



GEOGRAPHY

Plans for Year 7 Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>What is geography?</u></p> <p>To introduce students to concepts of physical and human Geography and build a basic understanding of the concept of place, specifically the place of The UK.</p> <p>Key skills/fieldwork developed: Knowledge of key Geographical concepts, understanding of types of Geography, presentation and communication opportunities.</p>	<p><u>Map skills</u></p> <p>To introduce students a range of map skills that are pertinent and relevant to further topics across Key Stage</p> <p>Key skills/fieldwork developed: Scale, direction, four figure and 6 figure grid references, OS map reading skills, drawing cross sections, understanding of contour lines, fieldwork opportunity in school grounds mapping the school</p>	<p><u>Rivers</u></p> <p>Students begin to investigate the interactions between physical and human geographies and investigate the key physical geography phenomena of rivers. They also visit Epping Forest FSC to undertake rivers fieldwork skills.</p> <p>Key skills/fieldwork developed: Physical Geography, fieldwork skills, students introduced to concepts of cause and effect, physical processes of erosion and deposition and resulting landforms, flood hydrographs, the interaction of physical and human environments</p>	<p><u>Flooding & Fieldwork</u></p> <p>Students begin to investigate the interactions between physical and human geographies and investigate the key physical geography phenomena of rivers. They also visit Epping Forest FSC to undertake rivers fieldwork skills.</p> <p>Key skills/fieldwork developed: Physical Geography, fieldwork skills, students introduced to concepts of cause and effect, physical processes of erosion and deposition and resulting landforms, flood hydrographs, the interaction of physical and human environments</p>	<p><u>Population – A moving world</u></p> <p>Students study key population features at a range of scales – local, national and global</p> <p>Key skills/fieldwork developed: Graph work (line graphs), map interpretation at a range of scales, cause, effect and solution, concepts of density and distribution.</p>	<p><u>Extreme environments</u></p> <p>Students introduced to a range of physical geography hazards (hydro-meteorological) including: cyclones, drought, monsoons, students also introduced to the extreme environments of hot and cold deserts</p> <p>Key skills/fieldwork developed: Physical Geography, social economic and environmental impacts of hazards, concept of human vulnerability to hazard and how this varies according to development, world map hazard analysis.</p>



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Plans for Year 8 Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<p><u>Weather and climate</u></p> <p>Students develop forecasting/measuring weather skills. Learn why it rains. Students then develop knowledge and understanding of climatic characteristics that lead to variety of biomes in Africa. Lastly they complete an on-site investigation into microclimates</p> <p>Key skills/fieldwork developed: Make a biome. Difference between climate and weather. Climate graphs developed. Physical fieldwork skills developed.</p>	<p><u>Globalisation and Global Health</u></p> <p>Students are introduced to the key concept of globalisation and explore how the world is becoming more interconnected. Students also introduced to the concept of Global Health and explore how globalisation may influence the spread of global diseases.</p> <p>Key skills/fieldwork developed: Mapping links explored, causation and effect models explored.</p>	<p><u>Tectonics</u></p> <p>Students are introduced to key tectonic concepts and processes linked to natural hazards (volcanoes and earthquakes). What causes them, their effects and how to manage both hazards linked to real world examples.</p> <p>Key skills/fieldwork developed: Annotating diagrams, types of cause and effects, mapping distribution of hazards. Application to case study</p>	<p><u>Coasts</u></p> <p>Students to revisit concepts of erosion and deposition but apply to coastal environments. Students investigate key processes and landforms, and consequent management strategies</p> <p>Key skills/fieldwork developed: Students investigate landforms, OS mapping of coastal landforms</p>	<p><u>Coasts fieldwork</u></p> <p>Students to conduct a virtual fieldwork investigation from start (hypothesis) to finish (evaluation) looking at the effectiveness of coastal management, using all the substantive knowledge learnt throughout the topic and disciplinary knowledge from the last fieldwork enquiries.</p> <p>Key skills/fieldwork developed: Students investigate landforms, OS mapping of coastal landforms. Collating, presenting and analysing data</p>	<p><u>Superpowers</u></p> <p>Students investigate concept of geopolitics in the Middle East and the role of BRIC nations. Specifically, students investigate the future global roles of China and India</p> <p>Key skills/fieldwork developed: ICT lesson, mapping global links, groupwork, students evaluate role of China and India in global politics.</p>



GEOGRAPHY

Plans for Year 9 Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p><u>Climate change and sustainability</u></p> <p>A blend of physical and human Geography, drawing together key topics established in Years 7 and 8 (population, a dangerous world, global health, superpowers as well as aspects of environmental Geography that have been studied. Students are taken on a whistle-stop tour of the range of global effects that climate change will have and our role in it. Depth and breadth explored here.</p> <p>Key skills/fieldwork developed: Cause/Effect, graph and resource analysis, evaluation of causes and impacts of climate change, locational comparison of effects, range of map skills utilised</p>	<p><u>Development</u></p> <p>Students will review what development actually means now. Review the key causes and consequences of uneven development. To consider what can be done to address this. Students encouraged to address their own misconceptions of development</p> <p>Key skills/fieldwork developed: Students develop their critical thinking skills here, evaluative skills and analysis skills</p>	<p><u>Cold environments</u></p> <p>Students will be reintroduced to cold environments in greater detail that includes the key differences in cold environments, opportunities and challenges to these regions in the future. Plus consideration of the importance of glaciation processes Students will conduct a Model UN conference to debate motions bringing together all they have learnt</p> <p>Key skills/fieldwork developed: Geographical enquiry; fieldwork skills on human Geography.</p>	<p><u>Conflict in the Middle East</u></p> <p>Again, a mix of human and physical. Students study the root causes and long-term environmental impacts of conflict in Middle Eastern countries, with a particular focus on countries involved in Arab Spring conflict from 2010. Depth and breadth explored here. Develops students understanding of a range of topics studied across KS3 including population, globalisation and global health, superpowers and aspects of environmental Geography.</p> <p>Key skills/fieldwork developed: Mapping of Middle Eastern countries, evaluation skills in terms of causes and effects of conflict.</p>	<p><u>Local area project</u></p> <p>Students investigate the Geography of their local area through an investigation project from hypothesis to evaluation</p> <p>Key skills/fieldwork developed: Geographical enquiry; independent research and presentation and debating skills</p>	

