

## KS3 Geography

- This scheme of learning is planned with the students' end goal of sitting GCSE Geography in mind. The aim of this curriculum is to ensure a well-rounded curriculum which thoroughly prepares our students for study in Key Stage 4 if they so wish.
- Assuming 36 teaching weeks. This gives time for assessing prior knowledge and to build up to the skills in this curriculum plan and to spend longer developing and securing new knowledge.
- Students will complete a topic test at the end of each topic and following marking, will complete an upgrade activity in line with the department marking policy. Knowledge Quizzes should be used every half-term to check understanding of content taught over the course of the current topic. Retrieval practice should be used to help students retain knowledge from current and previous topics over an extended period of time. Retrieval practice must be adapted to be relevant to the classes' needs.
- End of term assessments will take place at the end of the autumn term (just before Christmas) and at the end of the summer term (just before the summer holidays) and these will assess all content covered so far across a range of topics.

## Year 7

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Geographical skills</b> <i>What makes a Geographer</i> <i>Scale</i> <i>GIS</i> <i>Longitude and Latitude</i> <i>Projections</i> <i>Contours</i> <i>Knowledge check</i>	<b>Geographical skills</b> <i>Grid References</i> <i>Distance</i> <i>Fieldwork</i> <i>Careers</i> <i>End of unit assessment</i>	<b>Megacities</b> <i>Characters of megacities</i> <i>Population Growth</i> <i>Jobs</i> <i>Infrastructure</i> <i>Diversity</i>	<b>Megacities</b> <i>Opportunities</i> <i>Jobs</i> <i>Challenges and policy</i> <i>Management</i> <i>End of term assessment</i>	<b>Rivers</b> <i>Stages</i> <i>Landforms</i> <i>Processes</i> <i>Movement</i> <i>Knowledge check</i>	<b>Rivers</b> <i>Water cycle</i> <i>Human Impact</i> <i>Conservation</i> <i>Local river case study</i> <i>End of term assessment</i>

Geography	Year 7	16 lessons	Geographical skills
<b>National Curriculum Links:</b> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Locating countries using maps of the world to focus on Africa, Russia, Asia focusing on</li> </ul>		<b>Key Vocabulary:</b> Locational knowledge Physical geography Environmental geography Human geography Continent	<b>Why this? Why now?</b> This unit uses and builds on the knowledge gained in Key Stage 1 and 2. It enriches their understanding of the subject and the relationship between Physical and Human geography. By giving pupils knowledge about geographical skills, this unit prepares pupils for their study of geography in Key Stage 3 and beyond.

<p>their environmental regions, including polar and hot deserts. Key physical and human characteristics, countries and major cities</p> <ul style="list-style-type: none"> <li>• Place Knowledge</li> <li>• Understand geographical similarities, differences and links between places through the study of human and physical geography.</li> <li>• The use of natural resources.</li> </ul>	<p>Ocean Scale Map Geographical Information System (GIS) Layer Prime Meridian Equator Hemisphere Map projection Two-dimensional Three-dimensional Topography Four figure grid references Six figure grid references Contours Relief Scale Key Symbol Enquiry Fieldwork Data collection</p>	<p><u>Resources:</u> Presentations, workbooks and internet resourced.</p>
<p><b><u>Aims:</u></b></p> <p>For students to be confident in understanding relationships between physical and human geography using map skills.</p> <p>To identify key geographical features and be able to read a map and locate important places.</p>		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p>
		<p><u>Curriculum links:</u> Sketching, landscape features, extended writing</p>
		<p><u>Future Links:</u> Physical and human interactions</p>

	<b>Learning Objective By the end of the lesson students will be able...</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	To describe the knowledge and skills that will be learnt in geography at secondary school.	What makes a geographer? What do they need to know? Locational knowledge – differences and similarities Specific locational details using geographical language. Types of geography – environmental, human and physical and how these factors influence and interact with each other	A Venn diagram identifying the properties of the three types of geography.
2	To locate and describe where places are using maps at different scales.	Introduction to scale – how does scale work on maps using local and global maps. Students locate continents and oceans using an atlas and locate them on their map. Introduction to physical and human maps and what their use. Use CLOCC to describe location.	Using CLOCC to produce a paragraph describing the location of a place.
3 + 4	To use geographic information system (GIS) to locate places and find out their size and distance from the UK.	To use digital maps and layers to explore patterns and locations. Using digital maps to measure distances. Students will then use GIS to put together a presentation which demonstrates their engagement with GIS.	Using GIS to investigate a city (size and distance) in order to present their findings to the rest of the class.
5	To use latitude and longitude to locate places around the world.	Explain what are meant by lines of longitude and latitude. Identify equator, tropic of Cancer and Capricorn, hemisphere, arctic circle etc. Demonstrate to students how we can locate places using coordinates.	Locating cities using their atlas and coordinates and marking them on their own maps.
6	To describe how different map projections show the world.	Identify differences between 2d and 3d projections. Go through the various map projections and rank the advantages and disadvantages of the various projections.	A sentence explaining the difference between 2d and 3d
7	To use OS maps to describe the height	Use of OS maps to explain contours and relief of the land. This may be a good opportunity to use the surrounding land to discuss the shape of the land and how it forms.	Completed maps identifying heights and shapes.

	and relief of the land.		
<b>KNOWLEDGE CHECK – GEO FOLDER</b>			
8 + 9	To use four and six-digit grid references to accurately locate places on a map.	Using OS maps students will firstly focus on four figure grid references as a starting point. Students will be aware that this is to find a location generally or in a place without many distinguishing features. This leads in to the use of 6 figure grid references seeing the differences between a cityscape and a mountainous area.	Completed maps with locations identified (for both 4 and 6 grid refernces).
10	To use OS maps to measure distances using scale.	Explain to students what is meant by scale using various maps as examples and identifying the differences between low scale and high scale maps and when each is applicable and different uses.	Short paragraph explaining the difference between the two scales.  A worksheet with the worked-out distances listed.
11 + 12	To complete a fieldwork enquiry within the school site.	Planning and conducting a local field trip to practice data collection methods including observation and usage of compasses. Create detailed sketches and plans based on observations.	Accurate geographical sketches and plans.
13 + 14	To reflect on learning, assess skills development and feedback for improvement.	Review and reflection session using peer feedback and self-assessment to evaluate progression in geographical skills.	Ability to self-assess geographical skills and understand areas for improvement.
15 + 16	To explore and discover careers in Geography	Introduction and raising awareness to various career paths within the field of geography, both physical and human. Knowledge of diverse careers available to geographers and the skills required for each.	Ideas presented on A3 posters.

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<b>Geographical skills</b> <i>What makes a Geographer</i> <i>Scale</i> <i>GIS</i> <i>Longitude and Latitude</i> <i>Projections</i> <i>Contours</i> <i>Knowledge check</i>	<b>Geographical skills</b> <i>Grid References</i> <i>Distance</i> <i>Fieldwork</i> <i>Careers</i> <i>End of unit assessment</i>	<b>Megacities</b> <i>Characters of megacities</i> <i>Population Growth</i> <i>Jobs</i> <i>Infrastructure</i> <i>Diversity</i>	<b>Megacities</b> <i>Opportunities</i> <i>Jobs</i> <i>Challenges and policy</i> <i>Management</i> <i>End of term assessment</i>	<b>Rivers</b> <i>Stages</i> <i>Landforms</i> <i>Processes</i> <i>Movement</i> <i>Knowledge check</i>	<b>Rivers</b> <i>Water cycle</i> <i>Human Impact</i> <i>Conservation</i> <i>Local river case study</i> <i>End of term assessment</i>

Geography	Year 7	10 lessons	Megacities
<b>National Curriculum Links:</b> <ul style="list-style-type: none"> <li>● <b>Geographical Locations, Place Knowledge and Understanding:</b> Understanding the character of a range of the world's most significant human and physical features, how these aspects create a spatial pattern on the global stage and affect life in those areas.</li> <li>● <b>Human and Physical Geography:</b> Analysing how demographic and economic changes challenge and sustain human environments, particularly urban settings.</li> <li>● <b>Geographical Skills and Fieldwork:</b> Developing maps and graphs interpretation skills, critical thinking about spatial data, and applying fieldwork techniques to urban environments.</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>● Megacities</li> <li>● Urbanisation</li> <li>● Infrastructure,</li> <li>● Demography,</li> <li>● Economic</li> <li>● Diversification,</li> <li>● Environmental</li> <li>● Sustainability,</li> <li>● Governance,</li> <li>● Smart Cities,</li> <li>● Urban</li> <li>● Planning,</li> <li>● Policy</li> <li>● making,</li> <li>● Technology</li> <li>● Innovation</li> </ul>	<b>Why this? Why now?</b> Exploring the topic of megacities allows students to connect with contemporary global issues affecting millions of people worldwide. As the world becomes increasingly urbanized, understanding the dynamics of megacities becomes essential for future global citizens. This unit aims to address current and relevant challenges while fostering responsible and informed attitudes towards urban living and sustainability.	<b>Resources:</b> Presentations, workbooks and internet resourced.
<b>Aims:</b> <ul style="list-style-type: none"> <li>● To explore the definition, growth, and global spread of megacities.</li> </ul>		<b>Assessment:</b> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.	<b>Assessment questions:</b>

<ul style="list-style-type: none"> <li>• To understand the economic opportunities and infrastructure challenges present in megacities.</li> <li>• To investigate the social, cultural, and environmental impacts of high-density urbanisation.</li> <li>• To examine governance, technology, and strategic planning in the management of megacities.</li> </ul>		<u>Curriculum links:</u> Sketching, landscape features, extended writing
		<u>Future Links:</u> Physical and human interactions

	<b>Learning Objective By the end of the lesson students will be able...</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	To understand what a megacity is and identify megacities globally	Introduction to megacities, their characteristics, population thresholds, and mapping exercise of major global megacities.	Students will be able to define a megacity and identify major global megacities alongside understanding population criteria.
2	To explore the population trends in megacities	Analyse population growth trends using data graphs; discuss factors such as migration and natural increase.	Students will understand demographic changes, the factors driving these trends in megacities, and will be able to interpret population growth graphs.
3	To investigate economic opportunities in megacities	Explore various economic sectors thriving in megacities, including technology, finance, and service industries through case studies.	Students will learn about different economic sectors flourishing in megacities and the role of globalisation in economic diversification.
4	To explore challenges related to infrastructure in megacities	Detailed discussion on transportation systems, waste management challenges, and housing shortages using case examples.	Students will gain insights into the complexities of infrastructure management in large urban environments.
5	To understand social and cultural	Investigate the cultural and social dynamics, migration patterns, and impacts on community life through documentaries and interviews.	Students will become aware of cultural diversity, migration impacts, and community life in megacities.

	diversity in megacities		
<b>KNOWLEDGE CHECK – GEO FOLDER</b>			
6	To understand governance and policy-making in megacities	Explore urban governance models, policy responses to urban challenges, and the role of local and national governments.	Students will learn about different strategies in urban governance and policy-making that address specific challenges of megacities.
7	To look at technological solutions to megacity problems	Investigate technological innovations in urban planning, smart cities concepts, and sustainable urban management practices.	Students will understand how modern technology and innovations are addressing issues like traffic management and energy efficiency in megacities.
8	To explore case studies of successful megacity management	Analyze specific examples of successful urban management in cities like Tokyo and New York, focusing on particular urban policies.	Students will gain insights into successful strategies, policies, and practical solutions for managing the complex dynamics of megacities.
9 + 1 0	To reflect on learning, assess skills development and feedback for improvement. To raise awareness of careers in this area	Review and reflection session using peer feedback and self-assessment to evaluate progression in geographical skills.  Career focus	Ability to self-assess geographical skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Geographical skills</b> <i>Introduction to Geography</i> <i>Locating places</i> <i>GIS</i> <i>Knowledge check</i>	<b>Geographical skills</b> <i>Mapping</i> <i>Contours</i> <i>End of term assessment</i>	<b>Megacities</b> <i>Characters of megacities</i> <i>Population Growth</i> <i>Jobs</i> <i>Infrastructure</i> <i>Diversity</i>	<b>Megacities</b> <i>Opportunities</i> <i>Jobs</i> <i>Challenges and policy</i> <i>Management</i> <i>End of term assessment</i>	<b>Rivers</b> <i>Stages</i> <i>Landforms</i> <i>Processes</i> <i>Movement</i> <i>Knowledge check</i>	<b>Rivers</b> <i>Water cycle</i> <i>Human Impact</i> <i>Conservation</i> <i>Local river case study</i> <i>End of term assessment</i>

Geography	Year 7	10 lessons	Rivers
<u>National Curriculum Links:</u> <ul style="list-style-type: none"> <li>● <b>Geographical Knowledge and Skills:</b> Understanding landforms and processes; human geography including land use, economic activity, and sustainability; as well as using maps, fieldwork, and other data.</li> <li>● <b>Science:</b> Links to the water cycle and human impact on environments.</li> </ul>		<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>● Source</li> <li>● Mouth,</li> <li>● Tributary,</li> <li>● Confluence,</li> <li>● Watershed</li> <li>● Erosion</li> <li>● Deposition</li> <li>● Transportation</li> <li>● Meander</li> <li>● Oxbow Lake</li> <li>● Delta</li> <li>● Levee</li> <li>● Drainage Basin</li> <li>● Water Cycle</li> <li>● River Management</li> </ul>	<u>Why this? Why now?</u> Studying rivers at Year 7 allows students to explore fundamental geographical features directly linked to their environment, addressing both physical and human aspects of geography. It sets a basis for more complex geographical themes and promotes awareness of environmental issues, linking directly to sustainability topics later in their educational journey.
			<u>Resources:</u> Presentations, workbooks and internet resourced.
			<u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.
<u>Aims:</u> <ul style="list-style-type: none"> <li>● To develop an understanding of the physical features and processes of rivers.</li> <li>● To explore human interaction with river environments.</li> <li>● To foster geographical inquiry and skills through the study of local river case studies.</li> </ul>			<u>Assessment questions:</u>
			<u>Curriculum links:</u> Landforms Water cycle Human use and activity

Future Links:  
Physical and human interactions

	<b>Learning Objective By the end of the lesson the students will be able...</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	To understand the basic concepts related to rivers	Introduction to rivers, their importance, and terminologies.	Definitions of source, mouth, tributary, confluence, and watershed.
2	Explain the stages of a river	Detailed study of river courses—upper, middle, and lower courses.	Characteristics and processes like erosion and transportation in each river stage.
3	Identify river landforms	Examining river landforms using visual aids and diagrams.	Ability to identify and describe features such as meanders, oxbow lakes, deltas, and levees.
4	Understand the river drainage basin	Exploration of a river's drainage basin and its components.	Components such as the drainage basin, catchment area, and drainage divide.
5	Examine physical processes influencing rivers	Deep dive into erosion, transportation, and deposition along rivers.	Erosion types (abrasion, hydraulic action), transportation, and deposition details.
<b>KNOWLEDGE CHECK – GEO FOLDER</b>			
6	Learn about the water cycle related to rivers.	Discussion on rivers' interaction with the global water cycle.	Interactions between precipitation, evaporation, and condensation in river environments.
7	Analyse the human impact on rivers	Explore human activities' impact on rivers through case studies.	Effects of agriculture, urbanisation, and industrial activities on river ecosystems.
8	Study of river management and conservation	Learning methods and policies for river management and conservation.	Knowledge of flood defences, sustainable water management

			practices, and river restoration projects.
9	Investigative study: Local River Case Study	Applying learned concepts to a study of a local river, including field work.	Application of river study concepts to understand local river systems and human impacts. Reinforcement of river knowledge and development of presentation and discussion skills.
10	To reflect on learning, assess skills development and feedback for improvement. To raise awareness of careers in this area.	Review and reflection session using peer feedback and self-assessment to evaluate progression in river processes. Career focus	Ability to self-assess geographical skills and understand areas for improvement.

# Year 8

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Ecosystems</b> <i>Ecosystems</i> <i>Types of ecosystems</i> <i>Biotic and abiotic</i> <i>Rainforest</i> <i>Desert</i> <i>Knowledge check</i>	<b>Ecosystems</b> <i>Polar</i> <i>Aquatic</i> <i>Threats</i> <i>Conservation</i> <i>End of Unit assessment</i>	<b>Middle East</b> <i>Countries</i> <i>Physical features</i> <i>Climate</i> <i>Natural resources</i> Knowledge Check	<b>Middle East</b> <i>Urbanisation</i> <i>Water scarcity</i> <i>Cultural diversity</i> <i>Compare with other regions</i> <i>End of Unit assessment</i>	<b>Weather and climate</b> <i>Weather and climate</i> Influences Climate zones Water cycle and climate Forecasting <i>Knowledge check</i>	<b>Weather and climate</b> <i>Flood causation</i> <i>Flood management</i> <i>Flooding in LIC</i> <i>End of term assessment</i>

Geography	Year 8	16 lessons	Ecosystems and Biomes
<u>National Curriculum Links:</u>  Understand how human and physical processes interact to influence and change landscapes, environments and the climate.  How human activity relies on effective functioning of natural systems.		<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>Ecosystem</li> <li>biome,</li> <li>biodiversity,</li> <li>abiotic, biotic</li> <li>conservation,</li> <li>sustainability,</li> <li>interdependence,</li> <li>food chain,</li> <li>food web,</li> <li>ecosystem</li> <li>deforestation</li> </ul>	<u>Why this? Why now?</u>  Studying ecosystems and biomes at Year 8 allows students to develop an understanding of environmental science early in their geography education, which is crucial in the context of global climate change and increasing environmental challenges. This foundational knowledge helps students appreciate the interdependence of natural systems and human societies, fostering responsible attitudes toward environmental stewardship.
			<u>Resources:</u>  Presentations, workbooks and internet resourced.
			<u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.
			<u>Assessment questions:</u>
<u>Aims:</u> <ul style="list-style-type: none"> <li>To understand the characteristics and complexities of different biomes and ecosystems.</li> <li>To explore the interactions between biotic and abiotic components within ecosystems.</li> <li>To evaluate human impacts on ecosystems and discuss sustainable practices.</li> </ul>			<u>Curriculum links:</u> Human use and activity Landscapes Biomes

		<u>Future Links:</u> Physical and human interactions
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	<b>Learning Objective By the end of the lesson students will be able to...</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	Understand what an ecosystem is	Introduction to ecosystems and their locations within the world. A starter activity would briefly explore last year's learning in regard to location, lines of longitude and latitude, compass points. Focus on why these places look different and what are the various features of each ecosystem.	Definition of ecosystems, their importance, and components
2	Identify different types of ecosystems	Exploring various global ecosystems through an interactive map. Students will use an atlas to identify the various locations and the different types and features of each ecosystem. This lesson builds upon last weeks lesson.	Characteristics of different ecosystems (forest, desert, aquatic)
3	Understand biotic and abiotic factors	Group activity sorting biotic and abiotic elements. Students will discover the difference between abiotic and biotic factors and how they interact with each other to form a biome.	Definitions and examples of biotic and abiotic factors
4 + 5	Explore the tropical rainforest biome	Presentation on rainforests followed by a worksheet. Students will use IT to explore the importance of the TRF to humans to create a short presentation.	Climate, biodiversity, and importance of rainforests
6 + 7	Investigate the desert biome	Watch a documentary on desert life and discuss survival strategies. Students will explore who animals and flora have adapted to living in extreme conditions encountered in the desert. This lesson uses planet earth – desert available on you tube.	Climate, adaptations, and challenges of desert ecosystems
<b>KNOWLEDGE CHECK – GEO FOLDER</b>			
8 + 9	Study the tundra and polar biome	Students will explore tourism in the arctic circle – how humans can explore sustainably without disturbing local life. Students will also assess the effectiveness of the arctic treaties.	Climate features, flora, and fauna of tundra; human impact

1 0 + 1 1	Explore aquatic ecosystems	Investigation of freshwater vs marine ecosystems. Using the Florida everglades students will determine the key differences in aquatic and marine ecosystems and how humans can adapt to the challenges posed by these areas.	Differences between freshwater and marine ecosystems; key species
1 2	Study of interdependence in an ecosystem	Creating food chains and webs in groups. Highlights why the chain is so important to a healthy ecosystem, with one missing component the whole chain falls apart. How would this impact our own local biome?	Food chains, food webs, and energy flow in ecosystems
1 3 + 1 4	Examine threats to ecosystems and conservation	Using case studies, students will explore the current threats to the various ecosystems (flora and fauna). Human impact as well as natural impacts will be explored to debate how much of the threats are human related. Students will then look at how these threats can be mitigated.	Major threats to ecosystems and global conservation strategies
1 5 + 1 6	To reflect on learning, assess skills development and feedback for improvement. To raise awareness of careers in this area	Review and reflection session using peer feedback and self-assessment to evaluate progression in river processes. Career focus	Ability to self-assess geographical skills and understand areas for improvement.

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Ecosystems</b> <i>Ecosystems</i> <i>Types of ecosystems</i> <i>Biotic and abiotic</i> <i>Rainforest</i> <i>Desert</i> <i>Knowledge check</i>	<b>Ecosystems</b> <i>Polar</i> <i>Aquatic</i> <i>Threats</i> <i>Conservation</i> <i>End of Unit assessment</i>	<b>Middle East</b> <i>Countries</i> <i>Physical features</i> <i>Climate</i> <i>Natural resources</i> <i>Knowledge check</i>	<b>Middle East</b> <i>Urbanisation</i> <i>Water scarcity</i> <i>Cultural diversity</i> <i>Compare with other regions</i> <i>End of unit assessment</i>	<b>Weather and climate</b> <i>Weather and climate</i> <i>Influences</i> <i>Climate zones</i> <i>Water cycle and climate</i> <i>Forecasting</i> <i>Knowledge check</i>	<b>Weather and climate</b> <i>Flood causation</i> <i>Flood management</i> <i>Flooding in LIC</i> <i>End of term assessment</i>

Geography	Year 8	10 lessons	Middle East
<b>National Curriculum Links:</b>  Pupils should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.  Understand geographical similarities, differences and links between places through the study of human and physical geography of a region.		<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• Arid</li> <li>• Semi-arid,</li> <li>• Mediterranean climate,</li> <li>• Urbanisation,</li> <li>• Desalination,</li> <li>• Topography,</li> <li>• Resource</li> <li>• extraction,</li> <li>• Water scarcity,</li> <li>• Cultural geography</li> </ul>	<b>Why this? Why now?</b> <ul style="list-style-type: none"> <li>• The Middle East is a region of significant global importance due to its geopolitical significance and rich cultural history. Understanding this region is crucial for comprehending contemporary global issues like resource management, political conflicts, and cultural exchanges.</li> <li>• Exploring this topic will provide students with the opportunity to understand the complexities of a region that plays a vital role in global economics and politics.</li> </ul>
			<b>Resources:</b> Presentations, workbooks and internet resourced.
			<b>Assessment:</b> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.
<b>Aims:</b> <ul style="list-style-type: none"> <li>• To provide students with a comprehensive understanding of the physical and human geography of the Middle East.</li> <li>• To enhance students' ability to analyse and evaluate the interaction between human activities and the environment.</li> <li>• To develop geographical skills and methods through practical activities and critical thinking.</li> </ul>			<b>Assessment questions:</b>
			<b>Curriculum links:</b> Human use and activity Landscapes Links between regions

Future Links:  
Physical and human interactions

	<b>Learning Objective</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	To identify major countries of the Middle East	Introduction to the Middle East with a map study and discussion, followed by students using an interactive map to locate countries. Worksheet activities on identifying countries.	Names and locations of major Middle Eastern countries.
2	To understand key physical features of the Middle East	Explore major deserts, rivers, and mountains through digital resources and group activities. Students summarise how these features influence human activity.	Key physical features including the Arabian Desert, the Tigris and Euphrates rivers, and the Zagros Mountains.
3	To explore climate zones across the Middle East	Climate zones investigation using climate maps. Documentary viewing and interactive quiz to consolidate understanding.	Understanding of different climate zones like arid, semi-arid, and Mediterranean climates.
4	To learn about natural resources in the Middle East	Presentation and discussion on the Middle East's resources focusing on oil, gas, and minerals. Students engage in a group discussion on the implications of resource wealth.	Knowledge of major natural resources, particularly oil and gas, and their geographic impacts.
5	To examine the human impact on Middle Eastern environments	Case studies and role-play exercises on human impacts such as farming, urbanisation, and industrialisation. Creation of visual aids to demonstrate changes.	Impact of human activities on the region's environments and natural landscapes.
<b>KNOWLEDGE CHECK – GEO FOLDER</b>			
6	To analyse population distribution and urbanisation	Investigating population trends and urban development using data sets and map analysis, discussion on migration and economic opportunities.	Major urban centres and factors influencing urban growth and demographic changes.
7	To understand water scarcity and management in the Middle East	Discussion groups and case study analysis on water scarcity followed by design solutions for water management. Interactive model-building for water conservation strategies.	Issues and strategies around water scarcity, including technological and traditional methods of water management.

8	To study cultural and historical impacts on the geography	Timeline activities and multimedia presentations to understand the historical and cultural evolution of landscapes. Group discussions on the impact of history on current geographical borders.	Impact of historical events and cultural practices on geographical and political landscapes.
9	To compare and contrast the Middle East with other regions	Comparative analysis with regions such as Central Asia or North Africa. Students prepare presentations on key differences and similarities in geography and culture.	Comparative understanding of geographical characteristics between different regions, fostering a global perspective.
10	To review and apply knowledge	Students synthesise their learning in a written assignment. Review and reflection session using peer feedback and self-assessment to evaluate progression in river processes. Career focus	Consolidation of geographical knowledge of the Middle East, skills in summarisation and knowledge application.

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Ecosystems</b> <i>Ecosystems</i> <i>Types of ecosystems</i> <i>Biotic and abiotic</i> <i>Rainforest</i> <i>Desert</i> <i>Knowledge check</i>	<b>Ecosystems</b> <i>Polar</i> <i>Aquatic</i> <i>Threats</i> <i>Conservation</i> <i>End of Unit assessment</i>	<b>Middle East</b> <i>Countries</i> <i>Physical features</i> <i>Climate</i> <i>Natural resources</i>	<b>Middle East</b> <i>Urbanisation</i> <i>Water scarcity</i> <i>Cultural diversity</i> <i>Compare with other regions</i>	<b>Weather and climate</b> <i>Weather and climate</i> <i>Influences</i> <i>Climate zones</i> <i>Water cycle and climate</i> <i>Forecasting</i> <i>Knowledge check</i>	<b>Weather and climate</b> <i>Flood causation</i> <i>Flood management</i> <i>Flooding in LIC</i> <i>End of term assessment</i>

Geography	Year 8	10 lessons	Weather and Climate
<b>National Curriculum Links:</b> <ul style="list-style-type: none"> <li>● <b>Geographical Skills and Fieldwork:</b> Utilize maps, atlases, and digital mapping to view and interpret different data; use secondary sources such as weather charts and satellite images.</li> <li>● <b>Physical Geography:</b> Understand key aspects of climate zones, biomes, and</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>● Weather,</li> <li>● Climate,</li> <li>● Latitude,</li> <li>● Altitude,</li> <li>● Climate Zones,</li> <li>● Greenhouse Gases,</li> </ul>	<b>Why this? Why now?</b> <p>The study of climate and weather is crucial due to the ongoing global impact of climate change and the importance of understanding environmental issues from a young age. Building awareness helps foster responsible attitudes as consumers and citizens.</p> <p>This unit responds to contemporary events such as extreme weather conditions and international efforts to tackle climate change, making geography relevant and urgent to students.</p>	

<p>vegetation belts, weather and climate, and the water cycle.</p> <ul style="list-style-type: none"> <li>● <b>Human and Physical Geography:</b> Analyze human impact on climate and environment, and understand the interaction between humans and the processes of weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>● Meteorology,</li> <li>● Evaporation,</li> <li>● Condensation,</li> <li>● Precipitation</li> </ul>	<p><u>Resources:</u> Presentations, workbooks and internet resourced.</p>
<p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>● To develop in students an understanding of the difference between weather and climate.</li> <li>● To explore factors that influence weather and climate including human activities.</li> <li>● To facilitate insights into the significance of weather forecasting and the impact of climate change.</li> <li>● To improve geographical skills through using different resources and technologies for locating and collecting data.</li> </ul>		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p>
		<p><u>Curriculum links:</u> Human use and activity Landscapes Links between regions</p>
		<p><u>Future Links:</u> Physical and human interactions</p>

	<b>Learning Objective By the end of the lesson students will be able to...</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	Understand the difference between weather and climate	Introduce the topic with a short video about weather and climate. Students will then engage in a class discussion to differentiate between daily weather patterns and long-term climate averages. Worksheet activities to reinforce concepts.	Definition of weather and climate; understanding that weather is daily and climate is averaged over long periods.
2	Identify factors influencing	Start with a presentation on natural factors affecting climate such as latitude and altitude. Interactive class activity plotting these factors on world maps followed by a Q&A session.	Knowledge of how natural factors like latitude, terrain, and proximity to

	weather and climate		oceans influence weather and climate patterns.
3	Learn about global climate zones	A video explanation of various climate zones followed by students working in groups to create posters of each climate zone, highlighting key characteristics. Wrap up with a class presentation of these posters.	Ability to identify and describe major climate zones such as tropical, arid, temperate, and polar.
4	Investigate the water cycle and its impact on climate	Explanation of the water cycle with diagrams followed by a lab experiment to simulate the water cycle. Students will discuss in small groups how these processes affect local and global climates.	Understanding of evaporation, condensation, precipitation, and collection in the context of the climate.
5	Explore how weather is forecasted	Introduction with a guest meteorologist (if possible), then students will use online tools to interpret weather data and create their own simple forecasts. Discussion on the accuracy of forecasts and the technology used.	Insight into meteorological tools like barometers, anemometers, and satellites and their role in forecasting.
		<b>KNOWLEDGE CHECK</b>	
6	Examine the effects of climate change	Watch a documentary on climate change, followed by facilitated group discussions focusing on causes like greenhouse gases. Students will then engage in role-play activities simulating international climate change negotiations.	Awareness of the causes of climate change such as greenhouse gases and their effects on global climates.
7	Explore human impact on climate	Students will investigate human activities impacting climate through case studies, followed by creating presentations on their findings. Discussion on potential mitigation strategies in everyday life.	Knowledge of human-induced changes in climate through urbanization, deforestation, and pollution.
8	Understand seasonal changes	Classroom lecture on the Earth's movements and how they affect seasons, followed by hands-on activities creating models of the Earth-Sun relationship. Discussion on how these changes impact local weather.	Understanding of the Earth's tilt and orbit around the Sun causing seasons.
9	Study extreme weather conditions	Introduction to extreme weather conditions through an interactive online module, followed by student presentations on the economic and environmental impacts of these events.	Knowledge about the formation, impact, and areas commonly affected by extreme weather conditions like hurricanes and typhoons.
10	Review and assessment	Students will participate in an extended written assessment reviewing all topics covered. Group discussions to recap key points from the assessment followed by a feedback session to assess understanding and clarify any misconceptions.	Reinforcement of all the key knowledge points covered in previous lessons.

## Year 9

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Earth</b> <i>Layers</i> <i>Plates</i> <i>Boundaries</i> <i>Earthquake</i> <i>Impact</i> <i>Safety</i> <i>Knowledge Check</i>	<b>Earth</b> <i>Volcanoes</i> <i>Distribution</i> <i>Impacts</i> <i>Mitigation</i> <i>Cast study</i> <i>End of unit assessment</i>	<b>Superpowers</b> <i>What is a superpower</i> <i>History</i> <i>Current</i> <i>BRICS</i> <i>KC</i>	<b>BRICS vs Superpowers</b> <i>Political</i> <i>Cultural</i> <i>Economic</i> <i>Future of superpowers</i> <i>End of unit assessment</i>	<b>Tourism</b> <i>Types of tourism</i> <i>Factors affecting tourism</i> <i>Global distribution</i> <i>Economic impact</i> <i>KC</i>	<b>Tourism</b> <i>Social and Cultural impacts</i> <i>Environmental</i> <i>National parks</i> <i>Tourism management</i> <i>End of unit assessment</i>

Geography	Year 9	16 lessons	Earth
<b>National Curriculum Links:</b> <ul style="list-style-type: none"> <li>Physical geography relating to geological timescales and plate tectonics.</li> <li>Human geography in relation to how physical geography affects human activity, including the management of natural hazards.</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>Tectonic Plates</li> <li>Earthquake</li> <li>Volcano</li> <li>Mantle</li> <li>Crust</li> <li>Core</li> <li>Richter scale</li> <li>Seismograph</li> <li>Epicentre</li> <li>Magma</li> <li>Lava</li> <li>Pyroclastic flow</li> </ul>	<b>Why this? Why now?</b> This unit is pertinent for Year 9 students to understand Earth sciences in preparation for GCSE subjects. It instills a deeper understanding of environmental impacts and geographical phenomena, which are essential for informed and responsible citizenship in a globally connected and environmentally sensitive world.	
		<b>Resources:</b> Presentations, workbooks and internet resourced.	
<b>Aims:</b> <ul style="list-style-type: none"> <li>To understand the structure of the Earth and the composition of its core, mantle, and crust.</li> </ul>		<b>Assessment:</b> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.	
		<b>Assessment questions:</b>	

<ul style="list-style-type: none"> <li>To explore the causes and effects of tectonic movements resulting in earthquakes and volcanic activities.</li> <li>To evaluate the impact of these natural phenomena on human civilizations and geographical landscapes.</li> </ul>	<p><u>Curriculum links:</u> Human use and activity Landscapes Links between regions</p>
	<p><u>Future Links:</u> Physical and human interactions</p>

	<b>Learning Objective</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	Introduction to Earth's layers	Students will watch a video about Earth's structure, followed by a diagram labelling activity. Questions include, "What are the main differences between the crust, mantle, and core?"	Understand the different layers of the Earth and their properties.
2	Defining tectonic plates	Introduction to tectonic plates through a PowerPoint presentation, then identify plates on a world map using an interactive quiz. Questions include, "What is the biggest tectonic plate?"	Identify the major and minor tectonic plates on a world map.
3	Understanding plate boundaries	Learn about plate boundaries via a group discussion, followed by a matching activity for types of boundaries. Questions include, "What happens at a transform boundary?"	Describe the three types of plate boundaries and their characteristics.
4	Introduction to earthquakes	Explanation of how earthquakes occur with a simulation game. Discussion on the focus and epicentre of an earthquake. Questions include, "How does energy release cause earthquakes?"	Explain how earthquakes are caused by the movement of tectonic plates.
5	Measuring earthquakes	Students will engage in a hands-on activity using seismographs and then calculate earthquake magnitudes. Questions include, "How does the Richter scale measure earthquakes?"	Learn how earthquakes are measured using the Richter scale.
<b>KNOWLEDGE CHECK – GEO FOLDER</b>			
6	Earthquake impact	Analyze case studies of earthquakes affecting landscapes and create posters on their findings. Questions include, "How do earthquakes reshape the landscape?"	Understand the geographical and human impact of earthquakes.
7	Earthquake - Case study Japan	Students will embed their knowledge on the impact of earthquakes using the Honshu earthquake in 2011.	Learn and simulate basic safety procedures for earthquake preparedness.

8	Introduction to volcanoes	Presentation on volcano formation and types, followed by creating models of volcanoes. Questions include, "What role do tectonic plates play in the formation of volcanoes?"	Understand the formation of volcanoes and their relationship with tectonic movement.
9	Types of volcanoes	Classification activity of volcano types using images and videos. Students will complete a chart to summarise their findings. Questions include, "What makes a shield volcano different from a composite volcano?"	Identify and describe types of volcanoes: shield, composite, and cinder cone.
10	Living near a volcano	Investigation of life living beside or near to a volcano - what are the disadvantages and what, if any, are the benefits.	Describe life near to a volcano
<b>Knowledge Check</b>			
11	Distribution of volcanoes globally	Mapping activity on world maps to locate major volcanoes and analysis of patterns. Discussion on why volcanoes form in certain areas. Questions include, "Why are most volcanoes located around the Pacific Ring of Fire?"	Analyse the pattern of volcano distribution in relation to tectonic plates.
12	Impacts of volcanic activity	Group presentations on different volcanic eruptions and their impacts on environment and societies. Questions include, "What are some long-term impacts of volcanic eruptions?"	Evaluate how volcanic eruptions can affect the environment and societies.
13	Mitigating risks from volcanic eruptions	Discussion and research activity on technologies used to predict volcanic eruptions and methods of risk mitigation. Questions include, "How do scientists predict volcanic eruptions?"	Explore methods used to predict volcanic eruptions and discuss risk mitigation strategies.
14	Case study of a historic earthquake	Examination of a significant historical earthquake through multimedia presentations and analysis worksheets. Questions include, "What were the primary and secondary effects of this earthquake?"	Analyse the causes and effects of a specific historic earthquake, incorporating case study data.
15	Case study of a significant volcanic eruption	Investigative work on a major volcanic eruption, exploring its impacts through a virtual field trip and group discussion. Questions include, "How did this eruption change the local ecosystem?"	Evaluate the short and long-term impacts of a historic volcanic eruption.
16	Review and assessment	Students will participate in an extended written assessment reviewing all topics covered. Group discussions to recap key points from the assessment followed by a feedback session to assess understanding and clarify any misconceptions.	Reinforcement of all the key knowledge points covered in previous lessons.

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Earth</b> Layers Plates Boundaries Earthquake Impact Safety Knowledge Check	<b>Earth</b> Volcanoes Distribution Impacts Mitigation Cast study End of unit assessment	<b>Superpowers</b> What is a superpower History Current BRICS KC	<b>BRICS vs Superpowers</b> Political Cultural Economic Future of superpowers End of unit assessment	<b>Tourism</b> Types of tourism Factors affecting tourism Global distribution Economic impact KC	<b>Tourism</b> Social and Cultural impacts Environmental National parks Tourism management End of unit assessment

Geography	Year 9	10 lessons	Superpowers and BRICS
<b>National Curriculum Links:</b> <ul style="list-style-type: none"> <li>● <b>Geographical skills and fieldwork:</b> Understand, use and apply geographical skills and techniques.</li> <li>● <b>Human and physical geography:</b> Understand the interaction between physical and human processes and how this affects landscapes and environments.</li> </ul>		<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>● Superpower, BRICS, Global Influence, Economic Impact, Political Strategies, Cultural Exports, Geopolitics, Sustainability, Development</li> </ul>	<b>Why this? Why now?</b> <ul style="list-style-type: none"> <li>● Understanding the impact and role of superpower countries and BRICS nations is crucial in comprehending current global issues and international relations.</li> <li>● This unit will enhance students' awareness of global economic patterns, cultural influences, and political strategies, which are pertinent given the ongoing shifts in global power dynamics.</li> </ul>
			<b>Resources:</b>  Presentations, workbooks and internet resourced.
			<b>Assessment:</b> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.
<b>Aims:</b> <ul style="list-style-type: none"> <li>● To explore the concept and characteristics of superpower countries and the emerging influence of BRICS nations.</li> </ul>			<b>Assessment questions:</b>

<ul style="list-style-type: none"> <li>To compare and analyse the geopolitical and economic roles of these countries in the contemporary world.</li> <li>To predict potential future developments in global dynamics involving these nations.</li> </ul>		<u>Curriculum links:</u> Human use and activity Landscapes Links between regions
		<u>Future Links:</u> Physical and human interactions

	Learning Objective By the end of the lesson students will be able to...	Lesson content	Learning outcomes
1	Understand what a superpower is	Introduction to the concept of superpowers and their characteristics through a PowerPoint presentation. Students will then engage in group discussions to list current superpowers and their understanding of them.	Definition and characteristics of superpowers
2	Explore the historical context of superpowers	Discussing the rise and influence of superpowers in the 20th century using a timeline activity. Students will create timelines in groups and present them to the class, focusing on key events.	Historical background of superpower countries
3	Identify the current global superpowers and their influence	Examination of current superpowers and their role in global politics through case studies and a map activity to identify their geographic influence and global alliances.	Knowledge of current superpowers and their areas of influence
4	Introduce the BRICS nations	Introduction to BRICS countries and reasons for their group formation through a lecture followed by a short video documentary. Students will answer quiz questions to assess understanding.	Understanding of what BRICS is and which countries are involved
5	Analyse the economic impact of BRICS	Exploring how BRICS countries impact the global economy through a data analysis activity. Students will work with economic data charts and predict future trends.	Economic contributions of BRICS to the world economy
		KNOWLEDGE CHECK	

6	Compare superpowers with BRICS countries	Comparing the influence and capabilities of superpowers and BRICS nations through a Venn Diagram activity. Students will discuss their findings in small groups.	Differences and similarities between superpowers and BRICS countries
7	Discuss the political influence of superpowers	Exploring how superpowers exert political influence globally with the help of case studies. Students will simulate a United Nations session to understand these dynamics better.	Understanding of political strategies used by superpowers
8	Examine the cultural impact of superpowers	Discussion on cultural exports of superpower nations using examples such as movies, music, and food. Students will engage in a cultural fair where they present on different aspects of cultural influence.	Insights into how superpowers influence global culture
9	Predict the future of superpowers and BRICS	Speculating future developments for superpowers and BRICS using a debate format where students argue based on provided scenarios. Summary group discussions to reflect on the robustness of each argument.	Predictions on the shifting dynamics of superpower and BRICS influence
10	Reflect on the role of superpowers and BRICS in global peace	Debating the impact of these countries on global peace and security through a role-play activity and reflection session. Students will write essays on their perspectives to conclude.	Insights into the peacekeeping and conflict roles of these nations

Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Earth</b> Layers Plates Boundaries Earthquake Impact Safety Knowledge Check	<b>Earth</b> Volcanoes Distribution Impacts Mitigation Cast study End of unit assessment	<b>Superpowers</b> What is a superpower History Current BRICS KC	<b>BRICS vs Superpowers</b> Political Cultural Economic Future of superpowers End of unit assessment	<b>Tourism</b> Types of tourism Factors affecting tourism Global distribution Economic impact KC	<b>Tourism</b> Social and Cultural impacts Environmental National parks Tourism management End of unit assessment

Geography	Year 9	10 lessons	Superpowers and BRICS
<b>National Curriculum Links:</b> This unit explores elements from the Geography curriculum, particularly focusing on human geography, economic activities, and their impacts on the environment. Through a detailed examination of tourism, students will critique its		<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>Tourism, eco-tourism, sustainability, economic impact, cultural impacts,</li> </ul>	<b>Why this? Why now?</b> Given the growing influence of tourism globally, understanding this sector's role in shaping economies, cultures, and environments is crucial for today's students. The lessons are designed to foster responsible and informed perspectives on global interconnectivity and sustainability.

<p>social, economic, and environmental dimensions, learning to appreciate both its benefits and complexities.</p>	<p>environmental impacts, conservation, national parks, resource management.</p>	<p><u>Resources:</u> Presentations, workbooks and internet resourced.</p>
<p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>● To provide an in-depth understanding of the tourism industry's scope, including its types, impacts, and management strategies.</li> <li>● Students will engage critically with real-world issues and develop insights into sustainable practices within tourism.</li> </ul>		<p><u>Assessment:</u> End of topic assessment to be completed and marked. Upgrade to follow. See department marking policy.</p>
		<p><u>Assessment questions:</u></p>
		<p><u>Curriculum links:</u> Human use and activity Landscapes Links between regions</p>
		<p><u>Future Links:</u> Physical and human interactions</p>

	<b>Learning Objective</b>	<b>Lesson content</b>	<b>Learning outcomes</b>
1	Understanding the nature of tourism	Introduction to tourism with activities like brainstorming definitions and discussing tourism's global relevance through videos and group discussions.	Definitions of tourism, its importance, and economic impact globally and locally.
2	Types of tourism	Explore different types of tourism such as leisure, adventure, and eco-tourism through case study comparisons and role-playing different tourism scenarios.	Different types of tourism and their characteristics.
3	Factors affecting tourism	Examine physical, economic, and human factors affecting tourism through interactive maps and economic data analysis. Pupils will discuss how these factors influence tourism choices.	Factors that influence tourism including climate, accessibility, and attractions.

4	Global distribution of tourism	Analyze global tourism patterns with the aid of GIS software and discuss the socio-economic reasons for these patterns using group presentations.	Understanding of global tourism patterns and their socio-economic reasons.
5	Economic impact of tourism	Investigate tourism's economic impacts with a focus on specific countries, using statistical analysis and expert guest lectures. Pupils will prepare short presentations on their findings.	Economic effects of tourism including job creation and infrastructure development.
		KNOWLEDGE CHECK	
6	Social and cultural impacts of tourism	Delve into the social and cultural implications of tourism through documentary viewings and class debates on the positive and negative impacts.	Social and cultural effects of tourism, both positive and negative.
7	Environmental impacts of tourism	Discuss sustainability and the environmental impacts of tourism through case studies and explorations of green tourism practices in workshop settings.	Environmental consequences of tourism and the concept of sustainable tourism.
8	Tourism in national parks	Examine the role of national parks in tourism focusing on conservation and visitor management through field trips and expert talks.	Role of national parks in tourism, conservation efforts, and the balance between tourism and environmental preservation.
9	Managing tourism	Study various sustainable tourism management strategies through simulations and planning exercises. Students will create management plans for hypothetical destinations.	Different strategies for managing tourism sustainably.
10	Case study on a tourist destination	Undertake an in-depth case study of a major tourist destination to understand its tourism dynamics, management and marketing. Pupils will analyze data and prepare a comprehensive report.	Detailed understanding of how tourism functions and is managed in a specific locale.