Term 1		Term 2		Term 3		
Weeks	7	7	6	6	6	7
Core Knowledge/ Skills and Concepts	Extreme Survival -Cold Deserts	Extreme Survival Hot Deserts	Physical Landscapes in the Uk	Population and place Map skills – using CLOCC	Population and change Map skills – using CLOCC to	Our own place in the world Understand that the UK's is
	Map skills -identify and recall the world's continents and oceans	Map skills -identify and recall the world's continents and oceans	Identify the processes of erosion, disposition and weathering which have shaped the Physical Geography of the	identify the location of China and UK in the context of the world map	identify Thailand and UK map to identify location of Southend and Scarborough	part of the continent of Europe, one of seven global continents.
	Use CLOCC to describe the location and position of Antarctica.	Use CLOCC to describe the location and position of hot deserts across the world.	UK. Identify the distinctive processes and landforms are associated with rivers, coasts	Understand the difference between physical and human features. Understand the challenges of	Understand that the UK has a diverse population and this has changed over time. Understand the challenges of	Explore the four countries that make up the UK – England, Scotland, Wales and Northern Ireland.
	Describe the vegetation, condition, landscape and wildlife found in Antarctica.	Describe the vegetation, condition, landscape and wildlife found in hot deserts.	and mountains. Be able to identify the	a rural sparse population like Shetland Islands.	a young and transient population -Thailand	Investigate different areas and places in the UK and
	Identify the key adaptations of animals and vegetation to the conditions.	Identify the key adaptations of animals and vegetation to the conditions.	difference between weather and climate. Identify multiple ways in which	Understand the challenges of an urban dense population like Shangahi	Identify how an ageing population can present challenges and opportunities.	understand that they have distinctive characteristics
	Identify how humans can protect or exploit a cold desert.	Identify how humans can protect or exploit a hot desert.	different aspects of weather (temperature, precipitation) can be measured and recorded.			Be able to understand and interpret OS maps and their symbols and use these skills in field work in the local community.
Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?	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. 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	. 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 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.	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 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.	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 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.	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. 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.	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 selfassessment 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. 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.

	Weekly Focus	 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 	 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 	 UK Landscapes Water cycle River Landscapes Coastal Landscapes Weather and climate Weathering processes 	1. Map skills 2. Physical and human features 3. Population differences around the world 4. Case study- Shetland Islands 5. Case Study- Shanghai 6. Threats and opportunities of a growing world population.	1. Map skills 2. Ageing populations 3. Young populations 4. Case Study Thailand - tourism/ leaving rural areas 5. Case Study – Southend – what happens in an ageing area 6. What are the solutions to population issues?	 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.
	Weeks	7	7	6	6	6	7
Year8	Core Knowledge/ Skills and Concepts	Work, Rest and Play in the UK Map skills – review the national and global geography of the UK Identify the 4 main employment sectors in the UK: primary, secondary, tertiary and quaternary. Investigate the change in employment structures in the UK over time.	Work, Rest and Play in the UK Identify changes to how people in the UK communicate and travel. Map skills – using world maps to identify locations that football has been exported to and from. Investigate globalisation in relation to the sport of football	Challenges and Opportunities Identify that some people in the UK live in poverty. Identify ways to reduce poverty and homelessness in the UK. Understand that supply and demand for water in the UK is unequal. Investigate waste management strategies. Understand the environmental, economic and social impacts of air pollution in the UK. Investigate the change in energy production and consumption in the UK.	Our Physical World Use latitude and longitude to locate aspects of physical geography eg mountains, seas, rivers. Investigate plate tectonics and be able to relate this to earthquakes and volcanoes. Identify specific volcano eruptions and the hazards that are associated with these. Investigate extreme weather events around the world and link this to patterns of global climate.	Our Living World Understand how bamboo has become a versatile and sustainable plant. Understand the importance of cereal crops in providing food for a large majority of the world. Understand that ecosystems involve complex interrelationships between living organisms and the natural environment. Global ecosystems (biomes) reflect climate zones.	Our Living World Investigate the Mediterranean climate and how plants and animals have adapted to these conditions. 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.
>	How will it be assessed?	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 selfassessment 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
	Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?	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'.

	Weekly Focus	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. 1. The World of Work 2. 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	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. 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 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	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. 1. A World of Extremes 2. Our Underwater World 3. Earthquakes 4. Volcanoes 5. Global Weather and Climate 6. Skills Focus: Comparing Maps.	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 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	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. 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
	Weeks	7	7	6	6	6	7
Year 9	Core Knowledge/ Skills and Concepts	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.	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.	Explore the negative impact of plastic on the environment and investigate the damage it is causing to natural ecosystems. Investigate climate change in relation to the increase in burning fossil fuels.	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
	How will it be assessed?	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

		demonstrated using blue	demonstrated using blue	marked using the 'yellow	demonstrated using blue	demonstrated using blue	demonstrated using blue
		stickers. There will also be a	stickers. There will also be a	stickers'. Peer and self-	stickers. There will also be a	stickers. There will also be a	stickers. There will also be a
		test at the end of the topic. This will either be in paper	test at the end of the topic. This will either be in paper	assessment will be utilised where appropriate.	test at the end of the topic. This will either be in paper	test at the end of the topic. This will either be in paper	test at the end of the topic. This will either be in paper
		form or as an interactive quiz	form or as an interactive quiz	мпете арргорпасе.	form or as an interactive quiz	form or as an interactive quiz	form or as an interactive quiz
	Why are we doing	This section will help students	. This section will help	•KS3 PoS Locational	·	KS3 PoS Locational	KS3 PoS Locational
	this now? How does	to understand the global	students to understand the	knowledge: this chapter will	•KS3 PoS Locational	knowledge: students study	knowledge: students study
	this build on prior knowledge and the	variations in economic development and quality of life	global variations in economic development and quality of life	help extend students' locational knowledge and	knowledge: studying this topic satisfies the KS3 PoS by	aspects of the physical and human geography of cold	aspects of the physical and human geography of cold
	knowledge still to	and the strategies that exist for	and the strategies that exist for	deepen their spatial	enabling students to extend	deserts (e.g. Antarctica in Unit	deserts (e.g. Antarctica in Unit
	come?	reducing the global	reducing the global	awareness of the countries of	their locational knowledge and	12.6), and develop locational	12.6), and develop locational
		development gap.	development gap.	the world.	deepen their spatial	knowledge, including Asia	knowledge, including Asia
		•KS3 PoS Locational knowledge: studying this topic	•KS3 PoS Locational knowledge: studying this topic	•KS3 PoS Place knowledge: Students will use world maps	awareness of the world's countries, including China and	(Bangladesh in Unit 12.2) and the Middle East (Jordan in Unit	(Bangladesh in Unit 12.2) and the Middle East (Jordan in Unit
		satisfies the KS3 PoS by	satisfies the KS3 PoS by	to focus on Africa and on	India.	12.3).	12.3).
		enabling students to extend	enabling students to extend	environmental regions,	•KS3 PoS Human and	•KS3 PoS Human and	•KS3 PoS Human and
		their locational knowledge and	their locational knowledge and	including polar and hot	physical geography: this	physical geography: students	physical geography: students
		deepen their spatial awareness of the world's	deepen their spatial awareness of the world's	deserts, key physical and human characteristics,	chapter helps to develop students' understanding of	should understand climate change and economic activity	should understand climate change and economic activity
		countries.	countries.	countries and major cities.	human geography relating to	(such as tourism in Unit 12.3).	(such as tourism in Unit 12.3).
		•KS3 PoS Human and	•KS3 PoS Human and	•KS3 PoS Human and	population and urbanisation.	They study how 'human and	They study how 'human and
		physical geography: this	physical geography: this	physical geography: this		physical processes interact to	physical processes interact to
		chapter will help develop	chapter will help develop	chapter helps students to		influence and change environments'. This is	influence and change environments'. This is
		students' understanding of human geography relating to:	students' understanding of human geography relating to:	understand human geography relating to population,		addressed in all units in this	addressed in all units in this
		population and urbanisation;	population and urbanisation;	urbanisation and the use of		secton.	secton.
		international development;	international development;	natural resources		•KS3 PoS Geographical skills	•KS3 PoS Geographical skills
		economic activity and the use	economic activity and the use			and fieldwork: students use	and fieldwork: students use
		of natural resources.	of natural resources.			and interpret atlas maps and satellite images. These skills	and interpret atlas maps and satellite images. These skills
						are used and developed in	are used and developed in
						Chapter 12.	Chapter 12.
	Weekly Focus	1.Local inequality	Health Inequality Health Inequality P2	1. What is Africa Like?	1. Urbanisation	Plastic in the Oceans Plastic in the Oceans P2	Wilderness Areas Under Threat
		2. Global inequality3. Escaping Inequality	3. The Geography of	African Populations The Sahara	2. Rural-to-Urban Migration in China	3. Climate Change	2. Wilderness Areas Under
		4. Escaping Inequality P2	Chocolate	4. Nigeria – A Country of	3. Megacities	4. Climate Change P2	Threat P2
		5. Food Inequality	4. The Geography of	Contrasts	4. Housing the Poor: India	5. Sustainable Tourism	3. The Geography of Conflict
		6. Food Inequality P2 7. Docu/film	Chocolate P2 5. Skills Focus: Scattergraphs	5. Opportunities and Challenges in Nigeria	5. Sustainable Cities	6. Sustainable Tourism P2	Zones 4. The Geography of Conflict
		7. Docu/iiiii	6. Skills Focus: Scattergraphs	6. Skills Focus: Cross-sections	6. Skills Focus: Choropleth Maps and Proportional		Zones P2
			P2		Symbols		5. Skills Focus: Map and
			7. Assessment				Satellite Photos – Arctic
							Tundra 6. Assessment
							7. Film
	Weeks	7	7	6	6	6	7
	Core Knowledge/						
	Skills and Concepts How will it be						
	assessed?						
	Why are we doing						
10	this now? How does						
Year	this build on prior knowledge and the						
Ύe	knowledge still to						
	come?						
	Weekly Focus	1.	1.	1.	1.	1.	1.
		3.	3.	3.	3.	3.	2. 3.
		4.	4.	4.	4.	4.	4.
		5.	5.	5.	5.	5.	5.

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