

		Term 1		Term 2		Term 3	
Weeks		7	7	6	6	6	7
Year 7	<i>Core Knowledge/ Skills and Concepts</i>	<p>Extreme Survival -Cold Deserts</p> <p>Map skills -identify and recall the world's continents and oceans</p> <p>Use CLOCC to describe the location and position of Antarctica.</p> <p>Describe the vegetation, condition, landscape and wildlife found in Antarctica.</p> <p>Identify the key adaptations of animals and vegetation to the conditions.</p> <p>Identify how humans can protect or exploit a cold desert.</p>	<p>Extreme Survival Hot Deserts</p> <p>Map skills -identify and recall the world's continents and oceans</p> <p>Use CLOCC to describe the location and position of hot deserts across the world.</p> <p>Describe the vegetation, condition, landscape and wildlife found in hot deserts.</p> <p>Identify the key adaptations of animals and vegetation to the conditions.</p> <p>Identify how humans can protect or exploit a hot desert.</p>	<p>Physical Landscapes in the Uk</p> <p>Identify the processes of erosion, disposition and weathering which have shaped the Physical Geography of the UK.</p> <p>Identify the distinctive processes and landforms are associated with rivers, coasts and mountains.</p> <p>Be able to identify the difference between weather and climate.</p> <p>Identify multiple ways in which different aspects of weather (temperature, precipitation) can be measured and recorded.</p>	<p>Population and place</p> <p>Map skills – using CLOCC identify the location of China and UK in the context of the world map</p> <p>Understand the difference between physical and human features.</p> <p>Understand the challenges of a rural sparse population like Shetland Islands.</p> <p>Understand the challenges of an urban dense population like Shangahi</p>	<p>Population and change</p> <p>Map skills – using CLOCC to identify Thailand and UK map to identify location of Southend and Scarborough</p> <p>Understand that the UK has a diverse population and this has changed over time.</p> <p>Understand the challenges of a young and transient population -Thailand</p> <p>Identify how an ageing population can present challenges and opportunities.</p>	<p>Our own place in the world</p> <p>Understand that the UK's is part of the continent of Europe, one of seven global continents.</p> <p>Explore the four countries that make up the UK – England, Scotland, Wales and Northern Ireland.</p> <p>Investigate different areas and places in the UK and understand that they have distinctive characteristics</p> <p>Be able to understand and interpret OS maps and their symbols and use these skills in field work in the local community.</p>
	<i>How will it be assessed?</i>	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. ~This will either be in paper form or as an interactive quiz.	. Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. ~This will either be in paper form or as an interactive quiz	There will be a test at the end of the term that will be assessed on the knowledge and concepts learners have gained over this term. Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz.	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz.
	<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	Understanding of the world's most extreme environments engages children with key geographical concepts and focuses on how humans and the environment interact. The two units are designed to reinforce understanding during the transition process from Year 6 to 7	Understanding of the world's most extreme environments engages children with key geographical concepts and focuses on how humans and the environment interact. This second unit allows children to build independence and consolidate key skills.	The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement. It is important to learn about the physical landscape of the UK to embed critical geological knowledge which will be expanded later in the scheme.	. This unit will enable students to understand human geography relating to population and urbanisation. It will continue to develop their sense of place by consolidating their map skills as well as encouraging comparisons through contrasting case studies.	. This unit will enable students to understand how demographics are considered and how they affect our sense of place and community. It will continue to develop their sense of place by consolidating their map skills as well as encouraging comparisons through contrasting case studies.	This unit will enable students to understand human geography relating to their place in the world at the global, national and local level. This chapter will help to develop students' skills in interpreting OS maps in the classroom and the field, including using grid references and scale, and aerial and satellite photographs.

	<i>Weekly Focus</i>	<ol style="list-style-type: none"> Using a world map Where is Antarctica? What are the conditions there? How do wildlife and vegetation adapt? What are the threats towards this place? What are the opportunities? Docu/film 	<ol style="list-style-type: none"> Using a world map Where are the hot deserts? What are the conditions there? How do wildlife and vegetation adapt? What are the threats towards this place? What are the opportunities? 7. Docu/film 	<ol style="list-style-type: none"> UK Landscapes Water cycle River Landscapes Coastal Landscapes Weather and climate Weathering processes 	<ol style="list-style-type: none"> Map skills Physical and human features Population differences around the world Case study- Shetland Islands Case Study- Shanghai Threats and opportunities of a growing world population. 	<ol style="list-style-type: none"> Map skills Ageing populations Young populations Case Study Thailand - tourism/ leaving rural areas Case Study – Southend – what happens in an ageing area What are the solutions to population issues? 	<ol style="list-style-type: none"> Parts of the UK-atlas work The UK and the world - atlas work Manchester -physical and human features Contrast with Shetland Islands knowledge OS maps of local area and 7 .Drawing creating maps using field study of local area.
	<i>Weeks</i>	7	7	6	6	6	7
Year 8	<i>Core Knowledge/ Skills and Concepts</i>	<p>Work, Rest and Play in the UK</p> <p>Map skills – review the national and global geography of the UK</p> <p>Identify the 4 main employment sectors in the UK: primary, secondary, tertiary and quaternary.</p> <p>Investigate the change in employment structures in the UK over time.</p>	<p>Work, Rest and Play in the UK</p> <p>Identify changes to how people in the UK communicate and travel.</p> <p>Map skills – using world maps to identify locations that football has been exported to and from.</p> <p>Investigate globalisation in relation to the sport of football</p>	<p>Challenges and Opportunities</p> <p>Identify that some people in the UK live in poverty.</p> <p>Identify ways to reduce poverty and homelessness in the UK.</p> <p>Understand that supply and demand for water in the UK is unequal.</p> <p>Investigate waste management strategies.</p> <p>Understand the environmental, economic and social impacts of air pollution in the UK.</p> <p>Investigate the change in energy production and consumption in the UK.</p>	<p>Our Physical World</p> <p>Use latitude and longitude to locate aspects of physical geography eg mountains, seas, rivers.</p> <p>Investigate plate tectonics and be able to relate this to earthquakes and volcanoes.</p> <p>Identify specific volcano eruptions and the hazards that are associated with these.</p> <p>Investigate extreme weather events around the world and link this to patterns of global climate.</p>	<p>Our Living World</p> <p>Understand how bamboo has become a versatile and sustainable plant.</p> <p>Understand the importance of cereal crops in providing food for a large majority of the world.</p> <p>Understand that ecosystems involve complex interrelationships between living organisms and the natural environment. Global ecosystems (biomes) reflect climate zones.</p>	<p>Our Living World</p> <p>Investigate the Mediterranean climate and how plants and animals have adapted to these conditions.</p> <p>Understand that coral reefs are an important but fragile ecosystem. They bring many benefits yet are under serious threat from human activity and climate change.</p>
	<i>How will it be assessed?</i>	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz	There will be a test at the end of the term that will be assessed on the knowledge and concepts learners have gained over this term. Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer and self-assessment will be utilised where appropriate.	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be demonstrated using blue stickers. There will also be a test at the end of the topic. This will either be in paper form or as an interactive quiz
	<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	This chapter will help students to understand changes in employment in the UK. Globalisation and transport changes. It will provide students with the basic understanding of how major changes in the economy of the UK have affected, and will	This chapter will help students to understand changes in employment in the UK. Globalisation and transport changes. It will provide students with the basic understanding of how major changes in the economy of the UK have affected, and will	This chapter will help students to understand waste reduction, recycling, water conservation, energy conservation and transport strategies. It will provide students with a basic understanding of the features of sustainable urban living and the changing demand and	In Locational knowledge, students consolidate and extend their knowledge of the world's major countries and their physical features. •At KS3, in Human and physical geography, students should understand, using examples at a variety of	KS3 PoS Locational knowledge: students study aspects of the physical and human geography of Russia. •KS3 PoS Human and physical geography: students learn how 'human and physical processes interact to influence	•KS3 PoS Locational knowledge: students study aspects of the physical and human geography of Russia. •KS3 PoS Human and physical geography: students learn how 'human and physical processes interact to influence and change environments'.

		continue to affect, employment patterns. Studying this topic satisfies the KS3 PoS by enabling students to understand economic activity in the primary, secondary, tertiary and quaternary sectors.	continue to affect, employment patterns. Studying this topic satisfies the KS3 PoS by enabling students to understand economic activity in the primary, secondary, tertiary and quaternary sectors.	provision of resources in the UK.	scales, the key processes in plate tectonics and weather and climate. •At KS3, in Geographical skills and fieldwork, students build on their knowledge of globes, maps and atlases.	and change environments'. This can be studied in the context of ecosystems and biomes. •KS3 Geographical skills and fieldwork: students use and interpret atlas maps and satellite images, both provided in this section	This can be studied in the context of ecosystems and biomes. •KS3 Geographical skills and fieldwork: students use and interpret atlas maps and satellite images, both provided in this section.
	<i>Weekly Focus</i>	1. The World of Work 2. The World of Work P2 3. Changing Employment 4. Changing Employment P2 5. Communications and Transport 6. Communications and Transport P2 7.Docu/film	1. How Do We Spend Our Free Time? 2. How Do We Spend Our Free Time? P2 3. The Geography of Sport 4. The Geography of Sport P2 5. Skills Focus: Decision Making Exercises 6. Skills Focus: Decision Making Exercises P2 7. Assessment	1. Poverty in the UK 2. Water Supplies 3. Waste Management 4. Air Pollution 5. Energy 6. Skills Focus: GIS	1. A World of Extremes 2. Our Underwater World 3. Earthquakes 4. Volcanoes 5. Global Weather and Climate 6. Skills Focus: Comparing Maps.	1. The Story of Bamboo 2. The Story of Bamboo P2 3. Where Does My Breakfast Come From? 4. Where Does My Breakfast Come From? P2 5. Ecosystems: Who Is Eating Who? 6. Ecosystems: Who Is Eating Who? P2	1. The Mediterranean Climate 2. The Mediterranean Climate P2 3. Coral Reefs 4. Coral Reefs P2 5. Skills Focus: Map and Satellite Pictures – Russia's Biomes. 6. Assessment 7.Film
	<i>Weeks</i>	7	7	6	6	6	7
Year 9	<i>Core Knowledge/ Skills and Concepts</i>	Our Unequal World Understand that some countries are rich, while others are poor. Identify how levels of development can be measured by development indicators eg GNI per capita, literacy rates, birth rates. Understand the limitations some countries face in relation to their development.	Our Unequal World Investigate the relationship between food security and development. Identify how healthcare differs around the world. Investigate how trade can be unequal/unfair. Use scattergraphs to find out patterns between wealth and other indicators.	Focus on Africa Understand that Africa has a diversity of landscapes, biomes, populations and resources. Investigate the impact of colonisation on Africa. To identify the scale of the Sahara desert and it's main characteristics. Identify the 4 biomes which are present in Nigeria: rainforest, desert, tropical savannah and semi-arid savannah. Identify the contrast between rural life and urban life for the population if Nigeria. Understand that Nigeria has both opportunities and challenges for development. Identify how cross sections show the relief of the land and it's features.	World Cities Understand that urbanisation occurs due to natural increase and rural-urban migration. Investigate why some cities develop in certain areas. Investigate rural-urban migration in china, focusing on some consequences. Classify a megacity and explore some of the challenges and opportunities associated with them. Investigate squatter settlements using the named example: India. Explore sustainable cities as a reaction to reducing the number of challenges associated with cities.	Global Issues Explore the negative impact of plastic on the environment and investigate the damage it is causing to natural eco-systems. Investigate climate change in relation to the increase in burning fossil fuels.	Global Issues Understand the international tourism is growing rapidly. While providing an important source of income and employment, the environment is under threat. Sustainable practices are being adopted to address this issue. Understand the importance of Wilderness – 'wild' – areas are natural environments that are largely undisturbed by people. They are important for wildlife, filter and store water and provide opportunities for recreation. Relate this to Arctic Tundra
	<i>How will it be assessed?</i>	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be	There will be a test at the end of the term that will be assessed on the knowledge and concepts learners have gained over this term. Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be	Learning will be assessed during each lesson with verbal questioning and group discussions. Work will be marked using the 'yellow stickers'. Peer assessment will be utilised where appropriate using pink stickers and self-assessment will be

		6. 7.	6. 7.	6.	6.	6.	6. 7.
Year 11	<i>Weeks</i>	7	7	6	6	6	7
	<i>Core Knowledge/ Skills and Concepts</i>						
	<i>How will it be assessed?</i>						
	<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>						
	<i>Weekly Focus</i>	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6. 7.