

Curriculum Overview

Subject: Geography

Year Group: 7



CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way, pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Learning is supported through the use of sources such as maps, diagrams, photographs, graphs and Geographical Information Systems (GIS) in order to develop analytical skills. Literacy and numeracy skills are incorporated into all topics and deepen as the students' progress through the course. Students are given the opportunity to conduct investigative fieldwork (applying knowledge learnt outside of the classroom) and gather data which can be interpreted and analysed at both KS3 and GCSE.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Geographical skills Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom *Starting to interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale. Pupils will be working on key map skills, introducing pupils to the key skills a geographer needs in the 21 st century, including map skills, interpreting data and enquiry skills. Pupils will investigate the physical and human landscapes, starting from a global and working down to a national and then local scale.	KNOWLEDGE/SKILLS Place Knowledge Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. Pupils will take a journey through Africa, understanding its different ecosystems, the different cultures, how plants and animal adapt to living in the physical landscape. Pupils will also work on their map skills during this topic. Pupils will be able to describe the situation of the British Isles and distinguish between British Isles, Great Britain and the United Kingdom as well as determining key physical and human features of the British Isles.	KNOWLEDGE/SKILLS Locational knowledge Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the UK and continent of Africa. Pupils will be looking at Population and the development of settlements, how they change over time and the living conditions in other countries. Pupils will learn about the role of water on the planet – focusing on rivers and the issues that can arise from using them as a resource.
KEY ASSESSMENTS Half term 1: Map Skills (Mid/EOTT) Half term 2: My local area (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Journey Through Africa (Mid/EOTT) Half term 2: The United kingdom (Mid/EOTT)	KEY ASSESSMENTS Half term 1: People all around me (Mid/EOTT) Half term 2: Water on the land (Mid/EOTT)
Extended reading suggestions and external resources: Ask teachers to go through with you any bits you still do not understand. •Plan to cover each subject several times and revisit each one near to the exams. •Reading is not generally enough. Making brief notes in either words or pictures helps them to remember. Highlighting can also help. S Cool www.s-cool.co.uk www.youtube.com Satchet Quizzes Independent Learning Booklet		

Curriculum Overview

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Year Group: 8



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TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Understand physical geography relating to: geological timescales and plate tectonics; weather and climate Pupils will start look at plate tectonics, volcanoes and earthquakes. Understanding their effects in various places and how they can be managed Pupils will look at the difference between weather and climate with particular emphasis on the UK . They will also do a mini weather study around the school.	KNOWLEDGE/SKILLS Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Pupils investigate the global distribution of one or more selected biome , populations and the resources of food production. They find out about the relationships between these three themes and about resulting environmental issues/consequences .	KNOWLEDGE/SKILLS Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa , and of a region within Asia . Pupils will look at different (Economic, Social and Political) aspects of China and India with emphasis on population and Urbanisation. Pupils will be learning about the growth of the tourist industry and the impacts of tourism around the world. They will be able to describe and explain what sustainable tourism is, and compare the benefits with the negatives to reach a balanced conclusion.
KEY ASSESSMENTS Half term 1: Our Restless World (Mid/EOTT) Half term 2: Wonderful Weather (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Can the earth cope (Mid/EOTT) Half term 2: Going Global (Mid/EOTT)	KEY ASSESSMENTS Half term 1: China & India (Mid/EOTT) Half term 2: Tourism (Mid/EOTT)
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Curriculum Overview

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Year Group: 9

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way, pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Learning is supported through the use of sources such as maps, diagrams, photographs, graphs and Geographical Information Systems (GIS) in order to develop analytical skills. Literacy and numeracy skills are incorporated into all topics and deepen as the students' progress through the course. Students are given the opportunity to conduct investigative fieldwork (applying knowledge learnt outside of the classroom) and gather data which can be interpreted and analysed at both KS3 and GCSE.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: *Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present Learning about the structure of the earth, plate tectonics and developing an understanding of Earthquakes and Volcanos. Focus on specific case studies to apply understanding. Learning about the reasons behind different weather patterns, understanding specific weather hazards (hurricanes), looking at climate change and linking this to the increase in weather hazard events.	KNOWLEDGE/SKILLS Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: *Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Pupils will look at different types of resources with particular attention to the significance of food, water and energy to economic and social well-being as well as an overview of global inequalities in the supply and consumption of resources. Pupils will also Learn about conflict at different scales as well as understanding where conflicts are occurring around the world.	KNOWLEDGE/SKILLS Locational knowledge Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Americas, Europe, Africa, Russia, Asia, and Middle East. Focusing on their environmental regions, including hot deserts, key physical and human characteristics, countries and major cities. Pupils will be looking at different climate zones and the various ecosystems it has. They will then focus on rainforests, desert, and coral reef in order to understand their development and the adaptations of plants and animals. A superpower is a state which has both hard (economic, military, geographical) and soft (cultural) influence to project power globally. Pupils will look at different ways a country can influence others.
KEY ASSESSMENTS Half term 1: Tectonic Hazards (Mid/EOTT) Half term 2: Extreme Weather (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Local action global effects (Mid/EOTT) Half term 2: Conflict (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Ecosystems (Mid/EOTT) Half term 2: Superpowers (Mid/EOTT)

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