



TNHA Curriculum Planning Document

Subject: **Geography**

Year: **7**

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	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	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	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	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	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

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	<p>these by applying them to real-life situations and ideas.</p> <p>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.</p>	<p>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.</p>	<p>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?</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Assessment Opportunities	Half-termly Assessments – KS3 Booklet	Half-termly Assessments – KS3 Booklet	Half-termly Assessments – KS3 Booklet	Half-termly Assessments – KS3 Booklet	Half-termly Assessments – KS3 Booklet	Half-termly Assessments – KS3 Booklet



	Take-away Homework	Take-away Homework	Take-away Homework	Take-away Homework	Take-away Homework	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



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Subject: **Geography**

Year: **8**

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	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	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.	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	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	Political Discussion Impact of large organisations Social differences Empathy Map skills Social issues Morality Economical issues Key Knowledge: This unit continues conflict and



	<p>formed. Student's will have the opportunity to compare different places and look out how climate in these regions differs.</p> <p>Students will complete a project on looking at the climate of Antarctica and how it is a fragile ecosystem.</p>	<p>international scale. They will look at ways to reduce the impacts of climate change,</p> <p>Key Knowledge: Students will learn a basic introduction to types of energy and the differences between renewable and non-renewable.</p> <p>Students will take part in a Dragons Den project looking at developing the newest sustainable gadget on the market, that saves energy.</p>	<p>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.</p>	<p>techniques and methodology in the form of choropleth maps and GIS to investigate drought in these areas.</p>	<p>conflict over resources and water in these areas.</p> <p>Student will then make shanty towns their focus looking at the issues socially, economically and environmentally to these areas.</p> <p>Students will have the opportunity to make decision about how we could improve these areas.</p> <p>Finally, students will have look at refugees and the impacts and probemss these people face.</p>	<p>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.</p> <p>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.</p>
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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



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Subject: **Geography**

Year: **9**

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	Physical processes Wonder of the world Map skills Learning about the world Cultural differences Social Conflicts Adaptions Sustainability Map skills Key Knowledge:	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	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	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.	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



	<p>makes up our biosphere, animals and plants. They will look at different cycles and how they change throughout our world.</p> <p>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.</p>	<p>Students will explore what an ecosystem is. This will look into learning about food chains and food webs.</p> <p>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.</p> <p>Students will also look at the direct and indirect threats of the forest and how we can sustainably</p>	<p>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.</p> <p>Students will complete the unit by looking at sustainable ways we can use energy.</p>	<p>project into HIC and LIC earthquakes.</p>	<p>Students will have the opportunity to look at population distribution and differences between rural and urban areas.</p>	<p>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.</p>
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		manage and conserve these.				
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)