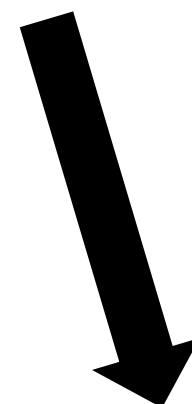


# Geography 5 Year Curriculum Overview

Y7 Aims	<b>Broader concepts:</b>	
	<ul style="list-style-type: none"> <li>• Tourism creates opportunities and challenges</li> <li>• Humans impact on the world.</li> <li>• Variations in physical resources across the world.</li> </ul>	
	<b>Skills:</b>	<b>Knowledge:</b>
	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Write to describe</li> <li>• Write to explain</li> <li>• Write to compare and contrast.</li> <li>• Write to describe, explain, compare and discuss.</li> <li>• Read a range of texts from different sources.</li> <li>• <b>Tier 3 language.</b></li> </ul> <p><b>Numerical and Statistical skills</b></p> <ul style="list-style-type: none"> <li>• Understand numerical data (e.g. population sizes)</li> <li>• Use and understand percentage increase</li> <li>• Understand and use range.</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>• Use, interpret and complete line charts</li> <li>• Use, interpret and complete bar charts</li> <li>• Use and interpret climate graphs</li> <li>• Use and interpret pie charts</li> </ul> <p><b>Cartographic (map) Skills</b></p> <ul style="list-style-type: none"> <li>• Use and interpret atlas maps</li> <li>• Use and interpret political maps</li> <li>• Use and interpret ground, aerial and satellite photos (including Google Earth)</li> <li>• Use interpret and compare relief maps with population density choropleth maps</li> <li>• Use and interpret OS maps including map symbols, four and six figure grid references, scale and contours.</li> </ul> <p><b>Use of qualitative and quantitative data</b></p> <ul style="list-style-type: none"> <li>• Label and annotate photos</li> <li>• Describe landscapes from photos</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Collect and interpret fieldwork data</li> <li>• Draw conclusions</li> </ul>	<p><b>Tourism in Fantastic places</b></p> <ul style="list-style-type: none"> <li>✓ The location, physical and human geography of fantastic places.</li> <li>✓ The positive and negative impacts of tourism.</li> <li>✓ Social, economic, environmental and political impacts.</li> </ul> <p><b>The UK</b></p> <ul style="list-style-type: none"> <li>✓ The areas that make up the British Isles including nations, counties and cities.</li> <li>✓ I can describe areas using compass directions, relief and their human and physical geography.</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>✓ The physical geography of different regions in Africa.</li> <li>✓ Reasons why Africa is the least developed continent as a result of it's physical geography e.g. coasts, rivers and climate.</li> <li>✓ Reasons why Africa is the least developed continent as a result of it's human geography e.g. colonisation and conflict.</li> </ul> <p><b>Anthropocene</b></p> <ul style="list-style-type: none"> <li>✓ The ways humans are effecting the environment through air, water and waste pollution.</li> <li>✓ The greenhouse effect is and the impact it is having on different places.</li> <li>✓ How pollution can be managed.</li> </ul> <p><b>Hot and cold deserts</b></p> <ul style="list-style-type: none"> <li>✓ The climatic conditions of hot and polar deserts.</li> <li>✓ Reasons why the population of deserts is low.</li> <li>✓ How animals are adapted to hot and cold deserts.</li> <li>✓ How the polar deserts are been changed by humans.</li> </ul> <p><b>Changing Populations</b></p> <ul style="list-style-type: none"> <li>✓ I can how populations change over time and I can explain why some areas are more populated than others.</li> <li>✓ I can explain why populations, specifically the UK's is changing.</li> <li>✓ I can explain the impact population growth is having on the environment.</li> </ul>
<b>Recall:</b>		
<ul style="list-style-type: none"> <li>• Names of some countries, continents and oceans</li> <li>• Basic map skills (including OS maps, atlas etc.)</li> </ul> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study</a> (what students should study @ KS2)</p>		

**New skills  
taught for the  
first time**

**Skills that are  
been recalled  
(taught  
previously)**



Y8 Aims	<b>Broader concepts:</b>	
	<ul style="list-style-type: none"> <li>• How physical processes create landforms.</li> <li>• How physical geography influences human geography.</li> <li>• Sustainability</li> </ul>	
	<b>Skills:</b>	<b>Knowledge:</b>
	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Write to describe, explain, <b>compare, discuss and assess.</b></li> <li>• Read a range of texts from different sources.</li> <li>• Tier 3 language.</li> </ul> <p><b>Numerical and Statistical skills</b></p> <ul style="list-style-type: none"> <li>• Understand numerical data (e.g. population sizes)</li> <li>• Understand and use mean.</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>• Use, interpret and complete line charts, bar charts, climate graphs, <b>histograms and divided bar charts.</b></li> </ul> <p><b>Cartographic (map) Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Longitude and latitude.</b></li> <li>• Use and interpret atlas maps</li> <li>• Use and interpret political maps</li> <li>• Use and interpret ground, aerial and satellite photos</li> <li>• Use, interpret and complete <b>dot maps, flow line maps, proportional symbols maps and isoline maps.</b></li> <li>• Use and interpret OS maps including map symbols, four and six figure grid references, scale and contours. <b>Identify key physical features on OS maps.</b></li> </ul> <p><b>Use of qualitative and quantitative data</b></p> <ul style="list-style-type: none"> <li>• Label and annotate photos</li> <li>• Describe landscapes from photos</li> <li>• <b>Interpret and complete long and cross profiles of a river.</b></li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Collect and interpret fieldwork data</li> <li>• Draw conclusions</li> </ul>	<p><b>Physical geography of Asia</b></p> <ul style="list-style-type: none"> <li>✓ Asia's physical geography including biomes and physical features.</li> <li>✓ Formation of mountains and volcanoes.</li> <li>✓ The importance of natural resources such as rivers and glaciers.</li> </ul> <p><b>Urban World</b></p> <ul style="list-style-type: none"> <li>✓ Compare the south west of China with other regions of China and the UK</li> <li>✓ How China is changing and how these changes will affect people, the economy and the environment (both local and global).</li> </ul> <p><b>Power of waves (coasts)</b></p> <ul style="list-style-type: none"> <li>✓ The features in the landscape created by erosion and deposition both on photographs and maps.</li> <li>✓ How waves change the physical landscape through erosion and deposition.</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>✓ Russia's human geography (population density, culture and history) and physical geography (climate, biomes and physical landscape).</li> <li>✓ How Russia's physical geography has influenced its human geography.</li> <li>✓ Russia's global importance and global influence.</li> </ul> <p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>✓ Difference between weather and climate and weather patterns in the UK.</li> <li>✓ How weather is created in the UK.</li> <li>✓ Cause and effects of an extreme weather event.</li> </ul> <p><b>Middle East</b></p> <ul style="list-style-type: none"> <li>✓ The human (population, culture and conflict) and physical geography (desert, climate, landscape) of the Middle East.</li> <li>✓ Reasons why the Middle East is a major economic region.</li> <li>✓ Reasons why Inequalities exist in the Middle East and how these have led to conflict.</li> </ul>
<b>Recall:</b> (See recall for individual topics hyperlinked above)		
<ul style="list-style-type: none"> <li>• Physical landscape of the UK</li> <li>• Development – Africa and inequalities that exist. Factors that affect development – hot and cold deserts.</li> <li>• Reasons why people live where they live +</li> </ul>		

**Broader concepts:**

- How countries develop
- Inequalities

**Skills:**

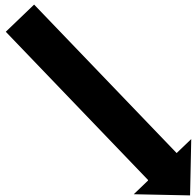
- Literacy**
- Write to describe, explain, compare and discuss.
  - Read a range of texts from different sources.
  - Tier 3 language.
  - **Justify and evaluate.**
- Numerical and Statistical skills**
- Understand numerical data (e.g. population sizes)
  - Understand and use mean.
  - **Percentage and percentage change**
  - **Use a mean, mode and range to explore differences in countries development.**
  - **Use statistical data to make judgements of a countries level of development.**
- Graphical Skills**
- Use, interpret and complete line charts, bar charts, climate graphs, histograms and divided bar charts.
  - **Select appropriate graphs to present data.**
- Cartographic (map) Skills**
- Longitude and latitude.
  - Use and interpret atlas maps and political maps
  - Use and interpret ground, aerial and satellite photos
  - Use, interpret and complete dot maps, flow line maps, proportional symbols maps and isoline maps.
  - Use and interpret OS maps including map symbols, four and six figure grid references, scale and contours.
- Use of qualitative and quantitative data**
- Label and annotate photos
  - Describe landscapes from photos.
- Fieldwork**
- Collect and interpret fieldwork data
  - Draw conclusions

**Knowledge:**

- Rocks, Weathering and soil**
- ✓ The qualities of three different types of rock and how weathering and erosion affects them.
  - ✓ How we use rocks as a natural resource.
  - ✓ I can explain why soils are an important natural resource.
- Comparing two contrasting countries**
- ✓ 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.
- Living World**
- 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.
  - Hot desert ecosystems have a range of distinctive characteristics.
  - Development of hot desert environments creates opportunities and challenges.
  - Areas on the fringe of hot deserts are at risk of desertification.
- Resource Management**
- 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

Recall: Recall: (See recall for individual topics hyperlinked above)

- How natural resources generate wealth + how the uneven distribution of resources can affect development.
- Physical landscapes of the UK + erosion



**Broader concepts:**

- Factors that produce a diverse variety of human and physical environments
- The dynamic nature of environments that change over time and place;
- The need for sustainable management;
- Current and future challenge and opportunity for different human and physical environments
- Physical enquiry and fieldwork

**Skills:**

- Literacy**
- Describing
  - Developing points and explaining
  - Outlining
  - Compare and contrast
  - Skim and scan, making predictions
  - Question interpretation and annotation (BUG)
  - Evaluate, Assess and Judge strategies
  - Discuss and summarise.
  - Establishing links
- Numerical and Statistical skills**
- data table interpretation and data manipulation
  - Calculating central tendency (mean, median, mode, range)
  - Interpolation
- Graphical Skills**
- Use, interpret and complete bar charts, line graphs **population pyramids, hydrographs**, climate graph, choropleth map, pie chart,
- Cartographic Skills**
- topological map
  - Latitude and longitude
  - **OS map skills**
- Qualitative and quantitative data**
- Picture and diagram interpretation and annotation
  - Inference
  - Using figures
  - **Assessing/judging data**
  - **Venn diagrams**
  - **Process timelines**
  - **Cross sections, long profiles, birds eye views**
  - Sketching landscapes
  - **Proxy data**
  - **Historical pictures**
  - Reading maps - **different projections**
  - Satellite images
  - Empathy/stakeholder opinions
  - Drawing annotated diagrams
- Fieldwork**
- Formulate an enquiry question
  - Collect data
  - Present data
  - Analyse data
  - Draw conclusions
  - Evaluate

**Knowledge:**

- Changing Economic World - Development**
- Global variations in economic development and quality of life.
  - Strategies to reduce the global development gap.
- UK Physical Landscapes – Coasts**
- Physical processes affecting coasts
  - How rock type, structure and physical processes create distinctive physical landscapes.
  - Management strategies used to protect coastlines from the effects of physical processes.
  - How to plan, conduct and evaluate physical fieldwork
- Urban Issues and Challenges**
- Urbanisation
  - Opportunities and challenges of urban growth for cities in LICs and NEEs.
- Natural Hazards - Tectonic Hazards**
- Natural hazards pose major risks to people and property.
  - Earthquakes and volcanic eruptions are the result of physical processes.
  - The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.
  - Management can reduce the effects of a tectonic hazard.
- Changing Economic World - Nigeria**
- LICs and NEEs experiencing rapid economic development leading to significant social, environmental and cultural change (Nigeria example).
- Natural Hazards - Climate Change**
- Climate change is the result of natural and human factors, and has a range of effects. (HT4)
  - Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).
- Changing Economic World - UK**
- Major changes in the economy of the UK that have affected, and will continue to affect, employment patterns and regional growth.

**Recall:**

- The challenge of natural hazards and the living world topics (Y9)
- Sheffield as a UK city (Y7) and (Y8)
- Basic links to greenhouse gases and their effects (Y8)
- Relief of UK landscapes (Y7)
- Coasts - basic keywords and intro to coastal management (Y7)
- Rivers - Study Yangtze how it looks and changes (Y8)

**Broader concepts:**

- Factors that produce a diverse variety of human and physical environments
- The dynamic nature of environments that change over time and place;
- The need for sustainable management;
- Current and future challenge and opportunity for different human and physical environments
- Human enquiry and fieldwork
- Issue evaluation (issues 12 weeks prior to paper 3)
- Geographical skills

**Skills:**

- Literacy
- Picture and diagram interpretation and annotation
  - Establishing links
  - Describing
  - Outlining
  - Explaining
  - Compare and contrast
  - Evaluate
  - Assess
  - Judging strategies
  - Discuss
  - Summarising
  - Filling blanks
  - Developing points
  - Reading strategies including Skim and scan, prediction, Inference, ordering information and Dual coding
  - Question interpretation and annotation (BUG)
- Numerical and Statistical Skills
- Interpolation
  - Data table interpretation and data manipulation. Assessing/judging data
  - Calculating central tendency (mean, median, mode, range)
- Graphical Skills
- Interpret and complete Bar chart, line graph, population pyramids, hydrographs, climate graph, choropleth map, pie chart, topological map,
- Cartographic (map) skills:
- Latitude and longitude
  - Satellite images
  - Reading maps - different projections
  - OS map skills
- Use of quantitative and qualitative data
- Using figures
  - Empathy/stakeholder opinions
  - Venn diagrams
  - Process timelines
  - Historical pictures
  - Proxy data
  - Cross sections, long profiles, birds eye views
- Fieldwork
- Formulate an enquiry question
  - Collect data
  - Present data
  - Analyse data
  - Draw conclusions
  - Evaluate

**Knowledge:**

- Urban issues and challenges - Sheffield (including fieldwork)
- 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)
- UK Physical Landscapes – Rivers
- Overview of the location of major upland/lowland areas and river systems.
  - The shape of river valleys changes as rivers flow downstream.
  - Distinctive fluvial landforms result from different physical processes.
  - Management strategies used to protect river landscapes from the effects of flooding.
- Natural Hazards (weather)
- How the global atmospheric circulation model determines weather.
  - Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
  - Tropical storms have significant effects on people and the environment.
  - The UK is affected by a number of weather hazards.
  - Extreme weather events in the UK have impacts on human activity.

**Recall**

- Factors that produce a diverse variety of human and physical environments
- The dynamic nature of environments that change over time and place;
- The need for sustainable management;
- Current and future challenge and opportunity for different human and physical environments
- Human enquiry and fieldwork
- Issue evaluation (issues 12 weeks prior to paper 3)
- Geographical skills