

**Subject: Geography**  
**Year 7: Year Overview**

Unit of Learning	1	2	3	4	5	6
Topic	<u>Should we allow tourism to fantastic places?</u>	<u>How is data used in geography?</u>	<u>What is East Africa like?</u>	<u>How are we changing the planet?</u>	<u>What is happening to our deserts?</u>	<u>Is this planet big enough for all of us?</u>
Skills	Atlas maps Interpreting photos Describe Begin to explain Line + bar charts	National and local maps Satellite photos and Google Earth Describing places using photographs and maps. Describe + explain Compare OS map skills Choropleth maps Collect and interpret data	Interpreting photographs, maps and graphs. Climate graphs Describe, explain and compare.	Interpret maps Interpret ground photos Bar charts, pie charts + line graphs Collect and interpret fieldwork Numerical skills (percentage increase) Describe and explain	Climate graphs Atlas maps Satellite, ground and aerial photographs Line graphs	Maps Choropleth maps Line graph Numerical data (population numbers) Describe, explain and compare
Knowledge	Physical and human geographical features. Positive and negative impacts of tourism. Social, economic and environmental impacts of tourism.	The diverse landscapes of the UK. Population density of the UK. Using GIS to find out about places.	The physical geog of different regions of Africa Human and physical geog reasons for Africa being the least developed continent. Physical and human geog of East Africa.	Humans are effecting the environment through air, water and waste pollution. Greenhouse effect + it's global impact. Ways to reduce and manage pollution.	Climatic conditions of hot and cold deserts Animal adaptations Human impact on polar deserts and link to climate change.	Global trends in population Reasons for population change UK's population (including ageing population and migration) Impact on planet
Assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment DC1 assessment with recall from HT1 and KS2.	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment DC2 Assessment with recall from previous topics.	Extended writing task In class questioning Self and Peer assessment
SMSC / Cultural Capital Links	Learning about other cultures. Respecting the environment	Local and national geography	Learning about other cultures. Addressing stereotypes	Learning about global issues.	Learning about other cultures. Learning about global issues.	Learning about global issues linked to population change.
Literacy / Numeracy Links	Literacy: Write descriptively Begin to explain. Reading texts about places. <a href="#">Subject specific language.</a> Numeracy: Understand numerical data. Interpret and complete line charts and bar charts.	Literacy: Write to describe, explain and compare. <a href="#">Subject specific language.</a> Numeracy: Understand numerical data. Interpret and complete bar graphs.	Literacy: Write to describe, explain and compare. <a href="#">Subject specific language.</a> Numeracy: Numerical data (percentage increase + range) Climate graphs	Literacy: Write to describe, explain and compare. <a href="#">Subject specific language.</a> Numeracy: Numerical data e.g. percentage increase + fieldwork data Bar + line graphs + pie charts.	Literacy: Write to describe, explain and compare. <a href="#">Subject specific language.</a> Numeracy: Climate graphs. Line graphs.	Literacy: Writing to describe, explain and compare. <a href="#">Subject specific language.</a> Numeracy: Line graphs Understanding numerical data. Desire line maps

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## Subject: Geography

### Year 8: Year Overview

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	<u>Is the physical geography of the Himalayas a blessing or a curse?</u>	<u>How is China changing?</u>	<u>How does water, waves and ice change the landscape?</u>	<u>Why is Russia globally important?</u>	<u>Is our weather becoming more extreme?</u>	<u>What happens when the oil runs dry?</u>
<b>Skills</b>	Satellite, ground and aerial photographs. Atlas maps, political maps, topographical maps. Understand and use numerical data. River profile. Longitude and latitude.	Bar charts choropleth maps, topographic maps and political maps. Dot maps / proportional symbols (population) and pie charts (Urbanisation)	histograms Identifying features on OS maps (symbols, contours, land use) and describing the location of them (grid references, distance, scale). Describing landscapes and annotating pictures / field sketches.	Atlas maps showing relief, population density, biomes, resources, and climate. Climate graphs Isoline graphs (climate of Russia) Understand and use numerical data. Interpret and complete flow line graphs	Ground photos Collect and analyse fieldwork data Isoline and choropleth maps. Climate graphs. Understand and use numerical data and mean. Divided bar charts (amount of rainfall).	Pie charts, bar graphs and line graphs Political maps Dot maps (population density) Proportional symbols maps
<b>Knowledge</b>	Asia's physical geography including biomes and physical features. How mountains and volcanoes are formed. The importance of natural resources such as rivers. Conflict between India and China in Tibet.	The human and physical geog of south west of China and how it compares with other regions of China and UK. How China is changing. Rural to urban migration. How these changes will affect people, the economy and the environment.	Fluvial landforms created by erosion and deposition. Coastal landforms created by erosion and deposition. Glacial landforms created by erosion and deposition. How the landscape is changed overtime Geological timescales.	Russia's human geography (population density, culture and history) and physical geography climate, biomes and physical landscape). Russia's physical geography has influenced its human geography. Russia's global importance.	Weather and climate + examples of each. Changes in climate of UK. How different types of weather are created in the UK. The cause and effects of an extreme weather event.	Describe the human (population, culture and conflict) and physical geography (desert, climate, landscape) of the Middle East. Why the Middle East is a major economic region. Links to natural resources + tourism. Why inequalities exist in the Middle East and how these have led to conflict.
<b>Assessment</b>	Extended writing task In class questioning Self and Peer assessment DC1 assessment including Y7 recall.	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment DC2 assessment including Y7 and Y8 HT1 recall.	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment DC3 Assessment including Y7 and Y8 recall.
<b>Ecco Values / SMSC / Cultural Capital Links</b>	Understanding of the physical world around us + how it changing.	Learning about different cultures. Empathy.	Understanding of the physical world around us + how it changing.	Culture Global Issues	Local, national and global issues.	Links to sustainability + the future.
<b>Literacy / Numeracy Links</b>	Literacy: Write/ speak descriptively and to explain. New command word – suggest. Reading texts about places and processes. <a href="#">Subject specific language</a> . Numeracy: Understand numerical data. Central tendency. Interpret and complete line charts and bar charts.	Literacy: Write/speak to describe, explain, compare and suggest. New command word: Discuss. <a href="#">Subject specific language</a> . Read texts about people and places e.g. diaries, news articles. Numeracy: Understand numerical data. Interpret and complete range of graphs.	Literacy: Write/ speak to describe and explain. New command word: Outline. <a href="#">Subject specific language</a> . Read explanation texts e.g. waterfalls. Numeracy: Map skills + graphs (e.g. histogram).	Literacy: Write/speak to describe, explain and assess. <a href="#">Subject specific language</a> . Read various texts (fiction and nonfiction) about Russia. Numeracy: Range of graphs. Numerical understanding (e.g. size of country, population, area).	Literacy: Write/speak to describe and explain. <a href="#">Subject specific language</a> . Read explanation texts and texts such as news articles. Numeracy: Use, interpret and complete range of graphs. Collect data.	Literacy: Write/speak to describe, explain and compare. <a href="#">Subject specific language</a> . Read factual and fiction texts about the Middle East. Numeracy: Use and interpret data e.g. proportional symbols maps.

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## Subject: Geography

### Year 9: Year Overview

Unit of Learning	1	2	3	4
<b>Topic</b>	<u>Ice and landscapes</u>	<u>How does the geography of New Zealand and Nepal compare?</u>	<u>GCSE Topic: Ecosystems and rainforests</u>	<u>GCSE Topic: Resource Management (Energy)</u>
<b>Skills</b>	Ground, aerial and satellite photographs Describing landscape and land use from photos Atlas maps and OS maps including grid referencing.	Data tables. Using data to make comparisons between countries. Analysing data. Synoptic links.	Developing points Writing a persuasive argument Empathy/stakeholder opinions Question interpretation and annotation (BUG) <a href="#">(See List here...)</a>	Bar chart, line graph, choropleth map, pie chart, desire line map, topological map, data table interpretation and data manipulation <a href="#">(See full list here...)</a>
<b>Knowledge</b>	Geological timescales. Qualities of three different types of rock and explain how weathering and erosion affects them. How we use rocks as a natural resource. How ice erodes landscapes. Evidence of glaciation in the Lake District.	Use development indicators to make accurate judgements on countries. Compare the physical geography of two contrasting countries. Compare the development of two contrasting countries and suggest reasons for this.	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.	Food, water and energy are fundamental to development The change in demand and provision of resources (food, water and energy) in the UK creates opportunities and challenges Demand for food resources is rising globally but supply can be insecure which can lead to conflict Different strategies can be used to increase food supply
<b>Assessment</b>	Targeted questioning Self and Peer assessment DC1 Assessment with recall from Y7 + 8	Extended writing task Targeted questioning Self and Peer assessment	Extended writing task Targeted questioning Self and Peer assessment DC2 Assessment including KS3 recall.	Extended writing task Targeted questioning Self and Peer assessment DC3 Assessment including KS3 recall.
<b>Ecco Values / SMSC / Cultural Capital Links</b>	Understanding physical processes that affect everyday life.	Learning about other countries. Empathy.	Learning about other cultures. Respecting the environment Local action, global impacts Global action, local impacts	Respecting the environment Local action, global impacts. Global impacts. Global action, local impacts. Consumer power. Empathy/stakeholder opinions
<b>cliteracy / Numeracy Links</b>	Literacy: Writing / speaking to describe and explain. Writing a sequenced answer. <a href="#">Subject specific language</a> . Reading explanation texts. Numeracy: Lline graphs.	Literacy: Writing to compare. Making judgements. Assessing. Using secondary data. Writing a well-structured exam answer. <a href="#">Subject specific vocab</a> . Reading texts about places and people. Numeracy: Line, bar and pie charts. Using data. Central tendency.	Literacy: Describe, explain, outline, compare and contrast, persuasive arguments, prediction, inference, developing points, summarising, <a href="#">Subject specific language</a> (link to spec). Numeracy: Bar chart, line graph, climate graph, choropleth map, pie chart interpretation and data manipulation. Calculating central tendency (mean, median, mode, range)	Literacy: Describe, explain, outline, compare and contrast, persuasive arguments, prediction, inference, developing points, summarising, <a href="#">Subject specific language</a> (link to spec). Numeracy: Bar chart, line graph, climate graph, choropleth map, pie chart interpretation and data manipulation. Calculating central tendency (mean, median, mode, range)

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## Subject: Geography

### Year 10: Year Overview

Unit	1	2	3	4	5	6	7	8
<b>Topic</b>	<b>Changing Economic World (development)</b>	<b>UK Physical landscapes (Coasts)</b>	<b>Urban Issues and challenges (Rio)</b>	<b>Natural hazards (tectonics)</b>	<b>Changing Economic World (UK)</b>	<b>Natural hazards (Climate change)</b>	<b>Physical fieldwork (Coasts)</b>	<b>Changing Economic World (Nigeria)</b>
<b>Skills</b>	Interpreting figures and maps. Describing graphs e.g. DTM (TEA). Graphical skills e.g. flow line, bar chart etc. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Interpreting geology maps and photos Sketch maps Field sketches Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Interpreting figures and maps. Graphical skills e.g. bar chart, line graph etc. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Interpreting figures (e.g. photos of tectonic hazards) and maps. Graph skills e.g. Richter scale. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Interpreting figures and maps Describing graphs e.g. DTM (TEA) Graphical skills e.g. flow line, bar chart etc. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Interpreting figures and maps Describing graphs (TEA) Map effects of climate change. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Fieldwork skills e.g. enquiry question, collecting data, analysing data, writing a conclusion and evaluation.	Interpreting figures and maps Describing graphs e.g. DTM (TEA) Graphical skills e.g. flow line, bar chart etc. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.
<b>Knowledge</b>	Global variations in the development gap and how these can be reduced.	The diverse landscapes of the UK (relief + geology). Different coastal landforms and the processes that create them. Coastal management strategies.	The world has become more urbanised and how this had lead to opportunities and challenges for LIC's and NEEs (Rio, Brazil).	The processes that lead to tectonic hazards. Two case studies highlighting the difference in effects and responses in a HIC/LIC. Management of hazards.	How the UK economy has changed over time and why?	Natural and human causes and the effects. How to manage climate change.	The processes that affect the coast and how these can be managed.	Example of a country experiencing rapid economic development and what this leads to (Nigeria).
<b>Assessment</b>	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions DC1 Assessment (w/c 29 <sup>th</sup> Nov) Including KS3 + 4 recall.	Targeted questioning Self and Peer assessment Exam questions DC2 Assessment (w/c 7 <sup>th</sup> Feb) Including KS3 + 4 recall.	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions DC3 Assessment (w/c 25 <sup>th</sup> April) Including KS3 + 4 recall.	Targeted questioning Self and Peer assessment Exam questions
<b>Ecco Values / SMSC / Cultural Capital Links</b>	Understanding how other countries are developed and the reasons why.	Local and regional geography	Understanding opportunities and challenges faced by people in Brazil.	World knowledge. Understanding how hazards effect people. Empathy.	Understanding regional differences in the UK.	World awareness and how humans can work together to protect the environment for the future.	Local geography including visit to Holderness coast.	Understanding how other countries are developed and the reasons why.
<b>Literacy / Numeracy Links</b>	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading, speaking / writing like a geographers. <b>Numeracy:</b> Graph skills, variety of maps, DTM, interpreting data e.g. development indicators	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts. <b>Numeracy:</b> Cost of coastal management & OS map skills	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts. <b>Numeracy:</b> Graph skills, interpreting data and population distribution of Brazil.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts. <b>Numeracy:</b> Graph skills, interpreting data.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts + reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Graph skills, variety of maps, interpreting data e.g. development indicators, pie charts for job sectors etc.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts + reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Graph skills, variety of maps, interpreting data e.g. changes to Arctic ice levels	<b>Literacy:</b> Proud, tier 2&3 language, fieldwork skills, writing an evaluation and conclusion. <b>Numeracy:</b> Collecting and presenting data. Graph skills.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts + reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Graph skills, variety of maps, interpreting data.

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# Subject: Geography

## Year 11: Year Overview

Unit	1	2	3	4	5	6	7
<b>Topic</b>	<u>Urban Issues and challenges (UK)</u>	<u>Human fieldwork (Kelham)</u>	<u>UK Physical landscapes (Rivers)</u>	<u>Living world (Hot deserts)</u>	<u>Natural hazards (Weather hazards)</u>	<u>Pre-release study</u>	<u>Revision</u>
<b>Skills</b>	Interpreting figures and maps Graphical skills e.g. bar chart, line graph etc. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Formulate an enquiry question Collect data Present data Analyse data Draw conclusions Evaluate	Interpreting photos. Field sketches. Cross and long profiles. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Developing points Writing a persuasive argument Empathy/stakeholder opinions. Question interpretation and annotation (BUG). Climate data. Interpreting maps and photos.	Interpreting figures (e.g. photos of weather hazards) and maps. Graph skills e.g. Richter scale. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Interpreting figures, pictures, graphs and data. Source analysis. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Revision skills Recall. Intensive exam skills e.g. WTM, use of visualiser, practise questions.
<b>Knowledge</b>	Urban change in the UK and how it has led to social, economic and environmental opportunities and challenges. Urban sustainability and how a city manages its resources (water, energy, green space + transport)	Locational knowledge of Sheffield city centre Understand why Sheffield needed regeneration (link to deindustrialisation Heart of the City project and how Sheffield has been regenerated. The social, economic and environmental impact regeneration has had on Sheffield.	The diverse landscapes of the UK (relief + geology). Different river landforms and the processes that create them. River management strategies.	Desert ecosystems have a range of distinctive characteristics. Deserts provide opportunities and challenges. Desertification has economic and environmental impacts. Deserts need to be managed to be sustainable.	The formation of tropical storms. A case study showing the effects and responses. Management of weather hazards.	Topic TBC.	All content revised. Synoptic links made across topics to promote a better understanding of the topic.
<b>Assessment</b>	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions DC1 (w/c 29 <sup>th</sup> Nov) Mock exams – full papers where possible.	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions	Targeted questioning Self and Peer assessment Exam questions DC1 (w/c 7 <sup>th</sup> Feb) Mock exams – full papers.	Targeted questioning Self and Peer assessment Exam questions. Mock paper 3.	Targeted questioning Self and Peer assessment Exam questions
<b>Ecco Values / SMSC / Cultural Capital Links</b>	Understanding opportunities and challenges faced by people in the UK.	Local and regional geography World awareness and how areas can be developed.	Local and regional geography.	Learning about other cultures. Respecting the environment Local action, global impacts Global action, local impacts	World knowledge. Understanding how hazards effect people. Empathy.	Working hard, aiming high and using GRIT to achieve.	Working hard, aiming high and using GRIT to achieve.
<b>Literacy / Numeracy Links</b>	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Graph skills, interpreting data and population distribution of the UK.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Collecting primary data, graph skills, interpreting and plotting data. Analysing the data collected.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Cost of river management & OS map skills	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Interpreting graphs and data.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading texts. <b>Numeracy:</b> Graph skills, interpreting data.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Graph skills, interpreting data.	<b>Literacy:</b> Proud, tier 2&3 language, exam skills, reading/ writing/ speaking like a geographer. <b>Numeracy:</b> Graph skills, interpreting data.

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