Earth's plates, earthquake and volcano zones.</p> <p>The key physical processes relating to plate tectonics</p> <p>The causes of, effects and responses to tectonic natural hazards.</p> <p>Reasons for living near danger zones</p> |
| Approx. 8 weeks | Living off earth's resources | <p>What are renewable and non-renewable natural resources</p> <p>What is the main use of fresh water around the world?</p> <p>How can we reduce water stress?</p> <p>What and where are Earth's drylands?</p> <p>What is the Ogallala aquifer?</p> <p>Why is desertification a major world problem?</p> <p>Why are countries cutting back on using oil?</p> <p>What natural, renewable resources are used to produce electricity in the UK?</p> <p>Solar power can be particularly helpful in poorer countries. Why?</p> <p>Many species are at risk of extinction – and we are the cause. Why?</p> | <p>Students produce a newspaper article that focuses on the issue of providing a sustainable water supply for the new capital city of Egypt.</p> | <p>Physical geography relating to rocks, weathering, soils and hydrology</p> <p>Human geography relating to population and the use of natural resources</p> <p>Locational knowledge of the earth's resources.</p> |
| Approx. 8 weeks | The Middle East | <p>Where in the world is the Middle East and the Arabian Peninsula</p> <p>How many countries are there in the Middle East and what are their capitals?</p> | <p>Test</p> <p>Exam style question on weather in the Middle East</p> | <p>The Middle East's key physical and human characteristics, countries, and major cities.</p> |

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| | | <p>What are the main physical features of the Middle East? Rivers, mountain ranges, seas, deserts etc.</p> <p>What are the Middle East's climate zones and biomes called, and what are they like?</p> <p>Which parts of the Middle East are the most, and least, populated?</p> <p>What are at least four causes of conflict in the Middle East (past and/or present)?</p> <p>How did the conflict between Israel and the State of Palestine arise, and why it is hard to find a solution?</p> | | <p>Physical geography relating to weather and climate</p> <p>Population distribution</p> <p>Conflict in the Middle East</p> |
| Approx. 8 weeks | International development | <p>Why are some countries much less developed than others?</p> <p>What would you expect to find in a poorly developed country? What continent is poorest?</p> <p>What are development indicators?</p> <p>What are the levels of development in Malawi and Singapore?</p> <p>Why is it risky for a country to depend on one or two commodities?</p> <p>Why can manufacturing can play a big part in helping poor countries to develop.</p> | Extended assessment task on interpreting development indicators and drawing scatter graphs. | <p>The key processes in human and physical geography relating to international development</p> <p>Development indicators</p> <p>History of the growth of the development gap.</p> <p>Contrasting development between Malawi and Singapore.</p> |