

# Geography curriculum overview Yr7

<b><u>Term</u></b>	<b><u>Topic and key questions</u></b>	<b><u>Assessment structure</u></b>	<b><u>How parents can help</u></b>
<b><u>Autumn 1</u></b>	<b>Locational knowledge</b> Students begin by looking at our global setting before moving on to identify what the UK is and the countries it includes. We then move on to the UK's physical features and how they affect where we live e.g. why we choose flat areas and avoid hills. Finally, we investigate how different map projections can affect how we see the world.	Students complete a locational knowledge test in lesson	Using an atlas/the internet to show where places in the news are helps to develop locational knowledge. Many students struggle with continents so this is a good starting point. Parents can also encourage students to try the challenges at <a href="http://missquinn.co.uk">missquinn.co.uk</a> , which develop locational knowledge.
<b><u>Autumn 2</u></b>	<b>Map work</b> Students continue to develop their awareness of maps and locational knowledge but on a local scale by using OS maps to learn and practice skills like reading grid references and calculating scales.	Students complete a map work test in lesson	The mapzone website has a useful homework help section if students are having any issues with particular skills. Parents can ask students to explain map skills which reinforces their knowledge of the techniques.
<b><u>Spring 1</u></b>	<b>Tectonics – Earthquakes &amp; Volcanoes</b> Students investigate the structure of the Earth and how it creates natural hazards. They look at examples of recent volcanic eruptions and earthquakes and study the effect that these have had. Finally they study how humans are trying to reduce the impact of these hazards through e.g. building design and preparation. <i>Field trip – The Natural history Museum</i>	Students complete a task from the takeaway homework menu. This work is assessed for knowledge and understanding	Students often remember the human interest and the effects of earthquakes and volcanoes. Parents asking students about the causes of natural events helps them to remember the key geographical concepts that they need to be able to describe in order to gain higher grades.
<b><u>Spring 2</u></b>		Report on a volcanic eruption e.g Mount St Helens or Pinatubo	
<b><u>Summer 1</u></b>	<b>Settlement</b> Students look at why towns are where they are and what factors have lead to their growth. They investigate the way that our needs have changes since towns were originally established (e.g. the importance of a local water and fuel supply was much greater in the past) and why this is. <i>Field trip – St Albans</i>	A poster or leaflet comparing modern day St Albans with the Roman city.	The Museum of London has an excellent exhibition on the reasons for London's location. Asking students why St Albans moved up the hill should prompt a discussion on why the towns needs changed
<b><u>Summer 2</u></b>	<b>Pole to pole</b> Students plan a trip from the north to the south pole along one line of longitude. They must choose three places (minimum) on their route that they will describe some aspect of. They carry out research to help them with their work and spend their lesson time putting together their research ready for their final presentation.	A presentation in any format that describes their three countries. This is peer assessed and teacher assessed.	Students are encourages to pick at least one place that they have visited or have links to. Parents can help students to find out more about this location and discuss which aspects may be interesting to share with the class.

# Geography curriculum overview Yr8

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<b><u>Autumn 1</u></b>	<b>Industry</b> Students begin by looking at the types of jobs that we do and how these can be classified. They then look at three particular areas of work, farming, manufacturing and the service industry and look at the social, environmental and economic impacts that these types of work can create.	Students have to choose a site for a new supermarket and explain their choice with reasons.	All types of work can be split into primary, secondary, tertiary and quaternary and quizzing students on this helps to keep the terms in their mind and reminds them of what they mean.
<b><u>Autumn 2</u></b>	<b>Tourism</b> Students begin by investigating where we as a class have visited and try to identify patterns and reason for them. They then move on to looking at why areas want tourists to visit and the benefits and drawback that this can bring an area. Finally they move on to look at the effect of tourism in Dubai	A report on the sustainability of tourism in Dubai looking at the use of resources, treatment of workers and impact on the environment	This is one of the students' first opportunities to analyse real data. They need to suggest reasons for holiday choices. Discussing your own holiday choices can help with this, ideas like family links, languages, travel time etc. are all potential factors.
<b><u>Spring 1</u></b>	<b>Africa</b> This unit focuses on opening students eyes up to the variations in environment, economy, wildlife and society across Africa. The students investigate a series of case studies which help them to see how diverse the different countries are. They look at flower growing in Kenya, Coltan mining in the DRC, wildebeest migration in the Serengeti and cocoa farming in Ghana (linked to Fairtrade).	A response to the statement 'how best to improve conditions for Kenyan flower workers'	Any opportunity to talk about different features, regions or countries of Africa reinforces the diversity of the continent. The first homework involves naming the 54 countries of Africa so can be used as a starting point e.g. what are their capital cities? Do we know anyone from there?
<b><u>Spring 2</u></b>		A leaflet on the importance of Fairtrade in helping communities improve	
<b><u>Summer 1</u></b>	<b>Development</b> Following on from Africa, this topic builds on students understanding of why some countries are less developed than others and how we can try to help countries improve sustainable. Students look at the Millennium Development Goals and projects including the Akosombo Dam, WaterAid and Send my Friend to School which aim to achieve them.	Students write a comparison of the effects of large scale development projects (the Akosombo Dam) and small scale projects (WaterAid)	The <a href="#">Millennium Development Goals</a> and the later Sustainable Development Goals are the focus of this unit. Students need to be able to understand how different charities help to achieve this so discussing how small actions can snowball into large effects is a key idea.
<b><u>Summer 2</u></b>	<b>Rivers</b> Students will study the processes, which take place in a river and how these lead to distinctive landforms. They study how waterfalls, meanders and floodplains occur as well as how flooding happens and can be stopped. <i>Field trip – students visit and measure a meander in Wanstead Park</i>	Students write up their field trip findings. They will be assessed on how well they use their data to answer 'To what extent is the meander in Wanstead Park a typical?'	Many students think the Thames is a natural river when it is actually heavily managed. Taking your daughter for a walk along the River Lea at Leyton and Walthamstow Marshes or to Loughton Brook in Epping Forest will help her see what a natural river course is like.

# Geography curriculum overview Yr9

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<b><u>Autumn 1</u></b>	<b>Population</b> This unit shows students how and why the global population is changing and moving and what impacts this has. It compares populations in more and less developed countries and tries to identify what may happen in the future.	Students investigate the ways that different countries (e.g. France, China and Thailand) are controlling their population. They then compare at least two of the policies in a short report.	There is a lot of information online but students often struggle to use this information without just copying it. Discussing your daughters work with her before she writes her report can help her to organize her ideas and minimizes the need to depend on research.
<b><u>Autumn 2</u></b>	<b>Ecosystems</b> Students look at the Amazon Rainforest, its location , climate, wildlife and people and the threats it faces. They then look at how it is being managed to try to preserve it for the future. They then move on to look at the Polar climate and ecosystem and investigate the threats it faces and how it may be saved in the future.	Students design a creature that is adapted to the rainforest. They explain their design considering the conditions it has to survive (e.g. climate, predators, diets etc)	There are a huge number of documentaries on TV, BBC IPlayer, Netflix, Amazon etc which show the ecosystems that we study (inc Bruce Parry, Planet Earth, Natural World). Alternatively there are displays on animal and plant adaptation at the Natural History Museum and Kew Gardens
<b><u>Spring 1</u></b>	<b>Global Footprint</b> This unit encourages students to look at the resources we use and what happens to them when we are finished with them. They also look at our use of energy; how it is generated, and the impact that this has. Finally students investigate the use of nuclear power as a potential energy source for the future.	Students prepare a short piece of work explaining the difference in global footprints between the UK and India	Students will be asked to try to minimize their <b>global footprint</b> , encouraging your daughter to turn off electrical appliances or use public transport rather than getting a lift all helps with this. Talking about energy bills or petrol prices helps students to see the financial benefits too.
<b><u>Spring 2</u></b>	Finally students investigate the use of nuclear power as a potential energy source for the future. <i>Field Trip – The Crystal Centre in Canning Town</i>	Students write a persuasive report on the use of nuclear power as a sustainable energy source.	
<b><u>Summer 1</u></b>	<b>Global Fashion</b> Building on the global footprint unit students now look at the social impact of clothes. Initially we look at how many countries are involved in producing our clothes and the impact that this has in MEDCs and LEDCs. We then move on to the way that multinational companies (e.g. Nike) behave before moving on to look at ethical business.	Students design an ethical business and explain how and where it operates. They are marked on their decisions and their justification of them.	Encouraging your daughter to look at her clothes labels can lead into a discussion on why our clothes come from such far away places. This can be used to reinforce what we've looked at in lessons e.g. labour costs, access to materials and safety laws.
<b><u>Summer 2</u></b>	<b>Weather &amp; Climate</b> Students study the factors that influence the weather in the UK and how it affects our life styles. They look at local features that can affect our micro climate before looking at some large scale weather disasters.	Students select a location for a new bench to be places based on data collection around the school	Ask your daughter about weather conditions, they will be able to name types of clouds and describe the effect of different wind directions but practicing this will help them to remember.