

Department Curriculum for Geography Years 7-9

	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Year 7	<p><u>Urban Living</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ Where can geography lead you? ○ How do geographers investigate place and processes? ○ Why are cities increasing? ○ What are the skills needed to be an urban planner? ○ How are city centers changing? ○ Are cities sustainable or unsustainable? ○ How sustainable is my Place? ○ Why are cities always bigger than they look? ○ Can we really live sustainably? ○ Could cities eventually grind to a halt? ○ What challenges are created by urban change in the UK ○ How has the regeneration of Liverpool City Centre/ Salford Quays impacted people, the economy, and the environment? 	<p><u>Moving Stories</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ Where do people live in the UK? ○ How has the UK's population changed? ○ How has population of the world changed and why has it changed? ○ What do population pyramids tell us about countries? ○ What are the challenges of overpopulation, and the countries attempt to control their population it? ○ What are the causes and consequences of an ageing population in the UK? ○ What makes people undertake long and dangerous journeys to the UK? ○ How does the media influence our view of immigrants? ○ What makes people leave the UK? ○ Who should be allowed into the UK? 	<p><u>Retreating Rainforests</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ How diverse is Brazil? ○ Where are our megacities? ○ What inequalities does Brazil have? ○ What has caused the impacts of urban growth in Rio de Janeiro? ○ What challenges does Rio de Janeiro face and what are the solutions? ○ Where are the world's ecosystems? ○ What is the climate like in the Amazon Rainforest and Tundra in Polar Regions? ○ How does latitude affect the location of these ecosystems? ○ How do animals, plants and people adapt to survive in tropical rainforests and Polar? ○ How do humans interact/exploit tropical rainforests? ○ Why is the Polar region described as a fragile environment? ○ What sustainable methods can be used to manage the rainforest and a polar region? ○ Which should be saved? Rainforests or Polar regions?
Disciplinary vocabulary	Urban, rural, urbanisation, migration, push and pull, sustainability, greenfield, brownfield, regeneration, gentrification, social inequalities,	Population, population distribution, sparsely populated, densely populated, population density, birth rate, death rate, natural increase, natural decrease, census, life expectancy, infant mortality rate, child mortality rate, population pyramid,	Development, urbanisation, rural-to-urban, migration, favela, megacity, ecosystem, interdependence, organisms, emergent layer, canopy Layer, under-canopy, forest Floor,

		migration, immigration, emigration, ageing population, pensions, economically active, dependency ratio	deforestation, sustainability, adaptation, intercept, biodiversity, habitat
Skills and fieldwork	<p>Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the units of the year 7 units of study. These include, cartographic, graphical, numerical, and statistical, fieldwork and GIS</p> <p>Fieldwork- Term 1: Urban development- Students develop geographically significant questions and plan an enquiry using appropriate geographical methodologies and concepts.</p>		
Summative Assessments	This unit of study is assessed by creating a project based on the regeneration of Liverpool- this project begins to develop skills of enquiry necessary for students in the future.	This unit of study is assessed by a 'Big Write' activity examining the reasons for the differences in population distribution in the UK, and an end of unit assessment	This unit of study is assessed by a 'Big Write' activity in the form of a newspaper article, discussing the impacts of rural-to-urban migration in Brazil, and an end of year assessment
Year 8	<p><u>Changing My World</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ How do I feel about climate change? ○ How has climate changed in the past? ○ How do my actions contribute to climate change? ○ How do the things I consume contribute to climate change? ○ What do I need to know about climate change? ○ Are humans responsible for climate change? ○ What is an ecological footprint ○ What are the local and global consequences of climate change? ○ What strategies can be used to adapt, and mitigate against the current and future impacts of climate change? ○ What made the islands disappear? ○ What is a climate change refugee? ○ What is the 'Great Pacific Garbage Patch'? ○ How does unmanaged waste reach the ocean and what are the problems? 	<p><u>Coastal Environments</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ What are the main types of rocks? ○ How are rocks linked by the rock cycle? ○ What type of weathering and erosion can I see around me? ○ How does weathering turn rock into soil? ○ Which rocks are found in Britain? ○ Do rocks affect the landscape? ○ How do wave types impact the coastline? ○ How depositional features are formed along a coastline? ○ How do geomorphic processes impact the coastline? ○ Why are coastlines important to people? ○ What are the effects of coastal erosion on Happisburgh ○ How can coasts be managed? ○ What are the views of stakeholders in coastal management? 	<p><u>New India</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ What is India's main physical and human characteristics? ○ Why India's environments are so diverse? ○ Has the physical geography of India enhanced or restricted development? ○ How is Indians population and economy changing? ○ Why is India becoming increasingly urbanised? ○ Why does water need to be managed carefully in some parts of the India, Thar Desert? ○ What challenges will Mumbai face as a mega city? ○ How do trading systems work? ○ How do transnational companies link India to the world? ○ How has globalisation impacted the fashion industry?

	<ul style="list-style-type: none"> ○ Discuss whether recycling can be a solution by examining three different economic models and consider the UK's options. 		<ul style="list-style-type: none"> ○ How do fair trade clothes benefit both the producers and the consumers?
Disciplinary vocabulary	Climate change, global warming, greenhouse gases, carbon emissions, fossil fuels, Milankovitch cycle, orbital change, solar output, renewable, Anthropogenic, carbon footprint, greenhouse effect, enhanced greenhouse effect, agriculture, deforestation, mitigation, sustainability, stakeholders.	Erosion, hydraulic action, attrition, abrasion, solution, weathering, freeze thaw weathering, exfoliation, biological weathering, chemical weathering, wave cut platform, headlands and bays, cave, arch, stack, stump, longshore drift, deposition, spit, sea wall, groyne, gabion, revetment, beach nourishment.	Monsoon, topographic, relief, Hoyt model, urbanisation, rural-to-urban migration, globalisation, transnational companies, Multinational companies, investment
Skills and fieldwork	<p>Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. These include, cartographic, graphical, numerical, and statistical, fieldwork and GIS</p> <p>Fieldwork- Term 1: Plastic pollution- Students will consider their fieldwork on plastics in the local area and place this in context of their learning on ocean plastics. After conducting their fieldwork students will also develop suggestions for improving the environmental quality of sites in the local area.</p> <p>Term 2 and 3: Coastal fieldwork – school grounds types of weathering. Students also develop geographically significant questions and plan an enquiry using appropriate geographical methodologies and concepts.</p>		
Summative Assessment	This unit of study is assessed by a 'Big Write' in the form of a letter to the Prime Minister, discussing the impacts of climate change and possible solutions and an end of unit assessment.	This unit of study is assessed by a 'Big Write' examining the reasons why some areas of the UK will experience more coastal erosion compared than others, and an end of unit assessment. We also complete a virtual coastal fieldtrip.	This unit of study is assessed by a 'Big Write' activity evaluating the water management strategies available in the Thar desert, and an end of unit assessment.
Year 9	<p style="text-align: center;"><u>Angry Earth</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ What is the structure of the earth? ○ Why is earth referred to as a jigsaw? ○ How do tectonic plates move? ○ Where are the world's earthquakes and volcanoes located? ○ How are volcanoes formed? ○ How do the impacts of volcanic eruptions differ in countries of varying development? ○ Why do people continue to live near plate boundaries? 	<p style="text-align: center;"><u>Amazing Environments</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ What are the factors that have contributed to the growth of global tourism? ○ What has Thailand got to offer? ○ What physical and human processes make Thailand an increasingly popular place for tourists to visit? ○ What is the best time to go to Thailand? ○ What is the impact of climate change on Thailand? ○ Where are the ecosystems in Thailand? 	<p style="text-align: center;"><u>Water on the Land</u></p> <p><i>Students will study:</i></p> <ul style="list-style-type: none"> ○ Relief in the UK linking geology and glaciation ○ How do physical and human factors impact the landscape? ○ What are the key features of a River drainage basin? ○ How does the hydrological cycle disrupt a rivers drainage basin? ○ How are rivers used by humans? ○ the importance of freshwater, including how much of the world's water is potable

	<ul style="list-style-type: none"> ○ Why mapping hazards and hazard risk is important? ○ How do earthquakes occur? ○ What are the impacts of earthquakes? ○ How do countries response to earthquakes? ○ How do earthquakes trigger Tsunamis? ○ Will the Yellowstone super volcano erupt soon? ○ How do extreme weather events occur? ○ What are the impacts or tropical storms? 	<ul style="list-style-type: none"> ○ What factors lead to the difference in ecosystems in Thailand and Russia? ○ What is the distribution and structure of coral reefs? ○ How do humans use coral reef and what are the impacts? ○ How has Ko Phi Phi become sustainable? ○ Should Thailand ban tourism? 	<ul style="list-style-type: none"> ○ What water is used for and why demand is increasing? ○ Where in the world is all the water? ○ Do we all have the right to water? ○ Who owns the world's water? ○ Is water used fairly in Israel and the West Bank? ○ Will water run out? ○ What are the geomorphic processes affecting a rivers course? ○ How does the Bradshaw model show changes in a rivers characteristics? ○ How river landforms are created (waterfall, meander, or levees)
Disciplinary vocabulary	Geomorphology, plate tectonics, convection currents, plate boundary, earthquake, volcano, destructive, divergent, convergent, constructive, collision, conservative, ocean trench, primary, secondary, natural hazard, aid, magma, pyroclastic flow, lahar, tsunami,	Tourism, GDP, disposable Income, infrastructure, eco – tourism, ecosystem, coral reef, sustainability, polar climate, coral reef, goods and services, revenue,	Precipitation, evaporation, infiltration, condensation, Transpiration, catchment, river discharge, confluence, tributary, erosion, transportation, deposition, drainage basin, surface run off, overland flow, Bradshaw model, estuary, Delta, floodplain, ox-bow lake, meander, gorge, velocity, waterfall, watershed
Skills and fieldwork	Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. These include, cartographic, graphical, numerical, and statistical, fieldwork and GIS. Fieldwork- Term 3: River study- Students will conduct a river study investigating changes in a rivers characteristic as you move downstream		
Summative Assessment	This unit of study is assessed by a 'Big Write' activity examining the reasons why people continue to live near plate boundaries and an end of unit assessment.	This unit of study is assessed by a 'Big Write' activity examining the factors that have increased global tourism and discussing the impacts of tourism on Thailand, and an end of unit assessment.	This unit of study is assessed by a 'Big Write' activity examining how a rivers profile changes as you move downstream, and an end of year assessment.

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.