



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>Title What is your place in the Wider World?</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Continents and oceans- Latitude and longitude- Physical/ human/ environmental geography of Widnes <p>What are the key standardised assessments?</p> <p>Baseline Assessment</p> <p>1) How do we use longitude and latitude? <i>Sub topic Summative A</i> <i>Sub topic Summative B</i></p> <p>2) What is Widnes doing to become more sustainable?</p> <p>Summative assessment of our place in the world</p> <p>Title How does river water shape our land?</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Physical processes- What is a landscape- Landscapes through maps- River long profile- River landforms- River management	<p><u>How do physical processes and human interactions shape the UK?</u></p> <p>Title How does sea water shape our land?</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Coastal landforms- Coastal management- Map skills through coasts <p>What are the key standardised assessments?</p> <p>1) Explain the formation of a headland and bay (6 marks) <i>Map Skills</i> <i>Subtopic Summative B</i></p> <p>Title How has ice shaped our land?</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Glacial landforms- Maps through glaciation- Tourism in glacial areas <p>What are the key standardised assessments?</p> <p>1) Using the map describe the extent of the last ice age and give reasons for ice ages <i>Map Skills</i></p> <p>Summative assessment of physical landscapes</p>	<p><u>How do physical processes and human interactions shape the UK?</u></p> <p>Title How is our population changing?</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Migration- Distribution- Megacities- The story of Manchester- Sustainable cities- Map skills through urban areas <p>What are the key standardised assessments?</p> <p>1) Using the maps, describe the distribution of population in the UK and give reasons for this (6 marks) <i>Map Skills</i></p> <p><i>Subtopic Summative A</i></p> <p>Title How does the UK make its money? UK's future?</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Global Links- Trade- Economic structure- Level of development



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<ul style="list-style-type: none">- Map skills through rivers <p><u>What are the key standardised assessments?</u></p> <p>1) Annotate the figure to show why the Lake District National Park is important <i>Subtopic Summative A</i></p> <p>2) Describe the formation of a waterfall <i>Map Skills</i></p> <p>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></p> <p>Geography in the news (see homework schedule)</p>	<p><u>What are the standardised homework?</u></p> <p>Geography in the news (see homework schedule)</p>	<p><u>What are the key standardised assessments?</u></p> <p>1) Is there a future for farming in the UK? Summative assessment of human interactions</p> <p><u>What are the standardised homework?</u></p> <p>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>Title The key to unlock Africa</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Perception of Africa- Physical features- Human features- History of Africa <p>What are the key standardised assessments?</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>Title The physical face of Africa</p> <p>What are the students learning?</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>What are the key standardised assessments?</p>	<p><u>The Changing face of Africa</u></p> <p>Title The human face of Africa</p> <p>What are the students learning?</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>What are the key standardised assessments?</p> <p>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>Title The key to unlock Asia</p> <p>What are the students learning?</p> <ul style="list-style-type: none">- Perception of Asia- Physical features- Human features	<p><u>The Wonders of Asia</u></p> <p>Title The physical wonders of Asia</p> <p>What are the students learning?</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>What are the key standardised assessments?</p> <p>1) Annotate the image to show the structure of the TRF and vegetation adaptations</p> <p>2) Explain how plants and animals have adapted to the cold environment</p> <p><i>Subtopic Summative B</i></p> <p>3) Describe and explain the plate boundary that Japan sits on (4 marks)</p> <p><i>Subtopic Summative C</i></p> <p>Title The human wonders of Asia</p> <p>What are the students learning?</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</p> <p><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>What are the students learning?</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>What are the key standardised assessments?</p> <ol style="list-style-type: none">1). Using the figure annotate the challenges of living in a squatter settlement2). Describe and explain how people have adapted to live in Oymyakon <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>What are the students learning? 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>What are the students learning?</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>What are the key standardised assessments?</p> <ol style="list-style-type: none">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.2). Sub topic B summative <p>Title What can we reverse the risk?</p> <p>What are the students learning?</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>How can we nurture our nature?</u></p> <p>Title How does the UK compare?</p> <p>What are the students learning?</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>What are the key standardised assessments?</p> <ol style="list-style-type: none">1). Explain how micro-hydro power had helped Nepal socially and economically (6 marks) teacher assessed.2). Full summative <p>What are the standardised homework? 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> 1). Exam practice-energy in the UK: Pg 69 Question 1-1.5 (8 marks) 2). Sub topic A summative</p> <p><u>What are the standardised homework?</u> 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> Geography in the news (see homework schedule)</p>	
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