

Geography – Year 7

	Year 7 – Cycle A	Year 7 – Cycle B	Year 7 – Cycle C	Year 7 – Cycle D
What do we teach?	Introduction to Geography, Map Skills, and Fieldwork	Rainforests	Development	Population and settlements
How does this meet the National Curriculum?	<p>Students will build on their locational knowledge from KS2. They will develop their contextual knowledge of the location of globally significant places, and begin to develop competency in a number of geographic skills (NC Aim 1 and 3).</p> <p>Further to this, students will be introduced to GIS and OS maps. Finally, students will be introduced to fieldwork and working with geographical data on a local scale (NC Content Point 4).</p>	<p>Students will begin to develop contextual knowledge of the location of globally significant places – both terrestrial and marine and understand the processes that give rise to key physical and human features of the world. Students will continue to build competency in a range of geographic skills (NC Aim 2 and 3).</p> <p>Students will then focus specifically on rainforests. This will develop their ability to explain how human and physical processes interact to influence and change landscapes. Throughout the topic, they will use place-based exemplars at a variety of scales to build greater depth of knowledge.</p>	<p>Students will begin to develop contextual knowledge of globally significant places, including their defining human and physical characteristics. Students will also begin to understand the processes that give rise to key human geographical features of the world and continue to develop competency in a range of geographic skills (NC Aim 1, 2 and 3).</p> <p>Students will extend locational knowledge and spatial awareness of the world's countries (NC Content Point 1). Students will understand, through detailed place-based exemplars, the key processes in human geography relating to international development. Students will understand the geographical similarities, differences, and links between places through the study of human and physical geography within a region of Africa (NC Content Point 2 and 3). Students will continue to develop their geographic skills (NC Content Point 4).</p>	<p>Students will continue to develop contextual knowledge of globally significant places, including their defining human characteristics. Students will continue to build on their understanding of the processes that give rise to key human geographical features of the world and continue to develop competency in a range of geographic skills (NC Aim 1, 2 and 3).</p> <p>Students will cover human geography relating to population and urbanisation (NC Content Point 3). Students will continue to extend their locational knowledge, and their knowledge of the geographical similarities, differences, and links between places through the study of human geography within a region of Asia and Africa (NC Aim 1; NC Content: Point 1 and 2). Students will continue to develop their geographical skills (NC Content Point 4).</p>
Why does this knowledge matter?	<p>Students require locational knowledge and understanding of geographical skills in order to progress on to more complex geographical questions. Students typically start Secondary School with a varied foundational knowledge from KS2 and this topic is designed to fill in any existing gaps and consolidate and extend this prior learning.</p>	<p>This topic develops their locational knowledge by introducing them to key ecosystems in the world. It then specifically develops their knowledge of rainforests and their fragility as an ecosystem. It will finish by addressing human impact on rainforests and their future. Within the context of climate change and fragile ecosystems, it begins to make them consider how we use Planet Earth as a natural resource and how to become more sustainable citizens.</p>	<p>Students will consider development in different parts of the world, and how that affects peoples' lives in different ways. Students will learn the categories that are used to group countries at different levels of development, indicators that are used to create these groupings, and the limitations of these indicators. Understanding these classifications and the causes and consequences of varying global development is important for understanding how the world is changing and the different challenges countries at differing levels of development face.</p>	<p>This topic focuses on understanding important human geographical concepts and ideas – population distribution, change, growth, migration, and urbanisation. This will enable students to begin to consider the impacts of these geographical processes on human populations, and governmental systems. Through the use of place based exemplars students will further their understanding of the differences and similarities between the UK and Asia.</p>
Why do we teach in this sequence?	<p>It is crucial that students establish and consolidate basic locational knowledge (continents, oceans, where they live etc.) and key geographical skills. These skills will underpin further learning cycles when students are required to describe the location of places, the features of places, and describe patterns and distributions.</p>	<p>Students will apply the locational knowledge they developed in their first learning cycle to describe the distributions of several of the Earth's ecosystems. It breaks down the concept of an ecosystem and then allows them to focus predominantly on rainforests. This will underpin their future topics of development, weather and climate and climate change.</p>	<p>Understanding concepts such as the economy, the global distribution of wealth, and being introduced to the causes and consequences of varying global development is critical to students understanding the different challenges that countries face in areas such as population growth, coastal management, tectonic hazard management, and climate change. Therefore, being introduced to these concepts prior to these topics is important.</p>	<p>Students will build on their knowledge of global development patterns from Cycle C to understand how and why human settlements have changed, human population change over time, and global urbanisation patterns in the 21st Century. Their knowledge of global development patterns and natural resources will support students in understanding the different opportunities and challenges that face cities depending on the countries level of wealth.</p>
What career links are made?	<p>Geographical Information Systems (GIS), geographical research, surveying, cartography, environmental consultancy, teaching, town planning. Careers requiring data collection, analysis and presentation.</p>	<p>Geographical research, environmentalist, ecologist, governmental policymaking, consultancy, decision making, qualitative analysis and risk management.</p>	<p>The charity sector, urban design and planning, consultancy, governmental analysts and policymakers. Commercial/residential surveyor, planning and development surveyor, social researcher, international aid, market researcher, political risk analyst. Careers requiring logical thinking, decision making, statistical and qualitative analysis and risk management.</p>	<p>Urban design and town planning, consultancy, governmental analysts, social researcher, the Civil Service, planning and development surveyor and policymakers. Careers requiring logical thinking, decision making, statistical and qualitative analysis.</p>

Geography – Year 8

	Year 8 – Cycle A	Year 8 – Cycle B	Year 8 – Cycle C	Year 8 – Cycle D
What do we teach?	Tectonic Hazards	Weather and Climate	Emerging Economies	Africa and Kenya
How does this meet the National Curriculum?	<p>Students will develop their contextual knowledge of globally significant places and continue to build on their understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space (NC Aim 1 and 2). Students will become increasingly fluent in a range of geographic skills (NC Aim 3).</p> <p>Students will build on their locational and place knowledge through the context of tectonic hazards (NC Content Point 1). Students will understand using detailed place-based exemplars at a variety of scales the key processes in physical geography relating to geological timescales and place tectonics (NC Content Point 2). Students will also build their geographical skillset through studying a range of Geographical figures and GIS maps (NC Content Point 4).</p>	<p>Student will continue to develop both contextual knowledge of globally significant places (NC Aim 1). They will continue to develop their understanding of the processes and interactions that explain features, distribution patterns, and changes over time and space (NC Aim 2). Students will continue to build competency in a range of geographic skills (NC Aim 3).</p> <p>Students will understand through place-based exemplars at a variety of scales, the key processes in weather and climate, as well as extreme weather events.</p>	<p>Students will develop their contextual knowledge of the location of globally significant places. This will include how a places defining physical and human characteristics provide a geographical context for understanding the actions of processes that create key physical and human geographical features of the world (NC Aim 1 and 2). Students will become increasingly fluent in a range of geographic skills (NC Aim 3).</p> <p>Students will cover human geography relating to population, urbanisation, development and economic sectors, natural resources through the place-based exemplars of India and China, extending their knowledge of globally significant places (NC Content Point 1, 2 and 3). Students will continue to build on their geographical skillset and their understanding of the geographical similarities, differences and links between places (NC Content Point 2, 3 and 4).</p>	<p>Students will develop their locational knowledge and extent their spatial awareness of the world by focusing on the region of Africa. This will allow them to draw contrasts and understand geographical similarities to other places. (NC Point 2,3 and 4).</p> <p>Students will cover both physical and human geography, with a specific focus on Kenya as a place-based example. They will begin to develop their evaluative skills by assessing Kenya's recent development. Finally, students will develop their geographical skills by studying a range of geographical figures and maps (NC Point 4).</p>
Why does this knowledge matter?	<p>Students require an understanding of tectonic hazards to fully engage and understand the world that they live in as earthquakes and volcanoes have had many devastating effects on communities around the world. This topic will help students to understand the natural challenges people face across the globe as tectonic hazards result in casualties as well as causing damage to vital infrastructure, housing, and other basic services. Students can utilise a problem-solving mentality to consider solutions to 'real world' issues and understand how scientists can predict where tectonic hazards are likely to happen and how this information helps engineers build safer buildings such as homes, schools, and hospitals.</p>	<p>Weather, climate and ice introduces students to physical geographical concepts that are fundamental to understanding current, pressing geography topics in the news such as the climate crisis. Studying the Earth's climate, how it is changing, and the changes it has undergone over time, is critical to understanding the development of the Earth we inhabit. The climate crisis is an important global issue because of the impacts these changes are having on people and wildlife species all over the globe.</p>	<p>It is important for students to understand the large geographical concept of globalisation and how countries have become increasingly economically, politically, and culturally interdependent over the 21st Century due to developments in transport and technologies. It is also important for students to understand the causes and consequences of the emergence of new global superpowers such as India and China. Finally, it is important for students to understand the political and trading relationships that govern the global business market and how these dictate many political relationships between countries around the world.</p>	<p>It is important for students to widen their knowledge of other regions in the world beyond the UK. This topic empowers them to be able to compare different places globally both from a physical and human geography perspective. It also helps to dispel misconceptions around levels of development within the continent of Africa, and specifically Kenya. Finally, it is important for students to be able to explain how LICs and NEEs have changed over the last century.</p>
Why do we teach in this sequence?	<p>Students will consider how the physical geography of plates tectonics and the human geographical processes of development and urbanisation interact and the impact of this. Students will consider how physical changes bring about varied human environments. Students will also consider how tectonic hazard impacts and responses differ depending on the affected countries level of development.</p>	<p>Students will utilise the locational knowledge and spatial awareness they have developed over previous cycles. Students will begin to consider more complex processes and ideas in relation to Earth's physical environment utilising the skills they have built upon throughout their first year of Geography. Finally, understanding the UK's weather and climate supports students understanding of the forthcoming topic on coasts and how coastal environments are being increasingly impacted by rising sea levels and extreme weather events.</p>	<p>This cycle will build on students' prior locational knowledge, knowledge of natural resources, development, and weather and climate to begin to build a big picture of how human and physical geographical processes link and effect one another. Students will consider how these factors enable and limit a country's development and begin to understand how these factors interact in order to create a complex network. Through this topic students will also build on their understanding of how a countries economic development leads to changes in populations, settlements, and employment.</p>	<p>This cycle will build on students' locational and spatial understanding. It also helps them to apply their knowledge of emerging economies to more place-based examples. Students will be able to consider more complex geographical ideas within the context of Africa/Kenya that they have been building on for two years in geography. Finally, this topic will connect to the Middle East Unit in Year 9 as it allows them to contrast different regions' characteristics.</p>
What career links are made?	<p>Geographical Information Systems (GIS), geographical research, surveying, cartography, environmental consultancy, teaching, catastrophe modelling and town planning. careers requiring data collection, analysis and presentation.</p>	<p>Geographical research, meteorology, glaciology, weather forecasting, consultancy, reporting, geology, water management or environmental engineering. Careers requiring presentation skills, extended writing, management and teamwork skills.</p>	<p>The business sector, international relations, consultancy, governmental analysts and policymakers. Careers requiring logical thinking, decision making, statistical and qualitative analysis and risk management.</p>	<p>International relations, government analyst, policymakers, diplomat, political adviser, financial consultant, statistical and qualitative analysis and risk management.</p>

Geography – Year 9

	Year 9 – Cycle A	Year 9 – Cycle B	Year 9 – Cycle C	Year 9 – Cycle D
What do we teach?	Climate Change	Extreme Environments	Middle East	UK Physical Landscapes
How does this meet the National Curriculum?	<p>Student will continue to develop both contextual knowledge of globally significant places (NC Aim 1). They will continue to develop their understanding of the processes and interactions that explain features, distribution patterns, and changes over time and space (NC Aim 2). Students will continually draw on a range of geographic skills (NC Aim 3).</p> <p>Students will build upon their place knowledge and their understanding of the key processes in weather and climate, including the changes in climate from the Ice Age to the present (NC Content Point 2 and 3). Students will continue to apply their knowledge of geographical skills routinely in the classroom (NC Content Point 4).</p>	<p>Students will continue to develop contextual knowledge of globally significant processes and study the processes that give rise to key human and physical features of the world (NC Aim 1 and 2). Through this, students will continually draw on a range of geographic skills (NC Aim 3).</p> <p>Students will cover physical geography relating to climate, soils and ecosystems as well as human geography relating to development, and the use of natural resources. Through this, students will extend their locational knowledge and spatial awareness of globally significant place-based exemplars of Russia and African deserts. (NC Aim 1; Content Point 1,2,3). Students will continue to apply their knowledge of geographical skills routinely in the classroom (NC Content Point 4).</p>	<p>Students will continue to develop contextual knowledge of globally significant places, understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, and continue to build competency in a range of geographic skills (NC Aim 1, 2 and 3).</p> <p>Students will extend their locational knowledge of the Middle East, focusing on environmental regions, key physical and human characteristics, countries and major cities (NC Content Point 1). Students will use the place-based exemplar of the Middle East to consider a number of human and physical processes (NC Content Point 3). Students will continue to apply their knowledge of geographical skills routinely in the classroom (NC Content Point 4).</p>	<p>Students will further enhance their contextual knowledge of globally significant places (NC Aim 1). They will continue to develop their understanding of the processes and interactions that explain features, distribution patterns, and changes over time and space (NC Aim 2). Students will continually draw on a range of geographic skills (NC Aim 3).</p> <p>Students will cover physical geography relating to weather, climate and hydrology as well as human geography relating to population and urbanisation. Through this, students will understand geographical similarities, differences and links between places (NC Content Point 2, 3 and 4).</p>
Why does this knowledge matter?	<p>Understanding and predicting what the coming summer of winter might bring in our country and across the globe, or predicting how climate will change over the next century, is of vital importance both socially and economically. Global warming is a fundamental aspect of our student's futures, and it is critical that they understand not only the critical processes, but that they are involved and the institutional responses from international governments, groups, charities and civilians.</p>	<p>Students will apply their previous knowledge of development, alongside their geographical skills to new and unfamiliar content. Utilising the analytical and evaluative skills developed over previous cycles, students will consider new content whilst applying similar analysis and writing methods visited earlier in the year. Students will also develop new skills, forming and supporting the development of their own opinions on key geographical global concerns.</p>	<p>The region of the Middle East is large and diverse. Sitting across two continents, the region offers opportunities to explore how human and physical geographical aspects interlink with one another. Students will explore the link between tectonic activity and mountain ranges, climate and population distribution, cultures and migration, natural resources and war. Students are given the opportunity to apply knowledge from previous cycles to a new space in the world. This will build upon their knowledge of globes, maps and atlases as they become familiar with the 18 countries that make up the Middle East. The cycle also contains ample opportunities for students to build upon their enquiry skills through analysing and interpreting a variety of different data sources.</p>	<p>Students finish the year looking at the UK's physical landscapes including coasts, rivers, and glaciers. They will develop their understanding of the different geographical processes which occur there, and how they have created distinctive landscapes. They will then look at human interaction with these places and what change has occurred as a result. Students will apply their consolidated knowledge, understanding and skills to a variety of increasingly complex 'real world' scenarios.</p>
Why do we teach in this sequence?	<p>This topic focuses on building upon student's prior locational knowledge and understanding of environmental change. Students will extensively consider how environmental change can be brought about by human activity and natural climatic fluctuations. Students will consolidate their understanding of hydrology and key vocabulary from previous cycles and apply this within the context of coastal change, utilising their higher order skills of explain, and evaluate.</p>	<p>Locational knowledge and key concepts covered over the three-year course will be reconsolidated and embedded within this topic, encouraging students to actively retrieve previous knowledge. Students will consider both hot and cold environments, topics that consider a complex interaction of human and physical activity and change.</p>	<p>This topic provides opportunities to explore, or make links to, tectonic activity, climate, populations, natural resources and development through oil and gas reserves. Consequently, all of these geographical concepts have been explored prior to this cycle. This provides opportunity to explore the Middle East freely and delve into rich geographical knowledge, applying a combination of new and old geographical skills and knowledge.</p>	<p>Similar to previous cycles, this topic considers the interactions between human and physical activity. Students will apply their previous knowledge and geographical skills to new and unfamiliar content. Utilising the analysis and evaluative skills developed over previous cycles, students will consider new content whilst applying similar analysis and writing methods visited earlier in the year. Moreover, it empowers them to have more knowledge before entering GCSES.</p>
What career links are made?	<p>Geographical research, climate change forecasting, environmental risk consultancy, renewable energy companies/sectors, National Farmers Union, governmental policy making and environmental engineering.</p>	<p>Environmental and animal conservation, energy consultancy and analysis, research and development, and governmental policymaking. Careers involving public speaking, risk management, research, presentation and strong communication skills.</p>	<p>The charity sector, urban design and planning, consultancy, marketing and trade expert, engineering geologist, governmental analysts and policymakers. Careers requiring logical thinking, decision making, statistical and qualitative analysis and risk management.</p>	<p>Urban design and town planning, environmental consultancy, forestry commission, water management, risk management, conservation and environmental engineering. Careers involving public speaking, risk management, research, presentations and strong communication skills.</p>