**TNHA Curriculum Planning Document** Subject: **Geography** Year: **7**

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| **Timescale** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Prior Learning (from KS2/3)** |  |  |  |  |  |  |
| **Topic/ Unit title** | Geographical Skills  European Project | Amazing Places | Settlement and Population | Landscapes Rivers | Globalisation | Primary Fieldwork – Swaffham Project |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | Geographical skills developed and applied from KS2  Group Work  Map skills  Grid references  Compass Direction  Scales  Research  Independent work  Key Knowledge: Students will re-cap geographical skills and develop their understanding of these by applying them to real-life situations and ideas.  Students will study Europe and focus on 4 key countries. Students will learn the culture, society and environmental differences between the countries. They will look at the physical Geography as well as human interactions. | Experiences  Wonder of the natural environment  Learning about cultures and attitudes to different areas  Social  Environmental conflicts/  Differences  Sustainability  Map Skills  Morality  Key Knowledge:  Students will gain an experience of learning about different place around the world. These ‘Amazing’ places will introduce students to learn about what makes them different as well as studying the Geography behind them. It will allow them to explore different areas of the national curriculum focus on an array of places. | HIC and LIC areas  Social differences in population and different settlements.  Socio economical differences.  Poverty  Shanty towns  Empathy  Development  Map Skills  Decision Making  Migration  Key Knowledge:  Students will study the population and settlement of the UK. Students will use this opportunity to compare population in the UK and around the world. What makes living in the UK different from those in Africa. How are they different why? | Wonder of the natural environment  Interaction of human and physical processes  Group Work  Map Skill.  Key Knowledge:  Students will look at the creating of rivers. They will about the processes creating and developing a rivers system. They will explore the physical and human effects of flooding in the UK and Bangladesh and have the opportunity to create a newspaper article reflecting these ideas. Students will look at the management techniques surrounding managing a river.  . | Political  Discussion  Impact of large organisations  Social differences  Empathy  Child labour and fair trade  Map Skills  Conflict  Key Knowledge:  Students will have the opportunity to look at what causes Globalisation. Starting with the UK students will look at how the influences of large TNC’s can change the economy. Students will then look at the movement of large companies to LIC’s and the impact this has on these areas. Towards the end of the course students will look at child labour and fair trade and the impacts large companies like Nike and Coca Cola have on theses. | Map Skills  Grid References  Primary techniques  Methodology  Key Knowledge:  Having learnt about the changes in population and settlement earlier on in the course. Students will have the opportunity to put into practice first hand primary data collection Students will use Swaffham as their study centre to investigate how quality of life varies. When back in the classroom students will be able to write-up their findings and present to the class. |
| **Assessment Opportunities** | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework |
| **Links to other units in KS3/4.** | KS2 Prior learning | People and the Biosphere (Y11) | Development Dynamics (Y10) | Landscapes Paper 2 GCSE | Paper 1 Urbanised World GCSE | Urban Fieldwork (Y10)  Development Dynamics (Y10)  Year 7 settlement and population |

**TNHA Curriculum Planning Document** Subject: **Geography** Year: **8**

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| **Timescale** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Prior Learning (from KS2/3)** | Geographical skills |  |  | Primary fieldwork Year 7 |  |  |
| **Topic/ Unit title** | Weather and Climate  The climate of Antarctica. | Climate change and Introduction to energy  Dragons Den Project | Ecosystems – The Savannah and Deserts | Secondary Data on Savannah and Desserts | Conflict – introduction and shanty towns | Conflict – Blood Diamond  Middle East Project |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | Geographical skills developed and applied from KS2  Independent wok  Group work  Map skills  Use of graphs  Key Knowledge: Students will look at weather and weather systems. They will focus on how to measure weather and how rain is formed. Student’s will have the opportunity to compare different places and look out how climate in these regions differs.  Students will complete a project on looking at the climate of Antarctica and how it is a fragile ecosystem. | Independent work  Group work  Decision making  Sustainability  New technologies  Research  Investigating  Key Knowledge  Student’s will explore the natural and human causes to climate change and look at the effects on a national and international scale. They will look at ways to reduce the impacts of climate change,  Key Knowledge:  Students will learn a basic introduction to types of energy and the differences between renewable and non-renewable.  Students will take part in a Dragons Den project looking at developing the newest sustainable gadget on the market, that saves energy. | Learning about the world  Cultural differences  Social  Conflicts  Adaptions  Sustainability  Map skills  Key Knowledge:  Students will explore what an ecosystem is. This will look into learning about food chains and food webs.  Students will then look into what deserts and the savannah are like. Students will look at the climate of each area and how animals and plants adapt to these areas. | ICT skills  GIS  Graphical skills  Map work  Edexcel use  Methodology  Research  Key Knowledge:  Students will use the ecosystems of savannah and deserts to complete some research. They will uses secondary data techniques and methodology in the form of choropleth maps and GIS to investigate drought in these areas. | Political  Discussion  Impact of large organisations  Social differences  Empathy  Map skills  Social issues  Morality  Economical issues  Key Knowledge:  Students will learn about the geography of different conflicts. Students will start by looking at Africa and the conflict over resources and water in these areas.  Student will then make shanty towns their focus looking at the issues socially, economically and environmentally to these areas.  Students will have the opportunity to make decision about how we could improve these areas.  Finally, students will have look at refugees and the impacts and probemss these peple face. | Political  Discussion  Impact of large organisations  Social differences  Empathy  Map skills  Social issues  Morality  Economical issues  Key Knowledge:  This unit continues conflict and students will make ‘Blood Diamond’ their focus. Student’s will explore why the ‘Blood diamond’ is in demand and the conflicts that arise over these.  To finish off the school year students will complete a project based n the middle east. This will focus on recent wars tied into their geographical background. |
| **Assessment Opportunities** | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework | Half-termly Assessments – KS3 Booklet  Take-away Homework |
| **Links to other units in KS3/4.** | KS2 Prior learning | People and the Biosphere (Y11) | Development Dynamics (Y10) | Landscapes Paper 2 GCSE | Paper 1 Urbanised World GCSE | Urban Fieldwork (Y10)  Development Dynamics (Y10)  Year 7 settlement and population |

**TNHA Curriculum Planning Document** Subject: **Geography** Year: **9**

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| **Timescale** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Prior Learning (from KS2/3)** | Settlement (Y7) | Settlement (Y7) | Weather (Y8) | Tectonics (Y7)  Globalisation (Y7) | Population (Y7) | Population (Y7) |
| **Topic/ Unit title** | Biospheres | Ecosystems  The Rainforest and Taiga | World energy  Sustainability | The Hazardous Planet – Tectonics Hazards | Your Island Home  - What is the UK like? | Your island Home -Investigating London |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | Physical processes  Wonder of the world  Map skills  Theorists  Opinions independent work.  Key Knowledge: Students will study the biosphere and all that it offers. Students have an opportunity to look at what makes up our biosphere, animals and plants. They will look at different cycles and how they change throughout our world.  Students will look at population explosion and how resources are meeting the demands of these people or not.  They will have the opportunity to look at cultural differences in different regions. | Physical processes  Wonder of the world  Map skills  Learning about the world  Cultural differences  Social  Conflicts  Adaptions  Sustainability  Map skills  Key Knowledge:  Students will explore what an ecosystem is. This will look into learning about food chains and food webs.  Students will then look into what the tropical rainforest and taiga are like. Students will look at the climate of each area and how animals and plants adapt to these areas.  Students will also look at the direct and indirect threats of the forest and how we can sustainably manage and conserve these. | Independent work  Group work  Decision making  Sustainability  New technologies  Research  Investigating  Key Knowledge:  Students will look at energy globally, they will look at how energy is used and consumed in different parts of the world. They will focus on extraction methods and how this differs. Students will look at the environmental issues particular the impacts on the Canada tar sands and deforestation.  Students will complete the unit by looking at sustainable ways we can use energy. | Wonder of the natural environment  Morality  Group Work  Map Skill.  Key Knowledge:  Students will study the Devasting causes and impacts of tectonic hazards.  Students will look at both earthquakes and volcanoes and complete a project into HIC and LIC earthquakes. | Political  Discussion  Map Skills  Grid References  Key Knowledge:  Students will look at the country we live in. They will look at features of the UK, what landscapes, landforms and environments do we have. Students will have the opportunity to look at population distribution and differences between rural and urban areas. | Conflict  Migration  Map Skills  Grid References  Development  Key Knowledge:  Students will complete a series of lessons looking into London. They will look at the site and situation of London and how it has declined over time. Students will look at the impact of land-use change and migration. They will also look into how London has been regenerated and the impacts it has further afield. |
| **Assessment Opportunities** | Half-termly Assessment – Urbanisation and Megacities  KS3 Booklet | Half-termly Assessment – Megacities  KS3 Booklet | Half-termly Assessment – The Hazardous Planet – Tropical Storms.  KS3 Booklet | Half-termly Assessment – The Hazardous Planet – Tectonic Hazards.  KS3 Booklet | Half-termly Assessment – Your Home Island – The UK  KS3 Booklet | Half-termly Assessment – Your Home Island – London  KS3 Booklet |
| **Links to other units in KS3/4.** | Urban Fieldwork (Y10) | Development Dynamics (Y10) | People and the Biosphere (Y11) | People and the Biosphere (Y11) | Development Dynamics (Y10) | Urban Fieldwork (Y10) |