

# Geography Curriculum Map

Year 7 Geography End Points		
South-East Asia	The British Isles	Horn of Africa
<ul style="list-style-type: none"> <li>• Know the key features of the hydrological cycle.</li> <li>• Know the difference between weather and climate.</li> <li>• Know the layers of the Rainforest.</li> <li>• Know the features of a Rainforest biome.</li> <li>• Know what is shown on climate graph.</li> <li>• Know key features of a river.</li> <li>• Know the difference between erosion, transportation, and deposition.</li> <li>• Know the different sectors of industry.</li> <li>• Know the difference between a developed and a developing country.</li> <li>• Know why child labour exists and why others want to end it.</li> <li>• Know the environmental impact of palm oil production.</li> <li>• Know the four greenhouse gases.</li> <li>• Know the 3 legs of the sustainability stool</li> </ul>	<ul style="list-style-type: none"> <li>• Know the features of a temperate biome.</li> <li>• Know 10 key map symbols.</li> <li>• Know how to read and create a four-figure grid reference.</li> <li>• Know examples of settlement factors</li> <li>• Know key terminology to describe settlement types and patterns.</li> <li>• Know some similarities and differences between life in London and life in the North of England.</li> <li>• Know examples of industries that have declined in the UK.</li> <li>• Know different types of farming and where they are located in the UK.</li> <li>• To know the four types of coastal erosion and associated landforms.</li> <li>• Know the four types of coastal management schemes and the advantages and disadvantages of these</li> </ul>	<ul style="list-style-type: none"> <li>• Know the features of a desert biome.</li> <li>• Know the 2 types of wind erosion and 3 types of transportation associated with this.</li> <li>• Know the causes of desertification.</li> <li>• Know the features of the Nile.</li> <li>• Know the physical and human causes of flooding.</li> <li>• Know the social, environmental, and economic impacts of flooding (positive and negative)</li> <li>• Know how rivers can lead to conflict.</li> </ul>

## Year 8 Geography End Points

China	North America	Russia and Central Asia
<ul style="list-style-type: none"> <li>• Know the key features of mountainous climates</li> <li>• Know key differences between urban and rural environments</li> <li>• Know problems that develop in an urban environment</li> <li>• Know some examples of solutions to these urban problems in a range of contexts</li> <li>• Know the land use structures in developed and developing countries and some key features of these</li> <li>• Know the location factors for industry</li> <li>• Know how Industry can damage the environment</li> <li>• Know the features and causes of globalisation</li> <li>• Know the developments of transport on globalisation</li> <li>• Know the impact of increased globalisation on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Know the key features of taiga forests</li> <li>• Know the four types of weathering</li> <li>• Know the features of glacial erosion and deposition</li> <li>• Know the process of glaciation</li> <li>• Know examples of push and pull factors for migrants</li> <li>• Know the causes of rural to urban migration</li> <li>• Know the causes and impacts of immigration</li> <li>• Know examples of sustainable and unsustainable farming</li> <li>• Know the key features of anti-cyclones and depressions</li> <li>• Know examples and locations of extreme weather</li> <li>• Know the impact of extreme weather on a specific location</li> <li>• Know ways of managing flood prevention</li> <li>• Know the key features of Transnationals and their importance for globalisation</li> <li>• Know the impact of fast fashion</li> <li>• Know the environmental, social and economic impacts of tar sands</li> <li>• Know the impact of technology on globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between the features of densely and sparsely populated areas</li> <li>• To know the location of these in Russia</li> <li>• Know the key features of the Steppes</li> <li>• Know the impact of industry on the Aral Sea</li> <li>• Know the layers of soil and the causes and impact of soil erosion</li> <li>• Know the difference between renewable and non-renewable energy and the advantages and disadvantages of each</li> <li>• Know the issues with energy security and the impact of Russian control of oil and gas in Europe</li> <li>• Know the advantages and disadvantages of nuclear power – with reference to Chernobyl</li> <li>• To know the features of a trading partnership – with reference to the European Union</li> <li>• To know the arguments behind Brexit and Ukrentry</li> <li>• Know the causes and impact of the declining permafrost</li> </ul>

	Year 7			Year 8		
	South-East Asia	UK and Ireland	Horn of Africa	China	North America	Russia and Central Asia
Place	Overview of South East Asia The Rainforest	Overview of UK Temperate Climate Settlement Tourism Farming	Overview of Horn of Africa Desert Climate Diversity in Tourism River Nile	Overview of China Mountain Climate Location Factors	Overview of North America Taiga Climate	Overview of Russia, Eastern Europe and Central Asia The Steppes Climate
Sustainability	Palm Oil Greenhouse Gases Ecotourism	Coastal Management		Urban Problems and Solution Industry and the Environment	Tar Sands Farming and the Environment Fast Fashion	Soil Erosion Permafrost
Development	PSTQ and Development	Traditional Industry				
Systems	Hydrological Cycle Weather Rivers	OS Maps Settlement	Wind Erosion Desertification	Climate Graphs Land Use Patterns	Weathering Glaciation Contour Lines Type of Farming Anti-Cyclones and Depressions	The Aral Sea Energy
Inequality	Child Labour	North vs London	Famine River Use	Urban vs Rural	Migration	The East/West Divide
Globalisation				Global Supply Chains Trade and Transport Trade and the Environment	Transnationals Globalisation and ICT	Trading Partnerships (The European Union)
Risk		Coastal Erosion	Flooding		Extreme Weather Flood Prevention	

**Year 7: South East Asia**

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
	South-East Asia	Pupils may have previously studied elements of South-East Asia before and there may be some pupils who have a background in South-East Asia.	There was a danger that the unit on the UK (Unit 2) would have been too large if it became the first unit. By beginning with South-East Asia, it allows us to introduce simple concepts but through the lens of South-East Asia rather than the UK.	Pupils will now look at a range of issues where South-East Asia is the context. They will then go on to study the UK and Ireland as another example of a location.		
	Weather	We expect that pupils will have learned about the basic water cycle in Key Stage 1 and 2 and will therefore be able to understand as we develop it.	Many of the topics we will study in Key Stage 3 will have weather as a cause – flooding for example – so it is important that we establish the basics in the first unit of Year 7.	Pupils will go on to study flooding in the Horn of Africa unit, climate graphs in the China unit and extreme weather in the North America unit.	Know the key features of the hydrological cycle Know the difference between weather and climate	<b>KAP1</b> Secure – see left Stretch – Understand that humans can interrupt the water cycle
	The Rainforest	We expect that pupils may have some knowledge of the Rainforests from their work in Key Stage 1 and 2, but it is likely that they have studied the Brazilian Rainforest.	The Rainforest is a well-known, oft-studied biome and so this is a good place to start – with a place that pupils will be familiar with, either through their primary school studies or through the media.	Pupils will go on to study a range of different biomes in the other units.	Know the features of the Rainforest Know the location of Rainforests in the world Know what is shown on climate graph	<b>KAP1</b> Secure – see left Stretch – Understand the importance of the Rainforest
	Rivers and Erosion	Pupils are likely to have done some work on rivers in Key Stage 1 and 2 and we can build on this in the lessons.	Similar to weather, rivers and the weathering process are two strands that will go through Key Stage 3 and so it is again important to establish the basic concepts and vocabulary.	Pupils will go on to study the Nile and flooding in the Horn of Africa unit and flood prevention in the North America unit. They will study erosion again in the North America unit.	Know key features of a river Know the difference between weathering, erosion, transportation and deposition	<b>KAP1</b> Secure – see left Stretch – Understand the cross section of a meander
	PSTQ and Development	It is unlikely that pupils have learned about different sectors of industry though they may have learned about different jobs in key stages 1 and 2.	Development and globalisation are two important strands in Key Stage 3 for helping pupils to understand their world and inequalities in it. Learning about sectors of industry is a good way to start studying this.	Pupils will go on to study a range of other development and globalisation units in the rest of Key Stage 3.	Know the different sectors of industry Know how we use industry sectors to measure developing and developed countries Know why child labour exists and why others want to end it	<b>KAP1</b> Secure – see left Stretch – Understand how industry sectors can be used to measure development
	Sustainability	We expect pupils will know the importance of being environmentally friendly – either from recycling at home or lessons in Key Stage 1 and 2.	The environment and sustainability is another strand that students will follow in KS3 Geography. This will establish why being sustainable is necessary, examples of polluting industries and how we could be more sustainable	Pupils will go on to study a range of other environmental and sustainability units in the rest of Key Stage 3.	Know the environmental impact of palm oil production Know the four greenhouse gases Know reasons why ecotourism is more sustainable	<b>KAP1</b> Secure – see left Stretch – Understand why greenhouses gases have risen since the Industrial Revolution.

**Year 7: UK and Ireland**

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
	The British Isles	We expect that pupils will have some Geographical knowledge of the British Isles from their work in Key Stage 1 and 2	The British Isles is a good example of a temperate climate – so this allows pupils to study a key biome whilst also learning more about the Geography of their own country. A study of tourism in the UK will also help them to understand what is unique about the Geography of the British Isles.	Pupils will now look at a range of issues where the British Isles is the context. They will then go on to study the Horn of Africa as another example of a location.	Know the features of a temperate climate	<b>KAP2</b> Secure – see left
	Ordnance Survey Maps	Pupils may have used or created their own maps as part of Key Stage 1 and 2 Geography lessons.	Throughout their work in Key Stage 3 and 4 Geography pupils will need to be able to interpret maps in a range of contexts. This is a good starting point for understanding OS Maps.	Pupils will go on in future topics to look at some of the finer points of OS maps such as contour lines and will be using other examples – e.g. world maps.	Know 10 key map symbols  Know how to read and create a four figure grid reference	<b>KAP2</b> Secure – see left Stretch – Read and create a six figure grid reference
	Settlement	Pupils may have studied the differences between towns and villages as part of their Key Stage 1 and 2 Geography lessons.	In their Key Stage 3 and 4 studies ,pupils will also be studying the differences in settlements both at a local and global level. Understanding location factors and settlement types will help them be able to do this.	In future topics pupils will look at other settlement types – such as tourist destinations. They will also be studying urban problems in China.	Know examples of settlement factors  Know key terminology to describe settlement types and patterns  Know some similarities and differences between life in London and life in the North of England (Hull)	<b>KAP2</b> Secure – see left Stretch – Understand the impact of the differences between the North and South of the UK.
	Industry	Pupils may have studied some key industries in their studies at Key Stage 1 and 2. They will also be aware through their own world experience of businesses and industries that operate in the UK	Industry, Development and Globalisation are key strands that are woven through Key Stage 3 and 4 Geography and this is a starting point for those studies. We also focus on industries that are or have been key to the East Midlands and Leicestershire.	This will have been a good starting point for looking at issues of industry, development and globalisation in Year 8 units such looking at transnationals and global supply chains.	Know examples of industries that have declined in the UK  Know different types of farming and where they are located in England	<b>KAP2</b> Secure – see left Stretch – Understand why farms are located in these places
	Coastal Erosion	In the first unit, pupils studied the weathering and erosion process and applied it to the transformation of rivers and their landscapes. They will be able to use some of this knowledge to help them here.	Pupils have already looked at erosion caused by water and this continues that study before they go on to study glaciation and wind erosion in future units – so this is a natural continuation of the strand whilst also looking at a concerning hazard for people living on UK coastlines.	Pupils will later go on to study wind erosion in the Horn of Africa unit and then glaciation when they study North America giving them a full understanding of the weathering and erosion processed and how they transform the landscape.	To know the four types of coastal erosion and the features of coastal erosion  Know the four types of coastal management schemes and the advantages and disadvantages of these	<b>KAP2</b> Secure – see left Stretch – Understand the conflict of land use and resources when considering coastal management

**Year 7: Greater Horn of Africa**

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
	The Horn of Africa	Pupils may have studied African countries as part of their Key Stage 1 and 2 studies and they can compare what they learn with those countries and their lessons on South-East Asia and the UK.	It is important that pupils learn about the diversity in Africa and using the Greater Horn of Africa as a location allows us to do this – going from Sudan in the North to Kenya and Somalia further South. (NB: this is technically the Greater Horn of Africa and does not include Egypt – Horn of Africa is just Eritrea, Djibouti, Ethiopia and Somalia)	In the next academic year, pupils will move on to study China, North America and Russia/Central Asia and their work on the locations from this year will be useful for comparison with those places.		
	Desert Biomes	Pupils may have studied deserts in Key Stage 1 and 2 and may even have studied the Sahara as part of these studies. Their work on weathering and erosion in the two previous units will be built on in this unit.	This continues the tour of key biomes across the world and will be in stark contrast to the two they have studied so far. This then provides a perfect backdrop to study wind erosion and the desertification process before going on to study some of the effects of this type of transformation.	In the next unit pupils will be looking at some of the problems caused by desertification. They will pick up the strand of weather and erosion in Year 8 where they look at glaciation and how that transforms the landscape.	Know the features of a desert climate  Know the 2 types of wind erosion and 3 types of transportation associated with this  Know the causes of desertification	<b>KAP3</b> Secure – see left Stretch – Understand how features are formed by wind erosion
	Famine in the Horn of Africa	The previous topic on desertification will allow pupils to make links with some of the reasons for famine in this region of the world	The events of Live Aid, decades ago, brought home the problems of famine in sub-Saharan Africa. In 2020, 246.2 million people in this location were reported to be undernourished. This lesson will seek to look at the reasons for this and what can be done.	Future lessons in Year 8 will be looking at farming and how it is also harming the environment. There will also be lessons on soil erosion which has links to the issues studied in the past two topics.	Know the impact of climate change on food security	<b>KAP3</b> Secure – see left Stretch – Understand solutions to problems of famine in the Horn of Africa.

	<b>The River Nile</b>	<p>Pupils have now studied a range of issues which will help them to understand the lessons in this topic. They have already studied the features of rivers, the importance of water to prevent famine and will know about the countries that the Nile passes through. It is also possible that they studied Ancient Egypt in Key Stage 1 and 2 and will have some concept of the importance of the Nile for this region.</p>	<p>As part of their work on rivers this year, it is important that pupils study flooding as a hazard – including its causes and effects. The flooding of the Nile though can often bring many positive benefits and so this lesson will allow pupils to compare different perspectives on flooding and compare the different impacts of it. It will also look at the issue of water security – as Ismail Sarageldin predicted in 1995 – “The wars of the 21<sup>st</sup> Century will be fought over water – unless we change our approach to managing this precious and vital resource”</p>	<p>Pupils will revisit flooding in the North America unit in Year 8 where they will look at extreme weather events before going on to study what countries can do in order to prevent river flooding.</p>	<p>Know the features of the Nile</p> <p>Know the physical and human causes of flooding</p> <p>Know the social, environmental and economic impacts of flooding (positive and negative)</p> <p>Know how international roles are developing and how rivers play a part in local geopolitics.</p>	<p><b>KAP3</b></p> <p>Secure – see left</p> <p>Stretch – Understand the impact downstream of developments in river management.</p>
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	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
<b>Year 8: China</b>	<b>China</b>	<p>Pupils may have studied China before in other contexts and at primary school. Their work on South-East Asia in Year 7 will be interesting for comparison.</p>	<p>This first part of the unit is designed as an introduction to the geography and culture of China – one of the largest and fastest developing countries in the world.</p>	<p>In the next unit, pupils will go on to study the United States of America, another global superpower which will invite comparisons with China.</p>		
	<b>Mountain Biomes</b>	<p>Pupils have now studied 3 biomes, all of which can be found in China – we will be able to locate these on a map and make comparisons with China and the other places we have learned about.</p>	<p>Many of the biomes that we have already studied are present in China, which is a huge country with a wide variety of landscapes. This allows us to look at Mountain Biomes – a constantly changing biome where plant and animal life changes based on elevation.</p>	<p>Pupils will be able to compare the Mountain Biome with other biomes they learn about this year - it may also be useful when they come to study glaciation.</p>	<p>Know the key features of mountainous climates</p>	<p><b>KAP1</b></p> <p>Secure – see left</p> <p>Stretch – Comparison with other biomes and climates</p>
	<b>Urban Problems</b>	<p>So far pupils have largely studied rural and coastal landscapes which will help when they begin to look at the key differences between urban and rural environments. They may already have studied urban environments in Primary School and will have their own understanding of urban environments from visiting local</p>	<p>With 20 cities with a population more than 5 million (There are only 3 in the EU), China is a country with vast urban environments and with the urbanisation of China there have inevitably been problems. This unit aims to look at some of the problems caused by urban areas and some of the creative solutions to them – not only in China but in other countries as well.</p>	<p>Pupils will go onto study urban environments again when they move on to study GCSE Geography in Year 9.</p>	<p>Know key differences between urban and rural environments</p> <p>Know problems that develop in an urban environment</p> <p>Know some examples of solutions to these urban problems in a range of contexts</p>	<p><b>KAP1</b></p> <p>Secure – see left</p> <p>Stretch – Understanding causes of urban problems</p> <p>Stretch – Explaining solutions</p> <p>Stretch – Comparing land use models</p>

		cities such as Nottingham and Derby.			Know the land use structures in developed and developing countries and some key features of these	
	Secondary Industry	Pupils have already studied different sectors of industry and have looked at location factors for settlement. These will both be useful for these lessons. They have also studied some environmental issues.	Made in China. China is the industrial powerhouse of the world with an Industrial GDP of \$4.8m and it seems fitting to study Secondary Industry and its location factors in this unit.	Next pupils will go on to study Primary Industry in the United States and some of the issues in that industry.	Know the location factors for industry  Know how Industry can damage the environment	<b>KAP1</b> Secure – see left Stretch – Explaining importance of location factors for different industries Stretch – Linking Industry to Climate Change
	China and Globalisation	Pupils have so far looked at industry and development both in this unit and the units in Year 7. These are important pre-requisites for now studying globalisation and trade.	Due to its strong economic position and vast resources, China is a global trading superpower	Pupils will now go on to look at some of the problems of globalisation in the form of fast fashion, globalisation and ICT and the importance of transnationals or TNCs.	Know the features and causes of globalisation  Know the developments of transport on globalisation  Know the impact of increased globalisation on the environment	<b>KAP1</b> Secure – see left Stretch – Understanding impact of technology on globalisation

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
<b>Year 8: North America: Canada, the</b>	North America	Pupils will have studied a wide range of geographical locations by this point and they will be able to make comparisons between those places and North America.	The United States remains hugely important economic and political influence around the world and together with its neighbours, Canada and Mexico, is another location full of diverse Geography.	Pupils will complete their studies on different locations in the world when they look at Russia and its surrounding countries.		
	Taiga Biomes	Pupils will likely be familiar with this biome as there are Taiga biomes in Northern Europe but they may not be aware of its importance. They can make comparisons with other biomes they have studied.	The Taiga Biome – also known as a Boreal or Snow Forest – has been called the world’s largest biome. It is a vital biome for the planet as it is estimated that it stores twice as much carbon as tropical rainforests.	Pupils will go on to study another country that is well-known for its taiga biomes and this biome will come up again when they study GCSE Geography.	Know the key features of taiga forests	<b>KAP2</b> Secure – see left Stretch – Comparisons with other biomes and climates

	Glaciation	Pupils have already studied the processes of weathering and erosion in previous units – but referring to rivers and coastlines. They can build on that knowledge in this unit.	The processes of glacial erosion, transportation and deposition are responsible for the creation of around 30% of the world’s landscapes from the last ice age and continue to shape the world around us today.	Pupils will complete their work on erosion when they look at the problems caused by soil erosion. Glaciation will also come up again when they study GCSE Geography.	Know the four types of weathering Know the features of glacial erosion and deposition Know the process of glaciation	<b>KAP2</b> Secure – see left Stretch - Understanding how glacial processes create features Stretch – Using diagrams
	Farming	Pupils have already learned about different sectors of industry and have also studied farming in the UK. They will also be able to make comparisons as they come from a rural location.	Farming is one of the world’s most important industries, essential for feeding the ever-expanding global population and the industrial farming of North America is as important as any other.	Pupils will be learning again about some of the problems of farming when they study soil erosion and agriculture is also a factor that they will study in GCSE Geography.	Know examples of push and pull factors for migrants Know the causes of rural to urban migration Know the causes and impacts of immigration Know examples of sustainable and unsustainable farming	<b>KAP2</b> Secure – see left Stretch – Understanding benefits of immigration
	Extreme Weather	Pupils have already studied the weather in previous units and how it is affected by geography. They have also already studied the causes and effects of flooding which will help in this unit.	North America is also home to a variety of extreme weather events from the coastlines to the plains. It will allow pupils to study these particularly tornadoes and extreme flooding which will enable pupils to look at what can be done to prevent flooding.	Pupils will be studying another extreme weather event when they study tropical cyclones in GCSE Geography.	Know the key features of anti-cyclones and depressions Know examples and locations of extreme weather Know the impact of extreme weather on a specific location Know ways of managing flood prevention	<b>KAP2</b> Secure – see left Stretch – Understanding importance of location on formation of extreme weathers
	Transnationals	The work pupils did on globalisation in the previous unit on China will be useful here as they will already be aware of some of the issues caused by globalisation.	Transnationals or TNCs dominate the global marketplace creating vast wealth and employment but also global problems for the environment and sustainability. Pupils will see how their role as consumers affects this.	The role of TNCs is a factor that will come up again when pupils study GCSE Geography.	Know the key features of Transnationals and their importance for globalisation Know the impact of fast fashion Know the environmental, social and economic impacts of tar sands Know the impact of technology on globalisation	<b>KAP2</b> Secure – see left Stretch – Evaluating impact of TNCs on environment
	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
<b>Year 8: Russia, Ukraine and Central</b>	Russia and its neighbours	Pupils will have studied a wide range of geographical locations by this point and they will be able to make comparisons between those places and these locations.	Making up the trio of key global superpowers in this year is Russia with the largest land area of any country in the world spanning two continents.	The locations that the pupils have studied will help them as they move on to study GCSE Geography in Year 9.	Know the difference between the features of densely and sparsely populated areas Know the location of these in Russia	<b>KAP3</b> Secure – see left
	The Steppes Biome	Pupils have now studied a variety of biomes which they can use for comparison with the Steppes. They have also studied this area in History when studying the silk roads.	The steppes are the dry grassy plains they are found in Central Asia and Eastern Europe. These are historically important areas for trade and have been converted to areas of grazing and farming – though suffer from overgrazing and overcultivation.	The biomes that the pupils have studied will help them as they move on to study GCSE Geography in Year 9 where they will study a range of biomes and biospheres.	Know the key features of the Steppes	<b>KAP3</b> Secure – see left Stretch – Comparison with other biomes and climates

	<b>Environmental Issues</b>	Pupils have already looked the erosion processes concerning glaciers, rivers and coasts and they will be aware of the link between water and geo-politics from their unit on the Horn of Africa. The permafrost is something that pupils will know little about but they have already studied a range of environmental issues and will be aware of why areas of ice are thawing across the world	The steppes biome are one of the areas that have suffered from soil erosion. Meanwhile the Aral Sea was formerly the 4 <sup>th</sup> largest lake in the world as recently as the 1960s yet has now shrunk to 10% of its original size. Pupils will look at why this is. Permafrost is a permanently frozen layer either on or under the Earth's surface. Global warming has meant that some of this has begin to melt and if this continues it could cause catastrophic consequences for the planet.	Pupils will go on to study further environmental issues when they study the global climate in topic 1 (Hazardous Earth) of their GCSE in Geography.	Know the impact of industry on the Aral Sea Know the layers of soil and the causes and impact of soil erosion Know the causes and impact of the declining permafrost	<b>KAP3</b> Secure – see left Stretch – Explaining why the Aral Sea has shrunk
	<b>Energy</b>	Pupils may have already studied energy in other areas such as primary school or in science lessons (Year 7 and 8)	Russia is one of the largest suppliers in the world of gas and oil and many counties have become reliant on its supplies causing geo-political problems. Pupils can also study the role of nuclear power, its advantages and concerns over its use.	Pupils will study further issues on energy when they study topic 9 (Consuming Energy Resources) in their GCSE in Geography.	Know the difference between renewable and non-renewable energy and the advantages and disadvantages of each Know the issues with energy security and the impact of Russian control of oil and gas in Europe Know the advantages and disadvantages of nuclear power – with reference to Chernobyl	<b>KAP3</b> Secure – see left Stretch – Understanding one renewable energy in detail (negotiate with Science)
	<b>Trading Blocs99</b>	Pupils have already studied some areas of globalisation in previous units this year so these lessons will continue that. They will also be aware of issues in the news that are relevant here.	The role of trading blocs in the world economy is both advantageous and also a stumbling block for access to the world's largest markets. Pupils will study the European Union including why Ukraine want in...and Britain wanted out.	Pupils will continue to study issues of globalisation when they study topic 2 (Development Dynamics) in their GCSE in Geography.	Know the features of a trading partnership – with reference to the European Union Know the arguments behind Brexit and Ukrenry	<b>KAP3</b> Secure – see left Stretch – Understand the consequences of membership and non-membership of blocs

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 9 Geography Curriculum</b>	9 GCSE Topic 1 – Hazardous Earth <b>Plate Tectonics</b>		GCSE Topic 1 – Hazardous Earth <b>Weather and Climate</b>		GCSE Topic 1 – Hazardous Earth <b>Tropical Cyclones</b>	
	<p><b>Rationale</b></p> <p>In Year 9 students complete the first GCSE topic – Hazardous Earth. This enables students to gain a broader understanding of the world around them including; building on their knowledge of physical geography and how mountain ranges are formed and land is created linking to their Year 7 and 8 lessons on weathering and glaciation as well as building on students understanding of developing and developed countries and how and why they respond to tectonic hazards differently.</p> <p>Starting the GCSE course allows students to have a better understanding of the requirements of the course before choosing their options later in Year 9, as well as responding to past students feedback on the amount of content in the course.</p>	<p><b>End Points</b></p> <ol style="list-style-type: none"> <li>The structure of the Earth</li> <li>How convection currents move the tectonic plates</li> <li>Types of plate boundary</li> <li>The magnitude, focus and epicenter of earthquakes</li> <li>The hazards and types of volcano</li> <li>How tsunamis are formed</li> <li>Impacts of these three hazards in a developed country</li> <li>Responses to these hazards in a developed country</li> <li>Impacts of these three hazards in a developing country</li> <li>Responses to these hazards in a developing country</li> </ol>	<p><b>Rationale</b></p> <p>Students covered how to record the weather, how to read climate graphs, microclimates and the climate of the UK and other countries in Years 7 and 8.</p> <p>This part of the topic builds upon that knowledge by introducing climate hazards, specifically climate change, in more detail.</p> <p>It helps students later in the GCSE by helping them to understand why we need to become more sustainable, which is a key concept throughout the Geography curriculum in all years.</p>	<p><b>End Points</b></p> <ol style="list-style-type: none"> <li>The difference between weather and climate</li> <li>How to read a climate graph</li> <li>How latitude affects climate zones</li> <li>How heat transferred around the planet via air and water</li> <li>Why the climate changed naturally in the past</li> <li>The evidence of climate change</li> <li>How and why the climate is changing today</li> <li>The impacts of man-made climate change</li> <li>How we respond to climate change</li> </ol>	<p><b>Rationale</b></p> <p>Building on students' knowledge of climate and climate change, the final part of the topic covers tropical cyclones and again requires students to think about how developed and developing countries respond to these storms as well as covering why storms are increasing in frequency and intensity.</p>	<p><b>End Points</b></p> <ol style="list-style-type: none"> <li>How low air pressure leads to storms</li> <li>What a tropical cyclone is</li> <li>The conditions needed for a tropical cyclone to form</li> <li>The structure and track of a tropical cyclone</li> <li>The four hazards from a tropical cyclone</li> <li>The impacts of a tropical cyclone in a developed country</li> <li>The responses to a tropical cyclone in a developed country</li> <li>The impacts of a tropical cyclone in a developing country</li> <li>The responses of a tropical cyclone in a developing country</li> <li>The link between climate change and tropical cyclones</li> </ol>
<b>Skills</b>	<ol style="list-style-type: none"> <li>Interpret a cross-section of the Earth</li> <li>Use and interpretation of world map showing distribution of plate boundaries and plates</li> <li>Use of Richter Scale to compare magnitude of earthquake events</li> <li>Use of social media sources, satellite images and socio-economic data to assess impact.</li> </ol>		<ol style="list-style-type: none"> <li>Use and interpretation of climate graphs</li> <li>Use and interpretation of line graphs/bar charts showing climate change</li> <li>Use and interpretation of temperature and sea-level projection graphs to 2100</li> </ol>		<ol style="list-style-type: none"> <li>Use of GIS to track the movement of tropical cyclones</li> <li>Use of weather and storm-surge data to calculate Saffir-Simpson magnitude</li> <li>Use of social media sources, satellite images and socio-economic data to assess impact</li> </ol>	
<b>Assessment</b>	<b>Key Assessment Point 1</b> covering End Points 1-10		<b>Key Assessment Point 2</b> covering End Points 1-19		<b>Key Assessment Point 3</b> covering End Points 1-29	