

1c. Curriculum Overview: Geography



Year 7 Geography			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS 2/3 NC	<p><u>How do physical processes and human interactions shape the UK?</u></p> <p><u>Title</u> What is your place in the Wider World?</p> <p><u>What are the students learning?</u> - Continents and oceans - Latitude and longitude - Physical/ human/ environmental geography of Widnes</p> <p><u>What are the key standardised assessments?</u> Baseline Assessment 1) How do we use longitude and latitude? <i>Sub topic Summative A</i> <i>Sub topic Summative B</i> 2) What is Widnes doing to become more sustainable? Summative assessment of our place in the world</p> <p><u>Title</u> How does river water shape our land?</p> <p><u>What are the students learning?</u> - Physical processes - What is a landscape - Landscapes through maps - River long profile - River landforms - River management</p>	<p><u>How do physical processes and human interactions shape the UK?</u></p> <p><u>Title</u> How does sea water shape our land?</p> <p><u>What are the students learning?</u> - Coastal landforms - Coastal management - Map skills through coasts</p> <p><u>What are the key standardised assessments?</u> 1) Explain the formation of a headland and bay (6 marks) <i>Map Skills</i> <i>Subtopic Summative B</i></p> <p><u>Title</u> How has ice shaped our land?</p> <p><u>What are the students learning?</u> - Glacial landforms - Maps through glaciation - Tourism in glacial areas</p> <p><u>What are the key standardised assessments?</u> 1) Using the map describe the extent of the last ice age and give reasons for ice ages <i>Map Skills</i> Summative assessment of physical landscapes</p>	<p><u>How do physical processes and human interactions shape the UK?</u></p> <p><u>Title</u> How is our population changing?</p> <p><u>What are the students learning?</u> - Migration - Distribution - Megacities - The story of Manchester - Sustainable cities - Map skills through urban areas</p> <p><u>What are the key standardised assessments?</u> 1) Using the maps, describe the distribution of population in the UK and give reasons for this (6 marks) <i>Map Skills</i> <i>Subtopic Summative A</i></p> <p><u>Title</u> How does the UK make its money? UK's future?</p> <p><u>What are the students learning?</u> - Global Links - Trade - Economic structure - Level of development</p>

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<p>- Map skills through rivers</p> <p><u>What are the key standardised assessments?</u> 1) Annotate the figure to show why the Lake District National Park is important <i>Subtopic Summative A</i> 2) Describe the formation of a waterfall <i>Map Skills</i> 3) What is the impact of the Thames Barrier on London</p> <p><i>Summative B</i></p> <p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>	<p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>	<p><u>What are the key standardised assessments?</u> 1) Is there a future for farming in the UK?</p> <p>Summative assessment of human interactions</p> <p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>
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Year 8 Geography			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS 2/3 NC	<p><u>The Changing face of Africa</u></p> <p><u>Title</u> The key to unlock Africa</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Perception of Africa - Physical features - Human features - History of Africa <p><u>What are the key standardised assessments?</u> 1) Using the maps describe the population distribution in Africa and give reasons for this</p> <p><i>Subtopic Summative A</i></p> <p><u>Title</u> The physical face of Africa</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Biomes of Africa - Sahara Desert – characteristics/challenges/opportunities - Case study: Nomadic people in the Sahara - Case study: Water crisis in South Africa - <p><u>What are the key standardised assessments?</u></p>	<p><u>The Changing face of Africa</u></p> <p><u>Title</u> The human face of Africa</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Development gap - Comparison of Kenya/UK - Case study: Life in Nairobi - Closing the development Gap through tourism - Case Study: Maasai Tribe - Closing the development gap through fair trade <p><u>What are the key standardised assessments?</u> 1) Describe how quality of life is impacted by development</p> <p>Summative assessment of the Changing Face of Africa</p> <p><u>The Wonders of Asia</u></p> <p><u>Title</u> The key to unlock Asia</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Perception of Asia - Physical features - Human features <p><u>What are the key standardised assessments?</u></p>	<p><u>The Wonders of Asia</u></p> <p><u>Title</u> The physical wonders of Asia</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Biomes of Asia - Tropical rainforest ecosystem - Cold environment ecosystem - Flooding in Bangladesh - Plate tectonics - Case Study: Japan 2011 - <p><u>What are the key standardised assessments?</u> 1) Annotate the image to show the structure of the TRF and vegetation adaptations 2) Explain how plants and animals have adapted to the cold environment <i>Subtopic Summative B</i> 3) Describe and explain the plate boundary that Japan sits on (4 marks)</p> <p><i>Subtopic Summative C</i></p> <p><u>Title</u> The human wonders of Asia</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Urbanisation - Case Study: Dharavi - Population structure - Case study: China



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	<p>1) Explain how plants and animals have adapted to the hot desert environment</p> <p><i>Subtopic Summative B</i></p> <p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>	<p>1) Using the maps describe the population distribution in Africa and give reasons for this</p> <p><i>Subtopic Summative A</i></p> <p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>	<ul style="list-style-type: none">- Growth of economy- TNCs- BRICs <p><u>What are the key standardised assessments?</u></p> <p>1) Using the figure annotate the challenges of living in a squatter settlement <i>Subtopic Summative D</i></p> <p>2) Primark has had a positive impact on Bangladesh do you agree?</p> <p>Summative assessment of The Wonders of Asia</p> <p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>
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Year 9 Geography			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS 2/3/4 NC	<p><u>The wonders of Asia</u></p> <p>Title How od people’s lives compare?</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - The impact of rapid urbanisation in NEE - Strategies to overcome impacts - Life in the coldest settlement in the world - Adaptations in that settlement <p><u>What are the key standardised assessments?</u></p> <p>1). Using the figure annotate the challenges of living in a squatter settlement</p> <p>2). Describe and explain how people have adapted to live in Oymyakon</p> <p><i>Subtopic Summative A</i></p> <p><u>How can we nurture our nature?</u></p> <p>Title What is endangering our environment?</p> <p><u>What are the students learning?</u> How the following issues are negatively impacting on our planet:</p> <ul style="list-style-type: none"> - Climate change 	<p><u>How can we nurture our nature?</u></p> <p>Title What caused the crisis?</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Human and natural causes of climate change - Causes and impacts of food/water and energy insecurity both socially; economically; environmentally and politically. <p><u>What are the key standardised assessments?</u></p> <p>1). Explain how the increasing use of fossil fuels and changes in agriculture may have contributed to global changes in temperature (4 marks) teacher assessed.</p> <p>2). Sub topic B summative</p> <p>Title What can we reverse the risk?</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> - Mitigation and adaptation strategies - food-agribusiness and strategies to reduce food waste - water transfer and reduced leakage - reducing energy demand and renewable sources <p><u>What are the key standardised assessments?</u></p>	<p><u>How can we nurture our nature?</u></p> <p>Title How does the UK compare?</p> <p><u>What are the students learning?</u></p> <ul style="list-style-type: none"> -Kyoto protocol and global variations - Agribusiness v Spanish polytunnels - Renewable energy in UK & Nepal - Water transfer in UK (Kielder) and China (North South water project). <p><u>What are the key standardised assessments?</u></p> <p>1). Explain how micro-hydro power had helped Nepal socially and economically (6 marks) teacher assessed.</p> <p>2). Full summative</p> <p><u>What are the standardised homework?</u> Geography in the news (see homework schedule)</p>



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	<ul style="list-style-type: none">- Food insecurity- Energy insecurity- Water insecurity <p><u>What are the key standardised assessments?</u></p> <p>1). Exam practice-energy in the UK: Pg 69 Question 1-1.5 (8 marks)</p> <p>2). Sub topic A summative</p> <p><u>What are the standardised homework?</u></p> <p>Geography in the news (see homework schedule)</p>	<p>1). 'International agreements are the only way to effectively manage climate change in the future.' Do you agree with this statement? Give reasons for your answer (9 marks) teacher assessed</p> <p><u>What are the standardised homework?</u></p> <p>Geography in the news (see homework schedule)</p>	
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