

## Key Stage 3 Curriculum Map: Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 7</b>	<b>Becoming a Geographer</b>	<b>Changing Manchester</b>	<b>Flood Alert</b>	<b>Booming India</b>	<b>Coastal Landscapes</b>		
	The difference between Human, Physical and Environmental Geography drawing on students' experiences of the subject at primary school to identify common areas of knowledge. Geographical Enquiry on Migration and Multiculturalism – data processing/presentation/analysis and evaluation Essential geographical skills – basic atlas skills and knowledge that underpins the whole of Key Stage 3.	Our local Geography as an important component of our shared identity. The reasons why Manchester was chosen as a site for early settlement by the Romans and the changes that have taken place since then due to: industrialisation, deindustrialisation, regeneration and population growth. Use of OS map skills to understand the changing land uses within Manchester. Bridging to next unit by reviewing Key Stage 2 knowledge of water cycle and types of precipitation to explain why Manchester is so wet. Applying OS map skills to the height context of the Pennines.	Linking back to the last unit by building on the water cycle and types of precipitation to understand the drainage basin system and specifically the role of surface run-off in flooding. Changes in a river from source to sea and the processes that operate along the way. The role of human and physical features of the drainage basin in creating flood risk and understanding how this can be managed. The use of Environment Agency Flood risk maps and OS maps to assess the likely impact of flooding.	India's location in Asia, and the Human and Physical features of the region. The ways that India can be considered to be "booming" and the opportunities and challenges of this in terms of: economic growth linked to industrialisation and globalisation, urbanisation, and population growth explicitly linking back to the deindustrialisation of Manchester. Linking back to rivers' processes and how they shape the landforms found on the River Ganges and then bridging to the next unit by looking at what happens when rivers meet the sea.	The role of waves in shaping coastal landscapes requiring knowledge of the processes covered in the river's unit to explain the formation of some of the UK's coastal erosional and depositional landscapes. The human impact of coastal erosion and how it can be managed to reduce the risk to human life and property.		
	Atlas, satellites, bar graphs, latitude and longitude	Sketch maps, pie charts, line graphs, OS maps	GIS flood risk, OS maps	Line graphs, latitude and longitude	Scale – measuring coastlines		
	Baseline Assessment of prior knowledge on OS maps and geographical location Formative Feedback on Geographical Enquiry	Formative feedback on extended written pieces Summative Mid-Point Assessment on content covered so far.	Knowledge Check Quizzes and feedback on 'Big Questions'	End of Year Exam – summative assessment of content covered across whole year	Knowledge Check Quizzes and feedback on 'Big Questions'		

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Year 8	<b>Extreme Weather and Climate</b>		<b>The Rise of China</b>	<b>A World of Ice</b>	<b>Emerging Nigeria</b>	
	<p>The difference between weather and climate and how climate graphs are used to display climate data.            A review of the formation of precipitation from Year 7            Microclimate Geographical Enquiry researching the best site for a renewable energy project in the school's grounds covering data processing/presentation/analysis and evaluation            The role of pressure in influencing weather and climate.            Basic knowledge of the features of biomes found in these areas.            The factors that influence climate including latitude, altitude, distance from sea, prevailing wind, and ocean currents.            Applying knowledge of weather and climate to explain particular extreme weather or climate situations covering Iraq (dust storms – extreme weather) India (Mawsynram Hills – climate - wettest place) Russia (Oymyakon –climate - cold environment)</p>		<p>The major human features and how population distribution is linked to major physical features, climate and biomes.            The rapid development of China focusing on key events that have shaped the country geopolitically – the type of governance and brief history, human rights – Tiananmen Square and the One Child Policy, the South West of China and the Go West Policy, and the Three Gorges Dam.            An evaluation weighing up the economic and social progress against the downsides of the events and policies covered in the unit.</p>	<p>Ice cover today – ice sheets, glaciers and ice caps            The changes in ice cover over geological time, and more recent changes attributed to global warming            The role of ice in shaping the landscape over time and creating the features of erosion and deposition that we can see in the UK landscape today.            A Geographical fieldwork applying glacial knowledge to a real life scenario of Cwm Idwal in Wales and linking this to how humans use natural landscapes – informing future work in Year 9 on landscapes of National Parks.             The value of cold environments to humans and the implications of an Ice Free World.</p>	<p>The major cities, and human and physical features of Africa linking back to the biomes work covered at the start of the year.            The misleading scale of the continent created by the Mercator projection and how the map of Africa has been shaped by colonialism.            The emergence of Nigeria as an important 21<sup>st</sup> century economy including the role of oil, transnational companies and China in its development.            Analysis of China's investment in Africa, leading to students to make judgements on the positives and negatives of this and link to the concept of 'neo-colonialism'.</p>	
	Climate graphs, radial diagrams, dispersion graphs		Located proportional symbols, choropleth maps	GIS Changing Ice Cover	Line graphs, located proportional bars on maps	
	Formative Feedback on Geographical Enquiry Assessment Knowledge Check Quizzes - linking back to previous content covered and feedback on 'Big Questions'		Formative feedback on extended written pieces Summative Mid-Point Assessment on content covered	End of Year Exam – summative assessment of content covered across whole year	Knowledge Check Quizzes and feedback on 'Big Questions'	

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<b>Year 9</b>	<b>Landscapes of National Parks</b>		<b>The Restless Earth</b>		<b>How do I sustainably use resources?</b>	
	<p>The nature, location and ownership of national parks in the United Kingdom.</p> <p>Sustainability of tourism in the Peak District National Park.</p> <p>The rock cycle and theory of continental drift, and the role of weathering in shaping landscapes we see today in national parks</p> <p>The unique nature of limestone in creating distinctive karst scenery such as caves and Stalactites and Stalagmites including a fieldtrip to Treak Cliff Cavern in the Peak District</p> <p>Why the Peak District national park is shaped by its geology including a focus on the landscapes, landforms, soil and human activity in the White Peak and the Dark Peak.</p> <p>A Geographical Enquiry including fieldwork – data processing/presentation/analysis and evaluation</p>	<p>The structure of the earth and the role of plate movement at constructive, destructive and conservative boundaries in creating hazards and distinctive landforms.</p> <p>Background to the Haiti earthquake including the physical and human factors that make it vulnerable to earthquake hazards appreciating the role of governance and colonialism in exacerbating hazard risk.</p> <p>An evaluation of the role of aid agencies in the response to the Haiti earthquake.</p> <p>Background to the Christchurch earthquake in New Zealand (2011) – the nature of the earthquake, impacts and responses – and how and why were they different to the Haiti earthquake.</p>	<p>The role of food water and energy in creating economic and social well-being, and the inequality that exists in these resources.</p> <p>The differing distribution and consumption of resources across the world and the possible reasons for disparities.</p> <p>The UK's use and reliance on oil and the resultant impact on the world - focussing on the role of Shell as a Transnational Corporation in Nigeria and the damage caused by oils spills to the environment and to people's economic and social way of life</p> <p>The UK's increasing water use and how global usage of water is leading to a number of global environmental, economic and social issues – leading to an in-depth look at the Ilisu Dam in Turkey and the resultant positive and negative impacts on the country and surrounding parts of the Middle East.</p> <p>The concept of food miles and carbon footprint leading to climate change – with an in-depth look at the world's first 'Climate War' in Darfur in North Sudan. The impacts of climate change on the physical landscape of North Sudan and consequently on humans</p> <p>Reflection on how our interactions and choices in regards to resources can lead to conflicts around the world.</p> <p>Students finish the unit with their sustainability pledge</p>			
	Located proportional symbols, bar graphs, pie charts, OS maps	Scattergraphs	Compound line graphs, pie charts, choropleth maps			
<p>Knowledge Check Quizzes – linking back to previous content covered and feedback on 'Big Questions'</p> <p>Formative Feedback on Geographical Enquiry</p>		<p>Formative feedback on extended written pieces</p> <p>Summative Mid-Point Assessment on Content Covered</p>		<p>End of Year Exam: Landscapes of National Parks, Tectonic Activity, Challenge of Resource Management and Geographical Skills and Knowledge Check Quizzes</p> <p>Knowledge Check Quizzes and feedback on 'Big Questions'</p>		