



Curriculum Overview

Department:	Geography
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Year 7		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	Developing	<p>Map skills and introducing fieldwork: The enquiry process; the concept of Matlock as a zero-carbon town and the role of transport Capital cities in UK and location of Matlock and Chesterfield within Derbyshire; awareness of OS maps (awareness of scale, height, contour lines) as well as atlases.</p>	<p>Weather and climate Difference between weather and climate; basic knowledge of how weather is measured, put into practice in micro-climate study. Appreciation of how people are affected by the weather. Introduction to the concept of climate change</p>	<p>Country studies (China) Revisit (from KS2) world continents and oceans. Knowledge of where Africa and Asia are located. Physical and human features of China. Uighur Muslim migration: Simple knowledge of the Uighur people and their plight.</p>	<p>Rivers and flooding: Basic knowledge of: the water cycle and awareness of simple features of a drainage basin; river processes of erosion, transportation, and deposition as powerful tools for shaping landscape. Familiarity with key features of flood event in Sheffield and Bangladesh.</p>	<p>Settlement and shopping Basic knowledge of: different types of settlement, based on the local area; the concepts of hierarchy, function, and sphere of influence; different types of shop / service; the decline of the retail industry due to online shopping and the role of entertainment in town / city centres; large online retailers such as Amazon; London as an example of a global city.</p>	<p>Matlock clone town investigation Some familiarity with 'enquiry approach' to geographical investigation and basic knowledge of how to carry out a geographical investigation safely. Building on place knowledge of Matlock from Term 1.</p>
	Core	<p>The 6 stages of the enquiry process; the concept of Matlock as a zero-carbon town and the role of transport. Places in UK and local area and</p>	<p>Defining weather and climate in context of the UK. Measuring weather equipment and maps. Types of rainfall and factors influencing weather. Microclimates.</p>	<p>Revisit from KS2 world continents and oceans. Mapping countries within Africa and Asia to include Middle East. Physical and human features of China. Knowledge of the</p>	<p>Knowledge of the Hydrological cycle and drainage basin system. River features and processes. Causes effects and responses to flooding in different</p>	<p>Knowledge of: different types of settlement, based on the local area; the concepts of hierarchy, function, and sphere of influence; different types of shop / service;</p>	<p>How to carry out a fieldwork enquiry. Methods of data collection. Concept of risk assessment. Building on place knowledge of Matlock from Term 1</p>



Curriculum Overview

		how to use OS maps. The different types of maps including atlases, weather etc. Map Techniques: grid references, contours, direction and scale.	Impact of weather on people. Introduction to the concept of climate change.	Uighur people and their plight.	geographical locations.	the decline of the retail industry in town / city centres as a due to online shopping and the role of entertainment in town / city centres; large online retailers such as Amazon; London as an example of a global city;	
	Advanced	The 6 stages of enquiry process; the concept of Matlock as a zero-carbon town and the role of transport. Wider place knowledge to include wider UK and world-based places. Use and understanding of more complex maps.	Complex specific geographical vocabulary and key terms for explaining weather and climate. Introduction to the concept of climate change.	More in-depth knowledge of China and specific countries in Africa. Knowledge of the Uighur people and their plight.	Complex specific geographical vocabulary and key terms for explaining river basins and processes. Wider place knowledge of rivers and floods placing these in context.	Good knowledge of different types of settlement, based on the local area; the concepts of hierarchy, function, and sphere of influence; different types of shop / service; the decline of the retail industry in town / city centres as a due to online shopping and the role of entertainment in town / city centres; large online retailers such as Amazon; London as an example of a global city;	Wider range of data collection methods.
Understanding	Developing	Appreciation of fieldwork as an element of the	Some understanding of reasons for	Some recognition of different landscape features in different	Basic grasp of the water cycle and how this influences rivers	Simple understanding of:	Some engagement with geographical enquiry as a process in 6 stages.



Curriculum Overview

		<p>geography curriculum.</p> <p>Simple grasp of how transport affects climate change</p> <p>Appreciation that there are different kinds of maps and who would use them.</p> <p>.</p>	<p>different types of weather (e.g., seasonality) and how people are affected by weather. Some grasp of the idea of a microclimate and what that means in practice (school).</p> <p>Basic grasp of the concept of climate change.</p>	<p>places and the influences of human characteristics on these places. Simple understanding of the injustices surrounding the Uighur people in China and their migration.</p>	<p>(discharge).</p> <p>Awareness that river landscapes change as a result of processes.</p> <p>Understanding that some places are more likely to flood than others.</p>	<p>different types of settlement;</p> <p>concepts of settlement hierarchy, function and sphere of influence;</p> <p>the reasons for a range of different types of shop and why our town / city centres are declining;</p> <p>appreciation of the changing nature of town / city centres and their role as places of entertainment;</p> <p>London as a global city</p>	
Core	<p>Understands the role of fieldwork in the geography curriculum.</p> <p>Grasp of how transport affects climate change.</p> <p>Putting their place in context.</p> <p>The value of maps and atlases and how they can be used in different ways.</p>	<p>Reasons for different types of weather. The impact of weather on people and how they respond.</p> <p>What a microclimate is in context of the school buildings.</p> <p>Some grasp of the concept of climate change.</p>	<p>How countries have distinctive features and some of the reasons for these differences relating to their geographic location, social and economic characteristics.</p> <p>Understanding of the injustices surrounding the Uighur people in China and their migration.</p>	<p>How the water cycle and river systems operate. The link between different processes and the features that are created by them.</p> <p>Factors affecting flooding.</p>	<p>Understanding of different types of: settlement;</p> <p>concepts of settlement hierarchy, function and sphere of influence;</p> <p>the reasons for a range of different types of shop and why our town / city centres are declining;</p> <p>appreciation of the changing nature of town / city centres and their role as places of entertainment;</p>	<p>How to carry out a geographical enquiry and the value of doing a range of methods and data presentation techniques. How to present data in different ways.</p>	



Curriculum Overview

						London as a global city	
	Advanced	Understands the role of fieldwork in the geography curriculum. Confident grasp of how transport affects climate change. Reasons for changes taking place local / global and consideration of what might happen in the future. Evaluation of sustainability.	Links between weather and climate and the differential impacts on people. Confident grasp of the concept of climate change.	The links and interrelationships between different countries especially trade and interdependence. Confident understanding of the injustices surrounding the Uighur people in China and their migration.	Applying process knowledge to the formation of river features. The complex relationship in the causes and management of a flood.	Detailed understanding of: different types of settlement; concepts of settlement hierarchy, function and sphere of influence; the reasons for a range of different types of shop and why our town / city centres are declining; appreciation of the changing nature of town / city centres and their role as places of entertainment; London as a global city	Apply concept of clone town in wider geographical context and the ability to consider the implications for the future of Matlock and its sustainability.
Skill	Developing	Undertake fieldwork in Matlock producing simple graphs and a simple conclusion. OS maps: 4 fig grid references, contours to measure height, direction and scale. Helping	Read simple weather maps and extracting data from them. Create simple climate graphs and describe patterns. Participation in fieldwork around school site using weather instruments.	Draw comparisons between China and an African country; research some simple facts and figures about an African country	Simple interpretation of models and diagrams which show rivers in context. Simple analysis of the significance of different causes of flooding. Selecting the best option for management and response. Model making.	Simple map skills, revisited from Term 1	Participation in data collection through EQIs, traffic and people counts. Using digimap as a tool to identify where places are. Simple evaluation of methods of data collection. Create a range of simple graphs to interpret findings. Answer an enquiry question.



Curriculum Overview

		students to build confidence with map use.					
	Core	Undertake fieldwork in Matlock producing annotated graphs and a meaningful conclusion. Using OS maps Map techniques: grid references, contours, direction and scale, graphicacy. Helping students build resilience in using maps in a positive way.	Read weather maps and extracting data from them. Create climate graphs and describing patterns. Fieldwork around school site using weather instruments.	Resourceful and reasoning; Research Selecting the right information, gathering appropriate evidence think for themselves and use initiative with selection of countries and data.	Interpreting models and diagrams which show rivers in context. Analysis of the significance of different causes of flooding. Decision making on best management and response. Model making.	Confidence with map skills, revisited from Term 1	Collecting data through EQIs, traffic and people counts, land use survey and questionnaires. Using digimap as a location and data presentation package. Creating a range of graphs to interpret findings. Answering an enquiry question. Evaluation of methods.
	Advanced	Undertake fieldwork in Matlock producing a range of annotated graphs and a meaningful conclusion, considering alternative futures.	Interpreting weather maps. Plotting weather data.	Synthesising evidence to evaluate differences and/or similarities.	Justified decision making with use of evidence.	Confidence with map skills, revisited from Term 1; ability to select types of maps on which to apply concepts such as sphere of influence and settlement hierarchy	Critical analysis of methodologies used in the fieldwork. Complex data presentation including located bar graphs and more complex use of digimap. Higher level conclusion and analysis of patterns. Evaluation of the scope of the enquiry.



Curriculum Overview

		6 figure grid references and using scale lines. Interpretation of more complex maps.					
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Curriculum Overview

Year 8		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	Developing	<p>Disaster Strikes: Familiarity with concept of disaster and hazards with some appreciation of where events might occur (global scale) to include introduction to the structure of the earth events at plate boundaries. Human impact of disasters and simple examples of response. Examples of hazards in wider Asia context. Specific place knowledge of Nepal, Italy and Iceland</p>	<p>Globalisation: Awareness of types of economic activity (production of raw materials, goods and services). Appreciation of the importance of transnational corporations in our lives. Positives and negatives associated with MNCs.</p>	<p>Coasts To become familiar with processes operating to shape our coastlines. Awareness of the need to use a range of different methods to manage the changing UK coastline.</p>	<p>Urbanisation Appreciation of crowded and empty places. To recognise a 'hierarchy' of settlements – including a megacity Place knowledge of global cities and why certain locations are beneficial.</p>	<p>Changing tourist destinations Basic knowledge of different types of tourist destination and the connection with the physical environment; Basic knowledge of growth of tourism around the world Basic knowledge of the demand for increasingly diverse locations Basic knowledge of the impacts of tourism that may be classified as social, economic and environmental impacts that are both positive and negative</p>	<p>Carsington Fieldwork Enquiry Reasons for storing and managing water use. How to carry out a fieldwork enquiry. Methods of data collection. Building on enquiry approach from Year 7. Concept of risk and ethical issues in carrying out fieldwork. Locational knowledge and characteristics of Carsington and context in local area.</p>
	Core	<p>Types of disaster and hazards. Global location of different hazards to include latitude and longitude. Structure of the earth and what happens at plate boundaries. Human impact of disasters and examples of</p>	<p>Types of industry and economic activity. Concept of global connections and being a global citizen, transnational corporations. Positives and negatives of globalisation.</p>	<p>To become familiar with geology and processes operating to shape our coastlines. Methods used to manage the changing coastline. Focus on UK coast.</p>	<p>Concept of population distribution. Place knowledge of global cities and pull to specific locations and push from rural locations. Specific place – China Awareness of Urban benefits and problems.</p>	<p>Knowledge of different types of tourist destination and the connection with the physical environment; Knowledge of growth of tourism around the world Knowledge of the demand for</p>	



Curriculum Overview

		response. Examples of hazards in wider Asia context. Specific place knowledge of Nepal.	Specific knowledge of companies and countries in Asia.		Specific place knowledge – London and Sheffield Methods used to solve problems.	increasingly diverse locations Knowledge of the impacts of tourism that may be classified as social, economic and environmental impacts that are both positive and negative	
	Advanced	Specific knowledge of plate tectonics. Social economic and environmental impacts of disasters on places. Wider range of examples.	Inter-relationship between different countries and companies. Positives and negative social, economic and environmental impacts of globalisation.	Complex specific geographical vocabulary and key terms for explaining coastal processes and features. Wider place knowledge of coastal locations in context.	Recognising similarities and differences across the world. Complex specific geographical vocabulary and key terms for explaining urbanisation, Wider place knowledge of urban locations in context.	Detailed knowledge of different types of tourist destination and the connection with the physical environment; Detailed knowledge of growth of tourism around the world Detailed knowledge of the demand for increasingly diverse locations Detailed knowledge of the impacts of tourism that may be classified as social, economic and environmental impacts that are both positive and negative	Responsible water use and waste disposal. Role of women in water use in Africa.
Understanding	Developing	Appreciation that the earth is made up of a series of tectonic plates and that their movement causes volcanoes and	Simple awareness of the role of MNCs and their (students') personal role/power as a consumer.	The link between processes and the landscape features that are created by them. reasons why different methods of protection are	Interconnectedness of human and physical processes explain different environments.	A simple understanding of the interactions between people and places and how these interactions might change. A simple appreciation	A grasp of the purpose of enquiry in geography and the (social, economic and environmental) value of Carsington Water. How to carry out a



Curriculum Overview

		earthquakes that have an impact on people.		needed how money might determine choices of which methods to use.	Simple reasons why people like to live in cities	that tourism takes place on a number of scales and affects people and places on a number of scales – personal, local, national, international and global.	geographical enquiry and the value of doing a range of methods and data presentation techniques. How to present data in different ways.
Core	Appreciation of link between earth's tectonic plate movement and cause of hazards that affect people in different places.	Clear awareness of the role of MNCs and their (students') personal role/power as a consumer.	The link between different processes and the features that are created by them. The reasons why different methods of protection are needed and the factors influencing decision making around this	An understanding of the connection and of location and physical / human processes with personal experiences Reasons why people move to urban areas from rural areas	An understanding of the interactions between people and places and how these interactions might change. An appreciation that tourism takes place on a number of scales and affects people and places on a number of scales – personal, local, national, international and global.	The purpose of the enquiry and the social economic and environmental value of Carsington Water. How to carry out a geographical enquiry and the value of doing a range of methods and data presentation techniques. How to present data in different ways.	
Advanced	Apply knowledge of different plate boundaries and the processes happening there and how these result in different outcomes. Also the relative importance of differences in social and economic	The interdependence of countries and companies, their relationships with the workforce and the consumer and the power of different stakeholders and the different	Applying process knowledge to the formation of coastal features. The complex relationship in the causes and management of coastal erosion and human activity. The future implication	developing understanding of location, interconnectedness and spatial patterns. Complex reasons why people move to urban areas. Apply knowledge from migration and globalisation and	To explore the social, economic, environmental and political connections between places. To understand how sequences of events and activities can lead to change in places, landscapes and societies.	The advantages of Carsington as a fieldwork location. How the enquiry could be improved. Greater awareness of the purpose of the enquiry and link to wider geographical	



Curriculum Overview

		impacts and response.	responsibilities for the future and the implications of different actions these may take.	of climate change and social environmental and economic considerations for sustainable coastal management.	apply this to urbanisation. Considering alternative futures in urban environments.	To consider a range of different options for sustainable future management.	context, concepts and issues.
Skill	Developing	Simple plotting of hazards on a world map. Simple photo interpretation and decision making. Use of simple data to compare impacts of hazards in different places.	Resourceful and reasoning; Research: selecting simple information, gathering appropriate evidence thinking for themselves and using initiative with case studies of globalisation.	Some recognition of different causes of erosion. Justification of best management and response to coastal hazards. Simple annotating of photos to highlight change. Role play to demonstrate and develop empathy.	Identify settlement type from a map. locating a place using digimap software. Describe urban problems and solutions Simple photo interpretation and decision making	Resourceful and reasoning; Simple research to selecting the right information, gathering appropriate evidence and thinking for themselves and using initiative with selection of destinations and data. Simple interpretation of graphs and maps.	Collect data by EQIs, people counts, counting car park spaces. Facilities survey and mapping. Use digimap as a location and data presentation package. Creating a range of graphs to interpret findings. Answering an enquiry question. Evaluation of methods. Build on methods used in Year 7 to investigate Matlock.
	Core	Plotting locations of different hazards. Photo interpretation. Decision making. Research and use of data to compare impacts of hazards.	Resourceful and reasoning; Research: selecting the right information, gathering appropriate evidence and thinking for themselves and using initiative	Analysis of the significance of different causes of erosion. Justification of best management and response. Annotating photos to highlight change Role play to	Digimap plotting on maps and attaching photographs. Photo interpretation. Assess problems and evaluate solutions with simple reasoning	Resourceful and reasoning; Research Selecting the right information, gathering appropriate evidence think for themselves and use initiative with selection of destinations and data. Interpretation of graphs and maps.	Collecting data through EQIs, people counts, calculation of economic value through counting car park spaces. Facilities survey and mapping. Using digimap as a location and data presentation package. Creating a range of



Curriculum Overview

			with selection of case studies of globalisation.	demonstrate and develop empathy.			graphs to interpret findings. Answering an enquiry question. Evaluation of methods. Build on methods used in Year 7 to investigate Matlock.
	Advanced	Using latitude and longitude. Annotation of impacts and more analytical interpretation of photos. Determining to what extent impacts are caused by different factors	Synthesising evidence to evaluate differences and/or similarities. Empower students to become reflective and responsible decision makers of the future.	Higher level research skills leading to specific locational knowledge of effective coastal protection methods. Evaluation and justification of chosen methods.	Digimap plotting on maps and attaching photographs and annotations to a base map. Assess urban problems Evaluate solutions with sophisticated reasoning. Analytical interpretation of photos.	Synthesising evidence to evaluate differences and/or similarities.	Critical analysis of methodologies used in the fieldwork. Evaluation of the scope of the enquiry. Higher level conclusion and analysis of patterns. Complex data presentation including located bar graphs and higher level use of digimaps. Build on methods used in Year 7 to investigate Matlock.



Curriculum Overview

Year 9		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	Developing	<p>Biomes and ecosystems</p> <p>Familiarity with some characteristics of British deciduous woodland.</p> <p>Simple knowledge of the nutrient cycle.</p> <p>Simple characteristics of desert environments.</p> <p>Awareness of the process of desertification.</p> <p>Follow the enquiry stages of fieldwork to investigate a hypothesis: 'Is Lumsdale woods a typical deciduous woodland?'</p>	<p>What is development?</p> <p>Simple economic and social indicators of development.</p> <p>Place knowledge of countries at different levels of development.</p> <p>Causes of poverty and the resulting impact on different peoples' lives.</p> <p>Identify factors that help trade between countries.</p>	<p>Ice:</p> <p>Simple awareness of the physical characteristics of places affected by ice, post glaciation. Simple examples of how humans use these locations.</p> <p>Know what a glacier is and where glaciers are found.</p> <p>Ice Ages – know what they are and that the earth used to be colder. Simple knowledge of processes and landforms in glacial environments</p>	<p>Physical and Human features in The Horn of Africa:</p> <p>An awareness of the lifestyles faced by people in the Horn of Africa.</p> <p>Know that modern piracy exists and how it affects some people.</p>	<p>Types of rock:</p> <p>Timescale of the Earth in context and changes in surface of earth.</p> <p>Awareness that humans use rocks for different purposes.</p> <p>Characteristics of a limestone landscape.</p>	<p>Tourism</p> <p>Know the importance of tourism to the local, national and global economy.</p> <p>Place detail of destinations with different appeal.</p> <p>The impact of tourism in different places and at different scales.</p>
	Core	<p>Specific knowledge of British deciduous woodland. Soil characteristics and uses.</p> <p>Characteristics of desert environments.</p> <p>Desertification.</p>	<p>The advantages and disadvantages of different economic and social indicators of development.</p> <p>Detailed place knowledge of a range countries at different levels of development.</p>	<p>Detailed physical characteristics of places affected by ice, both during glaciation and post glaciation.</p> <p>Examples of the different ways in which humans use these locations.</p>	<p>Challenges faced by people in the Horn of Africa.</p> <p>Causes and consequences of modern piracy.</p>	<p>Examples of different human uses of rocks.</p> <p>Formation and features of limestone landscapes.</p>	<p>Specific knowledge of the economic value of tourism at a range of scales.</p> <p>Place detail of a range destinations with different appeal.</p>



Curriculum Overview

		Planning fieldwork to investigate whether Lumsdale is typical of a deciduous woodland.	Causes of poverty and the resulting impact on different peoples' lives. A range of factors that help trade between countries.	Glaciers at different scales and over time. Knowledge of processes and landforms in glacial environments. Spatial distribution of ice, globally and nationally.			The impact of tourism in contrasting places.
	Advanced	Contrasting biomes and developed understanding of connections within an ecosystem. Developing their own hypothesis.	Broader knowledge and context of a range of countries at different stages of development. Development as a continuum. Classifications of development. More complex indicators eg HDI, PPP, PQLI	To understand how the physical processes of weathering and erosion can create specific landscapes in glaciated area and how these can change over time. reasons for the change in global ice – one natural cause for why the earth used to be cooler and one man made cause of climate change today. Factors creating different landforms. Link between human activity and climate change.	Broader knowledge and context around issues in Horn of Africa;	Detailed knowledge of processes and features. Interactions between rock type and human activity. How different rock types are presented on maps.	Specific knowledge of the economic value of tourism at a wide range of scales. Place detail of a wide range destinations with different appeal. The varying impacts of tourism in contrasting places.
Understanding	Developing	Simple understanding of the link between climate and vegetation. Some grasp of the value	An understanding of why countries want to develop. An appreciation of who benefits from development. An	A simple understanding of the processes that have affected these changes.	Simple empathy for people facing challenging lifestyles in Horn of Africa. Appreciation that climate will have an	An understanding of what rock is. To explore the different types of rock. Some appreciation that rock is useful humans	To understand the interactions between people and places and how these



Curriculum Overview

		and use of soil and threat of desertification. Appreciation of the people’s role in reducing desertification.	understanding of the indicators used to measure development. A grasp of the characteristics of a developed country. A simple understanding of the characteristics of a developing country. A grasp that there are a range of different ways that we can prevent poverty.	A simple appreciation that ice has impacted upon places and that erosional features are visible in the landscape. A simple appreciation that human activity can have a negative impact upon fragile glacial environments. A simple understanding of how people live in glaciated areas and how this differs from life in Matlock.	impact on lifestyle in a challenging climate. Ice: The balance between accumulation and ablation. An awareness that humans influence the rate of climate change.	use it in a variety of ways. A simple understanding of the impact of quarrying on environment. An awareness the difference between weathering and erosion of the role of these in shaping the landscape.	interactions might change. To appreciate that tourism takes place on a number of scales and affects people and places on a number of scales – personal, local, national, international and global.
Core	Relationship between climate and vegetation. Value and use of soil and threat of desertification. Role of people in reducing desertification.	An understanding of why countries want to develop. An appreciation of who benefits from development. An understanding of the indicators used to measure development. A grasp of the characteristics of a developed country. An understanding of the features of a developing country. A familiarity of a range of different	An understanding of the processes that have affected these changes. An appreciation that ice has impacted upon places at different scales and that many erosional features occur on a large scale. An appreciation that human activity can have a negative impact upon glacial environments. An understanding of how people live in glaciated areas and		How rock is useful and the ways the humans use it. The impact of human use of rock on the environment. To understand what rock is. To explore the different types of rock. Role of weathering and erosion in shaping the landscape.	To explore the social, economic, environmental and political connections between places.	



Curriculum Overview

			ways that we can prevent poverty.	how this differs from our own lives.			
	Advanced	Complex links and interdependence within an ecosystem. Role of nutrients. Consideration of future risks with desertification.	An understanding of how the development gap grew. An appreciation of how the development gap has changed overtime. An understanding of the concept of relative poverty country. A familiarity with a range of different strategies that we can prevent poverty.	To understand that glacial environments can create conflict in some parts of the world and to consider how these areas can be developed in a sustainable manner.	Empathy for people facing challenging lifestyles in Horn of Africa. Links between climate and lifestyle in a challenging climate. Ice: The balance between accumulation and ablation. Their role influencing future of climate change. Interrelationship of social economic and political factors in context of Horn of Africa as well as climate change.	How different types of rocks create different scenery. (Limestone / Granite) How to use maps to investigate rocks and human activity. To consider current and future impacts of human activity linked to rocks.	To understand how sequences of events and activities can lead to change in places, landscapes and societies. To consider a range of different options for sustainable future management
Skill	Developing	Gathering simple data on typical species in BDW. Simple description of the location of biomes/deserts. Simple annotation of climate graphs which they have drawn themselves. Make simple	Creation and interpretation of a range of graphs and simple statistical techniques to analyse levels of development. Teamwork and role play to gain appreciation of development	Simple research skills to select appropriate methods of protection. Simple justification of decision making on best method of avalanche protection. Calculate the difference in glacial	Simple interpretation of GIS/layered maps with data and choropleth maps. Simple notetaking and extracting information from range of resources.	Creating simple timescales and sequences of rock formation in large scale geological time. Simple interpretation of OS and geology maps. Evaluation of human impact on landscapes.	Selecting the right information, gathering appropriate evidence



Curriculum Overview

		decisions about animal adaptations.	concepts and empathy for people in a range of situations. Use initiative and imagination in designation a creative way to further explore development issues.	budget over a period of time.			
Core	Gathering data on typical species in BDW. Describe location of biomes/deserts. Annotate and create climate graphs. Make decisions about animal adaptations.	Creation and interpretation of a range of simple graphs and statistical techniques to analyse levels of development. Teamwork and role play to gain simple appreciation of development concepts and empathy for people in a range of situations. Use initiative and imagination in designation a creative way to further explore development issues.	Research skills to select appropriate methods of protection. Decision making on best method of avalanche protection. Calculate the difference in glacial budget over a period of time	Interpretation of GIS/layered maps with data and choropleth maps. Notetaking and extracting key information from range of resources.	Creating timescales and sequence of rock formation in large scale geological time. Interpreting OS and geology maps. Evaluation of human impact on landscapes.	Synthesising evidence to evaluate differences and/or similarities.	
Advanced	Interpret patterns between different maps and on complex graphs.	Creation and interpretation of complex graphs and statistical methods for comparing	Justified decision making with use of evidence. Creating annotated diagrams that use complex	Initiative in gathering information to support analysis of issues.	Decision making of stakeholders and consideration of future sustainability in managing	think for themselves and use initiative with selection of destinations and	



Curriculum Overview

		Evaluate and justify decisions on animal adaptations	countries levels of development. Take leadership roles in interactive and role play simulations.	vocabulary to explain formation. Graph data on a glacial budget and describe the changes.		landscapes and justification of best options.	data. Interpretation of graphs and maps.
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Curriculum Overview

Themes running throughout KS3:

Migrants on the margins: Harare, Dhaka, Colombo and Hargeisa: KNOWLEDGE & UNDERSTANDING			
	Developing	Core	Advanced
Yr 7	<p>Knowledge: Push-pull factors, rural-urban migration in LICs: Uighur people</p> <p>Understanding: that conditions in rural areas of China have resulted in people having no choice but to move to urban areas for work</p>	<p>Knowledge: Push-pull factors, rural-urban migration in LICs: Uighur people</p> <p>Understanding: that conditions in rural areas of China result in people having no choice (crop failure or pests) but to move to urban areas for work</p>	<p>Knowledge: Push-pull factors, rural-urban migration is a result of complex interlinked factors in LICs: Uighur people</p> <p>Understanding: that conditions in rural areas of China result in people having no choice (crop failure or pests) but to move to urban areas for work and to be able to sustain their dependent family</p>
Yr 8	<p>Knowledge: The impact of globalisation on rates of migration: Dhaka, Colombo</p> <p>Understanding: MNCs offering work in large textile factories is attractive to women as conditions are better than farming</p>	<p>Knowledge: The impact of globalisation on rates of migration: Dhaka, Colombo</p> <p>Understanding: MNCs offering work in large textile factories is attractive to women as conditions are better than farming, even if this means living in dormitory-style housing</p>	<p>Knowledge: The impact of globalisation on rates of migration: Dhaka, Colombo</p> <p>Understanding: MNCs offering work in large textile factories is attractive to women as conditions are better than farming, even if this means living in dormitory-style housing, and forsaking spending time with their children who will be being brought up by grandparents in rural areas.</p>
Yr 9	<p>Knowledge: Desertification: Hargeisa</p> <p>Understanding: Due to the encroaching desert, farming is now almost impossible and so people move to cities</p>	<p>Knowledge: Desertification: Hargeisa</p> <p>Understanding: Due to the encroaching desert, as a result of climate change, farming is now almost impossible to sustain a family and so people move to cities to settle and earn a living</p>	<p>Knowledge: Desertification: Hargeisa</p> <p>Understanding: Due to the encroaching desert, as a result of human induced climate change, farming is now almost impossible to sustain a family and so people move to cities to settle and to try to find work in order to earn a living</p>

Climate change: Here and now and everywhere: KNOWLEDGE & UNDERSTANDING			
	Developing	Core	Advanced
Yr 7	<p>Knowledge: The greenhouse effect & frequency of extreme weather events</p> <p>Understanding: How the greenhouse effect occurs and how this results in greater chance of extreme weather events</p>	<p>Knowledge: The greenhouse effect & frequency of extreme weather events</p> <p>Understanding: How and why the greenhouse effect occurs and how this results in greater chance of extreme weather events</p>	<p>Knowledge: The greenhouse effect & frequency of extreme weather events</p> <p>Understanding: How and why the greenhouse effect occurs and how this results in greater chance of extreme weather events and the increasing frequency and severity of such events</p>
Yr 8	<p>Knowledge: The impact of human induced climate change on glacial environments (in Nepal – climate refugees)</p>	<p>Knowledge: The impact of human induced climate change on glacial environments (in Nepal – climate refugees)</p>	<p>Knowledge: The impact of human induced climate change on glacial environments (in Nepal – climate refugees)</p> <p>Understanding: Himalayan glaciers are melting faster than ever before and this is resulting in flooding in Nepal, forcing people</p>



Curriculum Overview

	Understanding: Himalayan glaciers are melting faster than ever before and this is resulting in flooding in Nepal, forcing people from their homes	Understanding: Himalayan glaciers are melting faster than ever before and this is resulting in flooding in Nepal, forcing people from their homes, some moving to other countries such as Myanmar to escape the flooding	from their homes, some moving to other countries such as Myanmar to escape the flooding; this is having an impact as Nepalese people struggle to adapt to way of life in Myanmar
Yr 9	Knowledge: Low-lying islands and climate change – climate refugees Understanding: Recognition of these communities who are vulnerable as a result of sea-level rise; they may become climate refugees	Knowledge: Low-lying islands and climate change – climate refugees Understanding: Recognition of these communities who are vulnerable as a result of sea-level rise; they may become climate refugees who are not recognised under refugee protection laws	Knowledge: Low-lying islands and climate change – climate refugees Understanding: Recognition of these communities who are vulnerable as a result of sea-level rise; they may become climate refugees who are not recognised under refugee protection laws. As a result, whole communities are at risk and their cultures too.

The enquiry approach to fieldwork SKILLS

	Developing	Core	Advanced
Yr 7	Knowledge: Practical investigation in our local place, collecting and presenting primary data Understanding:	Knowledge: Practical investigation in our local place, collecting and presenting primary data Understanding:	Knowledge: Practical investigation in our local place, collecting and presenting primary data Understanding:
Yr 8	Knowledge: The enquiry approach to investigating geographical issues: risk assessment and ethical issues Understanding:	Knowledge: The enquiry approach to investigating geographical issues: risk assessment and ethical issues Understanding:	Knowledge: The enquiry approach to investigating geographical issues: risk assessment and ethical issues Understanding:
Yr 9	Knowledge: Concept of seasonality in fieldwork: investigating an idealised deciduous woodland Understanding:	Knowledge: Concept of seasonality in fieldwork: investigating an idealised deciduous woodland Understanding:	Knowledge: Concept of seasonality in fieldwork: investigating an idealised deciduous woodland Understanding: