

Year Group: 7

Term		1	2	3	4	5	6
Topic Title		Our Planet	Mapping our Local Area	Rivers and Flooding	Tectonics	Ecosystems: The TRF	Population
Rationale	Why are you delivering this topic now?How does it fit with the learning journey?	Provide a basic knowledge of key concepts and terminology that underpin the KS3 learning journey. Provide an insight into KS3 geog. Begin to develop and apply key skills to geography.	Embed key map skills. Develop awareness of own local Geography. Develop and understanding of geography at a range of scales.	Introduces landscape studies and key terminology that is tangible to Y7. Rivers and flooding play an important part of the local area both historically and into the future.	Builds on structure of the Earth, Tectonic theory, Volcanoes and Earthquakes. Managing hazards posed by volcanoes and EQ	Introduces the idea of Ecosystems and builds on the idea of biomes. Looks at the Tropical rainforest, structure, adaptations, uses,Threats and management.	Introduces the essentials for Human Geography. Build more foundations for many contemporary issues studied later in KS3
Prior knowledge	What have pupils already covered that will support?	Assume nothing- Continents/oceans/countries of the UK/Human &physical aspect of Geog	Basic map skills taught at primary. Some may have done local F/work	Basic terms from Topic 1, some students will have a knowledge and understanding to KS2 level.	Some students will have studied this at Primary, Basic structure of Earth in T1	Some brief study in T1 some may have studied ecosystems at primary?	Knowledge of world Geog. Some primary knowledge. Links to Mapping our local area. Ecosystems and hazards.
Key knowledge/skills development		Base line KS2 Geog knowledge/skills testing. Structure of the earth, continents and oceans, seasons, changing landscapes. levels of development. 2021- being aware of disrupted learning and the variety of experiences at different primary schools- Presentation and structure may also be concerns.	K&U Knowledge of local Geography/SJN& Briggs place <i>in the world. UK Geography. Skills: 2021 specific focus on development of skills in particular developing explanations in verbal and written work through use of connectives Direction/ measuring distance&using scale/ 4figGR&6FigGR/ Symbols&Key/ Sketch maps/Describing routes.</i>	Long profile, cross profile, processes& landforms of the upper, middle and lower course. Causes, impacts, management of flooding. Map skills, analysing data, comparing and contrasting, extended geographical writing	Knowledge of layers of the earth, plate movements tectonic hazards and their management. Map skills, analysing data, comparing and contrasting, extended geographical writing	Locations of global Biomes/ ecosystems. Structure and adaptations within the TRF. Threats to the TRF and sustainability within the forest. Map skills, analysing data, comparing and contrasting, extended geographical writing Decision making.	Global population distribution, factors affecting population distribution, population growth over time, factors affecting population change. Population in the UK. Managing population Plotting graphs&maps, analysing, describing and explaining data, writing reports.
National Curriculum/specification links		Geological Time scales. Climate change since ice age. Population. Weather and climate Interaction of Physical and human processes.	Interpreting OS maps, Aerial and satellite photos, use of GIS. Pop and urbanisation, Interaction of physical and human processes	Hydrology, interaction of human and physical processes. Pakistan- Asia. Levels of development Rocks and weathering. interpretation of OS maps	Plate tectonics, rocks, Nepal EQ- Asia, interaction of physical and human processes, levels of development	Interpretation of satellite photos, Interaction of physical and human processes, economic activity, use of natural resources.	Population and urbanisation. China, interaction of human and physical processes, use of GIS
Literacy		Reading and comprehension, developing written descriptions using key terminology/spellings. Development of subject specific vocab.	Reading and comprehension, developing written descriptions using key terminology/spellings. Development of subject specific vocab.	Reading and comprehension, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. (Ability to develop own definitions of types of erosion) Written comparisons of case study material. Justification of choices through written tasks based on impacts and management	Reading and comprehension, appreciation of others lives through reading texts. developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management.	Reading and comprehension, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Justification of choices through written tasks	Reading and comprehension, appreciation of others lives through reading texts. developing written descriptions using key terminology/spellings. Development of subject specific vocab. Explanations & justification through discussion and extended writing to form written and verbal arguments around population management.
Numeracy		Directed numbers (Temperature change) Place value (geological timescale)	Use of co-ordinates (4 fig grid refs) Mapscales (conversion)	Use of graph/axes scales (Flood hydrographs)	Measures (Logarithmic Richter scales)	Use of graphs, interpretation and analysis (climate graphs)	Rates of change (Birth/Death rates)
Stem		Creativity- Text to diagram HWK, Collaboration&communication in think, pair, share activities. Beginning to develop the inquiry way of geographical learning (Inquiry/research/critical thinking)	Collaboration/communication in paired/group map skills work. Creativity in designing own map,	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of flooding. Research of case study material for hwk. Creativity in decision making activity- flood management.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of hazards. Research of case study material for hwk. Creativity in designing EQ resistant buildings.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of deforestation. Research of case study material for hwk. Creativity in designing a rainforest animal.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of over population. Research of case study material for hwk. Creativity in decision making activity - population management
Cross curricular links	What other curriculum areas/skills does the topic link with? When are these taught?	History- Science- Maths	Some local History/ Maths- coordinates- measuring dist- using scale. Tech Drawing plans	Literacy/ numeracy	Science/Literacy/ numeracy	Science/Literacy/ numeracy	Historical factors affecting population. Lit- Extended writing, Num- analysing data
Key vocabulary		Big bang, evolution, extinction, ice age, equinox, solstice	Direction /compass rose/ Scale/plan/ oblique view/ birds eye view Gridreferences/ Map/ plan/ longitude/ latitude	Types of erosion & weathering, features of the drainage basin, Landforms along the river, flooding,	Magma,lava, core crust mantle, plate boundary, earthquake, focus, epicentre, volcano, pyroclastic flow,	Biome, ecosystem, producer, consumer, adaptation, deforestation,	Population, population density & distribution, birth rates, death rates, natural increase,

Year Group 8							
Term	1	2	3	4	5	6	
Topic Title	Industry & The Economy	Extreme Environments	Migration	Weather and Climate	Into Africa	Coasts	
Rationale	Why are you delivering this topic now/how does it fit with the learning journey?	An introduction to how business and industry has and does support human activities and how physical geography can influence the development of urban areas and national/international wealth.	A chance to revisit ecosystems and biomes whilst studying a contrasting environments to the TRF. Will compare and contrast both physical and human aspects of these environments and the challenges that they present.	Introduce students to a contemporary issue whilst linking back to population. Looking at common misconceptions and the causes and impacts of migration.	To introduce students to the complexities of weather systems and climate around the world. Insight and comparison of both our climate and those around the world and the influence that these have on human activity.	A study of a continent in detail. A look at the physical, human and historical geography of the continent.	A study of coastal processes, landforms and management along the Yorkshire/ N. Lincs coast. Building on weathering, erosion, deposition studied in Rivers. This also gives students an understanding of the local coastal systems and the need for thoughtful management into the future.
Prior knowledge	What have pupils already covered that will support?	Some knowledge of population to support locational aspect. Some links back to using the TRF and mapping the local area.	Mapping and our world- use of maps to locate -use of longitude and latitude. Revisiting climate graphs	Mapping and our world- use of maps to locate and plot data. Link back to population and study links industrial change and hazards.	Building on Our Planet- seasons and climate zones. Revisiting Extreme environments and TRF.	Building on continent and oceans, longitude and latitude. Looking again at climate zones and biomes in specific place examples. Looking into population and migration within Africa. Linking to industry and comparing to other locations.	Developing further K&U of processes studied in rivers. Map skills. Use of data
Key knowledge/skills development	Consider sectors of industry, industrialisation, globalisation and the Growth of TNCs in NEEs. Impacts of industry in different areas- UK and Asia. Fair trade Skills 2021 specific focus on development of skills in particular developing explanations in verbal and written work through use of connectives Map - Location on a map, analysing & annotating photographs, compound bar graphs. Evaluating: DME.	Develop K&U of ecosystems and biomes. Appreciation of harsh environments, differing climates, adaptations to cold environment. Russian Tundra and hot Arabian Desert. Skills: Use of longitude and latitude. Climate graphs- debate writing oracy- debating.	Develop a K&U of causes and impacts of migration through history and up to date case studies. Looking at internal and international migration. Sustainable management of migration. Skills: Use of maps, reading plotting data on maps. Analysing and drawing conclusions from data sets. Written reports	Develop K&U of weather systems, types of rainfall, the difference between weather and climate. Climate graphs. Climatic hazards- Tropical storms. Skills: Use of synoptic charts, maps, plotting climate graphs, analysing data.	K&U Continent and oceans, longitude and latitude. Location/ Physical/Human Geog of Africa. Climate zones and biomes in specific place examples. Population distribution and migration within Africa. Industry employment in Africa. Skills: Map skills, linking sources of information to draw conclusions Analysing photos.	Develop deeper K&U of processes of weathering, erosion and transportation in a coastal setting. Use this k&u to be able to explain in detail the formation of coastal landforms- erosional and depositional. Understand the need for coastal management, management strategies/ conflict Skills: Map skills, linking sources of information to draw conclusions, analysing photo evidence.	
National Curriculum/specification links	International development, Economic activity, Asia- China, Vietnam.	Environmental regions- Polar and Hot desert. Weather and climate. Interaction of human and physical processes.	Population and urbanisation, Asia- China, Middle East, Interaction between Physical and human processes, Economic Activity, Development.	Weather and climate, Environmental regions, interaction of Physical and natural processes. Russia, Asia, Polar, Hot Desert	Africa and Region within Africa. Weather Climate, Environmental regions, Economic activity. Use of natural resources, Development, interaction of physical and human processes.	Coasts, Rocks and weathering, interpretation of OS maps. Climate change, interaction of Physical and human processes.	
Literacy	Reading and comprehension, appreciation of others lives through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Explanations & justification through discussion and extended writing to form written and verbal arguments leading to letter writing in improving working conditions in the Apple factory.	Reading and comprehension, appreciation of contrasting environments through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Explanations & justification through discussion and extended writing explaining an expedition. Emotive writing through diary entries of an expedition.	Reading and comprehension, appreciation of others lives through reading texts Analyse of text to explain causes of migration, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Explanations & justification through discussion and extended writing to form written and verbal arguments around migration management.	Reading and comprehension, appreciation of others lives through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Explanations & justification through discussion and extended writing to form written and verbal arguments around population management.	Reading and comprehension, appreciation of others lives through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Explanations & justification through discussion and extended writing.	Reading and comprehension, analyse of texts to discover impacts and management of coastal erosion issue. developing written descriptions using key terminology/spellings. Development of subject specific vocab. (Essential development of types of erosion/ weathering K&U) Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management.	
Numeracy	Use and interpretation of pie charts (Employment sector changes)	Use of graphs, interpretation and analysis (climate graphs)	Use of choropleth maps (Data interpretation)	Use of graphs, interpretation and analysis (climate graphs)	Use of graphs, interpretation and analysis (climate graphs)	Use of graphs, interpretation and analysis (erosion rates along coastline)	
STEM	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management. Research of case study material for h/wk. Creativity/critical thinking in decision making activities- locating a factory & improving working conditions in Apple factory.	Collaboration/communication - working in groups/pairs. Research of case study material for h/wk. Creativity designing a polar animal. Critical thinking/creativity in decision making activities- planning an expedition.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of over population. Research of case study material for h/wk. Critical thinking and creativity in decision making activities- Population management strategies.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of tropical storms. Research of case study material for h/wk. Creativity/critical thinking in decision making activities- designing a hurricane management strategy/ storm resistant house.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of h/wk. Research of case study material for h/wk.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of coastal erosion. Research of case study material for h/wk. Creativity/critical thinking in decision making activities- coastal management decision making activity.	
Cross curricular links	What other curriculum areas/skills does the topic link with? When are these taught?	Numeracy/Literacy/ Business Studies/History- Industrial Revolution	Science/Numeracy/Literacy	Literacy/Numeracy/History	Numeracy/Literacy/science	Numeracy/Literacy/	
Key vocabulary	Economic activity, employment, primary/secondary, tertiary sectors, industrialisation, globalisation, child labour, TNC.	Polar regions, ice caps, apatation, deserts/ climate	Population migration, internal, international, forced, refugee, asylum seeker, push/pull factors.	Weather, climate, types of weather, weather instruments, precipitation, depressions, anticyclones, Tropical storms.	Contrast, continent, development, biome, ecosystem, colonialism, slavery.	Types of weathering and erosion, long shore drift, caves and stack stump, spit, beach, types of coastal defence.	

Year Group												
Term	1		2		3		4		5		6	
Topic Title	Tourism		Rich and Poor		An Urban World		Cold Landscapes		Our Changing Climate		Resource Conflict	
Rationale	Why are you delivering this topic now? How does it fit with the learning journey?	This allows students to experience a tourism based topic before options (BTEC/T&T offered). Allows students to apply previous K&U and skills new material.	Study of development allows student to link a range of previous topics and apply prior K&U to explain differences in differing levels of development.	Application of a wide range of prior learning and skills to consolidate whilst looking at Urban growth and issues over time and sustainable urban management. This will link a number of previous topics.	A study of glaciation and glacial environment: provide opportunity to consolidate and apply previous K&U of weathering, erosion and deposition to a unique environment. Link prior learning to how these environments can be used for human/economic activities.	Following on from fragile cold environment this links a wide range of topics whilst looking at impact many activities have on our climate. This stimulates good topical debate about the conflicts surrounding CC that will continue into our students futures. This year will also link to COP26 discussion and content to include related content and it's implications on life moving forward.	Pulling together a range of issues that have been looked at throughout KS3 students study our access to resources and the rising demand for global resources and how this is and will impact of everyday life and life choices in the future- Link back to COP 26					
Prior knowledge	What have pupils already covered that will support?	Previously developed skills applied and consolidated, mapping, describing, explaining, analysis, decision making, justifying choices. Applying k&u for fragile environments and industry.	Students will use k&u from a range of previous topics- including the hazards and environment topics and especially the population/migration, industry and tourism topics	Students will use k&u from a range of previous topics- including the population and migration, industry, rich and poor topics.	K&U of Weathering/erosion/deposition / tourism/ economic activities fragile environments- adaptations. Revisit geological time scales.	K&U applied from across most topics with regards to either cause or effects. Application and development of range of skills. Links to geological time scales.	Links to fragile environments, weather/climate, population, development, urbanisation, Changing Climate, industry and economy					
Key knowledge/skills development		History and growth of tourism, different types of tourism, impacts of tourism, sustainable management of tourism. Tourism in contraction environments. Skills 2021 specific focus on development of skills in particular developing explanations in verbal and written work through use of connectives. Consolidation of mapping, describing, explaining, analysis, decision making, justifying choices.	K&U of why development levels differ across the globe, impacts of uneven development, poverty in the UK, managing uneven development using a range of case studies. Skills: Consolidation of mapping, describing, explaining, analysis- data photos and text, decision making, justifying choices.	K&U of urban growth and associated urban issues, sustainable urban management in contrasting locations. Skills: Consolidation of mapping, describing, explaining, analysis- data photos and text, decision making, justifying choices	K&U of processes and landforms in glacial/cold environments, human activities and their impact. Sustainable management Skills: Consolidation of mapping, describing, explaining, analysis- data photos and text, decision making, justifying choices	K&U of causes and effects of climate change, both human and natural. Evidence of climate change. Case study based impacts examples. Sustainable management of climate change. Skills: Consolidation of mapping, describing, explaining, analysis- data photos and text, decision making, justifying choices	K&U of food, water and energy issues that face the modern world and how these need to be managed sustainably into the future. Skills: Consolidation of mapping, describing, explaining, analysis- data photos and text, decision making, justifying choices					
National Curriculum/specification links		Thailand-Asia, Economic activity, Tectonics, Weather and climate, interaction of physical and human processes. Use of natural resources.	International Development, economic activity, population and urbanisation, Migration, Middle East, Russia, China Interaction of physical and human processes	Population and Urbanisation, economic activity, interpretation of OS maps & Aerial photos, GIS, interaction of human and physical processes, Asia, Africa	Glaciation, rocks and weathering, weather and climate, climate change since last ice age, polar, economic activity, interaction of human and physical processes. Interpretation of OS maps & aerial photos.	Climate change, Geology, Time scales, weather and climate, coasts, hydrology, economic activity, interaction of physical and human processes.	Use of natural resources, economic activity, international development, climate change, population, interaction of physical and human processes.					
Literacy		Reading and comprehension, appreciation of others lives through reading texts (Impacts of Tsunami). Analysing texts to understand the challenges tourism creates, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Justification of choices through written tasks based on impacts and management. Letter writing to create persuasive argument about management of tourism, extended answer writing.	Reading and comprehension, appreciation of others lives through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Report writing, analysing texts to evaluate causes of development gap, extended written answers with focus on developed explanation and links to other topics.	Reading and comprehension, appreciation of others lives through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Written comparisons of case study material. Justification of choices through written tasks based on impacts and management. Report writing, analysing texts, extended written answers, highlighting justification of decisions	Reading and comprehension, appreciation of others lives through reading texts, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Developing own definitions of processes. Justification of choices through written tasks based on impacts and management of change. Report writing, analysing texts, extended written answers, analysing texts, extended written answers	Reading and comprehension, analysis of texts and evaluation of validity based around the CC issue, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Written analysis and evaluation of case study material. Justification of choices through written tasks based on impacts and management. Report writing, analysing texts, extended written answers through exam q's.	Reading and comprehension, analysis of texts and evaluation of validity based around the CC issue, developing written descriptions using key terminology/spellings. Development of subject specific vocab. Development of explanations through discussion and extended writing. Written analysis and evaluation of case study material. Justification of choices through written tasks based on impacts and management. Report writing, analysing texts, extended written answers through exam q's.					
Numeracy		Use of graphs, interpretation and analysis (Rates of change in tourism over time)	Plotting bar charts. Analysis of measures of development data	Plotting graphs of urbanisation, handling and analysing data	Use of climate graphs, use of number in geological time scales	Use of climate graphs, handling and analysing climate data	Analysing graphs and data of resources around the world					
STEM		Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of environmental issues in tourism. Research of case study material for hwk. Creativity/critical thinking in to decision making activities- Increasing sustainability in tourism.	Collaboration/communication - working in groups/pairs. Creativity in designing own measures of development. Critical thinking analysing and evaluating cause, impact and management of the development gap. Analysis of measures of development data. Research of case study material for hwk. Creativity/critical thinking in decision making activity - Solving the development issue.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of urbanisation. Research of case study material for hwk. Creativity/critical thinking in decision making activity - sustainable urban improvements. Creativity- designing a sustainable house.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of the changing areas. Analysis of climate data. Research of case study material for hwk.	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of climate change. Analysis of measures of development data. Research of case study material/ COP26 for hwk. Creativity/critical thinking in decision making activity - Managing CC	Collaboration/communication - working in groups/pairs. Critical thinking analysing and evaluating cause, impact and management of the resource issue. Analysis of measures of development data. Research of case study material for hwk. Creativity/critical thinking in decision making activity					
Cross curricular links	What other curriculum areas/skills does the topic link with? When are these taught?	Numeracy/Literacy/Business	Numeracy/Literacy/history- links to industrial rev, colonialism/ Business	Numeracy/Literacy/ history/ Business	Sci/Numeracy/literacy/	Sci/Numeracy/literacy/Hist-	Numeracy/literacy/					
Key vocabulary		Tourism, Tourist, Domestic tourism, staycation, sustainable management, sustainable tourism ecotourism	Development, HIC, LIC, NEE, Measures of Development, HDI, Import Export, Trade Poverty,	Urban, Rural, Urbanisation, Squatter settlement, informal employment, Sustainable urban management, Sustainable housing, Sustainable transport systems.	Ice Age, Glacier, Ice cap, plucking, abrasion, strations, corrie, arete, hanging valley, ribbon lake, U shaped valley, tarn, moraine,	Climate change, Glacial, Inter glacial, ice core, fossil evidence, fossil fuels, renewable energy.	Resources, water, food and energy surplus/deficit, Water food and energy security, Sustainable management, Alternative energy.					