

	Year 7	Year 8	Year 9
Autumn	<p><b>Overview: Geography Toolkit</b> We will begin by identifying our students' prior skills and knowledge in Geography and introduce them to how to 'write like a geographer'. We will then build on students' knowledge of place at a variety of scales by studying world geography (human and physical features of the world), national geography (human and physical landscapes of Great Britain) and local geography (Our local area features). We will then build upon students' knowledge of place by introducing a variety of key geographical skills including: grid references, symbols, compass directions, scale and relief. As the lessons progress students will be asked to apply more and more of these skills before utilising all of these skills to interpreting a full OS map of our local area.</p>	<p><b>Overview: Geophysical hazards</b> Students will begin with an introduction to the different types of hazards and building upon their understanding of the Earth's structure and plate tectonic theory. They must understand this before they are able to understand how and why tectonic hazards occur. Students will begin learning about volcanic hazards including how volcanoes are made (links to plate tectonic theory) and will study a volcanic eruption in a HIC (Iceland) including causes, effects and responses. Students will then apply this knowledge to investigating how the effects of volcanic eruptions can be reduced by the 3P's. Students will consider how supervolcanic eruptions could have severe global impacts. Students will later study earthquakes as a second geophysical hazard. They will learn what an earthquake is, where they occur and why, and how they are measured. They will study contrasting recent earthquakes (Haiti and Japan) where they will identify that the wealth of a country correlates to how severe impacts of tectonic hazards can be. They will then learn how the effects of earthquakes can be reduced and apply this knowledge to designing their own earthquake resistant buildings.</p>	<p><b>Overview: Rivers and Flooding</b> Students will begin by looking at a real life UK flood event, its location and effects. Students will then go on to building their understanding of the causes of flooding with a consideration to the positive and negative impacts of flooding and how flood risk can be managed. We will then move on to learn the features of and processes acting within river systems, linking back to the real life flood event. They will learn the features of the upper, middle and lower course of river systems (with a specific focus on the UK) and the processes of weathering, erosion, transportation, and deposition that create them. Students will apply their knowledge to the real life flood event in the UK at the end of the unit to link their learning.</p>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Describing distribution</li> <li>● Numeracy skills</li> <li>● Lines of latitude</li> <li>● Place location (continents)</li> <li>● Photograph analysis</li> <li>● OS map skills – grid references / scale / direction</li> <li>● Compass directions</li> <li>● Forming and justifying an opinion</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Describing distributions</li> <li>● Numerical skills</li> <li>● Describing</li> <li>● Explaining</li> <li>● Evaluation of impacts/responses</li> <li>● Sketching and labelling</li> <li>● Annotation</li> <li>● Interpreting figures</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Exam style question structure – extended writing</li> <li>● Photo analysis</li> <li>● Graphical analysis – numeracy skills</li> <li>● Evaluation of effects and responses</li> <li>● written response skill</li> </ul>
	<p><b>Assessments</b> Recall assessment. Summative assessment at the end of the topic</p>	<p><b>Assessments</b> Recall tests (formal and informal) Exam style questions Summative mid-point and end point assessment</p>	<p><b>Assessments</b> Recall tests Exam style questions Summative assessment at the end of the topic</p>
	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Addresses the gaps in knowledge from KS2 Geography at primary school. Embedding geographical skills into the curriculum that are revisited throughout the curriculum. An understanding of place at different scales is revisited in future topics such as coasts (UK scale) and ecosystems (global scale) as are map skills.</p> <p><u>This will be revisited again in the following units:</u> ALL units will revisit these skills</p>	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Builds on knowledge of place by investigating hazards in contrasting locations. Students will have previously looked at hazards experienced at the coast. Links to future learning can be made as hazards influence population and migration, and flooding will be visited in greater depth in year 9. Scheme begins with an overview of hazards in the world before building knowledge of the structure of Earth and plate tectonic theory. Students will study volcanic hazards first. An understanding of volcanic processes is first established before moving on to the effects and later responses to a volcanic eruption in Iceland. Students will then study earthquakes in contrasting locations – Haiti and Japan where they will develop an understanding of</p>	<p style="text-align: center;"><b>Sequential learning</b></p> <p>The focus of year 9 is to bridge the curriculum towards GCSE. Knowledge and skills from previous units will contribute towards developing a deeper understanding of rivers and flooding. Weather will be revisited as heavy rain is the main cause of flooding. Population and urbanisation will be revisited as we look at how urban areas influence fluvial flooding and how populations are affected by flooding. Links to future learning as we look at water as a resource in the next unit. This unit will develop understanding of rivers and flooding in preparation for Paper 1 section C in year 11.</p>



## KS3 Curriculum Overview

		<p>how the wealth of a country can influence the effects and responses to natural hazards.</p> <p><u>This will be revisited again in the following units:</u></p> <ul style="list-style-type: none"> <li>- Weather and climate [tropical storms as atmospheric hazards] year 8</li> <li>- Climate change [natural causes] year 8</li> <li>- Population [patterns of population distribution] year 8</li> <li>- Resource challenges [geothermal energy] year 9</li> <li>- KS4 – challenge of natural hazards</li> </ul>	<p><u>This will be revisited again in the following units:</u></p> <ul style="list-style-type: none"> <li>- KS4 – Physical landscapes in the UK, Rivers.</li> <li>- Africa &amp; Nigeria year 9</li> </ul>
	<p><b><u>Overview Rock'n'Roll</u></b></p> <p>This unit begins with building students' knowledge of geology before introducing them to processes of erosion and finally how both geology and processes can create coastal landforms (with a focus on the UK). We will investigate also how these processes affect people and how people can manage these processes in order to prevent coastal erosion. At the end of the unit, students will apply the knowledge and skills they have acquired to a decision making task focussed on coastal erosion in the UK.</p>	<p><b><u>Overview</u></b></p> <p><b><u>Unit 1: Weather and climate</u></b></p> <p>This unit begins with addressing misconceptions around the difference between weather and climate. Students will learn the key drivers of weather in the UK including: types of rainfall, how weather is measured, pressure systems driving UK weather and the causes/effects/responses to a recent extreme weather event in the UK. Students will later apply this knowledge to studying a recent extreme weather event in a contrasting part of the world (Hurricane Irma). Students will be taught how tropical storms form (where/when/why/how) and the causes, effects and responses to hurricane Irma. They will later compare hurricanes to tornadoes (addressing the misconception that the two are the same) and how the effects of tropical storms can be reduced.</p> <p>Outdoor learning: This unit will end with a microclimates investigation on the school site where students will measure aspects of the weather and make a decision based on their findings.</p> <p><b><u>Unit 2: The Climate Crisis</u></b></p> <p>This unit teaches students about the current global issue of climate change. Students will learn about past climate change(s) and the evidence to support past and present climate changes. They will learn the natural causes of climate change (volcanic activity and orbital changes) [this builds upon knowledge from their previous unit on volcanic hazards]. Once students have built their understanding of evidence for climate change and how it has changed naturally in the past, they will then begin to learn about how human activity is causing present day climate change. They will build their evaluation skills here by considering the evidence for human induced climate change. Students will spend two weeks investigating the present and future impacts of climate change on our world and the UK</p>	<p><b><u>Overview: Resource Challenges</u></b></p> <p>Students will learn what resources are and then focus on energy and water as important resources for humans.</p> <p>Energy: students will answer the following questions: Why is energy important? What are fossil fuels? How have fossil fuels made Russia a superpower? How has exploiting oil affected Russia? The renewable energy future of the UK</p> <p>Water: Students investigate the global distribution of water supplies and what causes some locations to suffer water stress. We will investigate the impacts of water stress in the UK (causes/effects/responses) and how water shortages can lead to conflict.</p>

		with a focus on 2020 events and scientific evidence for future impacts. They will also consider how the UK and individuals are responding to the climate crisis.	
	<b>Skills</b> <ul style="list-style-type: none"> <li>OS map skills</li> <li>Writing to persuade</li> <li>Sketching (labelling and annotating)</li> <li>Describing distributions</li> <li>Explaining processes</li> <li>Describing features</li> <li>Identifying features</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Interpreting figures: photos, graphics, maps</li> <li>Describing patterns and features</li> <li>Explaining processes and patterns</li> <li>Evaluation</li> <li>Climate graphs</li> <li>Formulating an argument based on evidence</li> <li>Numeracy</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>OS map skills</li> <li>Writing to persuade</li> <li>Annotation</li> <li>Analysis</li> <li>Flow line maps</li> </ul>
	<b>Assessments</b> Regular recall quiz Mid point recall knowledge test Summative assessment	<b>Assessments</b> Recall quizzes Exam style questions Summative assessment at the end of the both units	<b>Assessments</b> Recall assessments Exam style questions Summative assessment at the end of the topic
	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Builds on knowledge of place and processes, focussing on the UK's coastal environments. Beginning the topic with a focus on geology helps students later in the topic to understand the various landforms created along the coast. Students will study wave and erosion processes before coastal landforms so that they are able to understand the processes involved in their formation. Understanding of land uses and processes at the coast is necessary for students to understand why and how the coast needs to be management therefore this is the finale of the unit before completing a DME utilising all knowledge learnt.</p> <p style="text-align: center;"><u>This will be revisited again in the following units:</u></p> <ul style="list-style-type: none"> <li>Climate change (yr 8)</li> <li>Rivers and flooding (yr 9)</li> <li>Resource management (yr 9)</li> <li>KS4 – UK landscapes</li> </ul>	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Links to past learning as students have previously been introduced to climate as part of the ecosystems unit. A focus on the UK weather relates to coasts and the effects of coastal erosion. Students previously studied tectonic hazards and will apply this knowledge to their understanding of hazards posed by climate change and extreme weather. Links to future learning as weather and climate hazards influence population distribution and urban challenges. Knowledge of weather will enable students to better understand causes of flooding and water challenges in year 9.</p> <p style="text-align: center;"><u>This will be revisited again in the following units:</u></p> <ul style="list-style-type: none"> <li>- <u>Population and urbanisation (year 8)</u></li> <li>- <u>Rivers and flooding (year 9)</u></li> <li>- <u>Africa and Nigeria (year 9)</u></li> <li>- <u>KS4 (challenge of natural hazards)</u></li> </ul>	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Links to past learning can be made through looking at place and also weather and geology as part of a wider discussion about the potential building of a reservoir to solve water stress in the south-east. Other links can be made to population and urbanisation as this as the causes of water stress in the UK south-east are population size and weather patterns. Energy: geo thermal energy from tectonically active areas and how coastal areas are areas where renewable energy is generated.</p>
<h3>Summer</h3>	<p><b>Overview: Ecosystems</b></p> <p>Students will learn about ecosystems at a variety of scales. Before focussing more deeply on the tropical rainforest biome. Students will learn in depth the features of the tropical rainforest (climate, animal and plant adaptations, layers of the forest) and why the rainforest is an important biome both locally and globally for social, economic and environmental reasons. They will then investigate the impact of human activity on the physical environment (deforestation) and how effects on the physical</p>	<p><b>Overview: Population problems and the urban world</b></p> <p>Students will learn the location of the world's main sparsely and densely populated locations and the reasons why this is the case. They will investigate the population structure of contrasting countries and consider the causes, impacts and responses arising from different structures (ageing populations, rapidly growing populations, overpopulation....) making a comparison between China and the UK. Students will</p>	<p><b>Overview: Africa and Nigeria</b></p> <p>This unit will address misconceptions about Africa as a continent (NOT a country!) with a look at the biomes/climate zones within the continent, and its main human and physical features. We will also learn a brief history of how the African continent transitioned from tribes to countries and how Britain and Africa are connected through history. Students will then 'zoom in' on one country in Africa – Nigeria. We will learn</p>

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	<p>environment can impact people [e.g. people cut down trees to sell the timber &gt; forest cover shrinks &gt; cures for diseases in the rainforest are never found] students will also study methods of managing the rainforest sustainably. Alongside lesson, students will complete a guided project at home where they will investigate the hot desert biome. Students will share their findings at the end of the topic when they compare hot deserts with trf's.</p>	<p>investigate the challenges of unmanaged urban growth with a focus on Mumbai in India, this unit will have an enquiry based approach 'Should Meera move to Mumbai?' 'How should the Dharavi slum be improved?' At the end of this unit, students will investigate the impact of plastic on the world as a result of growing populations and modern lifestyles.</p>	<p>about the key human and physical features of Nigeria before zooming in on one of it's cities – Lagos. We will learn about how the population of Lagos has grown rapidly, the opportunities and challenges arising from this. We will then zoom in further to the Makako slum in Lagos. At the end of the unit we will investigate the causes of uneven development, considering why many African nations are less developed than nations in Europe for example. Students will then consider how development of a country is reflected in their employment structure, and how the development of a country can be improved through changes to employment structure and other strategies such as fair trade.</p>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Describing distribution</li> <li>● Sketching</li> <li>● Forming an argument and supporting with evidence</li> <li>● Climate graphs</li> <li>● Map skills</li> <li>● PEEL paragraphs</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Describing distribution using lines of latitude and compass directions</li> <li>● Graphical skills</li> <li>● Forming an argument and supporting with evidence</li> <li>● Data collection, presentation and analysis</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Analysis</li> <li>● Evaluation</li> <li>● Annotation</li> <li>● Graphical skills</li> <li>● Sketching</li> </ul>
	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Builds on students' knowledge of place and scale from the Autumn term including location of continents with the introduction of biomes. Builds on knowledge of differences in place. Students will revisit processes learnt in the previous rock'n'roll topic (erosion processes) and develop the skill of explaining. Climate will be revisited in year 8 as part of a broader topic on weather and climate.</p> <p style="text-align: center;"><u>This will be revisited again in the following units:</u>  <span style="color: red;">weather and climate (year 8)</span>  <span style="color: red;">Population [distribution] (year 8)</span>  <span style="color: red;">Climate change [causes] (year 8)</span>  <span style="color: red;">Rivers and flooding [causes] (year 9)</span>  <span style="color: red;">Africa and Nigeria [biomes in Africa and southern Nigeria] (year 9)</span>  <span style="color: red;">KS4 – The living world</span></p>	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Links to past learning can be made as students have studied weather, climate and natural hazards, all of which influence population distribution and migration. Topic begins with an overview of global population distribution and density and links with previous topics can be made as the causes of population distribution are influenced by climate and hazards. This topic introduces students to slums which they will later study in greater depth when investigating Nigeria in Africa.</p> <p style="text-align: center;"><u>This will be revisited again in the following units:</u>  <span style="color: red;">- Resource challenges (year 9)</span>  <span style="color: red;">- Africa and Nigeria (year 9)</span>  <span style="color: red;">- KS4 Challenge of natural hazards, urban issues and challenges, changing economic world</span></p>	<p style="text-align: center;"><b>Sequential learning</b></p> <p>Links to past learning: Place, space and scale with a focus on Africa &gt; Nigeria &gt; Lagos &gt; Makoko. Links to population and urbanisation as students look at the population of Lagos and the opportunities and challenges created by a growing population, including the growth of slums. When looking at the development gap and how to reduce it, links can be made to natural hazards and weather. Students will build on knowledge of TNC, trading and aid as part of a KS4 topic.</p> <p>Links to past learning: Geographical toolkit, coastal landscapes, ecosystems, weather and climate, climate change, resource challenges, rivers and flooding – concepts and skills from all units are revisited in this unit</p> <p>Links to future learning: Students will study the opportunities and challenges in Mumbai in year 10, students will study Nigeria as part of changing economic world in year 11</p>
	<p><b>Assessments</b></p> <p>Recall tests Exam style questions Summative assessment at the end of the topic</p>	<p><b>Assessments</b></p> <p>Recall tests. Exam style questions Summative assessment at the end of the topic</p>	<p><b>Assessments</b></p> <p>Recall tests. Exam style questions Summative assessment at the end of the topic</p>

	Year 10	Year 11
Autumn	<b>Overview – The challenge of natural hazards</b> Students begin their GCSE with Section A of the physical paper which covers: <ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>• Weather hazards</li> <li>• Climate change</li> </ul>	<b>Overview – UK physical landscapes – River &amp; coastal landscapes</b> Students begin Year 11 with Section C of the physical paper which covers: <ul style="list-style-type: none"> <li>• UK landscapes</li> <li>• River landscapes</li> <li>• Coastal landscapes</li> </ul> Students also undertake their second fieldwork (physical) on the changes of the River Lightspout across its long profile.
	<b>Skills</b> Graphical and cartographical, photo analysis	<b>Skills</b> OS map maps, photo analysis, draw sketches from photographs. Numerical and statistical skills to complete fieldwork write up.
	<b>Assessments</b> Students are given exam style questions throughout the topic and an end of topic assessment of Section A	<b>Assessments</b> Students are given exam style questions throughout the topic and a mock paper in November covering everything to date since the beginning of Year 10.
	<b>Sequential learning</b>  Students enjoy these topics at KS3 and it creates that first hook for them as the GCSE course begins. Knowledge and skills learnt during KS3 are built on at KS4.	<b>Sequential learning</b>  River landscapes are explored at the beginning of Y11 which lays down the theory in preparation for the field work (physical) to Carding Mill Valley which is conducted this term.  Geographical processes are closely linked between river landscapes and coastal landscapes and form the final section of section C of the physical paper.
Spring	<b>Overview – The living world</b> Students move onto Section B of the physical paper which covers: <ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Tropical rainforests</li> <li>• Hot deserts</li> </ul>	<b>Overview – The changing economic world</b> Students move onto Section B of the human paper which covers: <ul style="list-style-type: none"> <li>• The development gap</li> <li>• Nigeria – A Newly emerging economy</li> <li>• The changing UK economy</li> </ul>
	<b>Skills</b> Graphical and cartographical, photo analysis	<b>Skills</b> Graphical – interpret and extract information from different types of graphs. Photo analysis
	<b>Assessments</b> Students are given exam style questions throughout the topic and an end of topic assessment of Section A and Section B.	<b>Assessments</b> Students are given exam style questions throughout the topic and a mock paper in March that covers all the content covered to date from the beginning of Year 10.
	<b>Sequential learning</b>  The living world links into climate change as links are made between the impacts of deforestation on the climate and the impacts climate change is having on hot deserts (desertification)	<b>Sequential learning</b>  There are many difficult concepts within this topic and students statistically underperform in this section so it is the last topic covered so knowledge can be

		<p>retained in preparation for exams. There are links between this topic and urban issues and challenges that can be discussed.</p>
<p align="center">Summer</p>	<p><b>Overview – Urban issue and challenges</b>            Students begin Section A of the human paper which covers the following topics:</p> <ul style="list-style-type: none"> <li>• The urban world – Mumbai</li> <li>• Urban change in the UK – Birmingham</li> <li>• Sustainable urban living</li> </ul> <p><b>Overview – The challenge of resource management</b>            Students then move onto Section C of the human paper which covers:</p> <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Energy management</li> </ul> <p>Students plan and complete their first fieldwork (human) on the regeneration of Birmingham city centre.</p>	<p><b>Overview</b>            Students are presented with the pre-release booklet on a geographical issue. This varies from year to year but is based on a decision making issue.</p> <p>Revision in preparation for exams.</p>
	<p><b>Skills</b>            Graphical and cartographical, Photo analysis</p>	<p><b>Skills Covered</b>            Formulate enquiry and argument – develop an extended written argument.</p>
	<p><b>Assessments</b>            Students complete a mock exam paper on Section A and B of the physical paper and Section A of the human paper.</p>	<p><b>Assessments</b></p>
	<p align="center"><b>Sequential learning</b></p> <p>Move from physical topic to human topics focusing on section A – Urban issues and challenges. Mumbai in India and Birmingham are used as case studies. Many pupils at OA have Indian heritage and there are many cultural links. Birmingham is used as this is the largest city located nearest to OA and can be used to complete the human field work.</p> <p>Resource management – link with urban issues – as urban areas grow and the demand for energy increases this puts pressure on the supply of energy. Links with climate change as renewable energy sources.</p>	<p align="center"><b>Sequential learning</b></p> <p>Students are given a pre release based on a geographical issue. Students have to use this material to complete decision making questions based on the evidence provided. Evaluative and geographical skills have been developed throughout the course and these skills are tested throughout this topic.</p>